DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

2012-13
Charter Renewal Report

Friendship
Public Charter School

April 29, 2013

DC Public Charter School Board
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TABLE OF CONTENTS

RECOMMENDATION 3
EXECUTIVE SUMMARY.....3
GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS……..5
COMPLIANCE WITH APPLICABLE LAWS.……..……37
FISCAL MANAGEMENT AND ECONOMIC VIABILITY...……..42

RECOMMENDATION

The District of Columbia Public Charter School Board ("PCSB") recommends Friendship Public Charter School ("Friendship PCS") charter be renewed based on the school's overall academic, compliance, and fiscal performance.

EXECUTIVE SUMMARY

Friendship PCS began operating in 1998 under the oversight of PCSB and is currently in its fifteenth year of operation. The Friendship Local Education Agency comprises six campuses, all of which are rated as Tier 2 according to the Performance Management Framework ("PMF"), detailed in the table below. In addition, according to the Friendship Public Charter School website[1], Friendship PCS' Board operates a Transformation School[2] in partnership with the District of Columbia Public Schools (DCPS), and in Baltimore, Friendship operates four transformation schools in partnership with Baltimore City Public Schools.

Campus	Ward	Year Opened	Grades Served	2012-13 Student Enrollment	2010-11 PMF Percentage	2011-12 PMF Percentage
Chamberlain	6	1998-99	PK-8	760	53.0%	53.8%
Woodridge	5	1998-99	PK-8	477	51.5%	50.0%
Blow Pierce	7	1999-2000	PK-8	683	38.6%	35.7%
Collegiate	7	2000-01	9-12	1040	54.3%	62.8%
Southeast	8	2005-06	PK-5	551	38.2%	49.6%
Tech Prep	8	2008-09	6-10 (growing to serve through grade 12)	369	51.8%	50.1%

In 2002-03, when Friendship PCS was operating four charter school campuses in DC, PCSB conducted a five-year review of Friendship PCS and determined that the school should continue operating. In 2007-08,

[1] www.friendshipschools.org

[2] "Transformation school" is a term used by the U.S. Department of Education for a school implementing one of four "intervention models" as part of the Title I School Improvement Grant program.

when Friendship PCS was operating five charter school campuses, PCSB conducted a ten-year review of Friendship PCS, and determined that the school should continue operating. Friendship began operating the Academies of Anacostia (DCPS) in 2009-2010 and working in Baltimore in 2008.

On September 4, 2013, Friendship PCS's charter[3] will expire, and it has submitted an application to renew its charter for another fifteen-year term. As part of the renewal process, PCSB must assess whether Friendship PCS has: (1) met the goals and student academic achievement expectations ("goals and expectations") included in its charter; (2) remained materially compliant with applicable laws; and (3) managed its finances effectively and remained economically viable.[4]

PCSB staff has conducted this assessment and determined that Friendship PCS has substantially met those goals and expectations that have been historically measured. Staff therefore recommends that the charter be renewed.

In reaching this determination, PCSB staff wants to specifically note and commend Friendship PCS for its admission policy – a policy of admission of students in any grade, at any point in the school year.

However, two significant issues arose during the renewal review that staff recommends be addressed looking forward to the next fifteen years:

The first issue concerns academic performance. While staff concludes that Friendship PCS substantially met its charter goals, we are concerned that proficiency and growth rates in reading at many of Friendship PCS' campuses are low. We recommend this be addressed by adopting either explicit campus-level reading proficiency goals, or campus-level goals tied to the PMF.

The second issue concerns Friendship PCS' governance structure. The School Reform Act, as amended in 2007, requires DC public charter schools to be organized as an independent corporation that can be dissolved if the charter school is no longer operational. Accordingly, as currently structured, if Friendship PCS ceased operating for any reason, the entity incorporated as Friendship Public Charter School, Inc. would be required to dissolve and no corporate structure would exist to continue operations of its other activities. As such, PCSB recommends that Friendship PCS implement a corporate structure with at least two separate corporate entities, with two separate governing boards: one to oversee Friendship's DC public charter school, and another to oversee all aspects of Friendship's work.

[3] Friendship PCS – Tech Prep campus was originally charted separately in 2005, and was assumed under the Friendship PCS charter in 2006. It opened two years later, in 2008.
[4] See DC Code § 38-1208.12(a)(3).

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The District of Columbia School Reform Act ("SRA") provides that PCSB shall not approve a charter renewal application if it determines that the school has failed to meet its goals and expectations set out in its charter agreement.[5] 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. Goals and expectations are only considered as part of the renewal decision if they were included in a school's charter agreement, charter amendment, or Accountability Plans approved by the PCSB Board (collectively, the "Charter").

Friendship PCS detailed ten goals in its charter application, which are included in the chart below.[6] For the purposes of this review, PCSB analyzed the goals included in the school's charter application and which PCSB consistently monitored over the course of the school's Charter. For goals and expectations that were not consistently monitored over the course of the school's Charter and/or not consistently reported on by the school, it is noted in the chart below that they were "not historically measured."

Friendship PCS has met six goals that it has consistently pursued over the course of its charter, and partially met two additional goals. The chart below summarizes these determinations, which are detailed in the body of this report.

	Goal or Expectation	Met?
1	Ensure that each student achieves the educational standards in each subject area as outlined in Student Academic Standards.	Partially
2	Help students feel comfortable taking intellectual chances and accepting academic challenges.	Yes
3	Improve student motivation by increasing the motivation of the education team and by setting high performance standards and expectations.	Yes
4	Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concerns for others.	Yes
5	Ensure that students are prepared to lead successful adult lives as workers and consumers.	Yes
6	Develop in students a strong respect for the democratic ideals of freedom and liberty for all.	Not Historically Measured
7	Provide a safe and secure learning community.	Partially
8	Draw on the support of families and the community to reinforce the school's educational mission.	Yes
9	Provide an educational resource to the surrounding Edison-Friendship Public Charter School community.	Yes
10	Develop in students an abiding commitment to the school's surrounding community.	Not historically Measured

[5] SRA §38-1802.12(c)(2).
[6] See Friendship PCS Charter School Application, attached to this document as Appendix A.

1. **Ensure that each student achieves the educational standards in each subject area as outlined in Student Academic Standards.**

Assessment: **Friendship PCS has partially met this goal.** The school met this goal in regards to its students achieving educational standards in mathematics, but did not meet the goal in regards to its students achieving educational standards in reading.

In its renewal application, Friendship PCS details its high promotion rates and its students' performance on the DC-CAS as evidence that it has met this goal. Both indicators are discussed below.

Promotion Rates

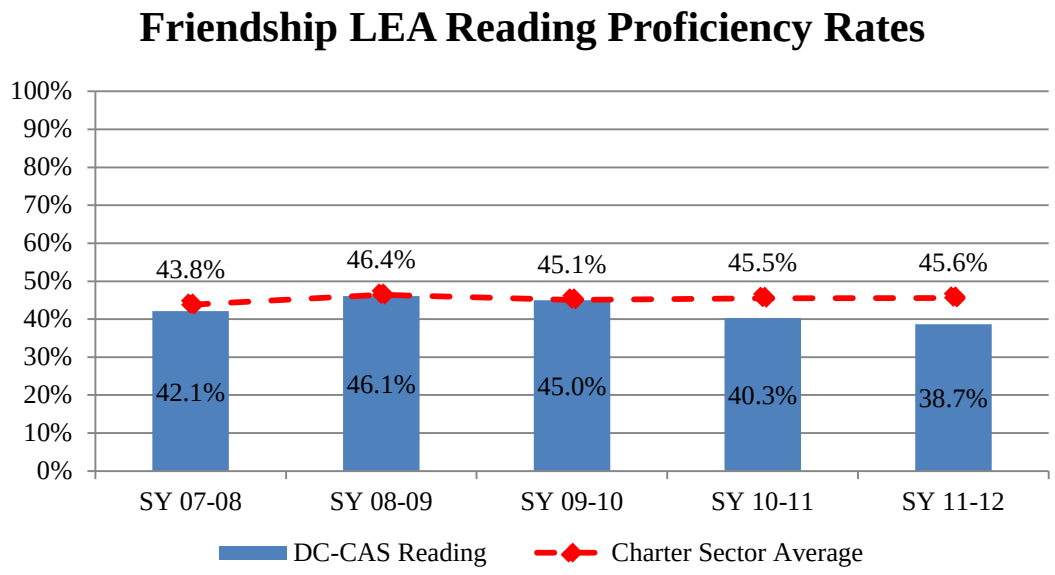
From 1998-2012, 90% of Friendship PCS students achieved grade level standards on time, with 88% of ninth graders on track to graduate.[7] Friendship PCS provided the following promotion rates, dating from 2005 to present.

	2005	2006	2007	2008	2009	2010	2011	2012
Chamberlain	92%	94%	94%	98%	99%	99%	98%	98%
Woodridge	99%	99%	99%	99%	100%	99%	99%	99%
Blow Pierce	91%	95%	99%	100%	99%	100%	98%	99%
Collegiate	91%	95%	97%	97%	97%	99%	98%	96%
Southeast	n/a	100%	99%	94%	87%	95%	99%	96%
Tech Prep	n/a	n/a	n/a	n/a	n/a	95%	93%	96%

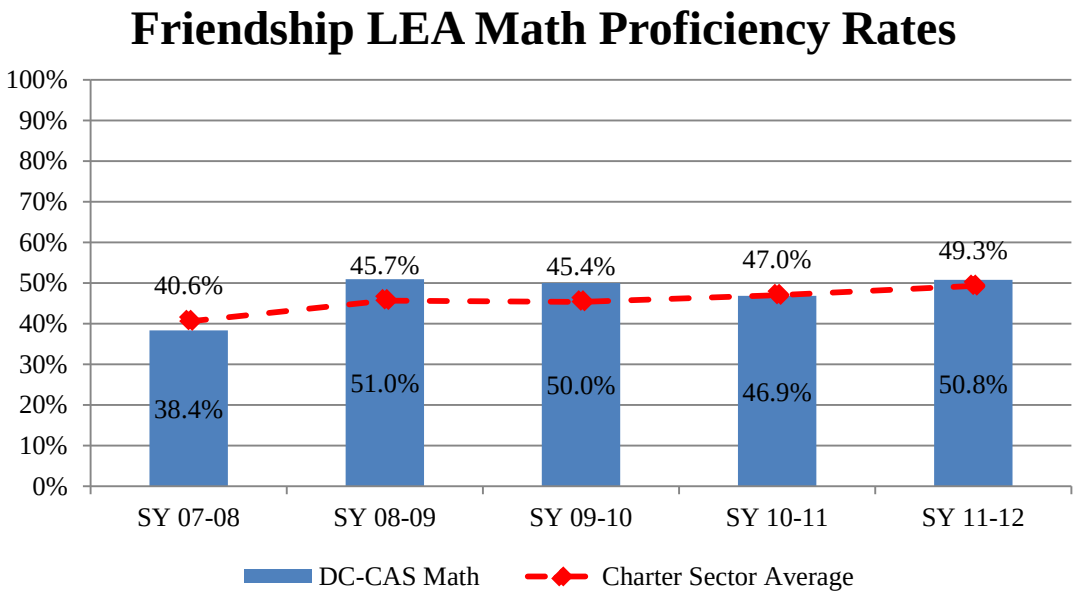
[7] See Friendship PCS Renewal Application, pp. 6 and 11, attached to this document as Appendix C.

DC-CAS Proficiency and Growth

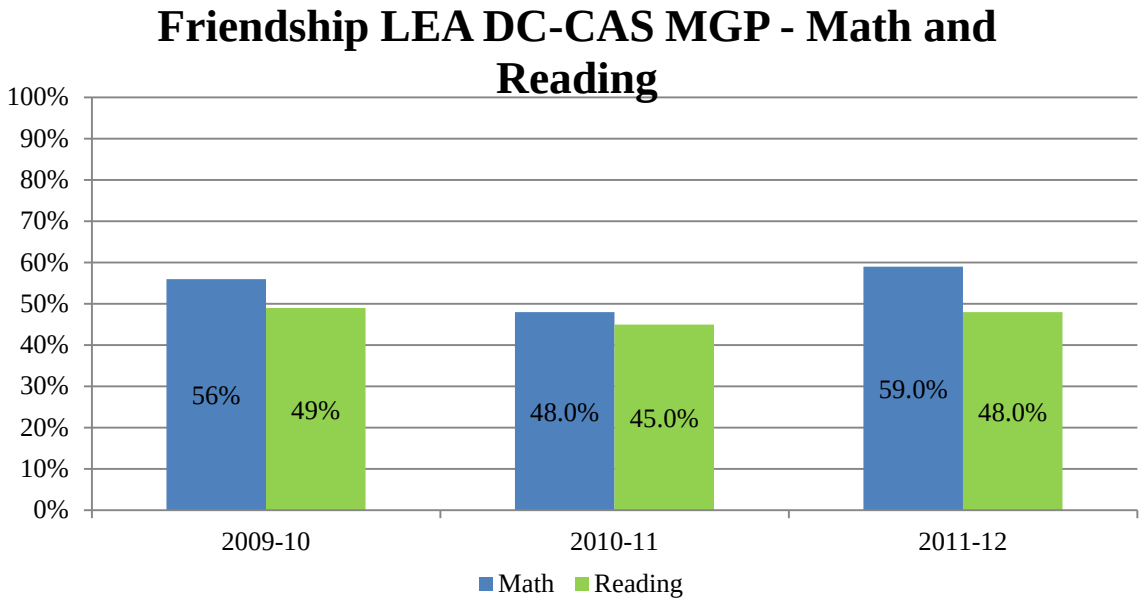
Friendship PCS' LEA-wide reading proficiency rates were below the DC charter sector average for the past five years. As an LEA, its reading proficiency rate has declined since 2008-09



Friendship PCS' LEA-wide math proficiency rates were at or greater than the DC charter sector average in three of the past five years. Its math proficiency rate increased by 12.6% in 2008-09 and has since remained consistent.



The below graph represents Friendship PCS' LEA-wide Median Growth Percentage ("MGP"), which is the median of Friendship PCS' LEA-wide individual student growth percentiles. In math, on average, Friendship PCS students are growing at the same rate or exceeding the rate of peers with comparable starting scores attending other public charter and traditional schools in the District. In reading, the median score for Friendship PCS students is generally below the rate of peers with comparable starting scores.



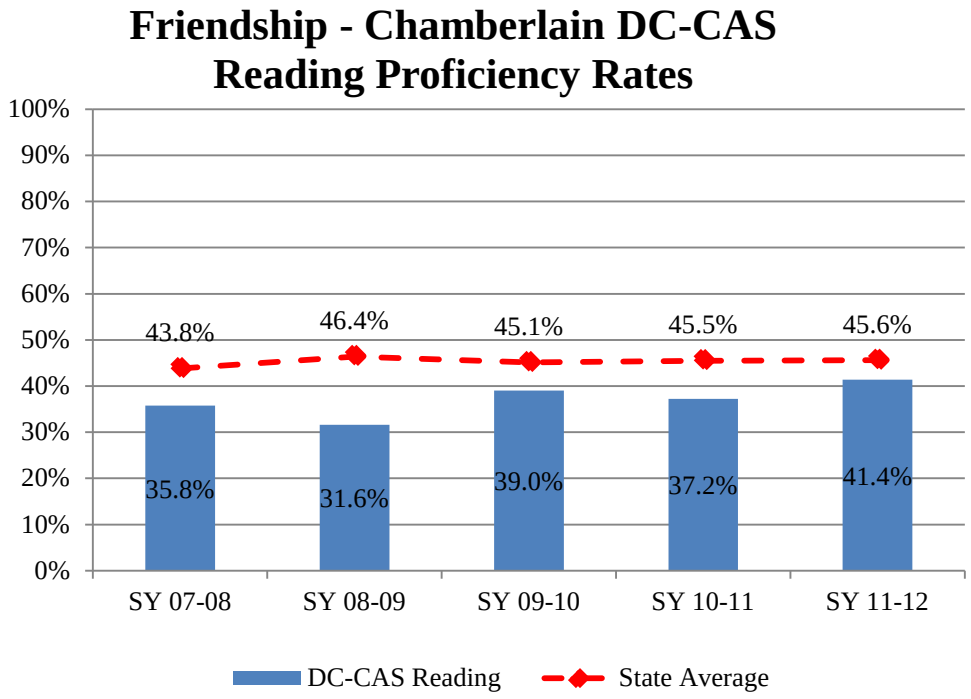
The following sections detail Friendship PCS' reading and math proficiency rates and median growth percentile by campus.

Friendship PCS – Chamberlain

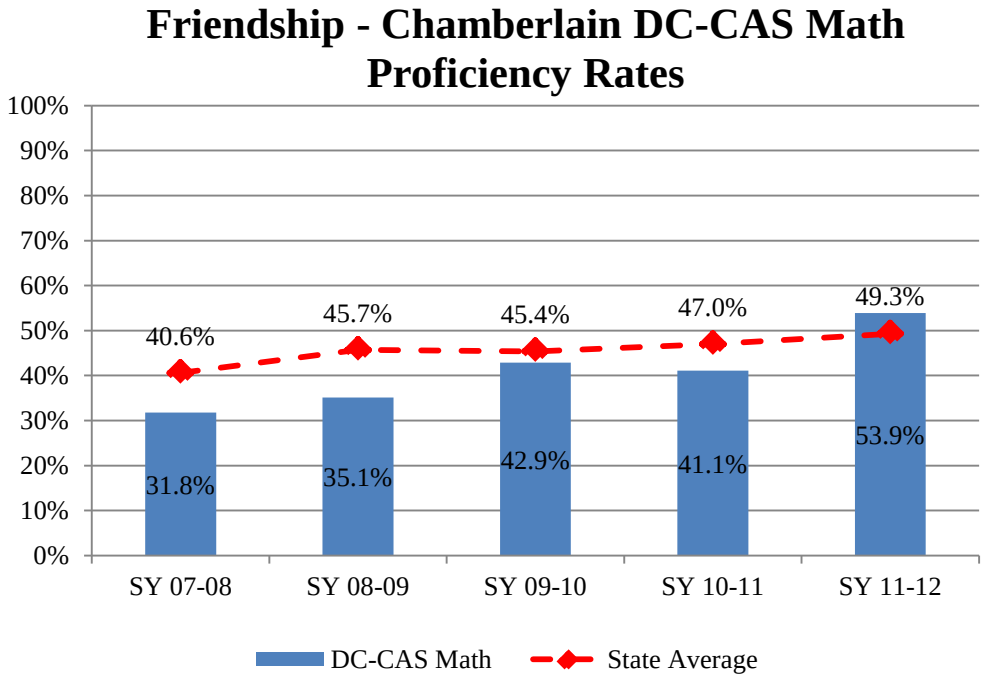
The Friendship PCS - Chamberlain campus opened in 1998-99. At Friendship PCS' fifth-year review, the Chamberlain campus met all of its academic targets, including those associated with reading and math.[8] At Friendship PCS' tenth-year review, the Chamberlain campus met three of six academic goals. It did not meet targets regarding reading and math benchmark assessments, but it met its targets on the state assessment in place at the time.[9]

[8] See Friendship PCS Fifth year Review – Accountability Plan Performance Analysis p. 1, attached to this document as Appendix D.
[9] See Friendship PCS Tenth year Review – Accountability Plan Performance Analysis, attached to this document as Appendix E.

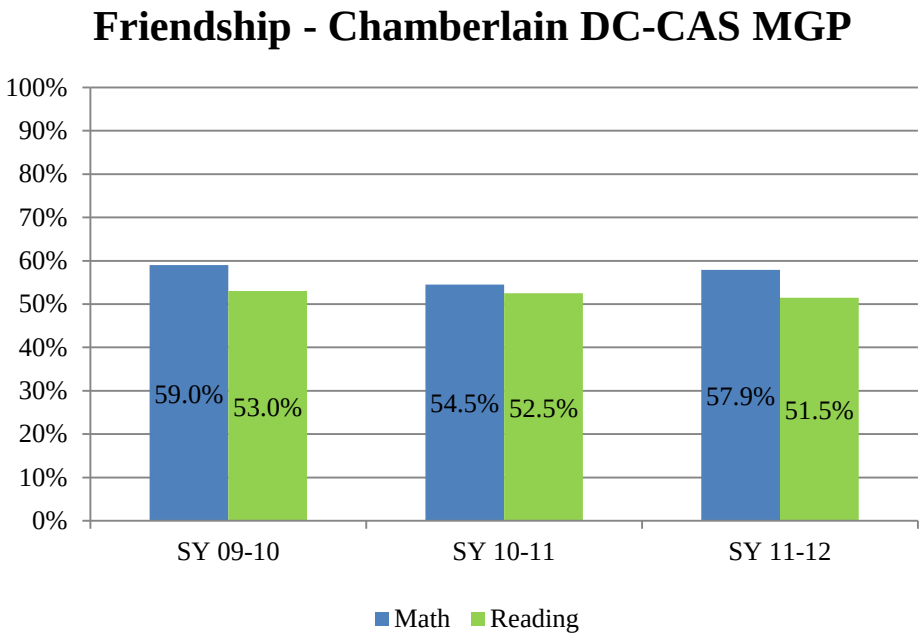
Friendship PCS – Chamberlain campus has performed below the state average in reading since 2007-08.



However, Friendship PCS - Chamberlain Campus' math performance has increased since 2007-08, and in 2011-12 it exceeded the state average.



Friendship PCS - Chamberlain campus' Median Growth Percentile ("MGP") has remained consistent over the past three years.

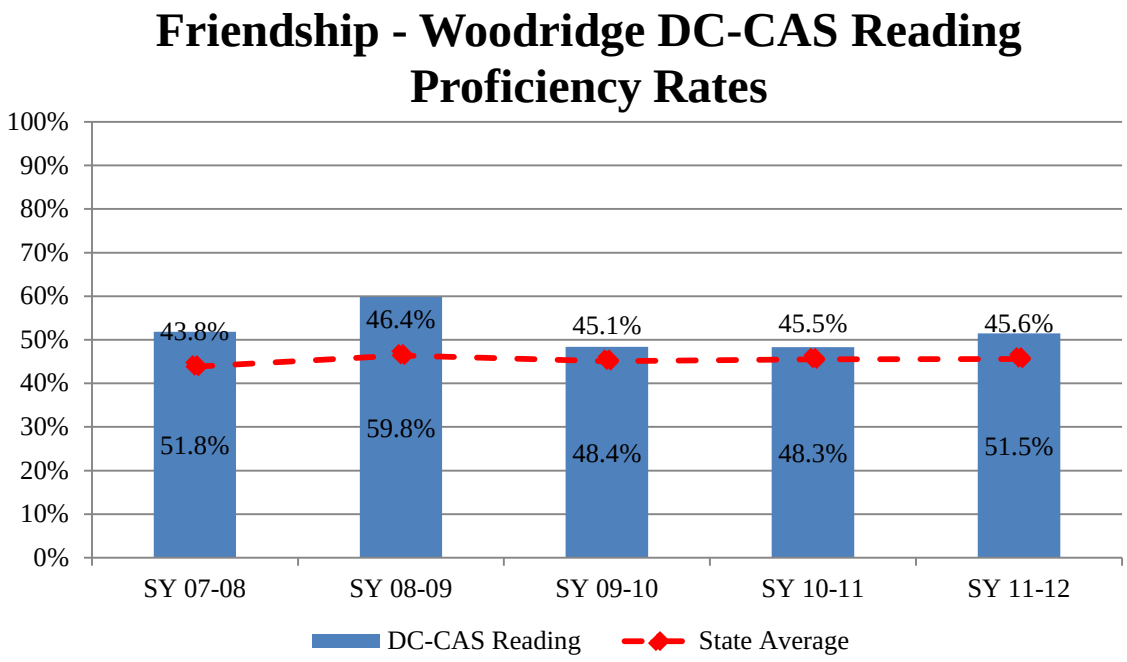


Friendship PCS – Woodridge Campus

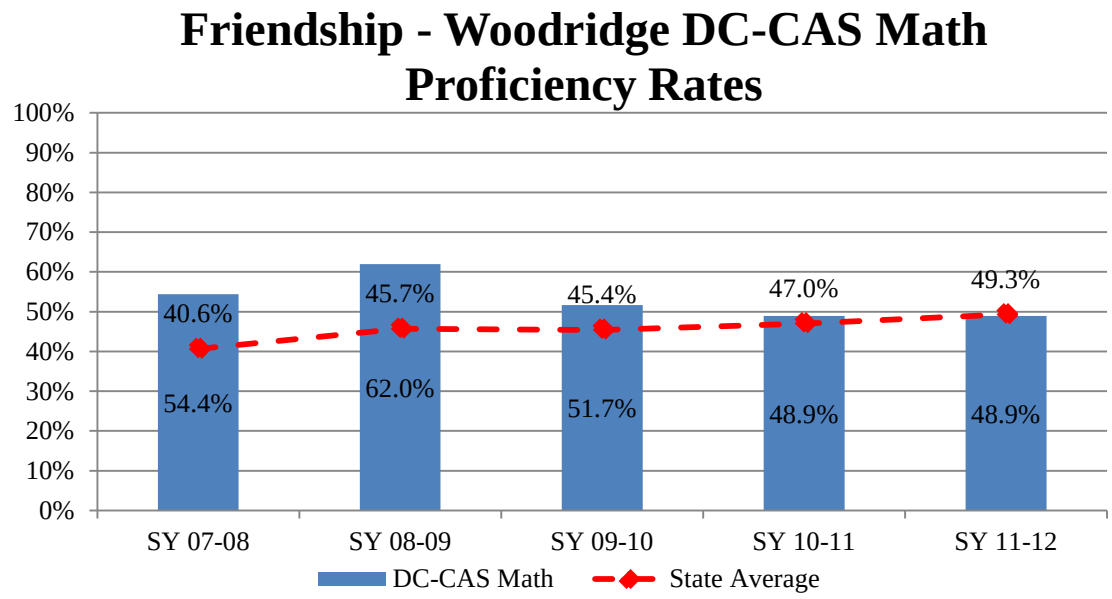
The Friendship PCS – Woodridge Campus opened in 1998-99. At Friendship PCS' fifth-year review, the Woodridge campus met all of its academic targets, including those associated with reading and math.[10] At Friendship PCS' tenth-year review, the Woodridge campus met seven of thirteen academic goals. It did not meet several targets regarding reading and math benchmark assessments, but it met its targets regarding the DC-CAS.[11]

[10] See Appendix D.
[11] See Appendix E.

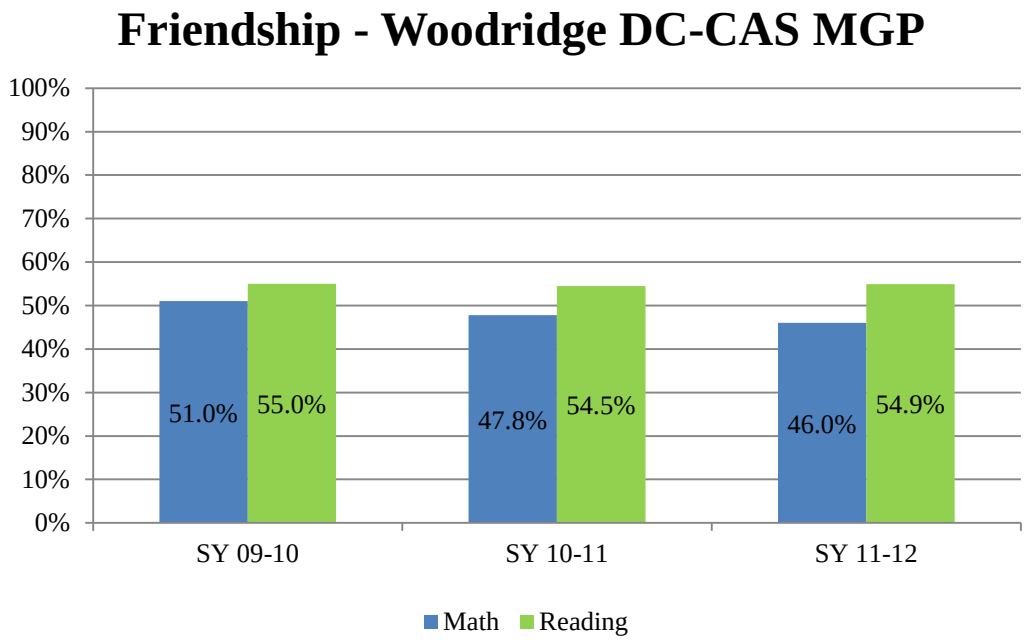
Friendship PCS - Woodridge Campus has exceeded the state average in reading since 2007-08.



Friendship PCS' Woodridge campus has exceeded the state average in math since 2007-08, except in 2011-12, where it was just slightly below.



Friendship PCS - Woodridge campus' Median Growth Percentile ("MGP") has remained consistent over the past three years, with a slight drop in its math MGP. For the last two years in math, the median score for Friendship PCS - Woodridge students is below the rate of peers with comparable starting scores attending other public charter and traditional schools in the District.

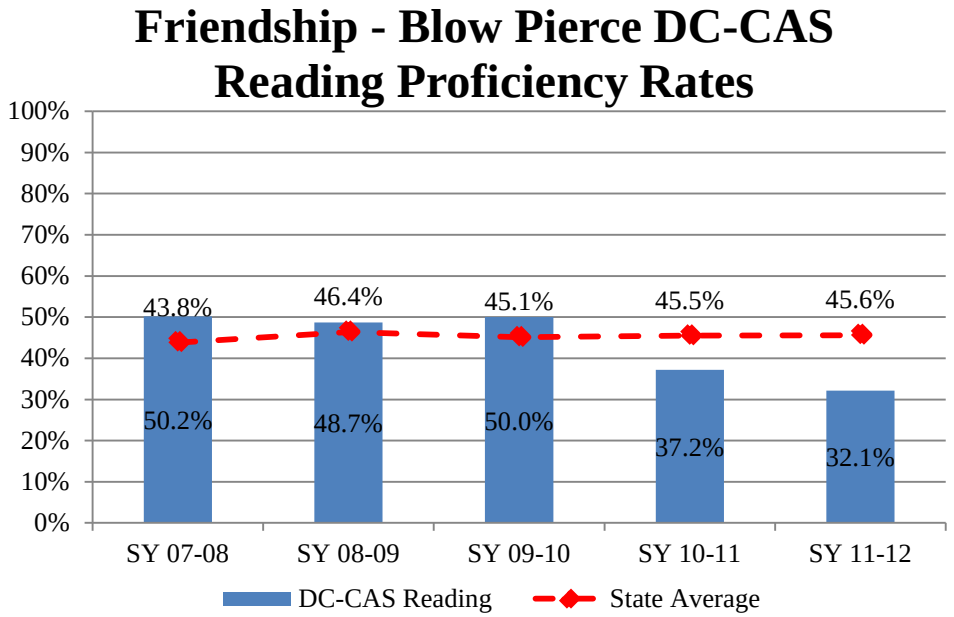


Friendship PCS – Blow Pierce Campus

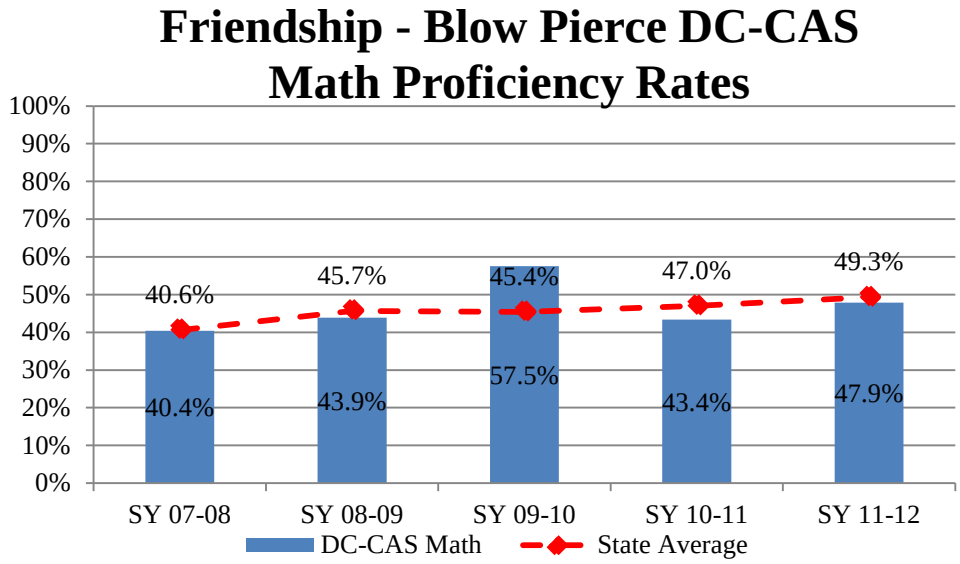
Friendship PCS – Blow Pierce Campus has been open since 1999-2000. At Friendship PCS' fifth-year review, the Blow Pierce campus met all of its academic targets, including those associated with reading and math.[12] At Friendship PCS' tenth-year review, the Blow Pierce campus met two of six academic goals. It met its reading target regarding the DC-CAS, but not its math target. It did not meet any targets regarding benchmark assessments.[13]

[12] See Appendix D.
[13] See Appendix E.

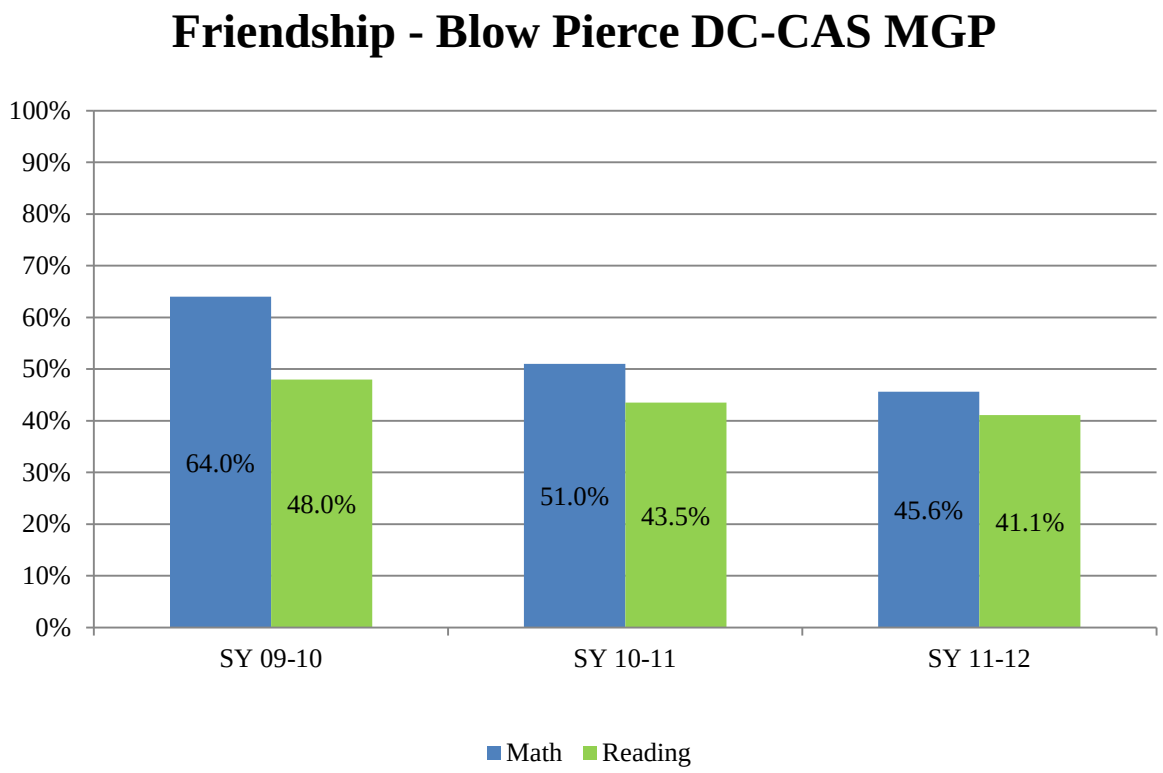
Friendship PCS – Blow Pierce Campus exceeded the state average in reading from 2007-08 through 2009-10. Since 2009-10, its reading proficiency rate has decreased, and in 2011-12 it performed 13.5% below the state average.



Friendship PCS - Blow Pierce Campus has performed below the state average in math during four of the past five years.



Friendship PCS - Blow Pierce Campus' Median Growth Percentile ("MGP") has dropped in both reading and math over the past three years, with the reading MGP being consistently below 50%, meaning that the average growth score for their students is below the rate of peers with comparable starting scores attending other public charter and traditional schools in the District.

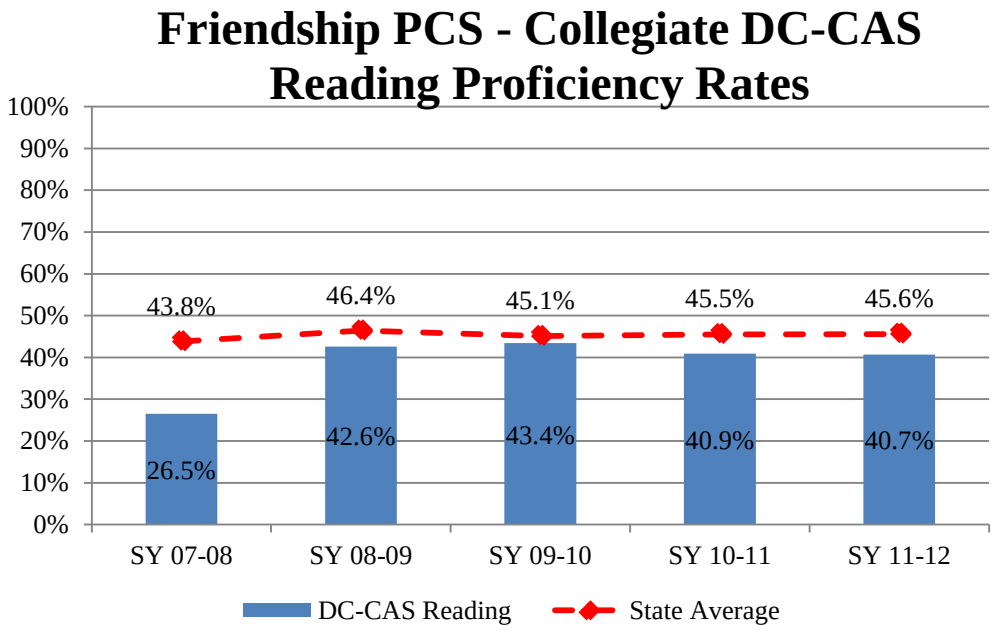


Friendship PCS – Collegiate Campus

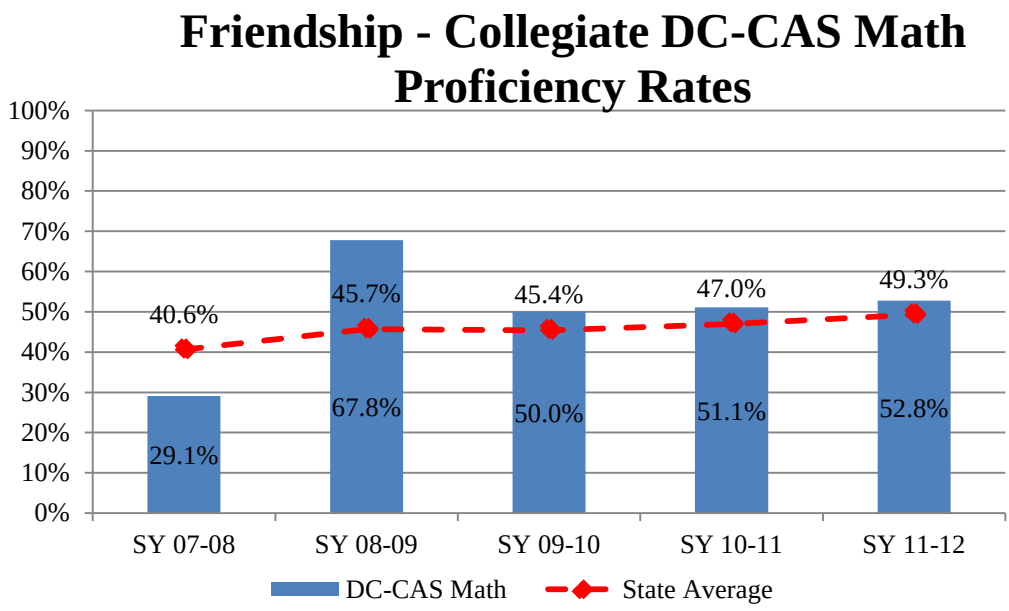
Friendship PCS – Collegiate Campus opened in 2000-01. At Friendship PCS' fifth-year review, the Collegiate campus met four of six academic targets.[14] It met its target associated with math on the state assessment in place at the time, but did not meet the reading target. At Friendship PCS' tenth-year review, the Collegiate campus met eight of ten academic goals. It met its reading target regarding the DC-CAS, but not its math target.[15]

[14] See Appendix D.
[15] See Appendix E.

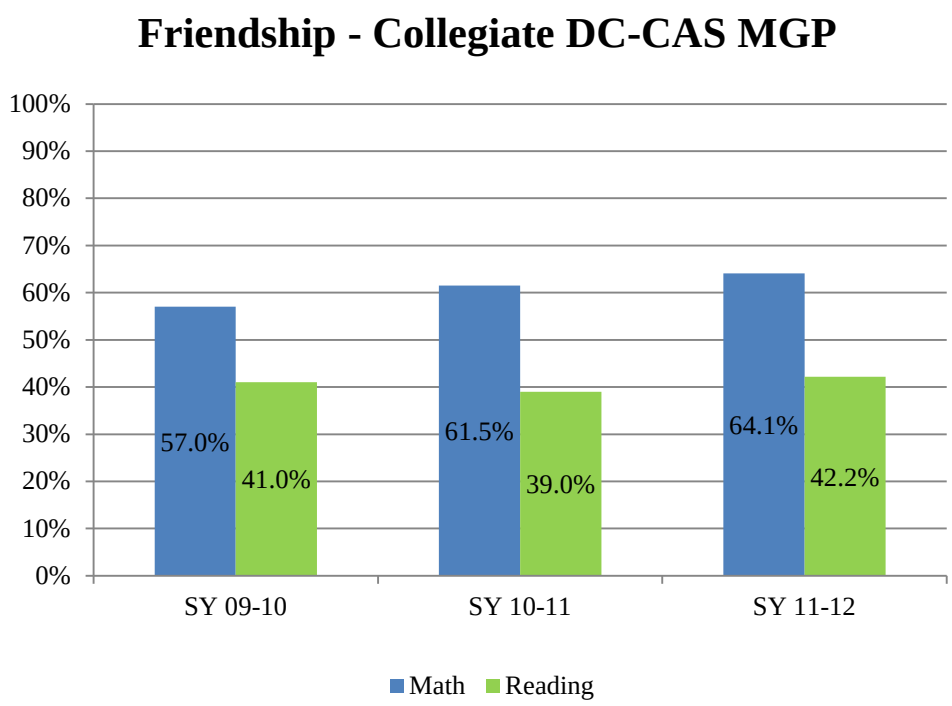
Friendship PCS - Collegiate Campus has performed below the state average in reading since 2007-08.



Friendship PCS - Collegiate Campus has performed above the state average in math since 2008-09.

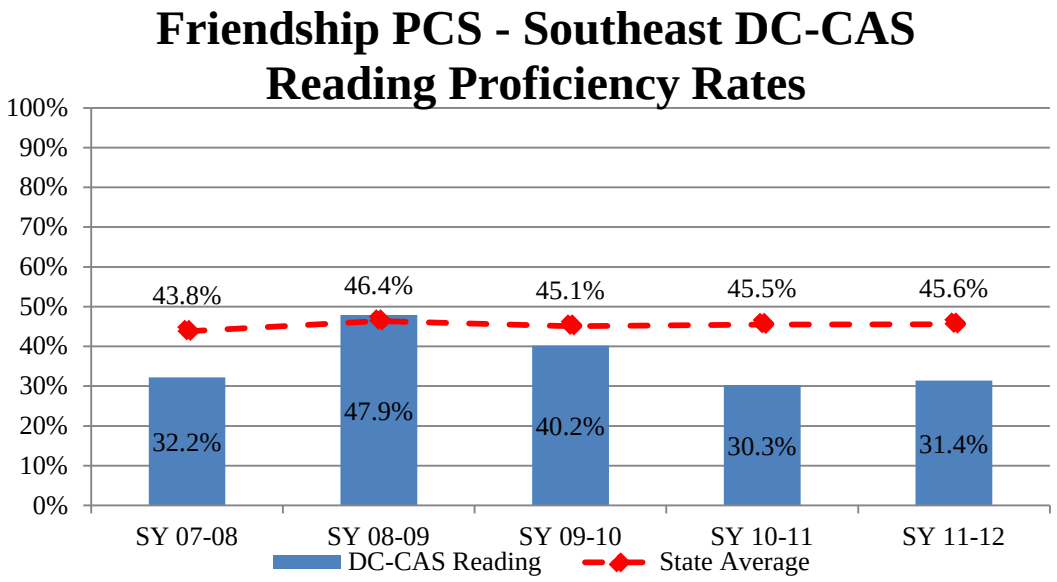


Friendship PCS - Collegiate Campus' math Median Growth Percentile ("MGP") has increased over the past three years, while its reading MGP has remained consistent. Over the past three years, the reading MGP has been as low as 39.0%, meaning that the median growth score for students attending Friendship PCS – Collegiate is much lower than their peers with comparable starting scores attending other public charter and traditional schools in the District.

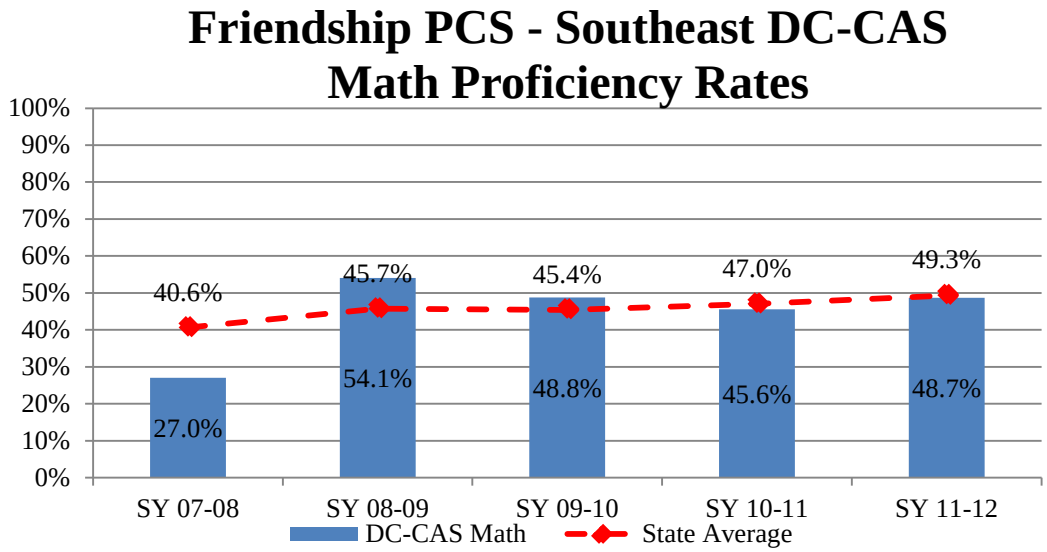


Friendship PCS – Southeast Campus

The Friendship PCS – Southeast Campus opened in 2005-06. At Friendship PCS' fifth-year review, the campus had not yet been opened. At Friendship PCS' tenth-year review, the Southeast campus met its DC-CAS targets.[16] In the past five years, Friendship PCS - Southeast Campus performed above the state average in reading only in 2008-09.

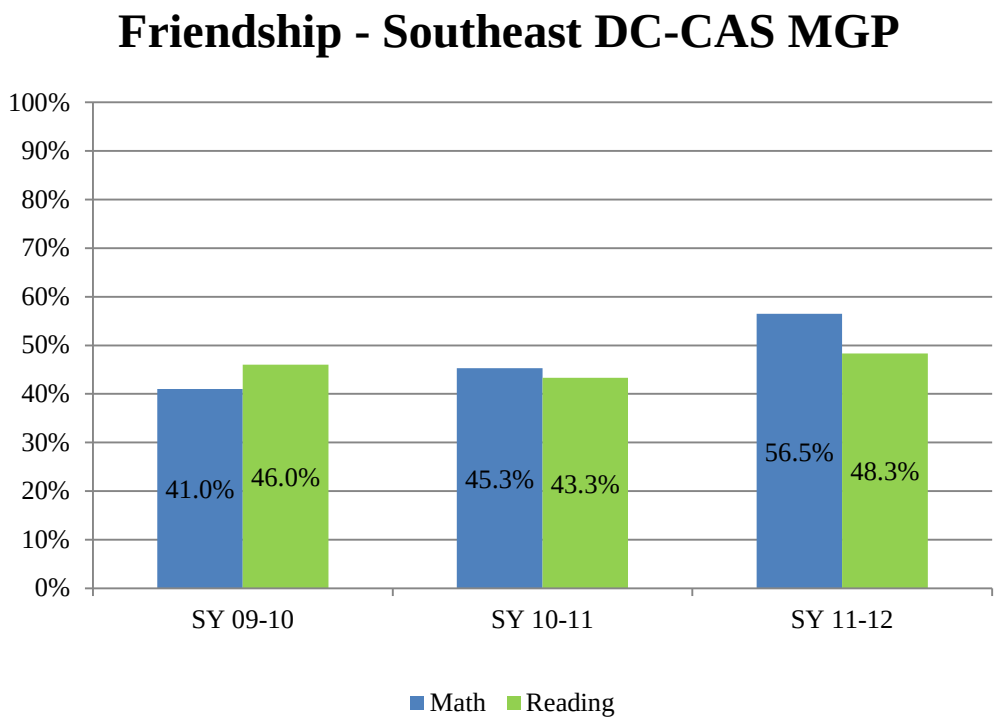


Similarly, in the past five years, Friendship PCS - Southeast Campus performed above the state average in math in 2008-09 and 2009-10.



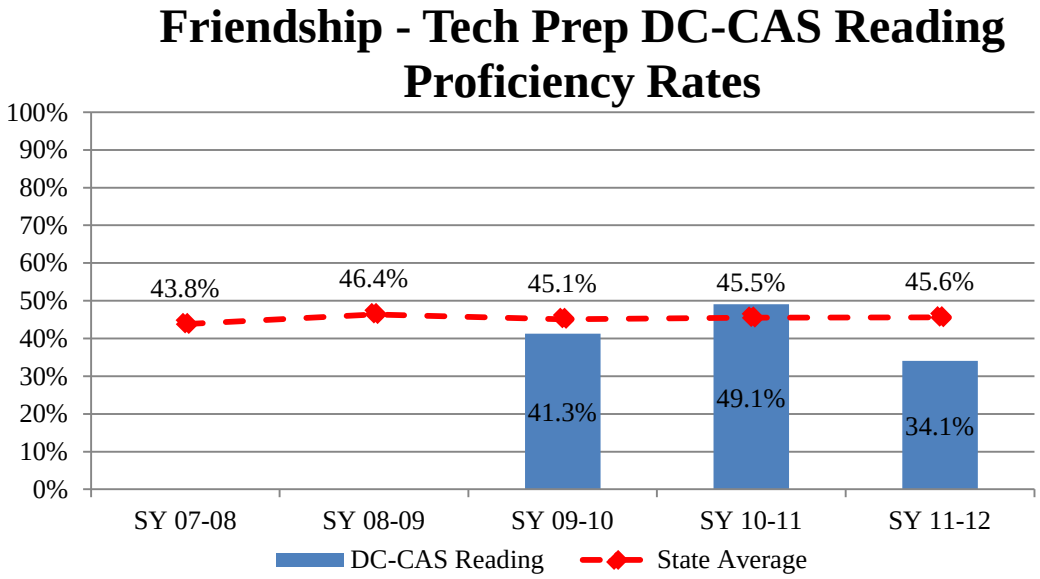
[16] See Appendix E.

Friendship PCS - Southeast Campus' math Median Growth Percentile ("MGP") has increased over the past three years, while its reading MGP has fluctuated. In 2012 the math MGP was above 50%.

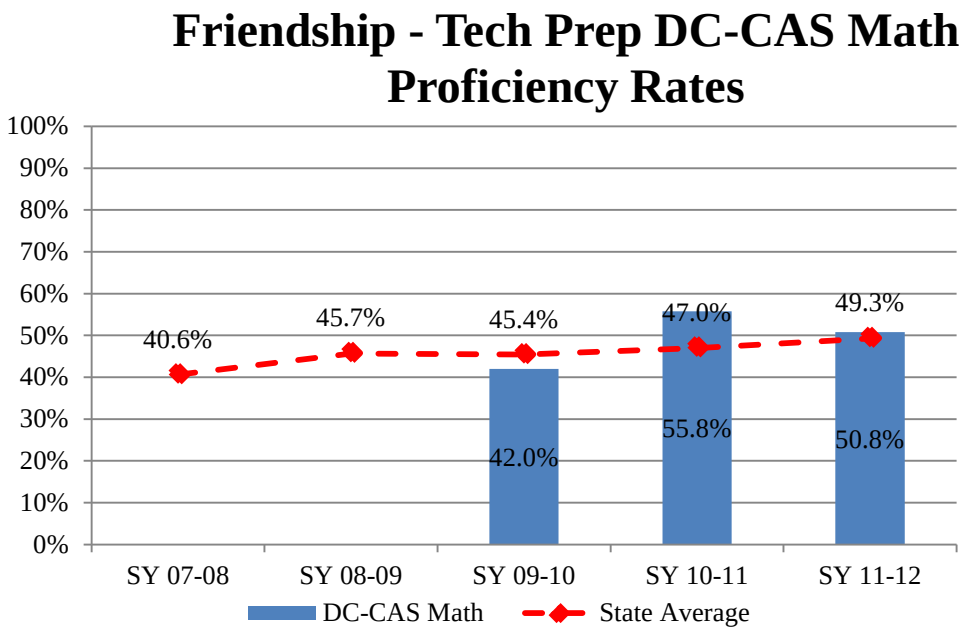


Friendship PCS – Tech Prep Campus

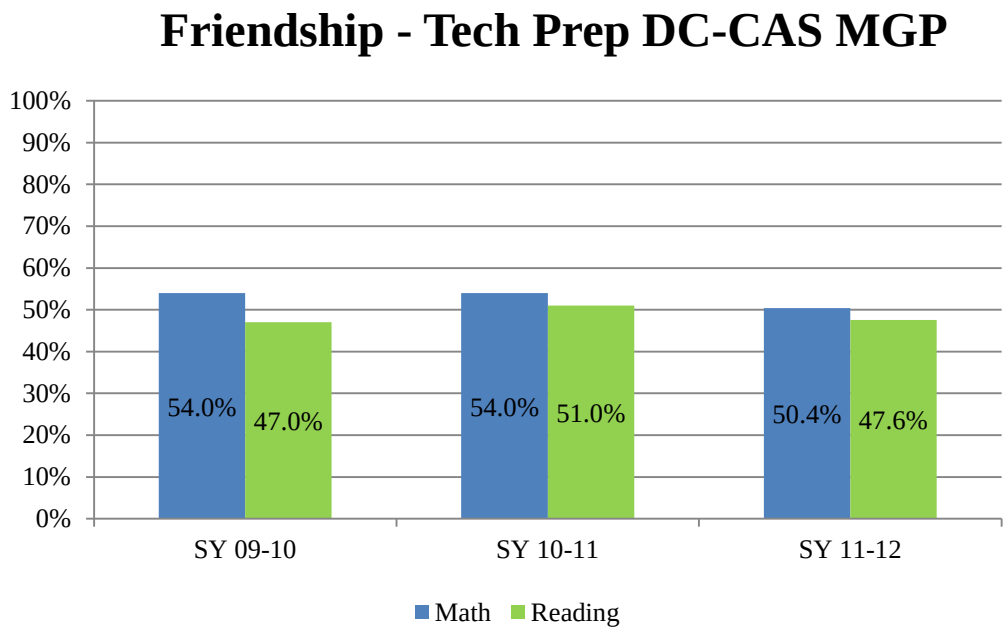
The Friendship PCS – Tech Prep Campus opened in 2009-10. Since that time, the Friendship PCS - Tech Prep Campus exceeded the state average in reading only in one year (2010-11).



Friendship PCS - Tech Prep Campus exceeded the state average in math in 2010-11 and 2011-12.



Friendship PCS' Tech Prep campus' math and reading Median Growth Percentiles ("MGPs") have generally stayed consistent.



Early Childhood Performance

Aside from DC-CAS results, Friendship PCS set identical targets for each campus' early childhood program. These targets, and each campus' achievement on these targets, are detailed in the charts below. Because each early childhood program sets unique early childhood targets, Friendship PCS' early childhood performance cannot be compared against the charter sector average.

Friendship PCS 2010-11 Early Childhood Targets				
	Chamberlain	Woodridge	Blow Pierce	Southeast
	Met target?	**Met target?**	**Met target?**	**Met target?**
70% of preschool and pre-kindergarten students will show a year of growth in literacy on the GOLD Literacy and Language Domains assessment.	Yes	Yes	No	Yes
70% of kindergarten through second-grade students will show a year of growth in literacy on the Fountas and Pinnell assessment.	No	Yes	No	No
70% of preschool through kindergarten students will show a year of growth in mathematics on the GOLD Mathematics Domain assessment.	Yes	Yes	Yes	Yes
70% of first- and second-grade students will show a year of growth in mathematics on the Terra Nova assessment.	Yes	Yes	No	No
70% of first- and second-grade students will show proficiency in mathematics on the Terra Nova Assessment.	No	No	No	No
70% of kindergarten through second-grade students will show proficiency in language arts on the Fountas and Pinnell assessment.	No	Yes	No	No
On average, preschool and pre-kindergarten students will attend school 88% of the days.	Yes	Yes	No	Yes
On average, kindergarten through second-grade students will attend school 92% of the days.	Yes	Yes	No	Yes

While Friendship PCS met more early childhood targets in the 2011-12 school year, PCSB notes that of the original eight targets, three were removed and three had their targets lowered in 2011-12 from those in place in 2010-11.

Friendship PCS 2011-12 Early Childhood Targets				
	Chamberlain	Woodridge	Blow Pierce	Southeast
	Met target?	**Met target?**	**Met target?**	**Met target?**
60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet growth expectations or exceed performance expectations by the spring administration on the Teaching Strategies GOLD literacy assessment.	Yes	Yes	Yes	Yes
55% of kindergarten through second-grade students will increase by 2 or more reading levels or score on grade level or higher by the spring administration on the Fountas and Pinnell assessment.	Yes	Yes	Yes	Yes
55% of kindergarten through second-grade students will demonstrate proficiency in Language Arts on the Fountas and Pinnell assessment.	Yes	Yes	No	No
On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	Yes	Yes	Yes	Yes
On average, kindergarten through second-grade students will attend school 92% of the days.	Yes	Yes	Yes	Yes

2. Help students feel comfortable taking intellectual chances and accepting academic challenges.

Assessment: **Friendship PCS has met this goal.**

This goal was not assessed in Friendship PCS' previous charter review, nor included in any subsequent Accountability Plans. However, there is sufficient evidence to assess this goal. The school commented on this goal in its renewal application, presenting four data points (detailed in the table below) as evidence that it has met this goal: (1) number of AP courses offered; (2) percent of high school students in AP or Early College courses; (3) percent of Juniors students taking the PSAT; and (4) percent of seniors taking the SAT.[17]

	2006	2007	2008	2009	2010	2011	2012
# AP courses	7	9	16	14	10	10	11
% students in AP or Early College courses	18%	24%	42%	45%	33%	37%	32%
PSAT Participation				84%	98%	88%	87%
% Seniors SAT Participation	59%	73%	80%	93%	85%	92%	92%

It is also evident from the Friendship PCS' 2012-13 Qualitative Site Review ("QSR") that its students do feel comfortable taking intellectual chances and accepting academic challenges. At the Chamberlain campus, the PCSB review team observed "…teachers encouraging students to persevere even after they made academic mistakes."[18] Additionally, it was noted at this campus that "…there is a culture of students wanting to achieve at the school. Students were eager and actively participating in classes."[19]

At the Tech Prep campus, "…students felt comfortable asking questions during class."[20] At the Woodridge campus, "[t]he QSR team noted students willing to raise their hands even if they were not sure of the answer."[21]

[17] See Appendix C.
[18] See Friendship PCS – Blow Pierce Qualitative Site Review Report, p. 1, attached to this document as Appendix F.
[19] See Friendship PCS – Chamberlain Qualitative Site Review Report, p. 2, attached to this document as Appendix G.
[20] See Friendship PCS – Tech Prep Qualitative Site Review Report, p. 1, attached to this document as Appendix H.
[21] See Friendship PCS – Woodridge Qualitative Site Review Report, p. 1, attached to this document as Appendix I.

3. Improve student motivation by increasing the motivation of the education team and by setting high performance standards and expectations.

Assessment: **Friendship PCS has met this goal.**

In its renewal application, Friendship PCS cites its (1) teacher evaluation system; (2) teacher retention rates; and (3) evidence from Qualitative Site Reviews and Performance Development Reviews as evidence that it has met this goal.[22]

Teacher Evaluation System

Friendship PCS describes its teacher evaluation system as "a state-approved system which is based 50% on student outcomes and 50% on high professional standards."[23] It adds that "72% of teachers report that the feedback they receive helps them improve student outcomes."[24]

Teacher Retention Rates

Friendship details its teacher retention rates from 2003-2012, noting that these rates have increased over time, "even as Friendship has instituted higher standards for performance." Friendship PCS credits its high retention rate with a "human capital taskforce" it launched to "enhance[] its recruitment and retention strategies."[25] PCSB staff verified these rates to within three percentage points.

Friendship Teacher Retention Rates by Campus[26]

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Chamberlain	81%	94%	71%	94%	97%	67%	72%	100%	97%[27]	90%
Woodridge	76%	88%	50%	94%	77%	90%	94%	91%	100%	95%
Blow Pierce	65%	90%	78%	100%	96%	78%	98%	82%	97%[28]	79%
Collegiate	86%	95%	71%	97%	64%	79%	93%	98%	100%	88%
Southeast	n/a	n/a	n/a	83%	67%	85%	93%	97%	100%	93%
Tech Prep	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88%	100%	97%

[22] See Appendix C.
[23] See Appendix C.
[24] See Appendix C.
[25] See Appendix C.
[26] See Friendship PCS Annual Report Excerpts, attached to this document as Appendix J.
[27] PCSB corrected this number from 99.97% to 97%.
[28] PCSB corrected this number from 99.97% to 97%.

QSR and PDRs

Evidence from QSRs and Performance Development Reviews ("PDRs") support that Friendship PCS has met this goal. In Friendship PCS' 2012-13 QSR, it was noted that "The central office put into place a professional development program at the beginning of the year. A three-week orientation occurs each summer for all Friendship schools."[29]

Additionally, Friendship PCS' new "Content Circles" system was discussed in teacher focus groups. At Blow Pierce, teachers discussed that the school "…holds two school-based trainings and two other professional development sessions. The focus group participants praised the Content Circles in which teachers were given the opportunity to practice writing and presenting lessons for upcoming topics in the curriculum."[30] As Friendship PCS notes in its renewal application, "[t]he purpose of the Content Mastery Circles is to develop teachers who have expert content knowledge and a solid foundation in pedagogy."[31]

4. Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concern for others.

Assessment: **Friendship PCS has met this goal.**

Friendship PCS specified that the following indicators should be assessed to determine whether it has met this goal: (1) student attendance; (2) the percentage of students who have not incurred any discipline infractions; (3) college persistence; and (4) community service.

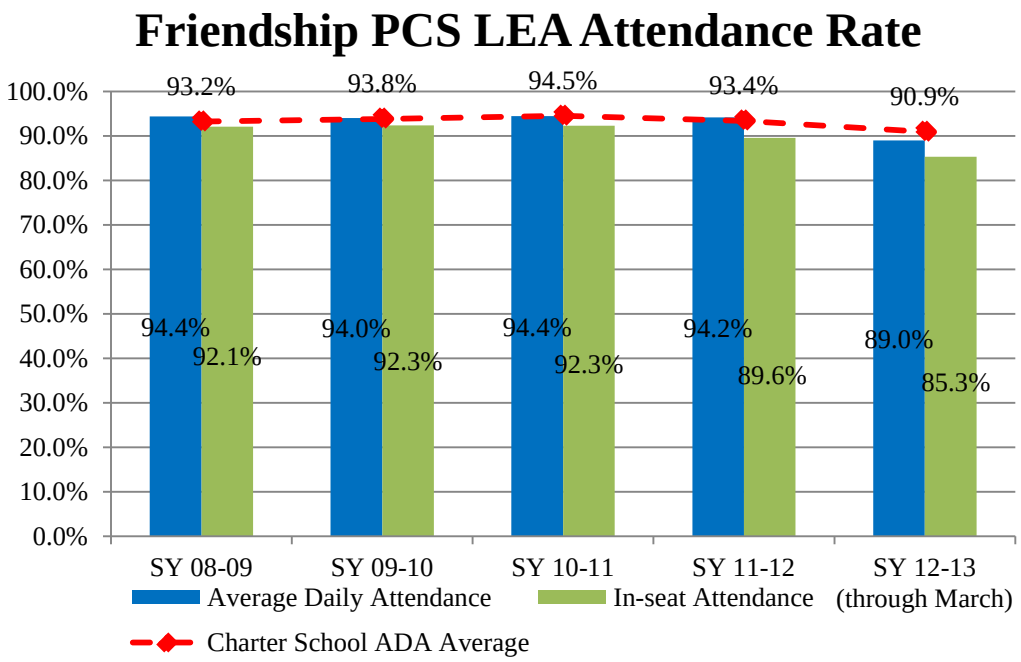
Student Attendance

Friendship PCS met all of its attendance targets in its fifth- and tenth-year reviews, except that the Southeast campus did not meet its target in the tenth-year review, as detailed in the table below.[32]

Campus	Attendance Target	Met target at 5th year review?	Met target at 10th year review?
Chamberlain	92%	Yes	Yes
Woodridge	92%	Yes	Yes
Blow Pierce	90%	Yes	Yes
Collegiate	87%	Yes	Yes
Southeast	92%	-	No

[29] See Appendix G.
[30] See Appendix F.
[31] See Appendix C.
[32] See appendices D and E.

The Friendship PCS LEA attendance rate has remained consistently close to the charter sector average.



Source: ProActive

The table below details average daily attendance rates at a campus level from 2008-09 to present. Green indicates the rate exceeds the charter sector rate, and red indicates the rate is below the charter sector average.

	SY 08-09	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through March)
Charter Sector Average	**93.2%**	**93.8%**	**94.5%**	**93.4%**	**90.9%**
Friendship - Chamberlain	91.1%	95.7%	96.4%	95.0%	89.6%
Friendship - Woodridge	91.5%	94.2%	95.3%	96.1%	90.7%
Friendship - Blow Pierce	94.9%	93.6%	89.8%	93.8%	89.9%
Friendship - Collegiate	96.4%	93.2%	95.2%	92.6%	86.9%
Friendship - Southeast	96.3%	94.3%	95.0%	94.7%	91.6%
Friendship - Tech Prep		92.8%	93.9%	94.3%	85.9%

Source: ProActive

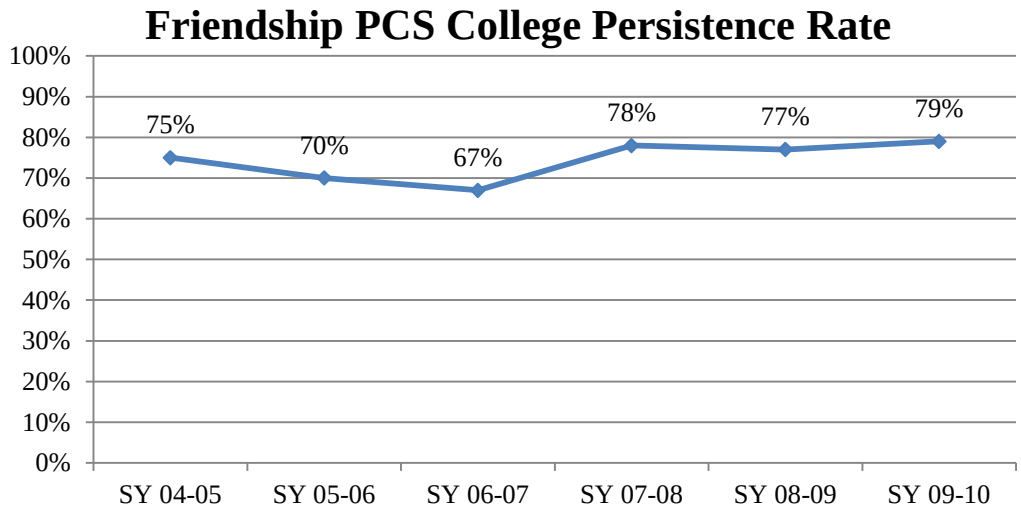
Students with No Discipline Infractions

Friendship PCS offered the following table in its renewal application detailing the rate of Friendship PCS students that have not incurred any discipline infractions. PCSB has not yet validated this data.

School	2008	2009	2010	2011	2012	2013
Chamberlain	88%	76%	87%	90%	93%	95%
Woodridge	95%	80%	89%	91%	89%	90%
Blow Pierce	94%	95%	87%	80%	75%	94%
Collegiate	92%	78%	90%	82%	71%	87%
Southeast	84%	87%	91%	90%	84%	92%
Tech Prep	n/a	n/a	65%	73%	58%	70%
Grand Total	91%	82%	88%	85%	78%	90%

College Persistence

Another measure that Friendship PCS uses to assess this goal is "college persistence" - the rate of Friendship PCS graduates that started college, and progressed from their freshman to their sophomore year. These rates are detailed in the chart below.[33]



Source: National Student Clearinghouse

[33] See excerpt from National Student Clearinghouse Report, detailing percent of Friendship PCS college freshman to sophomore persistence, attached to this document as Appendix K.

Community Service

In addition to the above indicators, Friendship Collegiate Academy students are required to complete 120 hours of community service before graduating. Friendship PCS provided the following data regarding the number of hours of community service performed by Collegiate students as evidence that it has met this goal.

Year	Exactly 120 Hours	Greater than 120 and Less than 200 Hours	More than 200 Hours
2008	43	207	35
2009	14	150	61
2010	7	131	86
2011	17	230	32
2012	10	204	25

Based on Friendship PCS' attendance, rate of students with no discipline infractions, college persistence, and community service performance, it has met this goal.

5. Ensure that students are prepared to lead successful adult lives as workers and consumers.

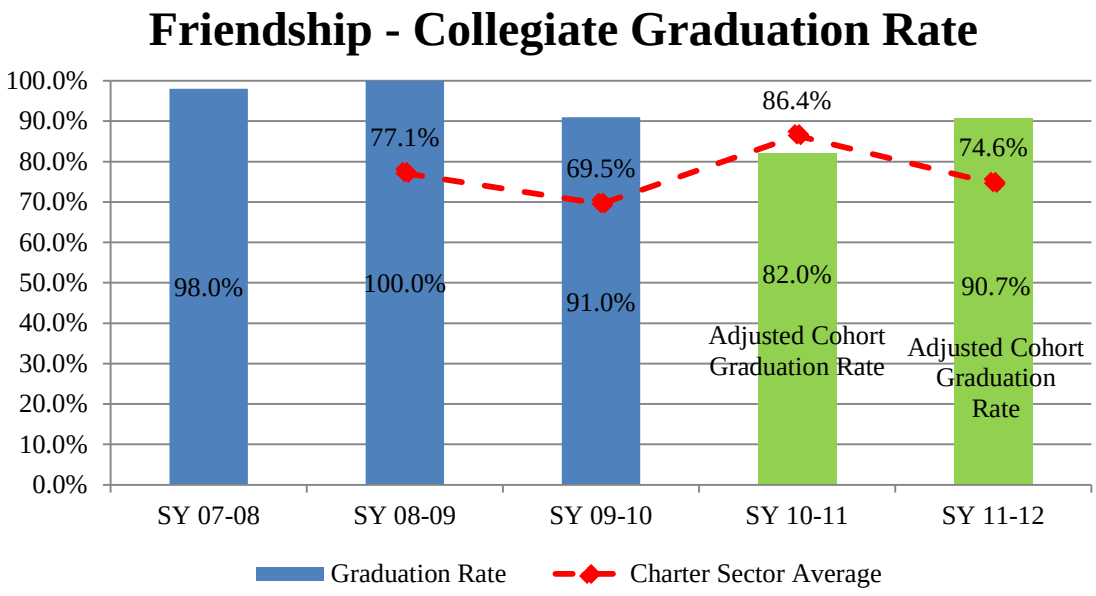
Assessment: **Friendship PCS has met this goal.**

In its charter application, Friendship PCS specified that the following indicators should be assessed to determine whether it has met this goal: (1) graduation rates; (2) college acceptance rates; (3) students scoring 3 or above on AP tests; and (4) selected data from the California Healthy Kids survey that it administers to its students. Those indicators are discussed below. Additionally, there was significant evidence in Friendship PCS' 2012-13 QSR supporting that it met this goal.

Graduation Rate

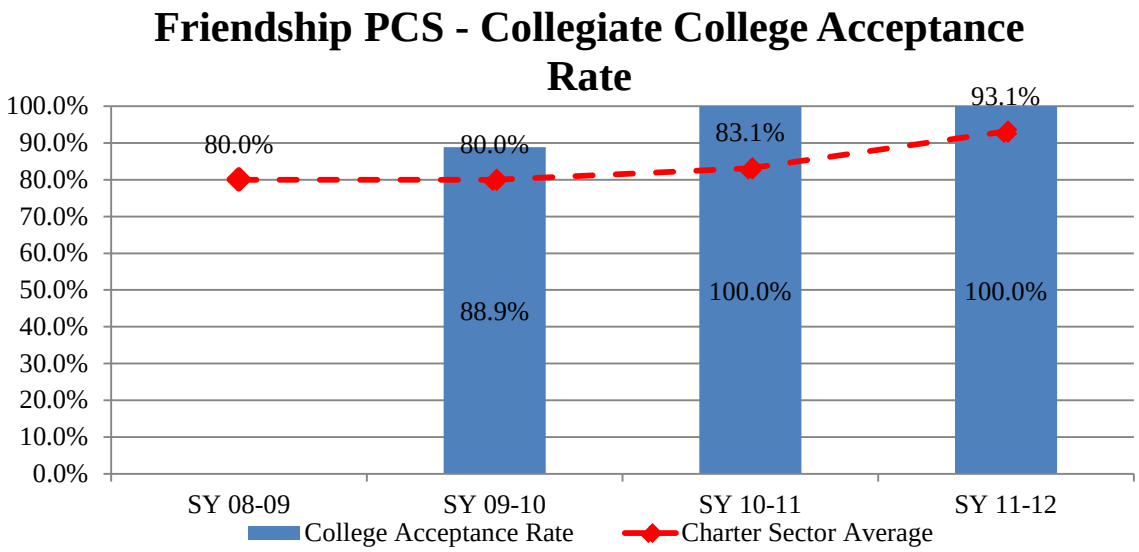
Friendship PCS - Collegiate is currently the only Friendship campus with a graduating class (although Friendship plans to expand its Tech Prep campus through the twelfth grade in future years). At Friendship PCS' fifth-year review, the Collegiate campus met its graduation target.[34] At Friendship PCS' tenth-year review, the Collegiate campus again met its graduation target.[35] Friendship PCS - Collegiate's graduation rates have exceeded the charter sector in three of the past four years, as illustrated below. Indeed Friendship PCS - Collegiate's graduation rate is the second highest in the District, while enrolling more students than any other District high school.

[34] See Appendix D.
[35] See Appendix E.



College Acceptance Rate

Friendship PCS – Collegiate met its college acceptance targets in Friendship PCS' fifth- and tenth-year reviews.[36] Its college acceptance rate has exceeded the charter sector average in each of the past three years.



[36] See appendices D and E.

AP Performance

Friendship PCS provided the following data regarding the number of students taking and passing AP tests with a score of three of higher. The number of students with a passing AP score increased from 2007-08 to 2010-11.

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Students with AP Score 3 or higher	0	0	2	10	22	7	21	30	35	24

California Healthy Kids Survey ("CHKS")

In its renewal application, Friendship PCS provided results from a student survey indicating that its students plan to graduate from high school and continue their education beyond the high school level.[37]

QSR

During Friendship PCS' Qualitative Site Reviews conducted in 2012-13, the PCSB review team found much evidence to support that Friendship PCS has met this goal. A selection of this evidence from three campuses is as follows.

- Observation "confirmed that [Blow Pierce] puts an emphasis on college attendance."[38] Additionally, "[t]he [Blow Pierce] administration has put in place initiatives to encourage students to demonstrate behaviors for college readiness. This school-wide focus was evident in the interviews with administrators, faculty and students. In the focus group, students stated that their teachers are trying to help them get ready for college, and want them to be the smartest people in the world and successful in life."[39]

- At the Chamberlain campus, "[t]he teacher focus group indicated that preparing students to lead successful adult lives begins in kindergarten, even though college might be an abstract concept at this stage of life."[40] "[Chamberlain] [s]tudent focus group participants indicated that…college is a goal that the school has set for them and they have set for themselves."[41] Additionally, "[m]ost teachers identified the learning expectations before releasing students to complete their work independently. The students and teachers described these expectations as 'college scholar expectations.'"[42]

[37] See CA Healthy Kids report excerpts and student surveys, attached to this document as Appendix L.
[38] See Appendix F.
[39] See Appendix F.
[40] See Appendix G.
[41] See Appendix G.
[42] See Friendship PCS – Southeast Qualitative Site Review Report, p. 6, attached to this document as Appendix M.

- At the Tech Prep campus, "[a] new high school course, College and Career Prep, is now offered to students."[43] "Students in the focus group reported that the mission of the school is for them to go to college, and every student stated that they planned to go to college."[44]

6. Develop in students a strong respect for the democratic ideals of freedom and liberty for all.

Assessment: **This goal has not been historically measured.**

This goal was not assessed in Friendship PCS' previous charter review, nor included in any subsequent Accountability Plans. However, the school commented on this goal in its renewal application. The school detailed that it meets this goal through various educational and extracurricular programming, including:

- Humanities curriculum;
- Student government;
- Town hall meetings;
- Debate teams and oratory circles;
- Public speaking opportunities and participation in civic activities; and
- International Service learning trips.[45]

7. Provide a safe and secure learning community.

Assessment: **Friendship PCS has partially met this goal.**

In its charter application, Friendship PCS specified that the following indicators should be assessed to determine whether it has met this goal: (1) expulsion rates; (2) survey results from the CHKS; and (3) ratings in QSRs and PDRs regarding school safety and culture. This data leads PCSB staff to conclude that Friendship PCS has partially met this goal. While most Friendship students report feeling safe at school, at certain campuses 45-50% of the student body do not.

Moreover, discipline data shows that, in pursuit of this goal, certain Friendship campuses have historically suspended and expelled students at rates in excess of five times higher than the charter average. It is evident from the data, and from actions recently taken by Friendship, that a concerted effort has been underway this school year to reduce the levels of out-of-school disciplinary incidents. For example, Friendship PCS – Tech Prep has instituted the Pathways program, an in-school alternative to students who may have otherwise been suspended. While staff is encouraged by these signs of improvement, we recommend that Friendship PCS commit to continue its efforts to minimize exclusionary discipline incidents.

[43] See Appendix H.
[44] See Appendix H.
[45] See Appendix C.

Discipline Data

The following tables detail Friendship PCS' discipline rates since 2009-10. PCSB has charter sector averages for these data points starting in 2011-12. Red shading indicates that Friendship PCS' rate is above the charter sector average; green shading indicates that Friendship PCS' rate is below the charter sector average.

Percent of Students Receiving Out-of-School Suspension

Out of School Suspensions	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			**13.2%**	**6.6%**
Friendship - Chamberlain	12.0%	9.1%	6.9%	2.4%
Friendship - Woodridge	11.6%	8.0%	11.0%	6.9%
Friendship - Blow Pierce	11.4%	19.2%	28.2%	5.4%
Friendship - Collegiate	4.0%	17.1%	29.8%	8.0%
Friendship - Southeast	7.6%	8.2%	16.1%	6.3%
Friendship - Tech Prep	34.5%		45.8%	27.7%

Percent of Students Receiving Out-of-School Suspension of 10+ Days

Out of School Suspensions of 10+ Days	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			**1.1%**	**0.3%**
Friendship - Chamberlain	2.0%	3.0%	0.1%	0.3%
Friendship - Woodridge	1.0%	1.0%	0.6%	0.2%
Friendship - Blow Pierce	4.0%	2.0%	2.5%	0.3%
Friendship - Collegiate	2.0%	7.0%	10.2%	1.1%
Friendship - Southeast	1.0%	0.0%	0.0%	0.0%
Friendship - Tech Prep	22.0%	17.0%	13.5%	1.9%

Percentage of Students Expelled During the School Year

Expulsions	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			**0.7%**	**0.2%**
Friendship - Chamberlain	0.0%	1.0%	0.1%	0.0%
Friendship - Woodridge	0.0%	1.0%	0.0%	0.0%
Friendship - Blow Pierce	1.0%	1.0%	0.3%	0.1%
Friendship - Collegiate	3.0%	6.0%	5.0%	1.2%
Friendship - Southeast	0.0%	0.0%	0.0%	0.0%
Friendship - Tech Prep	1.0%	1.0%	2.9%	0.5%

CHKS Survey Results

Friendship PCS provides a table representing "…the percent of students who responded affirmatively regarding their perception of safety at school."[46]

	2006	2007	2008	2009	2010	2011
Chamberlain	64%	72%	75%	76%	57%	66%
Woodridge	45%	67%	69%	71%	58%	57%
Blow Pierce	51%	64%	65%	68%	61%	69%
Collegiate	51%	46%	51%	95%	52%	55%
Southeast	n/a	76%	69%	77%	71%	92%
Tech Prep	n/a	n/a	n/a	n/a	62%	50%

QSR Evidence

For the most part, Friendship PCS' 2012-13 QSR supports that the school has met this goal. The safety of the school depends on the campus. At Friendship's Tech Prep, Chamberlain, Southeast, Woodridge, and Collegiate campuses, the QSR revealed that students felt safe and/or that the school was run in an orderly manner. However, at Friendship PCS – Blow Pierce the students reported being bullied, although also claiming to feel safe. A selection of this evidence is as follows.

[46] See Appendix L. PCSB notes that pursuant to our process, Friendship PCS submitted in writing a response to PCSB's assessment of this goal, stating that it should be considered met based on the report of the California Healthy Kids survey that it submitted. However, PCSB staff requested additional information regarding the CHKS Survey report to reassess the goal, but Friendship PCS did not provide the requested information.

- "Two-thirds of the [Blow Pierce] students who participated in the student focus group reported being bullied while attending the school, but they reported feeling safe in the building."[47]

- "According to the leadership interview, suspensions [at Blow Pierce] have been reduced by 75% during the 2012-13 school year and discipline referrals have been reduced by approximately 50."[48] However, while observing Blow Pierce classrooms, PCSB observers found that "[i]n many classrooms, teachers did not appear to have an effective classroom management system; their classrooms appeared chaotic and students were not paying attention to the teachers' directives."[49]

- At the Chamberlain campus, "[t]he QSR team observed teachers managing their classrooms effectively and students passing through the halls in a quiet and orderly fashion. The student focus group participants said that they were aware of the school's rules, regulations, and consequences for their actions."[50]

- At the Southeast campus, "[a]ll of the students in the focus group reported feeling safe at the school and that the school had a good plan in place to handle any concerns that the students may have."[51]

- At the Tech Prep campus, "[s]tudents in the focus group reported that they felt safe in the building. The majority of classrooms observed and hallways were orderly."[52]

- At the Collegiate campus, "[s]tudents in the focus group reported they felt safe in the building."[53] "[T]he school has consistently implemented policies and practices to create an orderly environment."[54]

- At the Woodridge campus, students "…commented on feeling safe at school and felt as if the new administration and its 'strict rules' contributed to this positive change."[55]

[47] See Appendix F.
[48] See Appendix F.
[49] See Appendix F.
[50] See Appendix G.
[51] See Appendix M.
[52] See Appendix H.
[53] See Friendship PCS – Collegiate Prep Qualitative Site Review Report, p. 1, attached to this document as Appendix N.
[54] See Appendix N.
[55] See Appendix I.

8. Draw on the support of families and the community to reinforce the school's educational mission.

Assessment: **Friendship PCS has met this goal.**

In its charter application, Friendship PCS notes that in 2007-08, the school measured parent participation to measure this goal, and since 2008-09, it has used reenrollment rates as a measure of this goal.

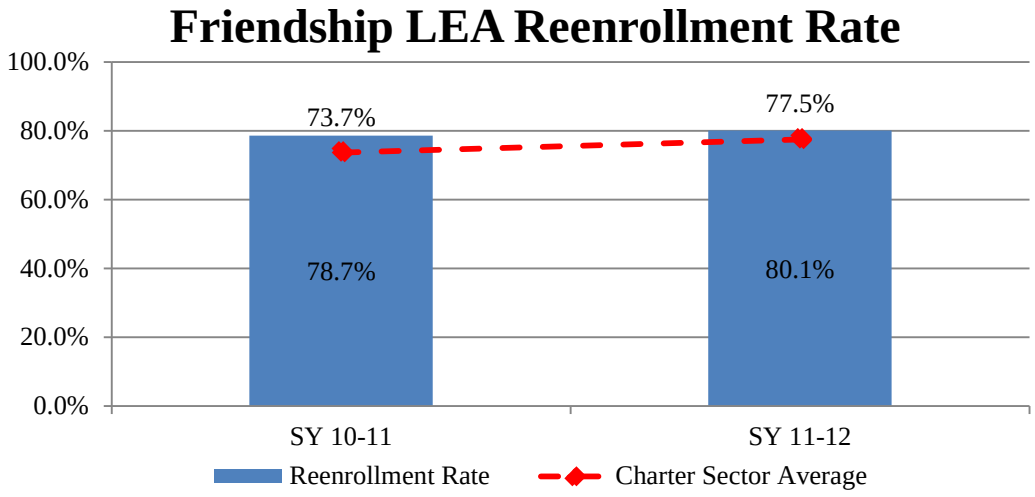
Parent Participation

For the most part, Friendship PCS' 2012-13 QSR supports that the school has met this goal. A selection of this evidence is as follows.

- During Friendship PCS' Qualitative Site Reviews conducted in 2012-13, the PCSB review team observed at the Blow Pierce campus "many parents present in the halls at the beginning of the school day. The leadership reported on increased parent participation in Parent Advisory council ("PAC") meetings…"[56]
- "During the teacher focus group, the teachers discussed two data talks that the school held for parents thus far this school year. During the meetings, parents and teachers discuss student performance data on the Measures of Academic Progress assessments."[57]
- At the Tech Prep campus, "…administration described monthly parent meetings called Parent University. Only eight parents attended the last meeting."[58]

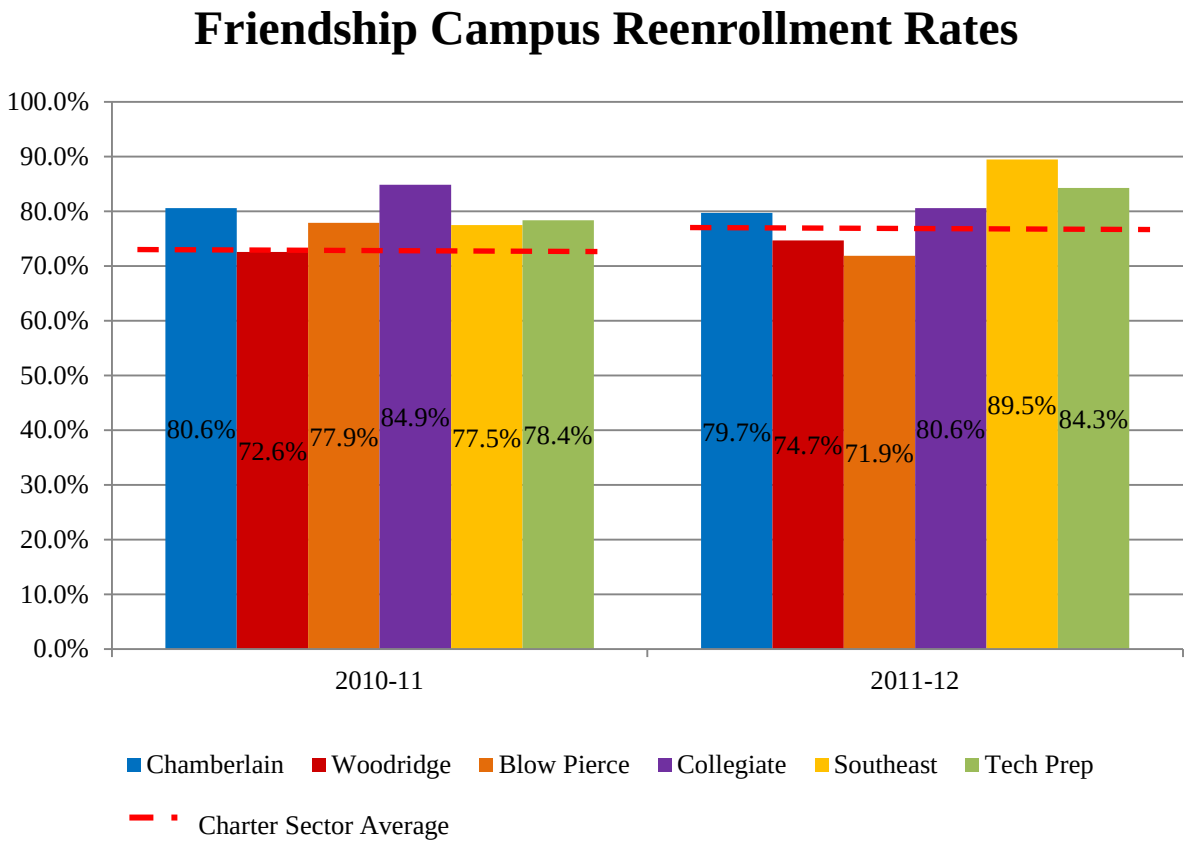
Reenrollment Rates

As an LEA, Friendship PCS' reenrollment rates exceeded the sector average in 2010-11 and 2011-12.



[56] See Appendix F.
[57] See Appendix N.
[58] See Appendix H.

On a campus level, all Friendship PCS campuses, excepting Woodridge, exceeded the charter sector reenrollment rate in 2010-11. In 2011-12, two campuses (Woodridge and Blow Pierce) were below the charter sector reenrollment rate.



9. Provide an educational resource to the surrounding Edison-Friendship Public Charter School community.

Assessment: **Friendship PCS has met this goal.**

This goal was not assessed in Friendship PCS' previous charter review, nor included in any subsequent Accountability Plans. However, the school provided sufficient evidence to assess this goal in its renewal application.

The school details how it serves a significant portion of DC public school students (5.1% of DC public school students attended Friendship schools in 2011-12), and that 96% of its students reside in Wards 5, 6, 7, and 8.[59] It also details how it serves other schools and organizations through participating in collaborative projects and sharing its best practices, among other things.[60]

[59] See Appendix C.
[60] See Appendix C.

10. Develop in students an abiding commitment to the school's surrounding community.

Assessment: **This goal has not been historically measured.**

This goal was not assessed in Friendship PCS' previous charter review, nor included in any subsequent Accountability Plans. However, the school commented on this goal in its renewal application, providing evidence that it had met this goal from a survey it administers to its students. Friendship details this evidence as follows:

> Friendship measures students' connectedness to the school community to determine progress toward this goal using the CHKS instrument. From 2005-11 Total School Connectedness Means by School was in the high range (>3.0) for all Friendship middle and high school campuses, indicating that students felt a commitment and sense of belonging to the school.[61]

[61] See Appendix C.

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.[62] 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 Friendship PCS's six campuses have has consistently complied with these laws.

General Laws

In its 2012-13 Compliance Review, PCSB found that Friendship PCS schools were in full compliance with all applicable laws, and previous years, was in substantial compliance with all applicable laws.

Health and Safety

The SRA requires schools to maintain the health and safety of its students.[63] To ensure that schools adhere to 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, whether schools conduct background checks for all school employees and volunteers, and whether schools have a "School Emergency Response Plan" in place and conduct emergency drills as required by the District of Columbia Fire Department. Friendship PCS schools have remained in compliance with health and safety requirements.

Discipline

PCSB reviews school disciplinary policies to ensure that they afford students due process[64] and that students and parents are made aware of these due process safeguards. Over the past five years, Friendship schools have had disciplinary policies that ensure students' due process, and have 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. Friendship schools have been compliant with these requirements over the last five years.

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate

[62] SRA § 38.1802.12 (c)
[63] SRA § 38.1802.04 (c)(4)(A)
[64] As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

student records.[65] Friendship schools have been in compliance with these requirements over the past five years.

Title I of the Elementary and Secondary Education Act

Because Friendship 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.[66] In previous years, not all Friendship campuses were in compliance with these requirements. In the 2008-09 and 2009-10 academic years, not all teachers at Blow Pierce and Chamberlain campuses were Highly Qualified.[67] However both Blow Pierce and Chamberlain cured the noncompliance in the 2010-11 academic year, and remain in compliance.

In the 2009-10 academic year, the Collegiate, Woodridge, and Southeast campuses did not ensure that all teachers were Highly Qualified.[68] All three campuses cured the noncompliance the following year, and have remained in compliance.

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.[69] There is no indication that Friendship 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 members must be District of Columbia residents.[70] Friendship has been fully compliant with these requirements over the past five years.

Beyond compliance with the SRA regarding its board composition, PCSB has two concerns regarding Friendship PCS' governance structure. First, the SRA was amended in 2007 to require DC public charter schools to stipulate in their articles of incorporation or bylaws that:

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[65] 20 U.S.C. § 1232g

[66] 20 U.S.C. § 6300, *et. seq.*

[67] See Friendship Blow Pierce, Chamberlain, Collegiate Campus Compliance Review Reports (2008-09 Academic Year), attached to this document as Appendices Q, O, and R, respectively.

[68] For Friendship Collegiate, Southeast, and Woodridge compliance information, see Friendship Collegiate, Southeast, Woodridge Campus Compliance Review Report (2008-09 Academic Year), attached to this document as Appendices R, S, and P, respectively.

[69] 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.

[70] SRA § 38-1802.05(a).

(A) The corporation shall dissolve if the charter for the charters school has been revoked, has not been renewed, or has been voluntarily relinquished; and

(B) Any assets to be distributed pursuant to a plan of distribution under § 29-301.48(3) shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for education purposes.[71]

This same amendment notes that a charter school already in operation in 2007 would not be required to amend its articles of incorporation or bylaws to include these clauses until the time of its renewal. Friendship PCS' articles of incorporation and bylaws on file with PCSB have not yet been so amended; indeed they were not required to be until renewal. Accordingly, this aspect of Friendship PCS' charter must be revised to be in compliance with the requirements of the SRA.

Second, PCSB staff is concerned that the above provisions required by the SRA leave Friendship's corporate practices vulnerable as currently structured. Friendship PCS is incorporated in the District of Columbia as "Friendship Public Charter School, Inc.", a nonprofit corporation with the sole purpose of operating a public charter school, but is operating as a charter management organization. In addition to overseeing the operation of its DC public charter school campuses, its board also oversees the operation of Anacostia High School, a DCPS high school, and four schools in Baltimore. The above provisions that Friendship PCS must adopt will require it to dissolve and its assets to be distributed to the DC State Education Office if its charter is revoked, not renewed, or voluntarily relinquished.[72] Accordingly, as currently structured, if Friendship PCS ceased operating for any reason, Friendship Public Charter School, Inc. would be required to dissolve and no corporate structure would exist to continue the operations of its other activities. As such, PCSB recommends that Friendship PCS implement a corporate structure with at least two separate corporate entities, with two distinct governing boards: one to oversee Friendship's DC public charter school, and another to oversee all aspects of Friendship's work

Special Education Laws

Charter Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act[73] and Section 504 of the Rehabilitation Act of 1973.[74] In 2012, PCSB conducted a desktop audit of six special education indicators to assess Friendship PCS' compliance with these laws and the educational progress of its special education students.[75]

Academic Performance of Friendship 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,

[71] SRA 38-1802.13a(c)(1)
[72] SRA § 38-1802.13a(a) and (b).
[73] 20 USC §1413(a)(5).
[74] 20 USC §794.
[75] See Friendship PCS –Desktop Audit, attached to this document as Appendix T.

PCSB reviews how schools' students with disabilities performed on the DC-CAS. An achievement gap ranging from 24-51% exists between Friendship PCS' students with disabilities and the school's general population.[76]

Compliance Review of Friendship PCS by DC Office of the State Superintendent of Education

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's performance, versus campus-specific information.

In 2010, OSSE determined that Friendship PCS was 80% compliant with special education requirements, with OSSE noting that the school "Needs Assistance" in fulfilling all applicable federal and local special education regulations.[77] OSSE noted in this report that the LEA did not meet DC 2010 Annual Yearly Progress targets for students with disabilities, and was found non-compliant with the requirement of evaluating students for disabilities within 60 days of receiving parental consent, and for not adequately fulfilling secondary transition requirements. In 2012, OSSE found that Friendship PCS was 100% compliant with secondary transition requirements.[78]

Charter Application

Another component of the desktop audit includes reviewing a school's Charter to ensure that references to students with disabilities are in line with special education laws. Friendship PCS' Charter includes the following potentially discriminatory language.

> If the student is severely disabled s/he will be referred to DC Public Schools and/or provided recommendations for schools that can meet the needs of a severely disabled child at this age level (possibly Eagle Academy).[79]

If Friendship PCS' charter is renewed, the school must revise this language to address how it will serve all students with disabilities with a full continuum of services.

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[76] For a more detailed report of Friendship PCS' special education academic performance, see the Friendship PCS Desktop Audits, attached to this document as Appendices U, V, W, X, Y, and Z.

[77] See 2010 OSSE report, attached to this document as Appendix AA. 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.

[78] Boatright, Mary. (Director of Monitoring and Compliance, OSSE). Letter to: Donald Hense (Friendship PCS Board of Trustees Chair). January 25, 2013, attached to this document as Appendix BB.

[79] See Friendship Charter Amendment Education Plan for PreK and 6-8, attached to this document as Appendix CC.

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 the 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.

Friendship PCS submitted all corresponding Determination and Findings forms as required during the previous five years and has remained in compliance with the contracting provision of the SRA.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.[80] Over the past four years, Friendship 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.[81] Friendship PCS has fulfilled this requirement by reporting this information in its annual reports.

[80] SRA §38-1802.04(c)(11)(ix).
[81] 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 renewal process, PCSB has reviewed Friendship PCS's financial record regarding these areas.

Adherence to Accounting Principles

The school has consistently adhered to generally accepted accounting principles, as established by the Financial Accounting Standards Board.

Fiscal Management

Per its audited financial statements, Friendship PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of incompliance 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 Friendship PCS is economically viable.[82] One indicator of economic viability is a positive year-end annualized net income. Friendship PCS has concluded each of its last five fiscal periods with positive net income balances.

Another indicator of economic viability is net working capital[83] or the current ratio[84]. Net working capital validates a school's ability to meet immediate financial obligations. As exhibited in the table below, Friendship PCS has been able to successfully manage its working capital needs throughout for the last few fiscal periods. In addition to net working capital, the current ratio is another measure of economic sustainability. A current ratio greater than one points to a school's ability to satisfy its immediate financial obligations. Friendship PCS's current ratio has been greater than one at the conclusion of each of the last two fiscal periods; reaching a period high of 1.59:1 during FY2012. The school's Net Working Capital and Liquidity ratio trends can be observed in the following table:

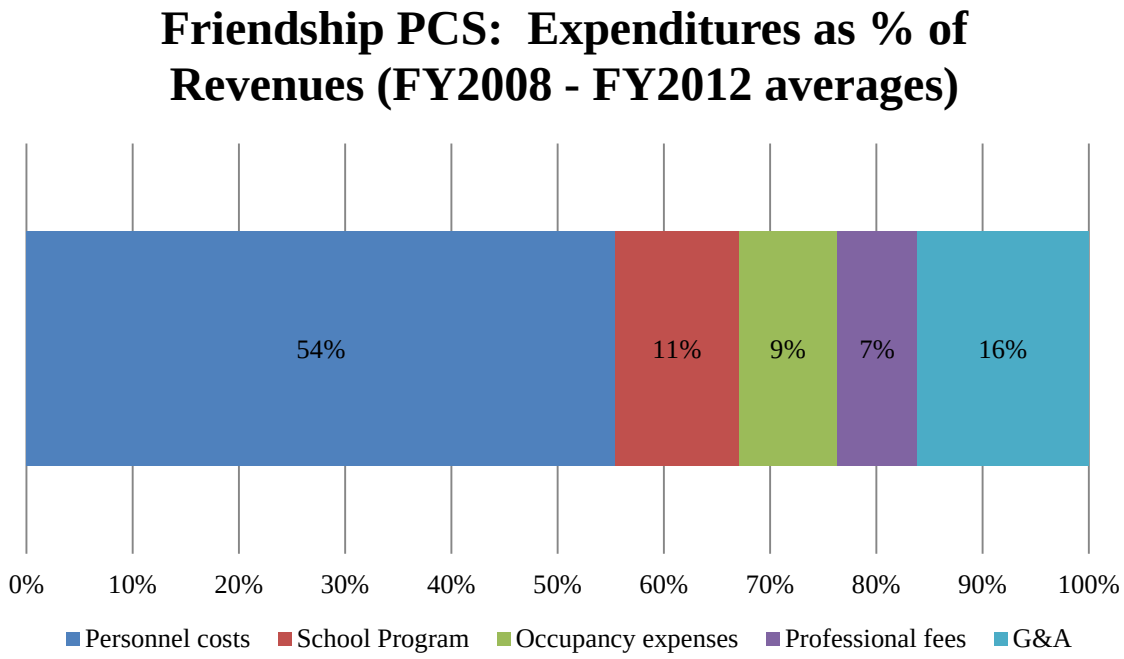
[82] See Friendship PCS activities and financial analysis sheet, attached to this document as Appendix DD.
[83] Current Assets less Current liabilities
[84] Current Assets divided by Current liabilities

Fiscal Period	2008	2009	2010	2011	2012
Net Working capital	$(4,785,144)	$(2,343,863)	$(2,327,866)	$5,635,621	$7,054,695
Liquidity ratio	0.54	0.73	0.75	1.56	1.59

In addition to the previously described liquidity measures, PCSB recommends that schools accrue net asset reserves equal to three to six months of operational expenditures. For the financial period ending June 30, 2012, Friendship PCS's total net assets approached $20.5MM (up from $18MM the prior year), and monthly expenditures were approximately $5.7MM indicating a net asset reserve of approximately 3.6 months.

Fiscal Period	2008	2009	2010	2011	2012
Net Income	$705,911	$346,746	$477,287	$3,419,792	$2,541,507
Cumulative Reserves	$14,087,000	$14,433,746	$14,503,419	$17,923,211	$20,464,718

The chart below details Friendship PCS's expenditures as a percentage of revenues. The school makes spending decisions appropriate for managing education programs. Program service and General and Administrative costs are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.



Appendix A

Application to Become a Public Charter School in the District of Columbia

Applicant Information Sheet

Submitted to: District of Columbia Public Charter School Board
1717 K Street, N.W.
Suite 802
Washington, DC 20006

1. Intent: It is the intent of the person(s) and/or parties identified below to establish a Public Charter School as provided in the District of Columbia School Reform Act of 1995.

2. Request for Approval: This constitutes a formal request for approval of a charter to create and operate the Public Charter School described in this application.

3. Applicant Information:

Name of Proposed Public Charter School Edison-Friendship Public Charter School
Name of Entity Applying for Charter Status Friendship House Association
Address 619 D Street, SE
Washington, DC 20003
Contact Person Donald Hense
Daytime Telephone 202 675-9050 FAX 202-546-3080
Email Address (if available) _____
Name of Person Authorized to Negotiate Donald Hense
Authorized Signature Donald L. Hense Date 9/5/97

A proposed Public Charter School must have non-profit status before final approval of its Charter is granted.

4. Type of Application (Check One):

☐ Conversion of an Existing Public School
☐ Conversion of an Existing Private School
☑ New Public Charter School

If conversion, name the school being converted. _____

Do you wish to retain the existing school site?
☐ Yes ☐ No

5. Projected Age Range and Number of Students Expected to Enroll:

a. In 1998-1999 From age/~~grade~~ 3 to ~~age~~/grade 5 Number of students 768
b. At Full Capacity From age/~~grade~~ 3 to ~~age~~/grade 12 Number of students 1718

6. Proposed 1998-1999 Budget Total: $4,448,604

7. LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of IDEA and Section 504 of the Rehabilitation Act of 1973?

☒ Yes ☐ No

Executive Summary

Friendship House Association, Inc., a non-profit social service organization located in Ward Six, proposes to found a public charter school to benefit the children of the District of Columbia. The school will serve children from preschool through grade 12, beginning with 768 students in preschool-grade 5 in its first year and growing to a total of 1,718 over the next three years by adding additional grades. Although it will be open to all children who are residents of the city, the school will target students living in the Ward Six portion of Southeast and the Southwest quadrant. An appropriate building will be purchased and renovated for the school, and a bid has already been submitted for the Chamberlain School building at 14th and Potomac Avenue, SE.

Friendship House is one of Washington's D.C.'s oldest providers of high quality education, having established its kindergarten program in 1904 and the city's first Montessori School in 1909. Friendship House was the first organization to provide day care for children of working mothers beginning in 1910, and today it operates a well-respected Child Development Center for 160 children.

Under the direction of its Executive Director, Donald Hense, Friendship House has actively worked to plan and develop a charter school that would provide an excellent education for all students and help provide an impetus for the reform of DC Public Schools. Through a planning process in early 1997, Friendship House sought a school model that would educate children academically, socially, emotionally, artistically, and physically. After careful review, the Friendship House determined that the school design developed by The Edison Project met all of their criteria. Friendship House staff and Board members observed the Edison model in action at the inner-city Boston Renaissance Charter School and were very impressed by the academic achievements of young students, the happy classrooms, and the teachers who were effectively engaging parents.

The Edison Project, founded in 1992, is the country's leading private manager of public schools. After engaging in three years of intensive research and development to create innovative schools that could operate at public school spending levels, Edison opened its first schools in August 1995. As of September 1997, Edison will have implemented its school design in 25 public schools, including 12 charter schools, which it operates under management contracts with local school districts and charter school boards. Approximately 13,000 students are now attending schools managed by Edison.

In July 1997, the Friendship House board selected The Edison Project to operate its proposed public charter school, the Edison-Friendship Public Charter School, to be opened in fall 1998. Under a management contract with the school's Board of Trustees, Edison would be responsible for implementing the educational program, technology plans and management systems and would be accountable to the Board for the performance of the school. Edison would also provide start-up capital of approximately $1.7 million in the first year to cover the cost of technology equipment and wiring, curriculum materials, furniture, professional development and other pre-opening expenses. In subsequent years, it would also provide start-up capital for school expansion costs.

The Edison school design is founded on ten fundamental principles, each of which would be adopted by the Edison-Friendship Public Charter School:

1. Schools organized for every student's success. Each Edison school consists of small, flexible schools-within-a-school, called "academies," where teachers work with the same students for several years. A pre-K-5 school consists of a Readiness Academy for three- and four-year-olds, a Primary Academy for students in grades K-2, and an Elementary Academy for grades 3-5. Higher grades are organized into a Junior Academy (grades 6-8), a Senior Academy (grades 9 and 10), and a Collegiate Academy (grades 11 and 12).

2. A better use of time. For students in the Primary Academy, the school day is one hour longer than in conventional schools. For students in grades three through twelve, the day is two hours longer. In addition, the school year is significantly longer, with students required to be in attendance for a total of about 205 days.

3. A rich and challenging curriculum. The curriculum is built around five domains: humanities and the arts, mathematics and science, character and ethics, practical arts and skills, and physical fitness and health. High standards of achievement, organized by academy, have been developed for each domain.

4. Teaching methods that motivate. Teachers will receive regular professional development in the use of methods and strategies such as direct instruction, cooperative learning, and project-based learning.

5. Assessment that provides accountability. Student progress will be monitored in many ways to help ensure that standards are met. Students will participate in Edison's own portfolio- and performance-based assessment system as well as state and local testing programs.

6. Educators who are true professionals. Teachers will receive career development, resources, responsibilities, and opportunities that talented professionals deserve. They also will find the best possible working conditions in an atmosphere that encourages the highest respect. The principal is a crucial member of the teaching team as well.

7. Technology for an Information Age. Every family with a student in the third grade and higher will be given a home computer. Every student, teacher, principal, administrator will have access to a personal computer at school and at home and will be on a national Edison network. Innovative software will put everyone in touch with a world of ideas and information.

8. A partnership with families. Student portfolios and quarterly meetings with teachers will give family members an accurate and vivid picture of their children's accomplishments and needs. Every student also will have a caring adult whose responsibility is to oversee school achievement.

9. Schools tailored to the community. Edison designs about 75 percent of the schools' curricula, and will work with the Edison-Friendship Public Charter School to tailor the rest of the program to the interests of the community. The charter school will be open afternoons, evenings, and summers. The schools' doors also will be open to the social services available in the community, thereby linking service providers with the needs of students and their families.

10. The advantages of system and scale. The Edison-Friendship Public Charter School will automatically become a part of a national network of Edison schools linked by a common purpose and plan—and linked literally through Edison's technology system. The school will contribute to, and benefit from, Edison's extensive curriculum and professional development efforts and have access to an array of specially conceived print and electronic materials.

A. Educational Plan

1. Mission and Purposes of Proposed Public Charter School

a. Educational Needs of the Target Student Population: During its first year (school year 1998-99), the Edison-Friendship Public Charter School will serve preschool, pre-K, and kindergarten through fifth grade students. A middle school for students in grades six through eight will be added in the 1999-2000 school year. Over the following two years, the school will extend the grades through high school.

The Edison-Friendship Public Charter School will be open to all students residing in the District of Columbia. However, recruiting will be specially targeted at the students in Ward Six and in the Southwest quadrant of the city where there are nine low-income public housing projects. The average household income of the public housing census tract closest to Friendship House is only a little over $6,000. The school hopes to operate at the site of the former Chamberlain School at 14th and Potomac Avenue, SE, which will be easily accessible to students in these low income areas.

The most critical need of the students in Ward Six and Southwest is for a sharp improvement in math and reading skills, which would then lead to higher level thinking in science, social studies and the arts. In May 1997, over 43,000 (out of 78,000) DC Public School students took the Stanford Achievement Test. One-third of the third graders performed below the basic level in reading and math (Washington Post, July 23, 1997), indicating that they had not developed the most fundamental skills expected of their grade level. At the eighth grade level, 72% had not reached the basic level in math and 29% had not reached the basic level in reading. Full performance at grade level requires attainment of the proficient level on the Stanford Achievement Test, which even higher percentages of students failed to achieve.

Friendship House has found evidence of poor student preparation in Ward Six and Southwest through statistics of the Committee on Public Education, which has monitored school performance since 1989 and has pressed for reforms. Bowen, Van Ness and Tyler schools draw 90% of their students from these areas. In 1993, these three schools ranked from 90th to 110th out of 117 elementary schools in performance of third graders in math and were comparably low-ranked in reading.

Friendship House can confirm the poor preparation of low-income children in its service area from the experience of its recently started after-school program ***DC Kids***, which draws the majority of its participants (ages 7-13) from the closest public housing projects. In the 1997 summer camp, the educational performance of the children was so far below grade level that the counselors had to abandon their plans for more challenging reading, math and thinking exercises and teach 7 to 9 year olds such basic skills as phonics, how to tell time, and how to phone home.

The model for the Edison-Friendship Public Charter School was designed to ensure that all children can become successful students. The house/academy structure, small classes, flexible groupings, more time in school, greater access to technology, improved family and community involvement, ongoing assessments, high standards of achievement, and well prepared teachers

who select from a range of instructional strategies are just some of the elements that will keep all students, regardless of their circumstances, engaged in school and motivated to learn. Moreover, the reading program (*Success for All)* and the math curriculum (*University of Chicago School Mathematics Project)* to be used at the school have proven to be highly effective in improving reading and math skills of children at hundreds of schools across the country.

Based on Edison's experience with parental demand at its other urban charter schools and on Friendship House's own research, it is believed that the projected enrollment levels at Edison-Friendship Public Charter School will be easily achieved. The Edison design is founded on the concept of preschool-grade 12 schools, and the plan to grow the school by adding new academies each year has worked very well at the other Edison schools.

b. Mission and Philosophy: The mission of the Edison-Friendship Public Charter School is to prepare a diverse cross section of children for success as students, workers, and citizens by providing them with a world-class education. The program is based on The Edison Project's philosophy of high academic standards for all students, regardless of their circumstances, and strict accountability to the communities it serves. The school will also draw on the Friendship House Child Development Center's traditions of developing the emotional and social intelligence of each student.

c. Educational Focus: The Edison-Friendship Public Charter School will focus on academics and high standards of achievement for all students. The educational model on which the school will be founded is described in detail in Edison's *Partnership School Design* book **(Tab 1)**.

d. Goals: The goals of the Edison-Friendship Public Charter School are to:

- Ensure that each student achieves the educational standards in each subject area as outlined in *Student Academic Standards* **(Tab 2)**.
- Help students feel comfortable taking intellectual chances and accepting academic challenges.
- Improve student motivation by increasing the motivation of the education team and by setting high performance standards and expectations.
- Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concern for others.
- Ensure that students are prepared to lead successful adult lives as workers and consumers.
- Develop in students a strong respect for the democratic ideals of freedom and liberty for all.
- Provide a safe and secure learning community.
- Draw on the support of families and the community to reinforce the school's educational mission.
- Provide an educational resource to the surrounding Edison-Friendship Public Charter School community.
- Develop in students an abiding commitment to the school's surrounding community.

2. Academic Design

a. Student Content and Performance Standards: The Edison Project has developed two sets of basic expectations: one for students, the other for schools. Edison's *Student Academic Standards* **(Tab 2)** specify what students should know and be able to do in every area of Edison's curriculum, including non-academic areas, by the time they finish each academy. Edison's *Partnership School Performance Standards* **(Tab 3)** specify what schools need to do, within the framework of Edison's school design, to help students succeed. School decisions about curriculum, instruction, and assessment will be guided first and foremost by these two sets of standards.

Edison's non-academic goals, in character and ethics, physical fitness and health, the fine arts, and practical arts and skills, contribute to academic achievement by ensuring that students learn in a safe, orderly environment; develop the healthy habits and strong bodies that support intellectual development; learn to appreciate that what is beautiful is just as important as what is practical; and develop the problem-solving, workplace, and life skills they will need to be successful, productive members of adult society.

Edison's standards are ambitious. They meet or exceed standards developed by states and districts across the country. Edison's New York-based curriculum specialists will work with the DC Public Schools to carefully align Edison's student standards with those of the district.

b. Curriculum: The objectives, content, and skills to be taught in the main subject areas for the Primary, Elementary and Junior Academies of the Edison-Friendship Public Charter School are found in The Edison Project's *Student Academic Standards* **(Tab 2)**. The curriculum for each of these academies is described in detail in the *Curriculum Start-Up Guide* **(Tab 4--pp. 5-28)**. Student standards and curriculum materials for the Readiness Academy (preschool and pre-K) are also attached **(Tab 5)**. Academic standards and curriculum for the Senior and Collegiate Academies are still in development.

The instructional materials to be used by the Edison-Friendship Public Charter School were selected or developed by The Edison Project to support its student academic standards and school performance standards, and thereby help accomplish the school's goals. These materials are the product of careful research and evaluation, and they provide the best available support for Edison's objectives for teaching and learning and are consistent with the school's mission and philosophy. The Edison-Friendship Public Charter School, like all Edison schools, will be required to use these materials for core instruction, but will be free to supplement them.

The Edison Project has policies and guidelines for meeting the needs of students who have learning disabilities and limited English proficiency. These provisions, detailed in the *Curriculum Start-Up Guide* **(Tab 4--pages 46-57)** and *Partnership School Performance Standards* **(Tab 3--Curriculum and Instruction--Special Edison Support Standards and Guidelines)** will be followed by the Edison-Friendship Public Charter School. In the event that local law requires deviations from the provisions, Edison will work with the school to modify services.

c. Methods of Instruction: Starting with the philosophy that effective learning is active learning, The Edison Project has adopted several broad instructional strategies. Recognizing that students

learn in different ways, Edison's instructional program is designed to address varied learning styles. And because research clearly favors some instructional methods over others, we have chosen those with documented effectiveness. The instructional methods used in each of the major subject areas are described in detail in *Partnership School Performance Standards* **(Tab 3--Curriculum and Instruction)**.

Typical teaching methods to be employed in the school include: individualized instruction, cooperative learning, project-based learning, direct instruction, and individual and small-group instruction through technology. In addition, students will participate in quarterly "intensives." Intensive projects--which may involve an entire class, a cooperative-learning team, or a single student--allow students and teachers extended opportunities to tackle larger problems or areas of interest. Often, students will select their own topics to explore during intensives.

Teachers will receive professional development during the summer before the school opens and at regularly scheduled intervals throughout the school year so they will further develop and refine their instructional skills.

The educational program and curriculum will be provided to all students in the school. No "tracking" will be employed. Instead, each student will be challenged to high levels of performance through flexible grouping and an individual plan of instruction set forth in the student's Quarterly Learning Contract.

Teachers in Edison schools use a system of differentiated instruction ("Special Edison Support") to accommodate students with special needs, including gifted and talented students, language minority students, and students with disabilities. These policies and procedures are set forth in the *Curriculum Start-Up Guide* **(Tab 4--pages 46-57).**

The teaching methods to be employed in the Edison-Friendship Public Charter School were identified by The Edison Project as the result of an extensive research and development effort. Effective practices in outstanding schools across the United States and around the world were evaluated and incorporated into the school design. This instructional design is currently in use at the 25 Edison schools in operation today. The effectiveness of these teaching methods is evidenced by the academic performance of the students at Edison's schools which has consistently met or exceeded the performance of students at other schools in the same districts.

3. Student Performance

a. Student Assessment: The school will use three types of measures to gauge student achievement: 1) DC Public Schools standardized tests and other kinds of sanctioned assessments (for example, performance assessments or physical fitness tests), 2) customized assessments (both standardized and performance-based) pegged to academic standards, and 3) structured portfolios of student work also pegged to the school's academic standards.

In addition, Edison's embedded assessments provide teachers with continuous and constructive information about student performance. These assessments are not simply tests. They are carefully constructed learning experiences, consistent with the instructional program, that provide reliable indications of student progress. With the aid of embedded assessments, teachers never

permit a student to fall irretrievably behind. Each and every day embedded assessments measure student performance and help teachers calibrate other work, and certify that students have met the required standards and are ready for new challenges.

All students will be asked periodically to participate in assessment activities that are common across Edison Project schools. These assessments might be tasks that are completed in a single seating or they might be projects that take a week or more. Whatever their form, they will model the kind of learning expected in the curriculum. This means, for example, that they may require open-ended problem solving or persuasive writing. Common assessments will not make extensive use of multiple-choice questions or similarly limited formats. Generally, common tasks and projects will be what experts call "performance assessments." Teachers will evaluate and score the work of their own students against Edison's standards, using common scoring guides, or rubrics.

The common assessments used by The Edison Project are designed in collaboration with the Educational Testing Service ("ETS"). Edison has been fortunate to have had the assistance of consultants from ETS in the design of its entire assessment system. ETS is the premier test development organization in the nation, responsible for the SAT, the AP, and the NAEP testing programs.

The Edison Project will take all necessary steps to ensure that the program in the Edison-Friendship Public Charter School will be successful by standardized measures. In particular, all programs have been selected to correlate well with major tests. The core reading and mathematics programs have unusually strong records of boosting student achievement. The school will be organized to provide strong support for all students in building a foundation of basic skills.

Students at the Edison-Friendship Public Charter School will take all district-wide tests required by the DC Public Schools in the same manner as the other schools.

b. Basis for Promotion and Graduation: The Edison Project's standards for student achievement are clearly delineated in *Student Academic Standards* **(Tab 2)**. Mastery of these standards form the basis of decisions regarding promotion to the next grade level and graduation from one academy to the next. Throughout each academy and at its end, assessments such as those described above certify that students have met the required standards and are ready for new challenges.

c. Student Intervention: The Edison Project's assessment system will address the needs of students who don't perform at acceptable levels against its own performance standards or on the DC Public Schools assessment program. The Quarterly Learning Contract ("QLC") is designed to catch minor difficulties before they grow into major struggles. The QLC is the formal expression of a set of expectations and obligations entered into by the school, the student, and the student's family. Teachers use this system to monitor progress to prevent students from falling irretrievably behind. Those who do not perform well on statewide assessments will receive one-on-one tutoring, which will be stipulated in the QLC. In addition, Edison supplies substantial resources, including technology and research-proven curriculum programs such as the *Success for All* reading program and *Chicago Mathematics*, to boost student achievement.

4. Support for Learning

Research shows that parental and community involvement is likely to have a positive impact on student achievement. In recognition of this fact, the Edison-Friendship Public Charter School will develop strong linkages with family and community partners. Indeed, building family and community partnerships is an essential component of the school's design. Friendship House programs are designed in the belief that social services and education should foster a community within which children can grow and families can prosper. A public charter school is only one of many programs in which Friendship House is working to link together into "wrap-around services" for children and families. Such programs include: day care, after-school and summer camp, employment training, foster care, and family preservation. Friendship House is also an active player in the South Washington/West of the River Family Strengthening Collaborative ("SW/WR Collaborative"), funded by the DC Office of the Receiver for Child Welfare.

a. Parent Involvement: The Edison-Friendship Public Charter School, like other Friendship House programs for children and other Edison Schools, recognizes that parents and other family members are a child's first teachers and that engaging them is critical to children's educational success. The Friendship House ***DC Kids*** program will have a counterpart for parents in the fall called ***DC Parents*** which will help parents understand their children and learn from each other. The Friendship House Child Development Center has monthly mandatory parent meetings and also organizes Family Fun Nights to keep parents active in their children's education.

This commitment to parental involvement is strongly reinforced by several components of the Edison school design.

- The Edison-Friendship Public Charter School will commit itself to keeping families engaged in their child's education, both in the school and in the home, and will provide quarterly assessment of the student's progress. Volunteerism will be encouraged and desired at every level of school operations.
- Each student will be assigned a faculty adviser. This faculty member not only will function as a mentor and guide through the academy, but also will assume responsibility for the student's overall well-being.
- Family and Student Support Teams ("FSST") will develop individual plans to support each child's educational development, engage classroom teachers in creating individual and schoolwide plans, and provide linkages to a consortium of service providers. The FSST is an extension of *Success for All*, the school's reading program, and is intended to support student attendance, achievement, and parental involvement.
- At the discretion of the school's principal, family members also will have a role in shaping parts of the school's program and policies. Toward this end, the principal will convene a Parent Advisory Council ("PAC") that will meet regularly to discuss school issues and to hear families' concerns and suggestions. The charter school's PAC will be representative of its student enrollment. The PAC will meet regularly to provide assistance as needed to support schoolwide goals and directions, communicate the concerns and ideas of families, and have some input on policy decisions.

b. Community Participation: As a Friendship House program, the Edison-Friendship Public Charter School will join the SW/WR Collaborative, an active child welfare collaborative which

will offer family preservation, neighborhood foster care, crisis intervention and other services. School-based initiatives will include the following:

- The school building will be open until 9:00 p.m., and ***DC Kids*** will offer a before and after-school program there. ***DC Kids***, run by Friendship House, is modeled on the Yale New Haven Program developed by Dr. James Comer and is designed to guide students in the development of leadership and learning skills through education, adventure, exploration, and teamwork. The ***DC Kids*** program will also operate through the summer, enriching the charter school experience through field trips and enrichment classes and preventing any "backsliding" through the summer months.
- A Board of Friends will provide input from a range of community leaders and others who are keenly interested in helping to integrate an innovative school into the life of the community. The charter school will establish a Board of Friends that engages a range of community leaders, including business people, leaders in the arts, public officials, representatives from local associations or groups, and others.
- The school's community resource director will work closely with Friendship House staff and other agencies in the SW/WR Collaborative which will provide a wide variety of social services to the school's students and families.

c. School Organization and Culture: Edison schools are organized to facilitate teaching and learning. Edison's organizational model is based on principles that have been shown to ensure effective schools:

- A clear and ambitious sense of purpose.
- Strong academic leadership from the principal and teachers.
- School as a learning community.
- Collegial work environment for the entire staff (instructional and non-instructional).
- Clear expectations for teachers and ongoing professional development.
- Encouragement of teamwork and a collective commitment to excellence.
- Principles and practices of accountability.
- A school community that allows teachers and administrators to know all students as individuals.

School Organization

Academies

The Edison-Friendship Public Charter School must be small enough to function as a community. Therefore, the school building will be divided into "schools within a school," or academies, which provide a two- or three-year experience for students. Academies are Edison's largest unit of school organization. They are meant to be distinct programmatically and organizationally. Teachers and students work primarily within, rather than across, academies. Curriculum standards are set by academy. Curriculum themes are distinguishable by academy.

Houses

Houses are the basic units of student organization. At the Edison-Friendship Public Charter School students will be part of the same multi-grade house for their entire time in the academy. Students will work with all students in the house, not exclusively with same-grade classmates. Houses will consist of 100 to 125 students.

Classes

Classes at the Edison-Friendship Public Charter School will be flexible in size and composition, depending on instructional goals. Primary classes will be predominantly age-graded and fixed, but regrouping for reading/language arts will expose more students to more teachers even at this level. Interactions between and among students and teachers will increase with advancing grades.

House Teams

House teams are the basic units of teacher organization. Teams at the Edison-Friendship Public Charter School will include four to six teachers who will work with the same students from the beginning to the end of their time in the academy. Teams will be headed by a lead teacher and will represent a range of teaching experience. Each teacher will become a resource for teammates by developing a specialty in a subject area, in ESL, in technology, or in special education. The house team will be responsible for the core academic program of instruction and for managing a common group of students in accordance with school policies and assuring their progress in achieving academic standards.

House teams at the Edison-Friendship Public Charter School will carefully monitor student performance and be accountable for student results. House teams will regularly engage parents in the support of their children and share responsibility for supervising student progress toward goals referenced in Quarterly Learning Contracts. House teams will meet on a regular and routine basis.

Leadership Teams

The Edison-Friendship Public Charter School principal will assemble and chair a leadership team, consisting of the academy director or associate principal, lead teachers, the Technology as a Second Language ("TSL") director, the special education coordinator, and the business services manager. The principal may add members on a standing or ad hoc basis.

The Leadership Team will be responsible for supporting the principal in recommending and assuring development of necessary school policies and procedures that support continuous improvement; monitoring student achievement and progress; assuring adjustments or changes in practice to improve student achievement and school quality; and providing leadership in collaboration with the principal in supporting school change. The Leadership Team also will assist the principal in developing school policies, coordinating school services and programs, and fulfilling school planning and public reporting requirements.

Decentralized Government and Decision-Making

In the Edison-Friendship Public Charter School, authority will be decentralized as much as possible. Each decision-making unit must be accountable for results, rather than routines, and the principal and teachers must exercise their authority to shape students' educational experiences.

The principal of the Edison-Friendship Public Charter School will articulate the purposes and mission of the school, accurately interpret the Edison school design, and establish high expectations for school performance and student results. He or she will identify needs for teacher, staff, parent, and community participation in the life of the school and effectively organize and delegate authority to school teams and boards. The principal also will lead the development of a

schoolwide system of accountability based on student academic standards and school performance standards.

Teachers will exercise professional authority and judgment in deciding matters concerning instruction and learning. House teams will decide procedures for supervising students in accordance with school policies and agree on strategies to help students meet academic standards. Edison-Friendship Public Charter School families will work closely with teachers and share responsibility for supervising and supporting their children in accordance with agreements forged in Quarterly Learning Contracts.

School Culture
The Edison-Friendship Public Charter School will be a learning community where children, educators, non-instructional staff, parents, and citizens are continuously improving. Individuals will engage in personal growth. Individual learning will be combined with shared vision, teamwork and leadership to create a community that learns together.

d. Safety, Order, and Student Discipline: *Philosophy of student behavior, discipline, and student participation* : The Edison-Friendship Public Charter School will be an ethical place that clearly states its expectations for student behavior, discipline, and participation in school activities. Principals and teachers will practice what they teach and connect all policies, practices, and procedures to a coherent philosophy of beliefs that emphasize treating others with kindness, respect, honesty, and fairness. The school will work closely with families and the community to create an environment that supports the basic values and character traits most families want their children to acquire, including self-respect, self-discipline, and responsibility. All students will be expected to participate in school governance as well as school and community service activities.

The principal and staff of the Edison-Friendship Public Charter School will design and implement a comprehensive schoolwide learning environment initiative that integrates the following:

Schoolwide Structures for Prevention and Intervention

- A clearly defined code of conduct and accompanying procedures.
- A conflict management/peer mediation strand that will offer training and problem-solving strategies for teachers and students.
- A program of consequences for positive behavior (awards, recognition) for model school community citizens.

Curriculum Components

- A rich and motivating curriculum, effectively implemented.
- A character and ethics program with clear values modeled by all members of the school community.

Schoolwide Teams

- A schoolwide climate committee that is representative in membership; that regularly reviews learning environment management issues; and that makes recommendations to the principal and leadership team.

- A Family and Student Support Team that links student, teacher, school, and family in a partnership relationship and draws creatively on community resources to support students' academic and social learning.
- An operational crisis intervention program.

Professional Development

- Training that provides a common focus and is ongoing--offering a forum for regular discussions of professional issues geared toward problem-solving.
- Issues of cultural, ethnic, and instructional diversity will be addressed through training and support.
- Instructional techniques that support effective, positive, productive interactions among students and staff will be included in professional development.
- Effective communication skills and techniques training will be included in professional development for all members of the school community.

Suspension or Expulsion Criteria

- The Edison-Friendship Public Charter School will provide students due process hearings in conformity with the requirements of D.C. and federal law regarding discipline, special education, confidentiality, and access to records.
- The principal and his or her designee will have the authority to suspend a student as provided for by law, subject to appeal to the school's Board of Trustees or its designee, as the Board of Trustees may designate.
- Only the Board of Trustees or its designee will have the authority to expel a student.

e. Professional Development: Edison's professional development plan which will be used by the Edison-Friendship Public Charter School has three sequential parts: 1) leadership training, 2) staff training, and 3) ongoing professional development.

Leadership Training

Leadership training will begin in the spring of the year the school is to open. That training first involves the principal. The purpose is to enable the principal to lead the school through the start-up process and into a successful first year. Edison trains principals in the essentials of successful school start-up. More important, Edison prepares principals to enlist the support of their leadership teams and their entire staffs in the launch of the school. Simply put, Edison prepares principals to lead. The leadership training for principals occurs in a central location, takes about two weeks, and is provided to all new principals as a group. The entire leadership team from each new Edison school participates in a three-day "Start-Up Schools National Conference" during the summer prior to their school's opening. During this conference, they are involved in workshops and training sessions with experienced Edison principals and teachers, as well as Edison's central support staff. The leadership phase of professional development will then continue, for a week or two, at the Edison-Friendship Public Charter School site as the principal readies his or her leadership team to help open and operate the school.

Staff Training

Training of all professional school staff will take place during the summer before the opening of the school. The Edison Project will provide roughly two weeks of training directly. The principal

and the leadership team will have an additional two weeks for whatever activities they believe will help staff work toward a successful school opening. The training that The Edison Project provides directly will have two parts. Part one, for all professional staff, will support the creation of a positive learning environment. Staff will receive practical support in instruction, classroom management, and character and ethics-the key elements in Edison's design for positive learning environments.

Staff training will conclude with specialized training. Teachers will be introduced to the core curriculum in their area or areas of expertise. Much of this work will take place at the school site-for example, in the fields of mathematics, reading, and writing. Areas that involve only one or two professionals per site-for example, fine arts, physical fitness and health, world language, special education-will be addressed in national or regional conferences. In addition to this specialized training, all staff will be introduced to Edison's technology program, "Technology as a Second Language" ("TSL").

School technology teams (TSL Director, Media Specialist, User Support Technician and Media-Technology Coordinator) attend two four-day technology conferences in their first year. The first, held during July before a school opens, concentrates on start-up concerns. Here they are instructed in establishing a school's technology infrastructure (computer network, phone system, budget allocation, laptop and desktop computer configuration, home computer roll-out efforts and building of the media center). The second conference, held in February, focuses on efforts of integrating technology into the curriculum and utilizing/implementing advanced functions of the tools they are provided, such as Library Pro, Mac School, ClarisWorks and Edison's intranet, the "Common."

The Media-Technology Coordinators also join the school Secretaries (and sometimes Office Aides) in a two-day, on-site training session for Mac School, the student information system that automates school demographic record keeping, attendance, conduct history and supplies information for Edison's Quarterly Learning Contracts, periodic Edison reports and curriculum in-house assessments. Each school's Business Services Manager spends a week at Edison's central accounting department for training on school accounting systems, budgeting and financial reporting.

Ongoing Professional Development

The final part of Edison's professional development program will begin the day school opens, and will never really end--that is, ongoing professional development. The Edison-Friendship Public Charter School principal will be introduced to the plan for ongoing professional development during the leadership training. Together with the leadership team, he or she will work with all school staff to assume this important responsibility. Edison recognizes that new schools need time to take on this responsibility alone. During the school's first year, the start-up project manager for the Edison-Friendship Public Charter School will assist the principal in planning for professional development. Also during the first year, follow-up training will be scheduled by Edison, in consultation with the principal, to reinforce introductory training provided in the summer. A week of time during the fall will be set aside to allow ample time for this training. Finally, Edison will show the school how to plan for continuous improvement, a process that links professional development with hard data on student achievement.

f. Structure of the School Day and Year: Edison's school design requires a longer school day and a longer school year than traditional schools. The Edison-Friendship Public Charter School will be operate August-June, providing approximately 205 days of instruction annually. Regular school hours will be approximately 8:00 a.m.-4:00 p.m. This schedule will provide seven hours of dedicated learning time for primary students and eight hours for older students. The school's principal and staff will develop the final school calendar.

The school schedule will determine an educational plan for students and their teachers that sets forth daily program requirements and groups students with their teachers and classmates. The schedule will support the provision of an education that is consistent with Edison's school design and specific program requirements.

The schedule will enable all students to participate fully in Edison's instructional program, including but not limited to smaller reading classes, extended blocks of core academic time, increased access to special subjects, multi-grade houses, and multi-year teaching teams. In addition, the schedule will account for the school's entire enrollment at any given time and thus provide a basis for determining supervisory requirements for non-instructional periods of the day, including student arrival and dismissal, breakfast and school lunch programs, and student recess.

The schedule will enable teachers to implement Edison's school design in all respects and to implement its instructional program. Among other things, the schedule will provide house teachers daily common professional development time, facilitate classroom observation and mentoring, permit team teaching, facilitate student management, and allow for effective Morning Meetings and Home Base Advisory.

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group: The founding group is the Friendship House Association, Inc.. In 1900 Jacob Riis, a noted social reformer, visited President Theodore Roosevelt and expressed shock at the social conditions in the nation's capitol. Out of that visit, a committee of citizens formed a group to devise solutions to social problems of residents of Southeast Washington. Rochefort House, later to be renamed Friendship House, was established in 1904. By 1910, Friendship House had already had an impact on education in Washington, D.C. It had expanded a once-a-week kindergarten to a week-long Montessori School, which was transferred to local public schools in 1909. The first day care program for the children of working mothers was established in 1910. The Child Development Center has been in continuous operation since that time, and serves about 160 children each day, 60% of whom receive city subsidies. Friendship House has always been located in Ward Six where it serves 2,000 elderly, over 6,000 families and individuals with emergency needs, and hundreds of children, over 95% of whom are African-American. Friendship House has been headquartered since 1936 at its present location, 619 D Street SE, in a 200 year old historic building, "The Maples."

Friendship House is a non-profit organization governed by a Board of Directors of citizen-volunteers. The most recent annual report and a list of current board members for Friendship House are attached **(Tab 6)**. Friendship House has developed and delivered over many decades an enormous variety of programs for Southeast families and individuals in need: co-op businesses, employment and literacy training, housing purchase and subsidy, feeding and recreation for the elderly, day treatment for the mentally ill, emergency food and clothing. Currently, Friendship House is seeking a license to recruit foster families and place children in foster care. Thousands of people in the Southeast area, including many who have since moved to other parts of the metropolitan area, have participated as students, trainees, teachers, and volunteers in Friendship House programs.

In May 1997, Friendship House launched a summer camp for 160 students, called **DC Kids**, that was completely filled within a week, reflecting neighborhood parents' strong desire for such programs. Although launched on a shoestring, **DC Kids** has begun to attract funding to continue an after-school program that will stress both academic and emotional learning.

Friendship House Executive Director Donald Hense had been a member of the Friendship House Board of Directors for over twenty years when he became Executive Director in December 1996. Mr. Hense's educational and professional background is in education, and prior to joining Friendship House, he had most recently been the Development Director of the Children's Defense Fund. The Board appointed Mr. Hense in order to plan and implement significant new programs for Friendship House to make more of an impact on the critical needs of Washington, D.C.'s children and families. Mr. Hense was convinced that Friendship House should launch a public charter school in order to offer outstanding education to low-income children and expand examples of excellence in D.C. public schools.

b. Planning Process: From the time of his appointment, Donald Hense got the support of the Board to explore the feasibility of establishing a public charter school. In January 1997, he appointed a Director of Planning and Evaluation, Mary Procter, and charged her with identifying the legal and program requirements for a successful charter school and with providing staff support to a Task Force of educators from several excellent DC public schools. The Task Force met from early February 1997 through March 1997 and reviewed the legal requirements for forming a public charter school, the experience of the Options Charter School at the Capitol Children's Museum, and the failure of Kids One Charter School which obtained a charter but pulled out in February 1997.

The Task Force concluded that a Friendship House charter school should endeavor to meet the needs of children who live in the community served by Friendship House and children throughout the District who are not performing well or are not sufficiently challenged by the traditional public schools. In April 1997, Donald Hense contacted Dr. Deborah McGriff (former Superintendent of the Detroit Public Schools) with The Edison Project and got the support of the Board of Directors in May 1997 to explore a possible partnership with Edison. Working with school charter boards and/or local school districts, Edison has successfully launched and operated charter schools in Boston, Worcester, Duluth, Detroit, Lansing, Colorado Springs and Chula Vista (CA). Based on this experience, the Board felt confident that Edison had the expertise to handle problems that often plague new charter schools, such as facilities, start-up funds and working capital. Furthermore, the Board was impressed with the quality of Edison's school design model and the success of the schools currently managed by Edison.

The Chair of an Ad Hoc Subcommittee of the Board on Charter Schools reported at the June 1997 meeting that he, Mr. Hense and Ms. Procter had observed at Edison's Boston Renaissance Charter School the qualities that Friendship House wished in its own Charter School: high academic standards, a school structure designed to foster social learning, and strong support for students with various kinds of learning disabilities. At a meeting of the Board of Directors in July 1997, the Board voted to work with Edison to form a public charter school.

c. Corporate Structure and Nonprofit Status of the School:

The Edison-Friendship Public Charter School will be a non-profit corporation organized as a wholly-owned subsidiary of Friendship House Association, Inc.. Under the overall guidance of an Ad Hoc Committee of its Board of Directors, Friendship House will incorporate the school in October 1997, drawing on its own corporate experience and models of governance used by other charter schools managed by Edison.

2. Governance and Management

a. Board of Trustees: The Edison-Friendship Public Charter School will be governed by a seven-member Board of Trustees appointed by the Executive Committee of the Friendship Hose Board. The Board of Trustees will include at least two persons from the Friendship House Board of Directors and two parents of students attending the charter school. The five Trustees listed below have already been named, and their resumes are attached (Tab 7). The remaining two Trustees will be chosen from the parents of children attending the Edison-Friendship Public Charter School within the first three months after the school is opened.

- *Donald Hense*, Executive Director of Friendship House. Former Development Officer for the Children's Defense Fund and former Government Relations Officer for Howard University.
- *Victor Long*, Ward Six resident and First vice-president and former President of the Friendship House Board of Directors. Former attorney in the D.C. General Counsel's office. Current partner in Regan, Halperin, and Long.
- *Lisa Sullivan*, member of the Friendship House Board. Executive Director of the Rockefeller Foundation, Next Generation Project and Chair of Youth Initiatives Task Force that designed the structure for Friendship House program DC Kids, based on her experience with the exemplary New Haven LEAP Program. Ms. Sullivan was formerly director of the Black Student Leadership Network of the Children's Defense Fund.
- *Floretta McKenzie*, former superintendent of D.C. Public Schools. Chairman and CEO of The McKenzie Group, Inc., educational consultants.
- *Helen Verstandig*, D.C. businesswoman, philanthropist and long-time children's advocate.

The responsibilities of the Board of Trustees will include, but not be limited to:

- Managing the business, property, and affairs of the school.
- Supervision and oversight of The Edison Project and the school principal in the performance of their respective duties and obligations.
- Preparing and publishing an annual budget.
- Establishing partnerships with existing individuals, institutions, and community organizations.
- Involving teachers, parents, and students in the governance, operations, and planning process of the charter school.
- Filing an annual report to chartering authorities and providing a copy of the report to the parents of all students.
- Establishing an advisory grievance committee.

The Edison-Friendship Public Charter School will be under the overall management and control of the Board of Trustees, which will work closely with The Edison Project's central staff and the local school's Leadership Team. The Board will focus on policy issues and entrust the day-to-day management of the school to the school's Leadership Team and Edison, which will be accountable to the Board for the performance of the school. As described earlier in this application, authority will be decentralized as much as possible. Each decision-making unit will be accountable for results, rather than routines, and the principal and teachers will exercise their authority to shape students' educational experiences. The Edison Project will provide the Board with quarterly progress reports on school performance in the form attached **(Tab 8)**. The school's Leadership Team will present a report at each Board meeting. The school's staff, students and parents will be able to attend Board meetings and bring issues or concerns to the attention of the Trustees.

b. Rules and Policies: The rules and policies for governance and operation of the Edison-Friendship Public Charter School can be found in the *Partnership School Performance Standards* **(Tab 3)** and the *Curriculum Start-Up Guide* **(Tab 4)**. With respect to essential rules and policies on non-academic matters (e.g. use of facilities, emergency response procedures, access to

records, security, etc.), Edison will make recommendations to the Board of Trustees based on its experience in operating other schools throughout the country.

c. Administrative Structure: The principal of the Edison-Friendship Public Charter School must articulate the purposes and mission of the school, accurately interpret the Edison school design, and establish high expectations for school performance and student results. He or she must identify needs for teacher, staff, parent, and community participation in the life of the school and effectively organize and delegate authority to school teams and boards. The principal also will lead the development of a schoolwide system of accountability based on student academic standards and school performance standards. The principal will assemble and chair a Leadership Team, consisting of the academy director, lead teachers, the TSL director, the community resource director, the special education coordinator, and the business services manager. The principal may add members on a standing or ad hoc basis.

The Leadership Team will be responsible for supporting the principal in recommending and assuring development of necessary school policies and procedures that support continuous improvement; monitoring student achievement and progress; assuring adjustments or changes in practice to improve student achievement and school quality; and providing leadership in collaboration with the principal in supporting school change. The Leadership Team also will assist the principal in developing school policies, coordinating school services and programs, and fulfilling school planning and public reporting requirements.

Teachers will exercise professional authority and judgment in deciding matters concerning instruction and learning. House teams will decide procedures for supervising students in accordance with school policies and agree on strategies to help students meet academic standards.

The families of Edison-Friends Charter School students will work closely with teachers and share responsibility for supervising and supporting their children in accordance with agreements forged in Quarterly Learning Contracts. Parents will be involved in governance issues through the Parent Advisory Council, which has already been described. Students will play a role in school government through various student committees, which may be designated by the school's Leadership Team.

3. Finance

a. Anticipated Sources of Funds: For the 1998-99 school year, the Edison-Friendship Public Charter School expects to receive per pupil allocation funding of $3,948,686; special education funds of $242,972; food service revenues of $131,945; and a start-up grant of $125,000. The school does not currently anticipate receiving any Federal Title I funds until the second year of operation. Under its management agreement with the school, The Edison Project will provide start-up capital (currently estimated at $1.7 million) to fund technology equipment and wiring, furniture, curriculum materials, professional development and other pre-opening costs. The school will secure bank financing for the purchase and renovation of the school building.

b. Planned Fundraising Efforts: No fund-raising efforts are currently planned. Friendship House and Edison staff will maintain continued participation in Charter School Coalition efforts to obtain full local and Federal funding for capital facilities and operations.

c. Financial Management: Edison-Friendship Public Charter School's financial management will be under the direct control and supervision of The Edison Project's accounting department. The school principal is responsible for managing the school's budget with the assistance of an on-site business services manager who will be trained and supervised by Edison's central accounting staff. In addition to an intensive one-week training program at its central accounting office, Edison provides each school business services manager with a reference manual which describes in detail the financial guidelines, procedures and internal controls for Edison schools. Edison's central accounting department compiles detailed monthly financial reports for each school site. All accounting functions, including budgeting, reporting, accounts payable, accounts receivable, and payroll functions, will be handled by Edison's central accounting department. Edison will monitor the school's cash flow and take all steps required to ensure collection of all funds for which the school is eligible. Edison will provide the necessary working capital to operate the school during periods when the school's receipt of revenues lags behind budgeted operating expenses.

d. Civil Liability and Insurance: The Edison Project will secure and maintain the following minimum insurance coverage for the Edison-Friendship Public Charter School: (i) commercial general liability insurance with limits of $1,000,000 per occurrence and $2,000,000 aggregate; (ii) automobile liability insurance of $1,000,000; (iii) employee dishonesty insurance with limits of $500,000; (iv) hazard insurance on the school facility and personal property; and (v) workers compensation insurance.

e. Provisions for Audit: An independent certified public accounting firm will be engaged by the school's Board of Trustees to perform annual audits of the financial operations of the school. The cost of such audit has been included in the school's budget.

4. Facilities

a. Identification of a Site: The Edison-Friendship Public Charter School will be housed in a school building to be purchased and renovated by the school. Friendship House has submitted a formal bid of $350,000 to the DC Public Schools to purchase the Chamberlain School building, 14th and Potomac Avenue, SE.. Prior to its closing in 1996, this building was used for vocational education and employment training. This site is located eight blocks from Friendship House on excellent bus routes on Pennsylvania Avenue and one and a half blocks from the Potomac Metro stop.

b. Site Renovation: The Chamberlain School building has four floors and approximately 77,000 sq. ft.. Although believed to be structurally sound, it may need major renovations such as windows, electrical, roofing, flooring, etc.. Some interior walls and partitions would need to be relocated to create appropriately-sized classrooms. With renovations, the Chamberlain School building can accommodate approximately 1,100 students. It also has a large grassed area that could be used for a play yard. The Chamberlain School building is particularly desirable because it is located in Ward Six, the traditional Friendship House service area, and it can clearly

accommodate the school's planned enrollment for preschool through grade eight. Either an expansion of the Chamberlain School building or an additional facility may be required to house students in grades nine through twelve; however, this need would not arise until the school's third year of operation.

c. Financing Plans for Facilities: The Edison-Friendship Public Charter School anticipates securing bank financing for the acquisition and renovation of the school building in the form of a 20 year mortgage with a 10.5% interest rate. It is estimated that $3.8 million will be required for the purchase price and renovation costs in 1998, and that an additional $1.3 million will be required for renovations in each of the following two years. The debt service cost would be covered by the per pupil revenues received by the school, and such costs are included in the school budget included in this application.

d. Building Maintenance: The Edison-Friendship Public Charter School will either hire its own custodial staff to handle cleaning and maintenance, or it will contract with a reputable maintenance company for such services. The school will arrange for periodic inspections by a qualified contractor to ensure that applicable codes and standards are continuously met.

5. Recruiting and Marketing

a. Outreach to the Community: The Edison-Friendship Public Charter School will target its outreach efforts to three groups: 1) the neighborhoods directly surrounding the school, including nearby public housing projects, 2) the traditional constituencies of the Friendship House, including children and families of children enrolled in the Child Development Center and ***DC Kids***, and 3) the greater D.C. community.

The charter school will publicize with door-to-door recruitment literature and visits, posting of flyers in local businesses and other public access areas, use of available print and electronic media, and visits to churches, recreation areas, and meeting places. Information about the school will be available in English as well as other languages, as appropriate. Local civic and neighborhood associations will play an important role in this process. The Charter school will also publicize the program through the public meetings of the SW/WR Collaborative and many other neighborhood civic organizations in this very active neighborhood. Friendship House is already receiving inquiries from parents about enrolling in the Edison-Friendship Public Charter School. A data bank of potential applicants is being compiled so that applications can be processed when the school begins its student recruitment activities.

The Edison-Friendship Public Charter School will become a valuable community resource by fulfilling its mission of providing children with a high-quality education, before and after-school programs and other enrichment opportunities.

b. Recruitment of Students: The Edison Project and the Board of Trustees shall be jointly responsible for the recruitment of students who reflect the racial, ethnic, academic, and economic diversity of the surrounding community. Admissions to the school shall be open to all students who reside in the District of Columbia. Application by or for students shall be voluntary, and shall be in writing.

In addition to traditional ways of recruiting students, such as advertisements, stories and announcements in the media, Edison-Friendship Public Charter School will canvas the neighborhoods surrounding the school and will draw on outreach workers in non-profit organizations in the area, including Friendship House, to recruit students whose parents have not approached the school. This approach was very successful in attracting students to ***DC Kids*** in the summer of 1997. Additionally, as several foster care programs become established in the school's neighborhood, efforts will be made to recruit families involved in the foster care system.

If the number of applicants for a classroom exceeds the number of spaces available, a random selection lottery will be held. The random selection drawing shall be open to the public and the charter school will notify all applicants of time and place. Names will be drawn until all available classroom positions have been filled. Any remaining names will be drawn to establish a waiting list priority to be used to fill openings during the school year for which the student applied. If applicants are still on a waiting list at the conclusion of the school year in which they applied, they must resubmit an application for the following year. Once children are enrolled they will remain eligible to enroll for successive years without having to re-enter the selection process.

Because the Edison-Friendship Public Charter School is a public school committed to equal opportunity, the school will employ no admissions examination. Any student who resides in the District of Columbia will be eligible for admission. The charter school will not discriminate against or select students on the basis of intellectual or athletic abilities or "measures of achievement or aptitude." The school will comply with all state and federal laws applicable to public schools concerning church-state issues.

The Edison-Friendship Public Charter School can operate at lower enrollment levels than projected; however, its founders believe that the projected enrollment will be easily achieved based on the level of interest already expressed in this school and on the demand for admission to other Edison charter schools, each of which has a significant waiting list.

c. Future Expansion and Improvement:

Grades	Year 1	Year 2	Year 3	Year 4	Year 5
Preschool/Pre-K	120	120	120	120	120
1-5	648	648	768	648	648
6-8		350	350	350	350
9-10			300	300	300
11-12				300	300
Total Enrollment	768	1,118	1,418	1,718	1,718

The school's plan for expanding school facilities is discussed in item 4(b) above. The Edison Project will assist the school with attracting certified staff and acquiring the other resources needed to serve a larger student body.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Admitting: The Edison Project's detailed timetable for student recruitment and enrollment which will be used for the Edison-Friendship Public Charter School is attached **(Tab 9).** Briefly, the process consists of five phases (timing shown in parentheses): planning (January); recruitment (February, March); selection (April); enrollment (May); and enrollment reporting (August, September). If needed, a lottery would be held in mid-April.

b. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension, and Expulsion of Students: The selection, admission, enrollment, and withdrawal of students at the Edison-Friendship Public Charter School will be guided by The Edison Project policies discussed below which are in conformity with *Sec. 2206, DC School Reform Act.*

Admission Policies:

- *Equity and Access*
  Edison schools are open to students and their families through an application process that ensures equity and access for all. In cooperation with our partners, we seek to enroll students in each school who reflect the diversity of the surrounding community. Edison partnership schools are public schools, open to all children. We do not require entrance exams, nor do we select students on the basis of ability. Student selection is an open and carefully monitored process.
- *Informed Choice*
  Edison believes that students and families should have as much information as possible about a partnership school before the due date for submitting student registration forms. Brochures, pamphlets, and fliers must be readily available for interested families and, when possible, printed in Spanish or other languages as well as English. Informational meetings for interested families must be scheduled and advertised in every school community. Edison staff must participate in all district recruitment activities, such as recruitment fairs and open houses.
- *Responsiveness to Families*
  All parents and students must be notified about selection according to an agreed-upon time line. All students selected to attend an Edison school must be invited to participate in school orientation events in the spring and summer before school opens.

Admission Lottery:

If the number of students seeking admission to the Edison-Friendship Public Charter School exceeds the school's capacity, students will be selected on the basis of an open lottery. An admissions lottery must be conducted each subsequent year for the entering kindergarten class and for any new grade level(s) added to the school. The lottery may be conducted by using specialized computer software or publicly at a scheduled event. Following are the lottery procedures:

- All students who apply have equal chance for admission. A drawing will be held and each child will have his or her name entered.
- A sibling preference will apply to families seeding to enroll more than one child in the school. an applicant for admission to kindergarten or any newly established grade who is a sibling of a student or students currently enrolled at the school will be placed in the next available space either in the school or on the waiting list. A sibling is defined as a child who has at lease one parent or legal guardian in common with another child.
- The lottery drawing will rotate through the grade levels, beginning with the lowest grade. The first student will be selected from the school's lowest the next student will be selected from the next lowest grade and so on through every grade level. The process will then repeat until all spaces have been filled.
- The waiting list will be developed in accordance with the above procedures.

Withdrawal of Students

- Pursuant to *Sec. 2206(f), DC School Reform Act,* a student may withdraw from the Edison-Friendship Public Charter School at any time.

Suspension or Expulsion Criteria:

- The Edison-Friendship Public Charter School will provide students due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality, and access to records.
- The principal and his or her designee will have the authority to suspend a student as provided for by law, subject to appeal to the Board of Directors or its designee, as the Board of Directors may designate.
- Only the Board of Trustees or its designee will have the authority to expel a student.

Nonresident Students:

The Edison-Friendship Public Charter School does not anticipate admitting nonresident students because it believes that demand from resident students will exceed the school's capacity.

2. Human Resource Information

a. Key Leadership Roles: Permanent selections for key leadership roles at the Friendship-Edison Charter School have not yet been made. Until those selections are made, the roles will be filled by the Friendship House ("FH") and Edison Project ("EP") employees listed below. Their resumes are attached **(Tab 10)**.

Charter School Position	Person	Company/Position
Chief Administrative Officer	Deborah McGriff	EP/ Senior Vice President
Asst. Chief Admin. Officer	Donald Hense	FH/ Exec. Director
Asst. Chief Admin. Officer	Mary Procter	FH/ Director of Planning & Evaluation
Curriculum Director	John Chubb	EP/ Director of Curriculum
Business Officer	Michael Finnerty	EP/ Chief Financial Officer
Legal Counsel	Christopher Cerf	EP/ General Counsel

b. Qualifications of School Staff: The standards and criteria to be used in hiring teachers, administrators, and other school staff are described in detail in the *Partnership School Job Descriptions* **(Tab 11)**. Also attached is a description of Edison's career ladder for teachers **(Tab 12)**. The school will have a policy that background checks must be conducted on potential employees prior to the commencement of employment and on volunteers prior to their providing services at the school. Proudfoot Reports Incorporated, Melville, NY, will be engaged to conduct these checks unless a local vendor is preferred. Initially, the school start-up manager will ensure that all background checks are done, and thereafter the principal will have this responsibility.

c. Staffing Plan:

Teachers and Classroom Support Personnel

In its first school year, the Edison-Friendship Public Charter School will consist of approximately 30 regular classroom teachers, ten special subject area teachers (art, music, world language, and P.E.), two special education teachers, six tutors, and two aides. The average class size will be 25 students, although reading and math classes will have fewer students. As described earlier in this application, staff will be assigned to house teams, supporting Edison's house structure, based on individual strengths and credentials. Teams of teachers will work with the same students for two or three years.

Other Staff

Administration: Principal, Academy Director, Business Services Manager, Secretaries (2)
Facility Operation: Maintenance Worker, Custodians (3)
Support Services: TSL Director, User Support Technician, Librarian/Media Specialist, Media & Technology Aide, Community Resource Director

d. Employment Policies:

- The Edison-Friendship Public Charter School will follow Edison's policies and standards for recruitment, selection, and hiring which are attached **(Tab 13)**.
- The Edison-Friendship Public Charter School teachers' salaries will be comparable to DC Public Schools salaries increased for the longer school day and longer school year.
- All staff will sign either a contract of employment or a letter of intent that will outline the terms of their employment and their professional responsibilities.
- The principal (and lead teachers) will hire a diverse, talented, committed staff who will bring the school design to life in the community.
- The Edison Project will handle payroll processing for the Edison-Friendship Public Charter School.
- Staff of the Edison-Friendship Public Charter School will receive benefits through The Edison Project's benefits program. Such plan currently provides all employees with life insurance, disability, wellness, medical and dental benefits. The Edison Project's benefits program meets the needs fairly and equitably of all principals, teachers, school staff and employees while providing economical and good health care benefits. The Edison Project benefits program is designed to give principals, teachers, school staff and employees the opportunity to choose from varied levels of coverage.

- The Edison-Friendship Public Charter School does not currently plan to establish its own retirement system and will comply with the requirements of *Sec. 2207 (b), DC School Reform Act,* regarding employee elections to remain in a District of Columbia retirement system.
- Attached **(Tab 14)** is a checklist of information that will be kept on file for each employee of the Edison-Friendship Public Charter School.
- Teachers are held accountable for their contribution to two areas: the progress of their students and the overall educational health of their team and the school. A teacher's performance in these two areas is evaluated in three ways: (i) student improvement on standardized and Edison-specific assessments; (ii) observation of the teacher by the principal and lead teachers in professional settings; and (iii) growth of the teacher toward professional goals, expectations, and standards. Teachers who do not meet these performance standards will be subject to dismissal.
- Attached **(Tab 15)** is equal employment opportunities policy to be adopted by the school.
- Attached **(Tab 16)** is the drug-free workplace policy to be adopted by the school.

e. Use of Volunteers: Volunteers will be active and visible at the Edison-Friendship Public Charter School, as they are in all Edison schools. The Community Resource Director is responsible for developing a volunteer program early in the year. Volunteers will be used to assist in special classroom projects, to supervise the lunch room and playground, to tutor students, to help in the school office, and to organize special events throughout the school year, to name just a few of their contributions. Depending on the duties they are to perform, volunteers will be trained by the school's community resource director or other school staff. The volunteer program will be important to Edison's goal of involving parents and community members in the life of the school. The Friendship House has a tradition of extensive involvement of volunteers in the Child Development Center and in its summer camp and after-school program and it will be able to advise the school in effective ways to train and use volunteers.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety: The Edison-Friendship Charter School will comply with all applicable D.C. laws and regulations governing health and safety. Children entering the school will be required to have up-to-date immunizations and annual physicals. School personnel will notify the District of Columbia Preventive Health Services Administration when a child or staff person has or is suspected of having a reportable communicable disease as determined by the District of Columbia Commission of Public Health. Finally, many students of the Edison-Friendship Public Charter School will be eligible for free and reduced price breakfast and lunch under the School Lunch Program of the DC Public School (DCPS) and U.S. Department of Agriculture (USDA). The Edison-Friendship Public Charter School will conform to all DCPS and USDA regulations in preparing and serving meals.

b. Safety: The Edison-Friendship Public Charter School will comply with all applicable D.C. fire codes and with the American with Disabilities Act in conducting any necessary renovations to any DC Public School building or any commercial building that it may purchase or lease. Prior to the opening of the school, the school staff will prepare a school safety and security booklet similar to the one attached **(Tab 17)** that was prepared by another Edison school.

c. Transportation: The Edison-Friendship Public Charter School will not offer transportation services except for van or bus transportation for special education students if and as required to meet the students' special needs. All students will be notified of their eligibility for reduced fares on the Metrobus and Metrorail Transit System in accordance with *Sec. 2208, DC School Reform Act.*

d. Average Daily Attendance/Average Daily Membership Count: The Edison-Friendship Public Charter School will provide enrollment data necessary for the Board of Education to comply with section 3 of article 11 of the Act of February 4, 1925 (*DC Code Sec. 31-404*) which governs the census of minors.

e. Maintenance and Dissemination of Student Records: The Edison-Friendship Public Charter School will follow D.C. laws and regulations in maintaining school records and ensuring that confidential information in student and personnel records is available to DCPS school officials and is also protected from unauthorized use. These records will be created and monitored in the school office in conformance with *DC Code 31-401* (Compulsory School Attendance*); DC Code 31-501* (immunization of School Students); *DC Code 31-601* (Tuition of Nonresidents); *DC Code 29-501* (Non-profit Corporations) and any other applicable laws and regulations. The school will utilize a specialized computer software program, *Mac School*, to assist in student record keeping

f. Compulsory Attendance Laws: : The Edison-Friendship Public Charter School will maintain closes ties with parents and will follow up aggressively when students are absent, to ensure conformity with Compulsory School Attendance regulations. All teachers will have phones in their classrooms to make this easier to do. With computers in the classroom and in students' homes (grades 3 and up), teachers will be able to communicate with parents via E-mail over the Common, Edison's intranet.

g. Subchapter B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973: The Edison-Friendship Charter School will provide special education services as required under 20 USC 1411. The School anticipates having approximately the same percentage of students requiring special education services as the DC Public Schools. All Edison-Friendship Public Charter School students will have individual Quarterly Learning Contracts ("QLC") for educational goals to be attained and the steps to be taken by students, parents, and teachers. For special education students, the QLC will include all requirements of the student's Individual Education Plan ("IEP"). In addition, the school will evaluate children who appear to need special education services and will develop IEP's tailored to their needs.

h. Title I of the Improving America's Schools Act: The Edison-Friendship Public Charter School expects to enroll a majority of low-income children which will make the school eligible for Title I assistance using a schoolwide program. The *Success for All* reading program and the *Chicago Mathematics* program that will be used in the school are widely regarded as highly successful schoolwide Title I programs. The Edison school design incorporates key Title I requirements, such as 1) using resources to help all students meet state performance standards; 2) using effective means for improving student achievement; 3) using accelerated, high-quality

curriculum; 4) instruction by highly qualified staff; 5) opportunities for professional development; and 6) strategies to increase parental involvement. The Edison-Friendship Public Charter School will be well-equipped to meet the requirements of the most recent Title I regulations that there be a school-parent compact setting specific goals for student achievement since such a compact is a critical feature of the Edison school design. At the school, a Quarterly Learning Contract will be established for each child with specific educational goals to be achieved and specific steps to be taken by the child, parent(s) and teacher. The Quarterly Learning Contract goals and steps will be reviewed and revised each quarter.

i. Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia: The Edison-Friendship Charter School will follow U.S. and D.C. Civil Rights Statutes and Regulations including, but not limited to, the following: the Age Discrimination Act of 1975, Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; part B of the Individuals with Disabilities Education Act; and the Americans with Disabilities Act of 1990. The Edison-Friendship Public Charter School will follow these laws and regulations carefully in its hiring, treatment of employees and students, and relations with parents and the public. Statements of non-discrimination by age, gender, race, religion, ethnicity, or national origin will be prominently posted and included in training.

j. Other: None.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of the Charter: The timetable for implementation of the charter is as follows:

November-December 1997	Finalize details for facility acquisition and renovation
January 1998	Acquire facility
February-July 1998	Facility renovations
January-February 1998	Recruit and select principal Create a start-up budget
January -May 1998	Recruit and select leadership team (Lead teachers, Technology as a Second Language Director, Community Resource Director, and Business Services Manager)
March-June 1998	Recruit and select instructional staff and paraprofessionals

February-August 1998	Coordinate instructional support services
February-August 1998	Conduct community information sessions
February- May 1, 1998	Recruit, enroll and confirm students
June 1, 1998	Provide the Department of Education with a student count of registered students
March-August 1998	Refine ***DC Kids*** before- and after-school program
March-July 1998	Develop 1998-99 operating budget
April-August 1998	Order and deliver instructional materials, including computers and other technology
March-July 1998	Develop student and teacher schedules
May-August 1998	Provide pre-opening professional development
May-August 1998	Conduct parent and student back-to-school program
August 1998	Open the Edison-Friendship Public Charter School

b. Major Contracts Planned: The Edison-Friendship Public Charter School currently anticipates entering into the following contracts:

- Management contract with The Edison Project to provide the educational program and all other services, equipment and materials necessary to start-up and operate the school
- Purchase contract for the school facility
- Construction contract for facility improvements
- Financing agreements for facilities acquisition and improvements
- Maintenance agreement
- Food services agreement
- Special education services

c. Orientation of Parents, Teachers, and other Community Members: A well-organized orientation program can establish a positive and nurturing relationship among families, teachers, community members, and the school, while also giving school staff an opportunity to learn about the interests and strengths of the parent body.

The process of orientation should begin as soon as a student body has been selected and continue throughout the school's opening days and beyond. The parent orientation plan may include festive welcoming events, information sessions on the education program or school policies, and

introductions to the school staff and administration. Of course, the program will also take into account the families of students who enter the school during the course of the academic year.

The orientation process will invite parents and community members into the life of the school in a way that underscores Edison's special commitment to partnership. Curriculum programs will be explained, special structures such as technology and Special Education introduced, and expectations for parent involvement clearly articulated. The orientation program will emphasize the prominent position that Edison ascribes to family and community partnerships.

The school will also have a system by which the parents and families of students who enter the school during the academic year can be welcomed. The school's community resource director will be responsible for ensuring that every new family is formally welcomed into the life of the school and is informed about the school's policies and resources.

Teachers and other staff members receive their orientation during the many professional development activities described earlier in this application.

d. Services Sought from the District of Columbia Public Schools: To be determined.

D. Public Charter School Accountability Plan

1. Goals Against Which the School's Success Will Be Judged: The Edison-Friendship Public Charter School will be evaluated against the general goals outlined earlier in this application and the specific school performance goals described in the Edison publication, *Partnership School Performance Standards* **(Tab 3)**. The Edison Project has developed school performance standards and implementation guidelines in the following key areas: curriculum, instruction, and assessment; technology; partnerships with families and the community; school organization; and professional development. The principal and the leadership team will be required to use the performance standards and implementation guidelines to assess, document, and report on their performance relative to Edison's school design.

2. Standards for Performance: The measurable performance objectives for students and for the school are set forth in Edison's *Student Academic Standards* **(Tab 2)** and *Partnership School Performance Standards* **(Tab 3)**. The school performance standards define high levels of "proficient" performance, and the accompanying guidelines lay out a course of improvement through several performance levels: Beginning, Developing, Proficient, and Exemplary. Each year, the principal and the school's leadership team will evaluate their progress in every important area of school performance. They will score their efforts according to the performance levels and make plans for improvement. Edison expects the school to perform at a Beginning and Developing level in year one, at a Developing and Proficient Level in year two, and at a Proficient and Exemplary level in year three and beyond.

In addition to the school performance standards, The Edison Project has developed student academic standards in every major field of study and each academy. The standards always specify academy exit objectives and usually specify annual objectives as well. Progress toward the standards is reported each quarter on the student's Quarterly Learning Contract. Evidence of progress is accumulated in each student's structured portfolio.

3. Baseline Performance: To establish a baseline for student performance, The Edison Project will use whatever standardized test is commonly used by the DC Public Schools. The baseline for school performance is the "Beginning" level of the school performance standards.

4. Measurement: The Edison Project will use a combination of DC Public Schools standardized tests and its own Common Performance Assessments to measure student progress and track individual student achievement over time. Data from these assessments will be disaggregated by gender and ethnicity to ensure that progress is strong among all students. The rubrics found in the school performance standards will be the primary tool used to measure and evaluate school performance and implementation of Edison's school design. Edison works closely with experts at the Educational Testing Service (ETS), the nation's premier testing company, in developing its Common Performance Assessments.

John E. Chubb, Ph.D., is The Edison Project's director of curriculum, instruction, and assessment and is primarily responsible for the systematic evaluation of student progress. Dr. Chubb received his doctorate from the University of Minnesota and from 1984 until he joined Edison in 1992, he

was a resident Senior Fellow at The Brookings Institution focusing on American politics and public policy, with a concentration in education. Prior to joining Brookings, Dr. Chubb was a member of the faculty at Stanford University.

5. Reporting Performance Progress to Parents, the Community, and the Chartering Authority: The Edison Project reports student progress to parents four times a year through its Quarterly Learning Contract. The Principal of the Edison-Friendship School will be required to file a mid-and end-of-year report to The Edison Project. In addition to written quarterly progress reports to the Board of Trustees, The Edison Project will present a detailed year-end report on the school's performance to the community, the Board of Trustees, and the chartering authority annually.

The Edison Project is also interested in the extent to which students, parents, and staff are satisfied with their experiences in their school's program. Surveys of customer satisfaction developed by The Gordon S. Black Corporation are administered to parents, students and staff in the spring of each year. The surveys assess the current level of satisfaction with most aspects of the school program, including school atmosphere, facilities and equipment, communication, curriculum and instruction, career satisfaction, and levels of involvement in school decision making. The results are used as a basis for reporting and improving services and satisfaction levels in the school.

E. Certifications

1. **To be submitted with the initial application.**

   a. **Assurances**: An executed *Assurances Form* is attached.

   b. **Conversion Endorsement**: Not applicable.

2. **To be submitted prior to written notice and publication of Charter approval:**

   a. - d. To be provided later.

3. **Final documentation: to be submitted prior to the commencement of operations/instruction:**

   a. - g. To be provided later.

Assurances Form

(This form must be submitted with the application.)

As the duly authorized representative of the applicant, I certify that the proposed public charter school: Edison - Friendship Public Charter School

1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act. *See §2203(h), DC School Reform Act.*

2. Will, if the school's educational program includes preschool or prekindergarten, be licensed as a child development center by the District of Columbia government not later than the first date on which such program commences. *See §2203(h)(2), DC School Reform Act.*

3. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to non-resident students or for field trips or similar activities. *See §2204(c)(2), DC School Reform Act.*

4. Will provide the District of Columbia Public Schools Emergency Board of Trustees with student enrollment data needed to fulfill its responsibilities. *See§2204(c)(12), DC School Reform Act.*

5. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(c)(13), DC School Reform Act.*

6. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(c)(15), DC School Reform Act.*

7. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), DC School Reform Act.*

8. Will offer open enrollment to all students who are residents of the District of Columbia, and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2206(a), (b), (c), & (d), DC School Reform Act.*

9. Will give the District of Columbia Public Charter School Board and the District of Columbia Public Schools Emergency Board of Trustees access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Donald L. Hense	Executive Director
APPLICANT ORGANIZATION	DATE SUBMITTED
Friendship House Association	Sept 11, 1997

F. Budget

1. Start-Up Budget

The attached schedule presents the planning, implementation, and start-up costs budgeted for The Edison-Friendship Public Charter School. The Edison Project will provide the start-up capital to fund these costs.

The Edison Project will also provide the school with working capital to fund operating expenses prior to the receipt of budgeted revenues.

Edison-Friendship Public Charter School

Public Charter School Start-Up Budget from Jan. - Dec., 1998

	1998 Jan - Mar	1998 Mar - June	1998 July- Sept	1998 Oct. - Dec.	Total
Pre-Opening Operating Expenses (1)					
Office Management	7,600	11,850	1,700	0	21,150
Staff	1,549	86,731	0	0	88,281
Staffing	3,200	9,700	0	0	12,900
Scheduling	2,750	2,750	0	0	5,500
Enrollment	9,750	10,500	1,000	0	21,250
Orientation	2,800	6,300	1,800	0	10,900
Total Pre-Opening Operating	27,649	127,831	4,500	0	159,981
Pre-Opening Professional Development (2)					
Travel	3,500	11,325	0	0	14,825
Regional Trainers		16,560	0	0	16,560
Consulting		2,500	2,500	0	5,000
Leadership Training Fees		5,000	0	0	5,000
Materials		1,500	1,500	0	3,000
Stipends		10,000	2,500	0	12,500
Total Professional Development	3,500	46,885	6,500	0	56,885
Curricullum	0	173,808	173,808	0	347,616
Facility Improvement					
Building Improvement					
Technology Wiring (3)		140,672	35,168		175,840
Furniture Upgrade (4)		76,800	76,800		153,600
Total Facility Improvement	0	217,472	111,968	0	329,440
Technology					
School Technology		443,441	110,860		554,301
Home Technology				307,934	307,934
Total Technology	0	443,441	110,860	307,934	862,236
Total Start-Up Expenses	31,149	1,009,438	407,636	307,934	1,756,157

(1) Includes costs for the operation of a start-up office, staff and pupil recruitment, and preparation for opening the school.
(2) Includes costs to train teaching and administrative staff.
(3) Includes costs to install technology wiring in the facility
(4) Includes costs for student and staff furniture.

2. Two-Year Operating Budget

Attached is a two-year operating budget for The Edison-Friendship Public Charter School.

Edison-Friendship Public Charter School

Public Charter School Two-Year Budget
For Pre-School Through Grade 8

	Per Pupil Revenue	Year 1: FY 1999	Year 2: FY 2000
Base Enrollment			
Pre-School	$4,437	40	40
Pre-Kindergarten	$6,211	80	80
Grades K-3	$5,324	450	432
Grades 4-5	$4,437	198	216
Grade 6	$4,437		150
Grades 7-8	$5,546		200
Grades 9-10	$6,211		
Grades 11-12	$6,211		
Total Enrollment		768	1,118
Categorical Enrollment			
Title 1	$470	576	839
Special Ed.: level 1	$962	12	19
Special Ed.: level 2	$3,556	15	22
Special Ed.: level 3	$7,694	23	34
Revenues			
(1) Per Pupil Charter Payments		3,948,686	5,707,470
(2) Federal Entitlements		242,972	626,105
Grants and Donations			
Loans			
(3) Start-Up Aid		125,000	125,000
(4) Food Service		131,945	191,571
Total Revenues		**$4,448,604**	**$6,650,147**
Expenses			
Personnel Salaries and Benefits			
Principal/Executive		110,000	170,649
Teachers		1,540,592	2,285,438
Teacher Aides/Assistants		90,000	120,000
Other Education Professionals		61,442	61,442
Clerical		48,000	72,000
Custodian		111,000	153,000
Other Staff		120,741	161,201
(5) Employee Benefits		614,920	882,671
Staff Development		33,877	52,089
Subtotal: Personnel		2,730,573	3,958,490
Direct Student Costs			
(6) Textbooks		57,254	83,347
Supplies and Materials		88,800	127,300
(6) Library and Media Center Materials		12,269	15,996
(7) Computers and Materials		219,440	368,177
Other Instructional Equipment		4,000	5,500
(8) Classroom Furnishings		30,720	44,720
Student Assessment Materials		3,000	6,000
Contracted Instructional/Student Services		40,000	65,000
Other		61,996	85,664
Subtotal: Direct Student Costs		517,479	801,705

	Year 1: FY 1999	Year 2: FY 2000
Occupancy		
Rent	0	0
(9) Mortgage	425,000	575,000
Maintenance & Repairs	25,000	37,000
(10) Renovation(incl. reserves)	35,168	58,723
Utilities	70,000	90,000
Janitorial Supplies	10,000	14,000
Equipment Rental and Maint.	3,500	5,000
Contracted Services	7,500	10,000
Subtotal: Occupancy	576,168	789,723
Office Expenses		
Supplies & Materials	12,500	15,000
Furnishings	2,500	4,000
Equipment Rental & Maint.	4,000	5,500
Telephone/Telecommunications	30,000	35,000
Accounting and Payroll	4,000	5,000
Printing & Copying	3,500	5,000
Postage & Shipping	2,500	4,000
Other	7,500	12,000
Subtotal: Office	66,500	85,500
General Expenses		
Insurance	12,000	14,000
Debt Service	0	0
Transportation	35,000	47,500
Food Service	153,600	223,600
Administration Fee	22,243	33,250
(11) Other	335,040	696,378
Subtotal: General	557,883	1,014,728
Total Expenses	**$4,448,604**	**$6,650,146**

Notes:

(1) Per pupil funding estimates are based on information provided by the DC Public Charter School Board for the 1996-97 school year. Assumes no per pupil increase for FY 1998.

(2) Includes funding for Title I and spec. ed. for levels 1, 2 and 3. Assumes 75% of the students are elegible for Title I. Assumes revenue for Title I begins in year 2 for K-5, and is delayed one year for each academy. Assumes spec. ed. eligibility is 2.0% for level 1 and 2, and 3% for level 3.

(3) Includes Start-up revenue of $125,000 per year for the first 3 years.

(4) Includes Food Service revenue of $170 per pupil.

(5) Benefits include Edison health benefits, $3,500/FTE; retirement, 15% of salary; no FICA; medicare, 1.45% of salary; total benefits equal approx. 29% of salaries.

(6) Assumes that the cost of textbooks and library books are depreciated evenly over a period of 5 years. Total investment in year one for textbooks is $347,616, and Library books is $61,345.

(7) Includes lease payments for home and school technology and non-leasable technology, depreciated evenly over 5 years. Total value of the technology investment in year one is $862,236, and $575,896 in year two. Computers are introduced in the homes of students starting in the 3rd grade.

(8) Includes costs for new furniture depreciated evenly over 5 years. Year one investment in new furniture = $153,600.

(9) Includes principle and interest for the purchase and renovation of the Chamberlain Building. Assumes a 20 year loan, 10.5% interest rate. Principle in year one is $3,800,000, and $1,300,000 in year 2.

(10) Includes costs for technology wiring, and renovation not included in the facility loan, depreciated evenly over 5 years.

(11) Includes services provided to the school by The Edison Project.

3. Estimated Five-Year Budget Projections

Attached is a five-year estimate of The Edison-Friendship Public Charter School budget.

Edison-Friendship Public Charter School

Public Charter School Five-Year Estimated Budget
For Pre-School Through Grade 12

	Year 1: FY 1999	Year 2: FY 2000	Year 3: FY 2001	Year 4: FY 2002	Year 5: FY 2003
ENROLLMENT					
Pre-School - Grade 5	768	768	768	768	768
Grades 6-8		350	350	350	350
Grades 9-10			300	300	300
Grades 11-12				300	300
Total Enrollment	768	1,118	1,418	1,718	1,718
REVENUES					
Per Pupil Charter Payments	3,948,686	5,707,470	7,604,040	9,467,340	9,467,340
Federal Entitlements	242,972	626,105	845,834	1,047,938	1,153,688
Grants and Donations	0	0			
Loans	0	0			
Start-Up Aid	125,000	125,000	125,000	0	0
Food Service	131,945	191,571	242,571	293,571	293,571
Total Revenues	4,448,604	6,650,147	8,817,446	10,808,850	10,914,600
EXPENSES					
Personnel Salaries and Benefits	2,730,573	3,958,490	5,204,374	6,450,257	6,450,257
Direct Student Costs	517,479	801,705	1,059,118	1,321,031	1,321,031
Occupancy	576,168	789,723	1,026,289	1,262,855	1,262,855
Office Expenses	66,500	85,500	122,000	158,500	158,500
General Expenses	557,883	1,014,728	1,405,518	1,616,060	1,721,810
Total Expenses	4,448,604	6,650,146	8,817,299	10,808,703	10,914,453

4. Cash Flow Analysis for Year 1.

Attached is a cash flow analysis for The Edison-Friendship Public Charter School for Year One.

Edison-Friendship Public Charter Schoool

Public Charter School Cash Flow Analysis
Quarterly, from January 1, 1998 to June 30, 1999

Description	Jan. - March 1998	April - June 1998	July - Sept 1998	Oct - Dec 1998	Jan. - March 1999	April - June 1999
Revenues						
Per Pupil Charter Payments				1,316,229	1,316,229	1,316,229
Federal Entitlements				80,991	80,991	80,991
Grants and Donations						
(1) Loans	0	0	1,200,000			
Other Revenues			0	85,187	85,187	85,187
Total Revenues	0	0	1,200,000	1,482,406	1,482,406	1,482,406
Beginning Balance	0	0	0	65,246	36,597	19,049
Revenue plus Beginning Balance	0	0	1,200,000	1,547,652	1,519,003	1,501,455
Expenses						
Personnel Salaries and Benefits						
Principal/Executive			27,500	27,500	27,500	27,500
Teachers			385,148	385,148	385,148	385,148
Teacher Aides/Assistants			22,500	22,500	22,500	22,500
Other Education Professionals			15,361	15,361	15,361	15,361
Clerical			12,000	12,000	12,000	12,000
Custodian			27,750	27,750	27,750	27,750
Other Staff			30,185	30,185	30,185	30,185
Employee Benefits			153,730	153,730	153,730	153,730
(2) Staff Development			8,469	8,469	8,469	8,469
Subtotal: Personnel	0	0	682,643	682,643	682,643	682,643
Direct Student Costs						
(3) Textbooks			14,314	14,314	14,314	14,314
Supplies and Materials			44,400	22,200	11,100	11,100
(3) Library and Media Center Materials			3,067	3,067	3,067	3,067
(4) Computers and Materials			54,860	54,860	54,860	54,860
Other Instructional Equipment			1,000	1,000	1,000	1,000
(5) Classroom Furnishings			7,680	7,680	7,680	7,680
Student Assessment Materials			1,500	0	0	1,500
Contracted Instructional/Student Services			10,000	10,000	10,000	10,000
(6) Other			15,499	15,499	15,499	15,499
Subtotal: Direct Student Costs	0	0	152,320	128,620	117,520	119,020

	Jan. - March 1998	April - June 1998	July - Sept 1998	Oct - Dec 1998	Jan. - March 1999	April - June 1999
Occupancy			0	0	0	0
Rent			106,250	106,250	106,250	106,250
Mortgage			6,250	6,250	6,250	6,250
Maintenance & Repairs			8,792	8,792	8,792	8,792
(7) Renovation(Incl. reserves)			17,500	17,500	17,500	17,500
Utilities			2,500	2,500	2,500	2,500
Janitorial Supplies			875	875	875	875
Equipment Rental and Maint.			1,875	1,875	1,875	1,875
Contracted Services						
Subtotal: Occupancy	0	0	144,042	144,042	144,042	144,042
Office Expenses			3,125	3,125	3,125	3,125
Supplies & Materials			625	625	625	625
Furnishings			1,000	1,000	1,000	1,000
Equipment Rental & Maint.			7,500	7,500	7,500	7,500
Telephone/Telecommunications			1,000	1,000	1,000	1,000
Accounting and Payroll			875	875	875	875
Printing & Copying			625	625	625	625
Postage & Shipping			1,875	1,875	1,875	1,875
Other						
Subtotal: Office	0	0	16,625	16,625	16,625	16,625
General Expenses			3,000	3,000	3,000	3,000
Insurance			0	400,000	400,000	400,000
Debt Service			8,750	8,750	8,750	8,750
Transportation			38,400	38,400	38,400	38,400
Food Service			5,559	5,559	5,559	5,559
Administration Fee			83,415	83,415	83,415	83,415
Other						
Subtotal: General	0	0	139,124	539,124	539,124	539,124
Total Expenses	0	0	1,134,754	1,511,054	1,499,954	1,501,454
Ending Fund Balance	0	0	65,246	36,597	19,049	0

Notes:

(1) Assumes an interest-free loan from The Edison Project for the purpose of maintaining a positive cash balance.

(2) Assumes that $159,981 for staff development before the school opens is funded by an interest free loan from Edison and paid back in 5 equal payments over 5 years.

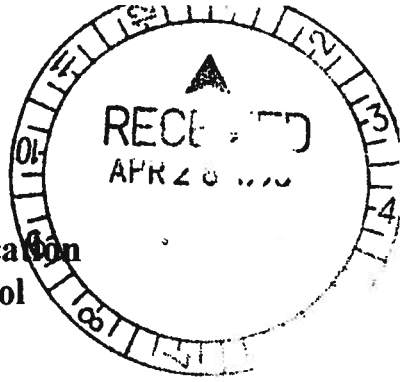
(3) Assumes that the cost for textbooks and library books of $347,616 is funded by an interest free loan from Edison and paid back in 5 equal payments over 5 years.

(4) Assumes that the cost for school and home technology of $852,235 is paid for in two ways. An annual lease payment of $194,323, and $125,584 in non-leasable technology, which is funded by an interest free loan from Edison and paid back in 5 equal payments over 5 years.

(5) Assumes that $153,600 for new furniture for the school is funded by an interest free loan from Edison and paid back in 5 equal payments over 5 years.

(6) Assumes that $56,885 for staff salaries and other operating cost that occur before July 1, 1998. are funded by an interest free loan from Edison and paid back in 5 equal payments over 5 years.

(7) Assumes that $175,840 in costs for technology wiring, and renovation not included in the facility loan are funded by an interest free loan from Edison and paid back in 5 equal payments over 5 years.



Supplement to
District of Columbia Public Charter School Board Application
Submitted by Edison-Friendship Public Charter School

Executive Summary

Add to the end of the first paragraph:
The Edison-Friendship Public Charter School is also applying to open a second site, in Northeast Washington, at the Woodridge School on Carlton St. off South Dakota Avenue. This location would serve three low-income areas within a mile of the school, and would also serve a parent body active in the Woodridge Elementary School before it was closed in June 1997.

A. Educational Plan

1. Mission and Purposes of Proposed Public Charter School

a. Educational Needs of the Target Student Population

Add after the fourth paragraph
At the proposed second site, at the Woodridge School (at 2959 Carlton St. NE off South Dakota Avenue between Rhode Island Avenue and Bladensburg Road) there are several groups of low-income children within ten blocks of the school for whom the educational needs are acute. One of these clusters is in the Edgewood-Brookland housing complex off Rhode Island Avenue. The director of the neighborhood collaborative which has opened a family resource center in the complex is excited that an excellent charter school may be coming to the neighborhood because she knows the schools serving the housing complex families are not performing at world-class standards.

The founder of another neighborhood collaborative off Benning Road confirmed that the low-income families to whom she provides services are also being short-changed by the schools. Still another cluster of low-income families with high unemployment and high rates of public assistance is just to the south east of the Woodridge School, in Fort Lincoln New Town. Statistics from the Stanford 9 taken by DC public school students last spring confirm the poor performance of the schools in the area. Three of the five elementary schools within a mile and a half of Woodridge - Noyes, Stowe and Young - averaged 40-50 percent of their students who could not perform at the basic level for their grades. Two others – Langdon and Webb – did somewhat better: students performing below basic in reading and math averaged 25 percent. Two other elementary schools, which performed better, Woodridge and Blow Pierce, were closed last spring by Emergency Board of Trustees.

Woodridge Elementary School itself had a devoted parent body before it was closed. It operated a well-regarded Montessori School and had a very active PTA. It served a mixture of middle and low-income families, both white and African-American, in an area that is 50-90 percent African-American. Attached are maps from the Federal Department of Housing and Community Development program **Community 2020** that show unemployment, households in poverty, racial composition, unemployment and location of children for the Chamberlain and the Woodridge areas.

4. **Support for Learning**
   b. Community Participation

Add at the end of this section:
The Community Resource Director for the two campuses will establish a close relationship with two neighborhood collaboratives (similar to the South Washington Collaborative) to reach out to low-income parents with children in the school. These collaboratives are: Edgewood-Brookland and Mid-Northeast. Social, employment and other activities for these families will be coordinated with the two collaboratives and their affiliated non-profits. The Woodridge Campus will establish its own Parent Advisory Council.

B. Business Plan

4. **Facilities**
   a. Identification of a Site

Add to the end of this section:
The Woodridge campus of the Edison-Friendship Public Charter School will be housed in the former Woodridge Elementary School at 2959 Carlton Avenue NE, off South Dakota Avenue between Bladensburg and Rhode Island Avenues. There is excellent bus service along both of these avenues.

Approval to lease the building, with an option to purchase, has been given by the Emergency Board of Trustees and awaits only Control Board approval. With renovation, the Woodridge School can accommodate approximately 420 students, within approximately 38,000 square feet. The building is in fairly good condition since it has been vacant less than a year, but is estimated to require about $1.8 million in renovations. The renovations will be paid for initially by the Edison Project, and the school will later seek financing to be paid for out of the school's operating budget.

5. **Recruiting and Marketing**
   a. Outreach to the Community

Add to the end of the first paragraph
Recruitment of students for the Woodridge campus will focus on four groups: 1) families who formerly attended the Woodridge Elementary School; 2) low-income communities through the neighborhood organizations that serve and represent them; 3) other civic and neighborhood associations in the area; and 4) the larger DC community with access to public transportation (by Metro to the Rhode Island Metro station, and from there by bus and walking).

c. Future Expansion and Improvement

Grades	Year 1	Year 2	Year 3	Year 4	Year 5
K-5 *	1,344	1,344	1,344	1,344	1,344
6-8**		672	672	672	672
9-10**			448	448	448
11-12**				448	448
Total Enrollment	1,344	2,016	2,464	2,912	2,912

*Chamberlain--924 students/Woodridge--420 students
** new site to be identified

The school's plan for expanding school facilities is discussed in item 4(b) above. The Edison Project will assist the school with finding and renovating additional facilities, attracting certified staff and acquiring the other resources needed to serve a larger student body.

C. Plan of Operation

2. Human Resource Information

c. Staffing Plan

Add to the end of this section:

The Edison-Friendship Public Charter School's Woodridge campus will consist of approximately 15 regular classroom teachers, 5 special subject area teachers (art, music, world language, and P.E.), two special education teachers (one full-time and one half-time), and four tutors. The average class size will be 28 students, although reading and math classes will have fewer students.

Other Staff:

Administration:	Principal, Secretaries (2)
Facility Operation:	Maintenance Worker, Custodians (2)
Support Services:	TSL Director, User Support Technician, Librarian/Media Specialist (half-time), Media & Technology Aide (half-time)

ARTICLES OF INCORPORATION

of FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION
CORPORATIONS DIVISION
614 H STREET, NW ROOM 407
WASHINGTON, D.C. 20001

We, the undersigned natural persons of the age of eighteen 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 Friendship Public Charter School, Inc.

SECOND: The period of its duration is perpetual.

THIRD: The Corporation is organized exclusively for charitable or educational purposes.

In furtherance of such purpose or purposes, the Corporation shall operate one or more public charter elementary and secondary schools, under the District of Columbia School Reform Act of 1995 and applicable Federal laws, to educate children from the age of three years old (pre-school) through twelfth grade.

In order to carry out its objectives, the Corporation may do and engage in any and all lawful activities that may be incidental, desirable or reasonably necessary to furthering or accomplishing any of such purposes, and it shall have and may exercise all of the powers and authority now or hereafter conferred upon non-profit corporations in the District of Columbia, including but not limited to:

a) To acquire by purchase, lease or otherwise and to improve, rehabilitate, renovate and develop real property for the purposes of education;

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FEB 24 1998
BY:

b) To enter into partnerships, joint ventures and other agreements with individuals, Corporations and partnerships engaged in education or any other related business activity; and,

c) To contract with individuals or other Corporations for services in furtherance of the purpose of education.

FOURTH: The Corporation shall not have members.

FIFTH: The Corporation is an organization operated for charitable purposes, as defined in Section 501(c)(3) of the Internal Revenue Code.

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its directors or other private persons, except that the Corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distribution in furtherance of the purposes set forth in Article Third hereof. Notwithstanding any other of these Articles, the Corporation shall not carry on any activities not permitted to be carried (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954, or the corresponding provisions of any subsequent Federal tax laws, or (b) by a corporation, contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any subsequent Federal tax laws).

No substantial part of the Corporation's activities shall consist of attempts to influence legislation by propaganda or otherwise, and the Corporation shall not participate in or intervene in any political campaign on behalf of any candidate for public office.

So long as the Corporation is a private foundation as defined in section 509 (a) of the Internal Revenue Code of 1954 or corresponding provisions of any subsequent Federal tax laws, the Corporation:

(a) shall distribute its income for each taxable year at such time and such manner as not to become subject to tax on undistributed income imposed by section 4942 of the

Internal Revenue Codes of 1954, or corresponding provisions or any subsequent Federal tax laws;

(b) shall not engage in any act of self-dealing defined in section 4941 of the Internal Revenue Code of 1954 or corresponding provision of any subsequent Federal tax laws:

(c) shall not retain any excess business holdings as defined in section 4943 of the Internal Revenue Code of 1954, or corresponding provisions of any subsequent Federal tax laws;

(d) shall not make any investments in such manner as to subject it to tax under section 4944 of the Internal Revenue Code of 1954, or corresponding provisions of any subsequent Federal tax laws: and

(e) shall not make any taxable expenditures as to subject it to tax under section 4945 of the Internal Revenue Code of 1954, or corresponding provisions of any subsequent Federal tax laws.

In the event of dissolution or final liquidation of the Corporation, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, education, literary or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any subsequent Federal tax laws), as the Board of Trustees shall determine.

SIXTH: The initial Board of Directors, to be hereinafter referred to as "the Board of Trustees" in conformity with Section 2205 of the District of Columbia School Reform Act, shall consist of five (5) members, whose names and addresses are listed below. The initial Board of Trustees shall adopt the initial Bylaws of the Corporation. Once the Charter School has enrolled students, and at the earliest practical day after which classes commence, two additional members of the Board will be selected from among parents of students in the Friendship Public Charter School, as required by the District of Columbia

School Reform Act. From time to time, other members may be added, according to the guidelines laid out in the Bylaws, up to a maximum of fifteen, as permitted by the District of Columbia School Reform Act. In no event shall the number of Trustees be less than three.

SEVENTH: The names and addresses of each of the five persons who are to serve as the initial Trustees of the Corporation until the first annual meeting and/or until their successors be elected and qualify are as follows:

Name	**Address**
Donald L. Hense	Friendship House, 619 D Street SE, Washington, DC 20003
Victor E. Long	Regan, Halperin and Long, 900 19th Street, NW, Suite 200, Washington, DC 20006
Floretta Dukes McKenzie	The McKenzie Group, Inc., 1100 17th Street, NW, Suite 1100, Washington, DC 20006
Lisa Yvette Sullivan	2025 Eye Street, NW, Suite 1111, Wash., DC 20006
Helen Ver Standig	Ver Standig Broadcasting, 4850 Conn. Avenue, NW, Washington, DC 20006

EIGHTH: The affairs of the Corporation shall be conducted as provided for in the Bylaws of the Corporation to be adopted by the Board of Trustees.

NINTH: The address, including street and number, of the initial registered office of the Corporation is 619 D Street SE, Washington, D.C. 20003 and the name of the initial registered agent at such address is Donald L. Hense. The address, including street and number where the Corporation conducts its principal business is 619 D Street SE, Washington, D.C. 20003.

TENTH: The name and address, including street and number, if any, of each incorporator is:

Name	**Address**
Donald L. Hense	Friendship House, 619 D Street SE, Washington, DC 20003
Victor E. Long	Regan, Halperin and Long, 900 19th Street, NW, Suite 200, Washington, DC 20006
Lisa Yvette Sullivan	2025 Eye Street, NW, Suite 1111, Wash., DC 20006

INCORPORATORS

Name Victor E. Long

DISTRICT OF COLUMBIA, SS:

I, Kim D Rehmann, a Notary Public, hereby certify that on the 11th day of February, 1998, personally appeared before me Victor E Long, who signed the foregoing document as an incorporator and declared that the statements contained therein are true.

Notary Public Kim D Rehmann

My commission expires: 12/14/01.

Name Lisa Y Sullivan

DISTRICT OF COLUMBIA, SS:

I, Kim D Rehmann, a Notary Public, hereby certify that on the 18th day of February, 1998, personally appeared before me Lisa Y Sullivan, who signed the foregoing document as an incorporator and declared that the statements contained therein are true.

Notary Public Kim D Rehmann

My commission expires: 12/14/01.

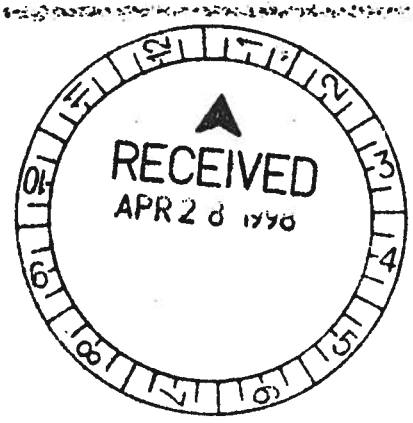
Name Donald L. Hause

DISTRICT OF COLUMBIA, SS:

I, Debra A. Cheek, a Notary Public, hereby certify that on the 17th day of February, 1998, personally appeared before me Donald L. Hause, who signed the foregoing document as an incorporator and declared that the statements contained therein are true.

Notary Public Debra A. Cheek

My commission expires: Debra A. Cheek
Notary Public
District of Columbia
My Commission Expires:
August 14, 2001



BYLAWS

OF

The Friendship Public Charter School, Inc.

ARTICLE 1
NAME OF CORPORATION AND OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be in the city of Washington, District of Columbia. The Corporation may have offices at such other place as the Board of Trustees may from time to time determine.

Section 2. Name of Corporation. The name of the Corporation shall be The Friendship Public Charter School, Inc. ("The Friendship Public Charter School").

ARTICLE 2
NONPROFIT PURPOSES

Section 1. IRC Section 501 (c) (3) Purposes. The Friendship Public Charter School, Inc. is organized exclusively for one or more of the purposes as specified in Section 501 (c) (3) of the Internal Revenue Code.

Section 2. Specific Objectives and Purposes. The specific objectives and purposes of the Friendship Public Charter School, Inc. shall be: to operate one or more public charter elementary and secondary schools, under the District of Columbia School Reform Act and applicable Federal laws, to educate children from the age of three years old (pre-school) through twelfth grade, and to carry out related social welfare, athletic and recreation activities.

ARTICLE 3
BOARD OF TRUSTEES

Section 1. Number. The Friendship Public Charter School shall have five Trustees initially. Collectively they shall be known as the Board of Trustees. The size of the Board of Trustees may be amended according to the rules set forth in these Bylaws, up to a maximum of fifteen permitted under the District of Columbia School Reform Act and at no time less than three.

Section 2. Qualifications. Two of the Trustees shall be current parents or guardians of students in the Friendship Public Charter School, as required by the District of Columbia School Reform Act. Appointments shall occur on the earliest practical date after the first classes of the Friendship Public Charter School.

Section 3. General Powers. The business, property and affairs of the Corporation shall be managed by its Board of Trustees. The Board of Trustees may exercise any and all of the powers granted to it under the District of Columbia Non-Profit Corporation Act and the District of Columbia School Reform Act as amended in 1997. The Board may delegate such powers to the officers of the Board and/or the Chair as it deems appropriate or necessary.

Section 4. Method of Selection. The initial Board of Trustees shall be the individuals named in the Articles of Incorporation and the application to the Public Charter School Board. Subsequently, the Board of Trustees of the Corporation shall nominate and elect new members as vacancies occur, except that a vacancy which reduces the number of Trustees to less than three shall be filled at a special meeting of the Board of Trustees which shall be called within thirty (30) days after the vacancy occurs. .

Section 5. Length of Term. The term of each member of the Board of Trustees shall be three (3) years or until his or her successor is appointed and qualified, except that of the members first appointed, 1/3 shall be appointed for a term of three years, 1/3 shall be appointed for a term of two years, and the remainder shall be appointed for a term of one year. At the first meeting, the Board of Trustees shall designate which members of the initial Board of Trustees shall serve one (1), two (2), and three (3) year terms. The length of term of the Board members shall commence with the first meeting of the Board of Trustees. Trustees shall serve a maximum of two three-year terms.

Section 6. Tenure. Each Trustee shall hold office until the Trustee's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first. A Trustee appointed as a parent of a student at the Friendship Public Charter School shall serve no longer than he or she has a child in the School.

Section 7. Removal. Any Trustee may be removed by a two-thirds (2/3) vote of the Board of Trustees of the Corporation.

Section 8. Resignation. Any Trustee may resign at any time by providing written notice to the Corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. A successor may be appointed as provided in Section 4 of this article.

Section 9. Annual and Regular Meetings. The Board of Trustees shall hold an annual meeting on the second Wednesday of May of each year. The Board of Trustees may provide, by resolution, the time and place, within the District of Columbia, for the holding of additional regular meetings. The Corporation shall provide five (5) days notice of the annual and all regular meetings as required.

Section 10. Special Meetings. Special meetings of the Board of Trustees may be called by or at the request of the President or any Trustee. The Corporation shall provide notice of all special meetings not less than five (5) days before the meeting is to be held.

Section 18. Executive Committee and Other Committees.

(a) The Board of Trustees, by resolution, may appoint an Executive Committee, to consist of one or more Trustees elected by the Board of Trustees. Such a committee, following the terms of the initial resolution, or amended resolution, shall have and may exercise (when the Board of Trustees is not in session) the powers of the Board of Trustees in the management of the business and affairs of the Corporation, **except** action related to filling of vacancies in the Board of Trustees or committees, or amendments to the Articles of Incorporation or Bylaws.

(b) The Board of Trustees may create and appoint committees (such as Finance and Accountability) to assist the Trustees in the conduct of the Corporation's affairs.

Section 19. Fiscal Year, Budget and Accounting. The fiscal year of the Corporation shall begin on the first day of July in each year. The Board of Trustees, shall have exclusive control of the budget. The Board shall prepare and publish an annual budget for the Friendship Public Charter School.

ARTICLE 5
OFFICERS OF THE BOARD

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such assistant officers as may be selected by the Board of Trustees.

Section 2. Election and Term of Office. The Board of Trustees shall elect the initial officers of the Corporation at a duly noticed meeting prior to April 1, 1998. Thereafter, the Board of Trustees shall elect the officers annually at the annual meeting of the Board of Trustees. Each officer shall serve a one year term unless the officer resigns or is removed in the manner provided in Article 3, Section 7. The term is renewable.

Section 3. Removal. Any officer elected or appointed by the Board of Trustees may be removed by the Board of Trustees whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Board of Trustees for the unexpired portion of the term.

Section 5. Chair. The President, who shall hereafter be referred to as the "Chair," of the Corporation shall be a Trustee and shall preside at all meetings of the Board of Trustees. In the absence of the Chair, the Vice-President, hereafter to be referred to as "Vice-Chair," shall preside. If the Vice-Chair is absent, then a temporary chair, chosen by the members of the Board of Trustees attending the meeting shall preside. The Chair shall be an ex officio member of all standing committees and may be designated chairperson of any of those committees by the Board of Trustees.

Section 11. Notice: Waiver. Notice of any special meeting shall be given at least five (5) days prior to the special meeting by written notice, stating the time and place of the meeting, delivered personally or mailed or sent by facsimile to each Trustee at the Trustee's business address. If mailed, such notice shall be deemed to be delivered when deposited in the United State mail properly addressed, with first class postage prepaid. If notice is given by facsimile, such notice shall be deemed to be delivered when the facsimile is sent and sender requires a facsimile confirmation that the document has been received. Any Trustee may waive notice of any meeting by written statement, or telecopy sent by the Trustee, signed before or after the holding of the meeting. The attendance of a Trustee at a meeting constitutes a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 12. Quorum. A majority of the Trustees of the Board constitutes a quorum for the transaction of business at any meeting of the Board of Trustees, but if less than a majority of the Trustees is present at a meeting, a majority of the Trustees present may adjourn the meeting from time to time until a quorum is present, providing such notice as required.

Section 13. Manner of Acting. The act of the majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees.

Section 14. Meeting by Telephone or Similar Equipment. A Trustee may participate in a meeting by conference telephone or any similar equipment through which all persons participating in the meeting, including members of the public, can hear each other. Participation in a meeting pursuant to this section constitutes presence in person at the meeting.

Section 15. Action Without a Meeting. Any action that may be taken by the Board at a meeting may be taken without a meeting if a consent in writing, setting forth the action so to be taken, shall be signed by all of the Trustees.

Section 16. Compensation. A Trustee of the Corporation shall serve as a volunteer Trustee. By resolution of the Board of Trustees, the Trustees may be paid their expenses, if any, for attendance at meetings of the Board of Trustees.

Section 17. Presumption of Assent. A Trustee of the Corporation who is present at a meeting of the Board of Trustees at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that Trustee's dissent shall be entered in the minutes of the meeting or unless that Trustee shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Trustee who voted in favor of such action.

Section 6. Vice-Chair. The Vice-Chair shall be a member of the Board of Trustees. In the absence of the Chair or in the event of the Chair's death, inability or refusal to act, the Vice-Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice-Chair shall perform any other duties assigned by the Chair or the Board.

Section 7. Secretary. The Secretary shall be a member of the Board of Trustees. The Secretary shall: (a) keep the minutes of the Board of the Trustees meetings in one or more books provided for that purpose and ensure that they are distributed at least three (3) days before the next regular meeting of the Board; (b) see that all notices are given in accordance with the provisions of these Bylaws; (c) be custodian of the corporate records; (d) keep a register of the business address of each Trustee; and (e) perform all duties incident to the office of Secretary and other duties assigned by the Chair or the Board.

Section 8. Treasurer. The Treasurer shall be a member of the Board of Trustees. The Treasurer shall: (a) assure that the responsibilities of the fiscal agent of the Corporation are properly carried out; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Board of Trustees.

Section 9. Salaries. Officers of the Board as of Trustees of the Corporation, may not be compensated for their services. They may, however, be compensated for traveling and other expenses.

Section 10. Filling More than One Office. Subject to statute, any two offices of the Corporation except those of Chair and Secretary may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE 6

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Board of Trustees may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority, whether general or confined to specific instances, shall be made by instrument in writing whenever granted to a person other than an officer. When no executing officers are specified, the Chair or Vice-Chair and the Secretary or Treasurer may execute the action and may affix the corporate seal.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Trustees, whether general or confined to specific instances.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Trustees.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Trustees may select, and consistent with requirements by law.

Section 5. Voting of Securities Owned by the Corporation. Subject to any specific directions of the Board of Trustees, the President, his/her proxy, the Secretary or Treasurer (or proxy) may vote any shares or other securities at any meeting of security holders. Any person so designated shall have full power to act on behalf of the Corporation.

Section 6. Corporate Seal. The corporate seal shall be circular in form and shall bear the name of the Corporation (The Friendship Public Charter School), the words "Corporate Seal" and works and figures denoting its location in the District of Columbia, and otherwise shall be in such form as shall be approved from time to time by the Board of Trustees. The seal may be used by impressing, affixing, reproducing, or otherwise causing it or a facsimile thereof to appear on any document or thing upon which it may be required.

ARTICLE 7
AMENDMENTS

Unless inconsistent with law, these Bylaws may be adopted or amended by obtaining the affirmative vote of a majority of the Board of Trustees at any regular or special meeting of the Board of Trustees, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings.

ARTICLE 8
INDEMNIFICATION

In the absence of fraud or bad faith, the Trustees of the Corporation shall not be personally liable for its debts, obligations or liabilities; and the Corporation shall indemnify any trustee or officer or former trustee or officer of the Corporation, or any person who may have served at its request as a trustee or officer of another corporation, whether for profit or not for profit, or any other person who is one of its "foundation managers" as defined in Section 4946(b) of the Internal Revenue Code of 1954, against expense actually and necessarily incurred by him in connection with the defense of any action, suit, or proceeding in which he is made a party by reason of having or having been

such trustee or officer or "foundation manager" except in relation to matters as to which he shall be adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of a duty.

Such indemnification shall not be deemed exclusive of any other rights to which such trustee, officer or "foundation manager" may be entitled, under any bylaw, agreement, vote of board of Trustees or members or otherwise.

Anything contained in this Article 8 to the contrary notwithstanding, the Corporation shall in no event indemnify any person otherwise entitled to such indemnification if such indemnification would constitute "self-dealing" as defined in Section 4941 of the Internal Revenue Code of 1954.

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These Bylaws were adopted as and for the Bylaws of the Friendship Public Charter School, Inc., a District of Columbia Corporation, by the Board of Trustees at a duly noticed meeting on the 19th of March 1998.

Signed by

/s/

Secretary

Date: 3/19/98

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION

CERTIFICATE

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

FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.

as of ***FEBRUARY 24TH , 1998 .***

W. David Watts
Director

Patricia A. Montgomery
Administrator
Business Regulation Administration

Patricia E. Grays
Corporate Program Manager
Corporations Division

Marion Barry, Jr.
Mayor

Appendix B

Edison Friendship Public Charter School Blow Pierce Junior Campus

Accountability Plan

School Year 1999-2004

MISSION: The Edison-Friendship Junior Academy is committed to academic excellence. In partnership with the community and families, we will provide a **" World Class Education"** that prepares students to become contributing participants in the world.

I. Academic Performance Objectives

Performance Objectives or Goals	Performance Indicators	Measures of Performance Indicators	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
1.1 Students will demonstrate an improved level of academic achievement in reading and math	Students will show continuing progress in reading and mathematics.	Student performance on the SAT-9 will show NCE gains by grade level.	50% of students will show an average NCE gain of 5 points on the SAT-9 Assessment.	80 % of students will show an average NCE gain of 5 points on the SAT-9 Assessment.	Student Performance on the SAT-9	Implement an enriched curriculum aligned to local and national standards. Implement individualized instruction based on reading and math performance.
	Students will improve their performance on the Edison Benchmark.	Students' gain on monthly Edison Benchmark Assessment in reading and mathematics.	50% of students will show an increase of 1 percentage point per month on the Edison Reading and Math Benchmark Assessment	80% of students will show an increase of 1 percentage point per month on the Edison Reading and Math Benchmark Assessment	Monthly Edison Benchmark Assessment.	Assess students on a monthly basis using the Edison Benchmark Assessment and adjust teaching strategies.
	Students will demonstrate continuing levels of achievement in reading and mathematics.	Quarterly learning Contracts *Performance indicators *Beginning* *Developing* *Proficient* *Advanced*	50% of returning students will show gains in reading and math.	80% of returning students will show gains in reading and math.	Quarterly Learning Contracts	Implement Saturday Academy. Implement individualized instruction based on reading and math performance. Assess students on a monthly basis using the Edison Benchmark Assessment and adjust teaching strategies accordingly. Implement After-School Extended Learning Program.

II. Student Non-Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicators**	**Measures of Performance Indicators**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
2.1 The school will increase parental/guardian involvement.	Parents/guardians will be involved and support their child's learning by: • Attending QLC conferences • Attending PAC Meetings • School Visitation as Evidenced by Daily Sign-in Log • Completion of 6 hour Computer Training for Home Rollout	School documented parental involvement.	10 % of parents/guardians will attend QLC Conferences. 10% of parents/ guardians will actively participate in their child's education through monthly PAC meetings and school visitation. 10% of parents/guardians will complete 6 hour computer training.	25 % of parents/guardians will attend QLC Conferences. 25 % of parents /guardians will attend the monthly Parent Advisory Council (PAC) meetings and participate in school visitation. 25 % of parents/guardians will complete 6 hour computer training.	QLC Sign-in Sheets for parents/ guardians PAC Sign-in Sheets for monthly meeting attendees. Daily Sign in Log for all school visitors. Computer Training Sign-in log.	QLC Conference will be scheduled by homebase teachers Send PAC meeting reminder flyers to parents/ guardians monthly. Monthly Newsletters Send correspondence and make phone calls to parents/guardians regarding computer training for Home Roll Out. Develop Online Homework Hotline for parents/guardians for use in assisting their children with homework. Daily Technical Assistance provided to parents/ guardians during regular school hours.

III. Organizational and Management Performance Objectives						
Performance Objectives or Goals	**Performance Indicators**	**Measures of Performance Indicators**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
3.1 The school will demonstrate improved customer satisfaction.	Parents, staff and students will demonstrate adequate customer satisfaction on the school's atmosphere, facility and level of parental support.	CSMpact for Schools (Parent/ Teacher/ Staff Survey Results)	The school will rate an overall score of 8 out of 10 on the CSMpact for Schools on average.	The school will rate an overall score of 9 out of 10 on the CSMpact for Schoolson average.	1999-2000 CSMpact for Schools Survey	Parents, staff and students will complete satisfaction survey.. Students, parents, staff and community will participate in decision-making through: • Student house meetings, • Parent Advisory Council Meetings, • Faculty/Staff meetings, • Community School Committee Planning meetings.
3.2 Teachers, Support Staff, and Administrators participate in meaningful professional development.	Teachers, Support Staff, and Administrators will demonstrate improved performance.	Annual teacher performance summative appraisal.	10% of all staff personnel will show improvement in their yearly evaluations.	40% of all staff members will show improvement in their evaluations.	Results of annual teacher performance summative appraisal.	Provide one month of Teacher/ Administrator professional development prior to school opening. Implement ongoing teacher professional development through grade level house meetings and coordinator's meetings. Administer "Professional Development Needs Survey" twice per year. Teachers will attend daily Professional Development in their teams focusing on areas of improvement needed to increase student performance through teacher performance.

Friendship Public Charter School - Chamberlain Campus
Accountability Plan
School Year 2003/04 – 2007/08

School Mission: *The mission of Friendship Public Charter School is to prepare students to become ethical, literate, well-rounded and self-sufficient citizens by providing a world-class education that motivates students to reach high academic standards, to enjoy learning, to achieve success, and to contribute actively to their communities.*

I. Academic Performance Objectives

Performance Objectives or Goals	Performance Indicator(s)	Assessment Tool(s)	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
1.1 Students will demonstrate an improved level of academic achievement in reading and mathematics.	Percent of students making a year-to-year positive NCE gain of 0 or more in **reading**	Stanford 9 or other state authorized standardized assessment in **reading**	1 percent annual increase in number of students with positive NCE gain of 0 or greater in **reading**	49.3% of students with positive gain score of 0 or greater in **reading**	**45.3%** **2003/04**	Implement Open Court curriculum. Provide additional supports for students through tutors and extended learning opportunities. Participate in and conduct national and local professional development in the area of reading. (Edison training, Friendship Teaching Institute, daily professional development period. Administer and analyze monthly benchmark assessment and student performance results to track student performance in reading and tailor instruction based on students' needs.
Conditional Approval: November 2004	Percent of students making a year-to-year positive NCE gain of 0 or more in **mathematics**	Stanford 9 or other state authorized standardized assessment in **mathematics**	1 percent annual increase in number of students with positive NCE gain of 0 or greater in **mathematics**	61.4% number of students with positive gain score of 0 or greater in **mathematics**	**57.4%** **2003/04**	Implement Chicago Math curriculum. Provide additional supports for students through tutors and extended learning opportunities. Participate in and conduct national and local professional development in the area of mathematics. (Edison training, Friendship Teaching Institute, daily professional development period. Administer and analyze monthly benchmark assessment and student performance results to track student performance in mathematics and tailor instruction based on students' needs.

Friendship Board Chair Signature _____ Date: _____

PCSB Chair Signature _____ Date: _____

I. Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicators**	**Measures of Performance Indicators**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
1.1 Students will demonstrate an improved level of academic achievement in reading and math	Percent of students scoring proficient or above on state assessment in reading	SAT9 or other state assessment	3 percent annual increase in number of students scoring proficient or above on state assessment in **reading**	51.6% of students scoring proficient or above on state assessment in **reading**	**39.6% 2003/04**	Implement Open Court curriculum. Participate in and conduct national and local professional development in the area of reading. (Edison training, Friendship Teaching Institute, daily professional development period. Administer and analyze monthly benchmark assessment and student performance results to track student performance in reading and tailor instruction based on students' needs.
	Percent of students scoring proficient or above on state assessment in mathematics	SAT9 or other state assessment	3 percent annual increase in number of students scoring proficient or above on state assessment in **mathematics**	56.1% of students scoring proficient or above on state assessment in **mathematics**	**44.1% 2003/04**	Implement Chicago Math curriculum. Participate in and conduct national and local professional development in the area of mathematics. (Edison training, Friendship Teaching Institute, daily professional development period. Administer and analyze monthly benchmark assessment and student performance results to track student performance in mathematics and tailor instruction based on students' needs.
	Number of students scoring an average of 70% or above in reading and language art on monthly benchmark assessments from September to March	Edison monthly benchmark assessments	____ percent increase in the number of students scoring an average of 70% or above in **reading and language arts** on the monthly benchmark assessments between September to March (grades 3-5)	_____ percent increase in the number of students scoring an average of 70% or above in **reading and language arts** on the monthly benchmark assessments between September to March (grades 3-5)	Beginning 2004/05 Data forthcoming	Administration of monthly benchmark assessment Analysis of scores by Achievement Team and school staff. Local and national professional development in the area of benchmark performance analysis Professional development targeted to areas of weakness based on analysis of performance data

I. Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicators**	**Measures of Performance Indicators**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
	Number of students scoring an average of 70% or above in math on monthly benchmark assessments from September to March	Edison monthly benchmark assessments	_____ percent increase in the number of students scoring an average of 70% or above in **mathematics** on the monthly benchmark assessments between September to March (grades 3-5)	_____ percent increase in the number of students scoring an average of 70% or above in **mathematics** on the monthly benchmark assessments between September to March (grades 3-5)	Beginning 2004/05 Data forthcoming	Administration of monthly benchmark assessment Analysis of scores by Achievement Team and school staff. Local and national professional development in the area of benchmark performance analysis Professional development targeted to areas of weakness based on analysis of performance data
1.2 Students will demonstrate increased proficiency in oral communication skills	Percent of students with average score of proficient or above on oral presentations	Oral skills rubric (internally developed)	5 percent annual increase in number of students with average score of proficient or above on oral presentations	20 percent increase in number of students with average score of proficient or above on oral presentations	Beginning 2004-05 Data forthcoming	Provide national and local professional development for teachers to ensure that opportunities to develop oral communication skills are provided across content areas. Conduct annual poetry slam.
1.3 Students will demonstrate increased proficiency in the use of technology	Percent of 5th grade students scoring proficient or above on technology assessments	5th grade Technology Skills Assessment	5 percent annual increase in number of 5th grade students scoring proficient or above on technology assessments	20 percent increase in number of 5th grade students scoring proficient or above on technology assessments	**2003/04**	Implementation of Edison Technology Curriculum. Professional development for teachers in the area of technology integration through national and local training.

II. Non-Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicators**	**Measures of Performance Indicators**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
2.1 Students will attend school regularly.	Annual/five-year attendance rate	Attendance records maintained in SASI	94 percent average daily attendance rate	94 percent average daily attendance rate	**93%** **2003/04**	Parent orientation and dissemination of Parent/Student Handbook. Communication with parents through teachers, Student Support Manager, and school administration. Institution of rewards/incentives for students attending school.
2.2 Students will be well-rounded participants in the school community.	Rate of student participation in organized extra/co-curricular activities	Student activity/organization rosters maintained by assigned staff	5 percent annual increase in student participation rate for organized extra/co-curricular activities	37% student participation rate for organized extra/co-curricular activities	**17%** **142 of 836 students in extra/co-curricula activities** **2003/04**	Implementation of school co-curricular and extra-curricular activities, including band, Boys 2 Men, Girls 2 Women, Daisies, Stock Market Club, etc.
2.3 Students will demonstrate the internalization of core values of justice, respect, responsibility, courage, integrity, compassion, hope, and wisdom.	Percent of students scoring proficient or above on Character Education assessment	Character education assessment (internally developed)	5 percent annual increase in number of students meeting 80 percent of character education checklist skills	20 percent average increase in number of students meeting 80 percent of character education checklist skills	Beginning 2004/05 Data forthcoming	Professional development in the area of Edison Core Values. Implementation of Edison Core Values. Enforcement of Code of Conduct. Reward/recognition of positive behaviors among students.
2.4 Parents will be active participants in students' education	Percent of parents participating in Parent Advisory Council (PAC) and QLC Conferences	Sign-in rosters	65% percent parent participation in PAC and QLC Conferences, field trips, and other school-sponsored activities	65% percent parent participation in PAC and QLC Conferences, field trips, and other school sponsored activities	**63%** **2003/04**	Parent orientation and dissemination of Parent/Student Handbook. QLC/SLC completion and dissemination to parents. Dissemination of newsletter to parents. Publicize parent activities through Edison Commons, school newsletter, etc..
2.5 Students will express satisfaction with the school atmosphere	Student mean rating on school atmosphere	Harris Interactive Survey (CSMpact)	7 to 8 mean rating for school atmosphere on Harris student survey	8 mean rating for school atmosphere on Harris student survey	**7.2** **2003/04**	Professional development in the area of Edison Core Values Implementation of Edison Core Values Reward/recognition of positive behaviors among students.

Friendship Public Charter School – Southeast Elementary Campus
Accountability Plan
School Year 2005/06 – 2007/08 FULL APPROVAL GRANTED: 12/19/05

School Mission: The mission of Friendship Public Charter School is to prepare students to become ethical, literate, well rounded, and self-sufficient citizens by providing a world-class education that motivates students to reach high academic standards, to enjoy learning, to achieve success, and to contribute actively to their communities.

I. Academic Performance Objectives

Performance Objectives/Goals	Performance Indicator(s)	Assessment Tool(s)	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
1.1 Students will demonstrate an improved level of academic achievement in reading and math	Percent of students with an NCE gain of 0 or greater in **reading**	State Test	Baseline to be established in 05-06	1 percentage point increase in the number of students with an NCE gain of 0 or greater in **reading**	X percent of the students will demonstrate an NCE gain of 0 or greater	Engage in a comprehensive planning process that involves needs analyses, data collection and strategic dialogue among all constituencies Align Open Court curriculum, instruction and assessment to the Accountability Plan and School Achievement Plan goals Improve Open Court implementation Execute a professional development plan that is targeted to student and teacher needs Administer and analyze monthly benchmark assessments to track and monitor student performance and to adapt instruction based on students' needs Establish monthly deliverables that insure frequent monitoring and tracking of the students' and teachers' progress toward academic goals
1.2 Students will demonstrate an improved level of academic achievement in reading and math	Percent of students with an NCE gain of 0 or greater in **mathematics**	State Test	Baseline to be established in 05-06	1 percentage point increase in the number of students with an NCE gain of 0 or greater in **mathematics**	X percent of the students will demonstrate an NCE gain of 0 or greater	Engage in a comprehensive planning process that involves needs analyses, data collection and strategic dialogue among all constituencies Align Every Day Math curriculum, instruction and assessment to the Accountability Plan and School Achievement Plan goals Improve Every Day Math implementation Execute a professional development plan that is targeted to student and teacher needs Administer and analyze monthly benchmark assessments to track and monitor student performance and to adapt instruction based on students' needs Establish monthly deliverables that insure frequent monitoring and tracking of the students' and teachers' progress toward academic goals

Friendship Schools Board Chair Signature: _____ Date: _____

PCSB Chair Signature: _____ Date: _____

I. Academic Performance Objectives						
Performance Objectives/Goals	**Performance Indicator(s)**	**Assessment Tool(s)**	**Baseline Data**	**Annual Target**	**Five-Year Target**	**Strategies for Attainment**
1.3 Students will demonstrate an improved level of academic achievement in reading and math	Percent of students in Grades 3-5 scoring proficient or above on state assessment in **reading**	State Test	Baseline to be established in 05-06	3 percentage point increase in the number of students in grades 3-5 scoring proficient and above in **reading**	X percent of students in grades 3-5 will score proficient and above on the state assessment in **reading**	Engage in a comprehensive planning process that involves needs analyses, data collection and strategic dialogue among all constituencies Align Open Court curriculum, instruction and assessment to the Accountability Plan and School Achievement Plan goals Improve Open Court implementation Execute a professional development plan that is targeted to student and teacher needs Administer and analyze monthly benchmark assessments to track and monitor student performance and to adapt instruction based on students' needs Establish monthly deliverables that insure frequent monitoring and tracking of the students' and teachers' progress toward academic goals
1.4 Students will demonstrate an improved level of academic achievement in reading and math	Percent of students in Grades 3-5 scoring proficient or above on state assessment in **mathematics**	State test	Baseline to be established in 05-06	3 percentage point increase in the number of students in grades 3-5 scoring proficient and above in **mathematics**	X percent of students in grades 3-5 will score proficient and above on the state assessment in **mathematics**	Engage in a comprehensive planning process that involves needs analyses, data collection and strategic dialogue among all constituencies Align Every Day Math curriculum, instruction and assessment to the Accountability Plan and School Achievement Plan goals Improve Every Day Math implementation Execute a professional development plan that is targeted to student and teacher needs Administer and analyze monthly benchmark assessments to track and monitor student performance and to adapt instruction based on students' needs Establish monthly deliverables that insure frequent monitoring and tracking of the students' and teachers' progress toward academic goals

I. Academic Performance Objectives						
Performance Objectives/Goals	**Performance Indicator(s)**	**Assessment Tool(s)**	**Baseline Data**	**Annual Target**	**Five-Year Target**	**Strategies for Attainment**
1.5 Students will demonstrate an improved level of academic achievement in reading on Yearly Progress Pro monthly benchmark assessments	Percent of students scoring mastery in reading on the Yearly Progress Pro monthly benchmark assessments between December and March (grades 3 to 6)	McGraw Hill Yearly Progress Pro benchmark assessments	Baseline to be established in 05-06	X percentage point increase in the number of students scoring mastery in reading on the Yearly Progress Pro monthly benchmark assessments between February and March (grades 3 to 6)	X percent of students will score mastery in reading on the Yearly Progress Pro monthly benchmark assessments between February and March (grades 3 to 6)	Administer and analyze monthly benchmark scores (Leadership Team and House Teachers) Participate in local and national professional development in the area of benchmark performance analysis Provide professional development opportunities that are targeted to areas of weakness based on analysis of performance data
1.6 Students will demonstrate an improved level of academic achievement in mathematics on Yearly Progress Pro monthly benchmark assessments	Percent of students scoring mastery in mathematics on the Yearly Progress Pro monthly benchmark assessments between December and March (grades 3 to 6)	McGraw Hill Yearly Progress Pro benchmark assessments	Baseline to be established in 05-06	X percentage point increase in the number of students scoring mastery in mathematics on the Yearly Progress Pro monthly benchmark assessments between February and March (grades 3 to 6)	X percent of students will score mastery in reading on the Yearly Progress Pro monthly benchmark assessments between February and March (grades 3 to 6)	Administer and analyze monthly benchmark scores (Leadership Team and House Teachers) Participate in local and national professional development in the area of benchmark performance analysis Provide professional development opportunities that are targeted to areas of weakness based on analysis of performance data
1.7 Students will demonstrate increased proficiency in oral communication skills	Percent of students with an average score of proficient or above on oral presentations	Oral Skills Rubric (internally developed)	Baseline to be established in 05-06	5 percentage point increase in the number of students with average score of proficient or above on oral presentations	X percent of students will score proficient and above on oral presentations	Provide national and local professional development opportunities that train teachers in the development of student oral communication skill rubrics Conduct the annual poetry slam Provide opportunities for students to present oral reports, presentations, dramatic, interpretations, etc. at minimum twice a year
1.8 Students will demonstrate an improved level of academic achievement in reading	Percent of students in grades 3 to 6 who score proficient between first and last test administration (within each academic year)	Scholastic Reading Inventory	Baseline to be established in 05-06	X to X percentage point increase in number of students in grades 3 to 6 who score proficient between first and last test administration (within each academic year)	X increase in percent of students in grades 3 to 6 who score proficient between first and last test administration (within each academic year)	Administer and analyze SRI quarterly. Provide Professional Development opportunities that use Lexiles analysis reports from SRI and Open Court to match all readers to text in all content areas and drive instruction as a whole.

II. Non-Academic Performance Objectives						
Performance Objectives/Goals	**Performance Indicators**	**Assessment Tool(s)**	**Baseline Data**	**Annual Target**	**Five-Year Target**	**Strategies for Attainment**
2.1 Students will attend school regularly.	Annual and five year attendance rates	Attendance records maintained in SASI	Baseline to be established in 05-06	92 percent average daily attendance rate	92 percent average daily attendance rate	Conduct Parent Orientation meetings Disseminate Parent/Student Handbooks Improve parent and school communication through newsletters from teachers, Student Support Manager, and school administration. Institute rewards and incentives for students who attend school regularly (Sunshine Breakfast Club, award certificates, etc)
2.2 Students will be well-rounded participants in the school community.	Rate of student participation in organized extra and co-curricular activities	Student activity and organization rosters maintained by assigned staff	Baseline to be established in 05-06	5 percentage point increase in student participation rate for organized extra and co-curricular activities	X percent of students will participate in organized extra and co-curricular activities	Implement school co-curricular and extra-curricular activities Monitor attendance Recruit students into the program based on student talents and interests
2.3 Parents will be active participants in students' education	Percent of parents participating in Parent Advisory Council (PAC) and QLC Conferences, field trips, and other school sponsored activities	Sign-in rosters	Baseline to be established in 05-06	5 percentage point increase in parent participation in PAC and QLC Conferences, field trips, and other school-sponsored activities	X percent parent participation rate in PAC and QLC Conferences, field trips, and other school sponsored activities	Parent orientation and dissemination of Parent/Student Handbook. QLC/SLC completion and dissemination to parents. (QLC Participation) Dissemination of newsletter to parents. Publicize parent activities through Edison Commons, school newsletter, etc.
2.4 Students will express satisfaction with the school atmosphere	Student mean rating on school atmosphere	Harris Interactive Survey (CSMpact)	Baseline to be established in 05-06	7 to 8 mean rating for school atmosphere on Harris student survey	8 mean rating for school atmosphere on Harris Student Survey	Utilize summary data from Harris Survey to determine high penalty areas and develop a strategy to address concerns where feasible
2.5 Students will re-enroll.	Percent of students re-enrolling in the following academic year	Enrollment records maintained in SASI	Baseline to be established in 06-07	X to X percent of students will re-enroll each academic year	X percent of students will re-enroll	Conduct Parent Orientation meetings Disseminate Parent/Student Handbooks Improve parent and school communication through newsletters from teachers, Student Support Manager, and school administration. Institute rewards and incentives for students who attend school regularly (Sunshine Breakfast Club, award certificates, etc)
2.6 Students will focus on their educational and career aspirations.	Percent of 6th grade students scoring "B" or higher on college/career portfolio	College/career portfolio rubric (internally developed)	Baseline to be established in 05-06	X percentage point increase in number of 6th grade students scoring "B" or higher on college/career portfolio	X percent of 6th grade students will score a "B" or higher on college/career portfolio	Parent orientation and dissemination of Parent/Student Handbook. QLC/SLC completion and dissemination to parents. (QLC Participation) Dissemination of newsletter to parents. Publicize parent activities through Edison Commons, school newsletter, etc.

Friendship Public Charter School – Woodridge Campus
Accountability Plan
School Year 2003/04 – 2007/08

School Mission: *The mission of Friendship Public Charter School is to prepare students to become ethical, literate, well-rounded and self-sufficient citizens by providing a world-class education that motivates students to reach high academic standards, to enjoy learning, to achieve success, and to contribute actively to their communities.*

I. Academic Performance Objectives

Performance Objectives or Goals	Performance Indicator(s)	Assessment Tool(s)	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
PreKindergarten						
1.1 PreK students will demonstrate mastery of basic literacy skills	Percent of 4 year old preK students demonstrating a mastery of skills outlined in the Open Court reading assessment	Open Court Reading Assessments	A minimum of ___ percent of 4 year old preK students will demonstrate mastery of a minimum of 70 percent of skills outlined in the Open Court reading assessment.	___ Percent of 4 year old preK students will demonstrate mastery of a minimum of 70 percent of skills outlined in the Open Court reading assessment.	Beginning 2004/05 Annual target will be established after baseline data is reported.	Professional development in Open Court through Edison Schools, Inc. and internally during professional development time. Professional development through the NAEYC and other sources. Parent involvement/engagement through Quarterly Learning Conferences, orientation, and other activities.
1.2 PreK students will demonstrate improved social development	Percent of students demonstrating a mastery of social development skills outlined in Creative Curriculum per *The Creative Curriculum Developmental Continuum for Ages 3-5*	Creative Curriculum Individual Child Profile	A minimum of ___ percent of 4 year old preK students will demonstrate mastery in 3 of 5 areas under "Sense of Self" and "Responsibility for Self and Others"	___ percent of 4 year old preK students will demonstrate mastery in 3 of 5 areas under "Sense of Self" and "Responsibility for Self and Others"	Beginning 2004/05 Annual target will be established after baseline data is reported.	Professional development in Open Court through Edison Schools, Inc. and internally during professional development time. Professional development through the Creative Curriculum, NAEYC, and other sources. Parent involvement/engagement through Quarterly Learning Conferences, orientation, and other activities.
1.3 PreK students will demonstrate improved mastery of logical thinking and basic math concepts.	70 percent mastery of logical thinking and basic math skills for PreK students	Creative Curriculum Individual Child Profile	4 year old preK students will demonstrate mastery of a minimum of ___ percent of skills in the area of mathematics	4 year old preK students will demonstrate mastery of ___ percent of skills in the area of mathematics	Beginning 2004/05 Annual target will be established after baseline data is reported.	Professional development through the Creative Curriculum, NAEYC and other sources. Parent involvement/engagement through Quarterly Learning Conferences, orientation, and other activities.

Friendship Board Chair Signature _____ Date: _____

PCSB Chair Signature _____ Date: _____

I. Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicator(s)**	**Assessment Tool(s)**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
Elementary Level (K-5)						
1.4 Students will demonstrate an improved level of academic achievement in reading and math	Percent of students making a year-to-year positive NCE gain of 0 or more in **reading**	Stanford 9 or other state authorized standardized assessment in **reading**	1 percent annual increase in number of students with positive NCE gain of 0 or greater in **reading**	65.0% of students with positive gain score of 0 or greater in **reading**	**61.0%** **2003/04**	Implement Open Court curriculum. Participate in and conduct national and local professional development in the area of reading. (Edison training, Friendship Teaching Institute, daily professional development period. Administer and analyze monthly benchmark assessment and student performance results to track student performance and tailor instruction based on students' needs.
	Percent of students making a year-to-year positive NCE gain of 0 or more in **mathematics**	Stanford 9 or other state authorized standardized assessment in **mathematics**	1 percent annual increase in number of students with positive NCE gain of 0 or greater in **mathematics**	49.7% of students with positive gain score of 0 or greater in **mathematics**	**45.7%** **2003/04**	Implement Chicago Math curriculum. Participate in and conduct national and local professional development in the area of reading. (Edison training, Friendship Teaching Institute, daily professional development period. Administer and analyze monthly benchmark assessment and student performance results to track student performance and tailor instruction based on students' needs.
	Percent of students scoring proficient or above on state assessment in **reading**	Stanford 9 or other state authorized standardized assessment	3 percent annual increase in number of students scoring proficient or above on state assessment in **reading**	39.1% of students scoring proficient or above on state assessment in **reading**	**27.1%** **2003/04**	Administration of monthly benchmark assessment Analysis of scores by Achievement Team and school staff. Local and national professional development in the area of benchmark performance analysis Professional development targeted to areas of weakness based on analysis of performance data

I. Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicator(s)**	**Assessment Tool(s)**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
	Percent of students scoring proficient or above on state assessment in **mathematics**	Stanford 9 or other state authorized standardized assessment	3 percent annual increase in number of students scoring proficient or above on state assessment in **mathematics**	44.9% of students scoring proficient or above on state assessment in **mathematics**	**32.9%** **2003/04**	Administration of monthly benchmark assessment Analysis of scores by Achievement Team and school staff. Local and national professional development in the area of benchmark performance analysis Professional development targeted to areas of weakness based on analysis of performance data
	Number of students scoring an average of 70% or above in **reading and language arts** on monthly benchmark assessments from September to March (grades 3-5)	Edison monthly benchmark assessment	__ percent increase in the number of students scoring an average of 70% or above in **reading and language arts** on the monthly benchmark assessments between September and March (grades 3 to 5)	__ percent of students scoring an average of 70% or above in **reading and language arts** on the monthly benchmark assessments between September and March (grades 3 to 5)	Beginning 2004/05 Targets to be established when baseline data is reported	Administration of monthly benchmark assessment Analysis of scores by Achievement Team and school staff. Local and national professional development in the area of benchmark performance analysis Professional development targeted to areas of weakness based on analysis of performance data
	Number of students scoring an average of 70% or above in **mathematics** on monthly benchmark assessments from September to March	Edison monthly benchmark assessment	__ percent increase in the number of students scoring an average of 70% or above in **mathematics** on the monthly benchmark assessments between September and March (grades 3 to 5)	___ percent of students scoring an average of 70% or above in **mathematics** on the monthly benchmark assessments between September and March (grades 3 to 5)	Beginning 2004/05 Targets to be established when baseline data is reported	Administration of monthly benchmark assessment Analysis of scores by Achievement Team and school staff. Local and national professional development in the area of benchmark performance analysis Professional development targeted to areas of weakness based on analysis of performance data

I. Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicator(s)**	**Assessment Tool(s)**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
1.5 Students will demonstrate increased proficiency in oral communication skills	Number of students with average score of proficient or above on oral presentations	Oral skills rubric (internally developed)	__ percent annual increase in number of students with average score of proficient or above on oral presentations	__ percent of students with average score of proficient or above on oral presentations	Beginning 2004/05 Annual target will be established after baseline data is reported.	Provide national and local professional development for teachers to ensure that opportunities to develop oral communication skills are provided across content areas. Conduct annual poetry slam or other activities providing students with opportunities to make oral presentations.
1.6 Students will demonstrate increased proficiency in the use of technology	Percent of 5th grade students scoring proficient or above on technology assessments	5th grade Technology Skills Assessment	5 percent annual increase in number of 5th grade students scoring proficient or above on technology assessments	_ percent of 5th grade students scoring proficient or above on technology assessments	Beginning 2004/05 (5th grade) Data forthcoming	Implementation of Edison Technology Curriculum. Professional development for teachers in the area of technology integration through national and local training.
Middle Level (Grades 6-8) **Grade 6 – SY 2004/05; Grades 6-7 – SY 2005/06; Grades 6-8 – SY 2006/07 …**						
1.7 Students will demonstrate an improved level of academic achievement in reading and math	Percent of students making a year-to-year positive NCE gain of 0 or more in **reading**	Stanford 9 or other state authorized standardized assessment in **reading**	1 percent annual increase in number of students with positive NCE gain of 0 or greater in **reading**	__ percent of students with positive gain score of 0 or greater in **reading**	Beginning 2004/05 Targets to be established when baseline data is reported	Implement curriculum. Participate in and conduct national and local professional development in the area of reading. (Edison training, Friendship Teaching Institute, daily professional development period. Administer and analyze monthly benchmark assessment and student performance results to track student performance and tailor instruction based on students' needs.

I. Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicator(s)**	**Assessment Tool(s)**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
	Percent of students making a year-to-year positive NCE gain of 0 or more in **mathematics**	Stanford 9 or other state authorized standardized assessment in **mathematics**	1 percent annual increase in number of students with positive NCE gain of 0 or greater in **mathematics**	__ percent of students with positive gain score of 0 or greater in **mathematics**	Beginning 2004/05 Targets to be established when baseline data is reported	Implement Chicago Math curriculum. Participate in and conduct national and local professional development in the area of reading. (Edison training, Friendship Teaching Institute, daily professional development period. Administer and analyze monthly benchmark assessment and student performance results to track student performance and tailor instruction based on students' needs.
	Percent of students scoring proficient or above on state assessment in reading	Stanford 9 or other state authorized standardized assessment	___ percent annual increase in number of students scoring proficient or above on state assessment in reading	___ percent of students scoring proficient or above on state assessment in reading	Beginning 2004/05 Targets to be established when baseline data is reported	Implement curriculum. Participate in and conduct national and local professional development in the area of reading. (Edison training, Friendship Teaching Institute, daily professional development period. Administer and analyze monthly benchmark assessment and student performance results to track student performance in reading and tailor instruction based on students' needs.
	Percent of students scoring proficient or above on state assessment in mathematics	SAT9 or other state assessment	___ percent increase in number of students scoring proficient or above on state assessment in mathematics	___ percent of students scoring proficient or above on state assessment in mathematics	Beginning 2004/05 Targets to be established when baseline data is reported	Implement Prentice Hall curriculum. Participate in and conduct national and local professional development in the area of reading. (Edison training, Friendship Teaching Institute, daily professional development period. Administer and analyze monthly benchmark assessment and student performance results to track student performance in reading and tailor instruction based on students' needs.

I. Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicator(s)**	**Assessment Tool(s)**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
	Number of students scoring an average of 80% or above in **reading and language arts** on monthly benchmark assessments from September to March	Edison monthly benchmark assessment	__ percent increase in the number of students scoring an average of 80% or above in **reading and language arts** on the monthly benchmark assessments between September and March	__ percent of students scoring an average of 80% or above in **reading and language arts** on the monthly benchmark assessments between September and March	Beginning 2004/05 Targets to be established when baseline data is reported	Administration of monthly benchmark assessment Analysis of scores by Achievement Team and school staff. Local and national professional development in the area of benchmark performance analysis Professional development targeted to areas of weakness based on analysis of performance data
	Number of students scoring an average of 80% or above in **mathematics** on monthly benchmark assessments from September to March	Edison monthly benchmark assessment	__ percent increase in the number of students scoring an average of 80% or above in **mathematics** on the monthly benchmark assessments between September and March	__ percent number of students scoring an average of 80% or above in **mathematics** on the monthly benchmark assessments between September and March	Beginning 2004/05 Targets to be established when baseline data is reported	Administration of monthly benchmark assessment Analysis of scores by Achievement Team and school staff. Local and national professional development in the area of benchmark performance analysis Professional development targeted to areas of weakness based on analysis of performance data
1.8 Students will demonstrate increased proficiency in oral communication skills	Number of students with average score of proficient or above on oral presentations	Oral skills rubric (internally developed)	___ percent annual increase in number of students with average score of proficient or above on oral presentations	___ percent of students with average score of proficient or above on oral presentations	Beginning 2004/05 Targets to be established when baseline data is reported	Provide national and local professional development for teachers to ensure that opportunities to develop oral communication skills are provided across content areas. Conduct annual poetry slam or other activities providing students with opportunities to make oral presentations.
1.9 Students will demonstrate improved proficiency in the use of technology	Percent of students in 8th grade students creating a proficient electronic portfolio by the end of the school year	Electronic portfolio	___ percent annual increase of 8th grade students will create a "proficient" electronic portfolio by the end of the	___ percent of 8th grade students will create a "proficient" electronic portfolio by the end of the school year	Beginning 2006/07 Targets to be established when baseline data	Collection of showcase portfolios from classroom teachers. Professional development for teachers in the area of technology integration through national and local training.

I. Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicator(s)**	**Assessment Tool(s)**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
			school year		reported	

II. Non-Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicator(s)**	**Assessment Tool(s)**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
PreKindergarten						
1.10 Parents will be active participants in students' education.	QLC/SLC participation rate	Parent sign-in sheets	__ percent minimum parent participation rate in QLC/SLC, school performances, parent orientation	__ percent parent participation rate in QLC/SLC, school performances, parent orientation	Beginning 2004/05 Targets to be established when baseline data is reported	Parent orientation and dissemination of Parent/Student Handbook. QLC/SLC completion and dissemination to parents. Dissemination of newsletter to parents. Publicize parent activities through Edison Commons, school newsletter, etc..
1.11 Students will attend school regularly.	Annual/five-year minimum attendance rate	Attendance records maintained in SASI	90 percent minimum average daily attendance rate (preS/preK)	90 percent minimum average daily attendance rate (preS/preK)	Beginning 2004/05	Parent orientation and dissemination of Parent/Student Handbook. Communication with parents through teachers, Student Support Manager, and school administration. Institution of rewards/incentives for students attending school.
Elementary Level (K-5)						
1.12 Students will attend school regularly.	Annual/five-year minimum attendance rate	Attendance records maintained in SASI	94 percent minimum annual attendance rate (elementary)	94 percent minimum annual attendance rate (elementary)	96% 2003/04	Parent orientation and dissemination of Parent/Student Handbook. Communication with parents through teachers, Student Support Manager, and school administration. Institution of rewards/incentives for students attending school.
1.13 Students will demonstrate the internalization of core values of justice, respect, responsibility, courage, integrity, compassion, hope, and wisdom.	Percent of students meeting 80% of character education checklist skills	Character education assessment (internally developed)	5 percent annual increase in number of students meeting 80 percent of character education checklist skills	___percent of students meeting 80 percent of character education checklist skills	Beginning 2004//05 Data forthcoming	Professional development in the area of Edison Core Values. Implementation of Edison Core Values. Enforcement of Code of Conduct. Reward/recognition of positive behaviors among students.
1.14 Students will express satisfaction with the school	Student mean rating on school atmosphere	Harris Interactive Survey (CSMpact)	7 to 8 mean rating for school	8 mean rating for school atmosphere	7.7 2003/04	Professional development in the area of Edison Core Values

II. Non-Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicator(s)**	**Assessment Tool(s)**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
atmosphere			atmosphere on Harris student survey	on Harris student survey		Implementation of Edison Core Values Reward/recognition of positive behaviors among students.
1.15 Students will be well-rounded participants in the school community.	Percent of students participating in organized extra-curricular activities	Student activity/organization rosters maintained by assigned staff	5 percent annual increase in number of students participating in organized extra-curricular activities	47% of students participating in organized extra-curricular activities	27% 2003/04	Implementation of school co-curricular and extra-curricular activities Parent/student orientation Newsletter and other communication with parents
Middle Level (Grades 6-8) **Grade 6 – SY 2004/05; Grades 6-7 – SY 2005/06; Grades 6-8 – SY 2006/07 …**						
1.16 Students will attend school regularly.	Annual/five-year minimum attendance rate	Attendance records maintained in SASI	90 percent minimum average daily attendance rate	90 percent average daily attendance rate	Beginning 2004/05	Parent orientation and dissemination of Parent/Student Handbook. Communication with parents through teachers, Student Support Manager, and school administration. Institution of rewards/incentives for students attending school.
1.17 Students will be well-rounded participants in the school community.	Percent of students participating in organized extra-curricular activities	Student activity/organization rosters maintained by assigned staff	___ percentage-point annual increase in number of students participating in organized extra-curricular activities	___ percent of students participating in organized extra-curricular activities	Beginning 2004/05 Targets to be established when baseline data reported	Implementation of school co-curricular and extra-curricular activities Parent/student orientation Newsletter and other communication with parents
1.18 Students will demonstrate the internalization of core values of justice, respect, responsibility, courage, integrity, compassion, hope, and wisdom.	Percent of students scoring B or above on Character education assessment	Character education assessment (internally developed)	___ percent annual increase in number of students scoring B or above on Character education rubric	___ percent of students scoring B or above on Character education rubric	Beginning 2004/05 Targets to be established when baseline data reported	Professional development in the area of Edison Core Values. Implementation of Edison Core Values. Enforcement of Code of Conduct. Reward/recognition of positive behaviors among students.

II. Non-Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicator(s)**	**Assessment Tool(s)**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
1.19 Students will be prepared to enter high school career academies.	Percent of students scoring "B" or higher on college/career portfolio	College/career portfolio rubric (internally developed)	___ percent annual increase in number of 8th grade students scoring "B" or higher on college/career portfolio	___ percent of 8th grade students scoring "B" or higher on college/career portfolio	Beginning 2006/07 Targets to be established when baseline data reported	Implement Junior Academy structure at Woodridge. Provide professional development in the area of experiential learning exercises. Provide professional development to ensure that all teachers effectively utilize the rubric
1.20 Students will express satisfaction with the school atmosphere	Student mean rating on school atmosphere	Harris Interactive Survey (CSMpact)	__ to __ mean rating for school atmosphere on Harris student survey	__ mean rating for school atmosphere on Harris student survey	Beginning 2004/05 Targets to be established when baseline data reported	Professional development in the area of Edison Core Values Implementation of Edison Core Values Reward/recognition of positive behaviors among students.

Friendship Public Charter School – Collegiate Academy at Carter G. Woodson
Accountability Plan
School Year 2003/04 – 2007/08

School Mission: *The mission of Friendship Public Charter School is to prepare students to become ethical, literate, well-rounded and self-sufficient citizens by providing a world-class education that motivates students to reach high academic standards, to enjoy learning, to achieve success, and to contribute actively to their communities.*

I. Academic Performance Objectives

Performance Objectives or Goals	Performance Indicator(s)	Assessment Tool(s)	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
1.1 Students will demonstrate an improved level of academic achievement in reading and math	Percent of students making a year-to-year positive NCE gain of 0 or more in **reading**	Stanford 9 or other state authorized standardized assessment in **reading**	1 percent annual increase in number of students with positive NCE gain of 0 or greater in **reading**	61.9% of students with positive NCE gain score of 0 or greater in **reading**	57.9% 2003/04	Implement curriculum. Participate in and conduct national and local professional development in the area of reading. (Edison training, Friendship Teaching Institute, daily professional development period. Administer and analyze monthly benchmark assessment and student performance results to track student performance and tailor instruction based on students' needs.
	Percent of students making a year-to-year positive NCE gain of 0 or more in **mathematics**	Stanford 9 or other state authorized standardized assessment in **mathematics**	1 percent annual increase in number of students with positive NCE gain of 0 or greater in **mathematics**	61.8% of students with positive NCE gain score of 0 or greater in **mathematics**	57.8% 2003/04	Implement Prentice Hall curriculum. Participate in and conduct national and local professional development in the area of reading. (Edison training, Friendship Teaching Institute, daily professional development period. Administer and analyze monthly benchmark assessment and student performance results to track student performance and tailor instruction based on students' needs.

Conditional Approval: November 2004

Friendship Board Chair Signature _____ Date: _____

PCSB Chair Signature _____ Date: _____

I. Academic Performance Objectives

Performance Objectives or Goals	Performance Indicators	Measures of Performance Indicators	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
1.2 Students will demonstrate increased proficiency in the use of technology	Percent of students scoring proficient or above on technology assessment	Technology Skills Assessment (internally developed)	10 percent annual increase in number of students scoring proficient or above on technology assessment	___ percent of students scoring proficient or above on technology assessment	Beginning 2004/05	Implementation of SmartLab learning environment Appointment of Director of Technology Integration to spearhead curriculum integration Professional development in the use of technology to support learning
1.3 Students will prepare to enter college or the workforce upon graduating from high school.	Average number of students accepted into 2-year or 4-year institutions	College acceptance letters	80 to 85 percent annual range of students accepted into 2-year or 4-year institutions	85 percent of students accepted into 2-year or 4-year institutions of higher learning	**74% 2003/04**	Implementation of "Career-themed" academies and program majors Establishment of High School Restructuring team to develop smaller learning communities focused on preparing students for college *and* career Development of industry advisory committees and career exploration programs, including internship, job shadowing, career mentoring partnership agreements Implementation of college exploration and college credit programs in partnership with community-based organizations and local university partners Implementation of "Early College" initiative in partnership with the University of the District of Columbia and continuation of HI-SCIP Provision of regular and extended learning opportunities to support college and career choices, including SAT preparation, college essay writing workshops, employment applications/interviewing techniques Workshops on financial aid and college admissions for students and parents
	Percent of students in grades 11 and 12 completing an internship, job shadowing or other formal career exposure	Internship log or sign-in sheets.	2 percent annual increase in the number of students in grades 11 and 12 completing a formal career exposure program	11.7% of students in grades 11 and 12 completing an internship program	**6.6% 2003/04**	
	Percent of students in grade 9 scoring at least a B on college/career portfolio requirements	Portfolio assessment	5 percent annual increase in the number of students in grade 9 scoring at least a B on college/career portfolio	63% of students in grade 9 scoring at least a B on college/career portfolio	**43% 2003/04**	
	Percent of students scoring a B or better on senior thesis assessment	Thesis assessment	3 percent annual increase in the number of students scoring a B or above on the senior thesis	35% of students scoring a B or above on the senior thesis	**23% 2003/04**	
	Average S.A.T. scores for 11th and 12th grade students on the January assessment	S.A.T. scores	20 point increase in average S.A.T. scores for 11th and 12th grade students on the January assessment	844 average S.A.T. scores for 11th and 12th grade students	**Math – 375 Verbal – 389 Average 764 2003/04**	

I. Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicators**	**Measures of Performance Indicators**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
	Percent of students taking AP examination	AP examination participation log	5 percent annual increase in number of students taking AP examination	23.4% of students taking AP examination	**3.4% 2003/04**	Implementation of "Career-themed" academies and program majors Establishment of High School Restructuring team to develop smaller learning communities focused on preparing students for college *and* career Development of industry advisory committees and career exploration programs, including internship, job shadowing, career mentoring partnership agreements Implementation of college exploration and college credit programs in partnership with community-based organizations and local university partners Implementation of "Early College" initiative in partnership with the University of the District of Columbia and continuation of HI-SCIP Provision of regular and extended learning opportunities to support college and career choices, including SAT preparation, college essay writing workshops, employment applications/interviewing techniques Workshops on financial aid and college admissions for students and parents
	Percent of students scoring 3 or higher on AP examination	AP examination results	5 percent annual increase in number of students in 11th and 12th grades scoring a 3 or higher on the AP examination	20% of students in 11th and 12th grades scoring a 3 or higher on the AP examination	**0% 2003/04**	
1.4 Students will complete their high school education	Graduation Rate	Percent of those promoted to senior year who graduate the following spring	90 to 95 percent of students will graduate	95 percent of students will graduate	**96% 2003/04**	Careful guidance counseling on high school graduation credits Career counseling to demonstrate importance of high school graduation.

II. Non-Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicator(s)**	**Assessment Tool(s)**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
2.1 Students will attend school regularly.	Annual/five-year minimum attendance rate	Attendance records maintained in SASI	94 percent minimum average daily attendance rate	94 percent average daily attendance rate	95% 2003/04	Quarterly Learning Conferences and ongoing parent conferences to address attendance Assignment of counseling and guidance staff and follow-up with parents and students
2.2 Students will be well-rounded participants in the school community.	Percent of students participating in organized extra-curricular activities	Student activity/organization rosters maintained by assigned staff	5 percent annual increase in number of students participating in organized extra-curricular activities	31.4% of students participating in organized extra-curricular activities	11.4% 2003/04	Community Resource Director assigned to develop community service opportunities Community Resource Director and House Lead Teachers assigned to develop and coordinate schedules and participation in service and enrichment activities.
2.3 Volunteer/community service hours	Percent of students meeting community service requirement	Student tracking report	10 percent annual increase in number of students meeting community service requirement	61% of students meeting community service requirement	21% 2003/04	Informing parents and students through parent/student handbook and QLCs Providing volunteer opportunities for students Counseling students to ensure that they are making adequate progress toward meeting graduation requirements
2.4 Students will express satisfaction with the school atmosphere	Student mean rating on school atmosphere	Harris Interactive Survey (CSMpact)	7 to 8 mean rating for school atmosphere on Harris student survey	8 mean rating for school atmosphere on Harris student survey	7.2 2003/04	Professional development in the area of Edison Core Values Implementation of Edison Core Values Reward/recognition of positive behaviors among students.

Appendix C

Public Charter School

Application for Charter Renewal

CHARTER RENEWAL APPLICATION
REQUIRED TABLE OF CONTENTS

Part One: Application for Charter Renewal

1. Applicant Information Sheet and Request for Renewal 3
2. Executive Summary 4
3. Required Documentation 9
    a. Articles of Incorporation 9
    b. By-Laws 9
    c. Audited Financial Statements from the Past Four Years 9
4. Review of 1997-2013 Charter Performance 10
    a. Criterion 1: Fulfillment of Charter Goals 10
    b. Criterion 2: Fulfillment of Student Academic Achievement Expectations 21
    c. Criterion 3: Compliance with Applicable Laws 29
        i. General Laws 29
        ii. Special Education Laws 32
        iii. Financial Laws 32
5. Appendices 35

APPLICANT INFORMATION SHEET
AND REQUEST FOR RENEWAL

Name of School: Friendship Public Charter School

Address of School: 120 Q Street Northeast, Washington, DC 20002

Telephone Number: (202) 281-1700 **Fax:** (202) 281-1799

School Board of Trustees' Certification Statement:

I, Donald L. Hense, hereby certify that the information submitted in this Application for Charter Renewal is accurate to the best of my knowledge and that this application has been reviewed by the school's Board of Trustees.

Authorized Signature: _____

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

Print Name: Donald L. Hense **Date:** _____

Address: 120 Q Street Northeast, Washington, DC 20002

Daytime Telephone: (202) 281-1700 **Email:** dhense@friendshipschools.org

Fax: (202) 281-1799

Name of Educational Service Provider *(if applicable)*: N/A

Executive Summary

Friendship Public Charter School received its authorization from the Public Charter School Board (PCSB) in 1997. Since the execution of its fifteen-year Charter on September 4, 1998, Friendship has grown from two campuses serving 1,200 students in grades K to 5 to six campuses serving 4,000 students in grades Pre-K to 12. Today, Friendship is the chosen school home for more than 5% of the District of Columbia's (DC's) public school students, 13% of DC's public charter school students and 14% of DC's public charter school students with special needs. Friendship students are 99.7% African American, 75% low-income, 3% homeless and 14% over-age. 96% reside in Wards 5, 6, 7 or 8.

Just as the number of students served by Friendship has grown, so too have student outcomes. Friendship has doubled the elementary proficiency rates in tested grades at campuses opened and more than tripled secondary proficiency rates, met 90% of early childhood targets and attained a 91% cohort graduation rate. 100% of graduates are accepted to college, 81% enroll in college on time and 79% persist in college. All Friendship campuses are deemed Tier 2 under the PCSB Performance Management Framework and are designated as "rising," the second highest classification, by the Office of the State Superintendent of Education (OSSE).

Overview of History and Mission

Friendship was founded when laws permitting the establishment of charter schools provided for the first time an opportunity for poor and disenfranchised residents of the city to have a say in the education they wanted for their children and who they wanted to provide that education. Since its founding, Friendship has been the school of choice in each ward in which it is located even when there are many traditional public, parochial or charter school options. Among elementary and elementary-middle options, Woodridge is the largest school in Ward 5, Chamberlain is the largest in Ward 6, Blow Pierce is the largest in Ward 7, and Southeast is the largest in Ward 8. Likewise, Collegiate is the largest secondary school in its respective ward and the second largest high school in the District of Columbia even though there are three DCPS high schools within 15 minutes of Collegiate and three charter high schools. Of the DCPS schools, one boasts a new $100 million facility and the other two have received more than $160 million in renovations. Parents have exercised their right of choice and they have chosen Friendship.

Friendship's progress is largely attributable to its ability to reach students with the greatest need. The previously cited statistics that show an exponential increase in the number of students served overall also indicate a significant rise in the proportion of high needs students, even as other charters have established age and performance criteria for grade level entry. This is a testament to the Friendship Board of Trustees' sincere belief in the right of every family to have access to a public school system that is invested in the current and future success of their children.

Friendship operates around a simple principle: all students must be prepared for higher education and the careers of their choice. We seek to achieve this through our mission: *To provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities.*

The founding of Friendship Public Charter School derived from the connection and partnership between social entrepreneur Donald L. Hense, then President of Friendship House Association, and education management entrepreneur Chris Whittle, then President of Edison Schools. Friendship House Association provided the local community context, social service values and deep understanding of the needs and aspirations of DC's most underserved citizenry – its children. The national Edison design provided a blueprint to align student achievement goals and expert educational resources within a local context.

The founding Friendship Board of Trustees consisted of a combination of business leaders, community members and parents of public school children. In addition to Mr. Hense, founding members included former DC Public Schools Superintendent and Chief State School Officer Floretta McKenzie, businesswoman and philanthropist Helen Ver Standig, LISTEN youth leadership organization founder Lisa Sullivan and noted attorney Victor Long. The school drew its direction and strength from these founders who sought to realize the ten fundamental principles for school reform memorialized by Edison Schools:

1. Schools organized for all students' success
2. A better use of time
3. A rich and challenging curriculum
4. Teaching methods that motivate
5. Assessments that provide accountability
6. Professional environment for teachers
7. Technology for the information age
8. Partnership with families
9. Schools tailored for the community
10. The advantage of system and scale

Their founding vision took root and flourished. Friendship's first two of the original four campuses envisioned in the charter application, Chamberlain and Woodridge Elementary, opened with 1,200 students in 1998. Friendship's third campus, the Blow Pierce Junior Academy, opened with 724 students in 1999. The fourth and final campus anticipated in the original application, Collegiate Academy at Carter G. Woodson, opened with 423 students in 2000. In 2005, noting the success of Friendship, the PCSB granted Friendship approval to take over the Southeast Academy of Scholastic Excellence public charter school. In that same year, the PCSB approved Friendship's petition to establish Friendship Tech Prep as its sixth campus.

To house the first campuses, Friendship acquired three uninhabitable shells of former public schools and one shuttered public elementary. Located in highly impoverished neighborhoods, these schools had stood vacant and boarded-up while thousands of children languished in underperforming, persistently dangerous neighborhood schools nearby. When Friendship acquired the long-vacant Blow Pierce building, the neighborhood group doubted whether local drug runners would allow the building to reopen. Similarly, the Carter G. Woodson building that is Collegiate today was used to manufacture illegal drugs and all of the fixtures and wiring had been stripped from the building. When the doors of the first two Friendship campuses opened, it was a sign of hope to the community. Where dilapidated buildings once stood across the street from the well-maintained Chamberlain building, there are now a condominium and a Harris Teeter grocery store. The Collegiate Academy now sits across from the newly constructed headquarters of the DC Department of Employment Services. Today, it is clear that Friendship not just opened campuses – it transformed neighborhoods.

Summary of Fulfillment of Charter Goals

Friendship's Charter established ten goals, none of which were impacted by subsequent Charter amendments. Friendship has substantially or fully met these goals as evidenced by the PCSB's granting of full continuance without conditions at both the fifth and tenth year accountability periods after an exhaustive review of academic performance, programs and compliance and also as evidenced by data available from the following sources: 1999-2007 accountability plan data, 1998-2012 annual report data, 2010-2012 PMF data. Summary of data by goal is as follows:

1. Ensure that each student achieves the educational standards in each subject area as outlined in the Student Academic Standards contained in the Application.
Met. From 1998-2012, 90% of Friendship students achieved grade level standards on time, as reported in annual report data. From 2010-2012, Friendship averages 88% of 9th graders on track to graduate, per the PMF.

2. Help students feel comfortable taking intellectual chances and accepting academic challenges.
Substantially met. From 2008-2012, 70%-99% of Friendship high school students participated in the PSAT and SAT per annual report data, significantly exceeding participation rates of 11-13% for comparable students nationwide. From 2005-2011, the California Healthy Kids Survey (CHKS) measured 85-93% of elementary students across campuses as having high affirmative responses for "trying to do their best"; from 2005-11, 74% of secondary students scored high in self-efficacy and campuses earned high mean scores for achievement motivation. Every campus has annual academic challenges including Spelling Bees, Lego Leagues and First Robotics.

3. Improve student motivation by increasing the motivation of the education team and by setting high performance standards and expectations.
Substantially met. Since 2010, 100% of the education team is evaluated under a state-approved system which is based 50% on student outcomes and 50% on high professional standards. 72% of teachers report that the feedback they receive helps them improve student outcomes. 2012 Preliminary Qualitative Site Review data show that Friendship provides high levels of support for its education team. PCSB PDR ratings reports from 2007-2011 show that all campuses have allocated staff time and resources to professional development, planning and other supports. 2009-2012 Annual Report data shows that teacher retention exceeds 90% annually.

4. Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concern for others.
Substantially met. From 2007-2012, 78%-91% of students across campuses met character expectations as defined by Friendship's code of conduct. Other data demonstrating Friendship's progress toward this goal include student discipline, attendance and college persistence data and community service hours that far exceed the DC mandate. Embedded within Friendship’s design is its emphasis on core values. All classrooms display the core values which students review at the start of the year as part of the culture program. These core values are also reinforced over the course of each academic year in both academic and extra-curricular programs.

5. Ensure that students are prepared to lead successful adult lives as workers and consumers.
Substantially met. From 2006-2011, 90%-94% of students grades 3 to 8 reported plans to

continue education through college, per CHKS. According to Annual Report and Accountability Plan data, Friendship has graduated annually an average of more than 90% of its senior class. Since 2007, 100% of the graduating class has been accepted to two and four year colleges or universities. Since 2005, 100% of Friendship high school students have been enrolled into a career education track with related career field courses.

6. Develop in students a strong respect for the democratic ideals of freedom and liberty for all.
Substantially met. Friendship has created a robust set of extra and co-curricular activities that allow students to realize their individual potential as citizens. In keeping with its mission, Friendship emphasizes the development of well-rounded citizens equipped with the intellectual and social flexibility to participate effectively in the economy. Students are provided opportunities to participate in student government, service learning, band, debate, athletics, City Council student roundtables, the Friendship News Network and international travel.

7. Provide a safe and secure learning community.
Substantially met. Friendship ensures a safe and secure learning environment through the enforcement of age-appropriate discipline policies and behavior incentive programs. Student discipline data reported regularly to the PCSB reflect significant decreases in student expulsions, illustrating that there has been a decline in severe disciplinary infractions. Data from California Healthy Kids Surveys conducted semi-annually reveal that the majority of Friendship students at all campuses consistently report feeling safe at school.

8. Draw on the support of families and community to reinforce the school's education mission.
Substantially met. PDR feedback across campuses has indicated that parent involvement programs are emphasized at each of the campuses. From 2005-2008, parent participation rates averaged 68%-79% across Friendship campuses as reported as part of Accountability Plan measures. From 2009-2012, PMF re-enrollment rates are used as an indicator of parent commitment and average 79%. For the past 10 years, all campuses have had a Parent Advisory Committee (PAC) operating continuously with elected officers and regular meetings. At every campus, Friendship has partnerships with at least three community organizations in furtherance of its mission and parents on the Board of Trustees.

9. Provide an educational resource to the surrounding Friendship community.
Substantially met. In each of the wards where a Friendship school is located, Friendship provides a high-quality public school option. The presence of a Friendship campus has improved the surrounding neighborhood, creating a community that enables students to learn and thrive. Friendship has participated in a number of collaborative efforts with local organizations, resulting in the development of best practices and support for other schools. Most recently, Friendship has been engaged in two consortia to develop data warehousing and other performance management tools to inform data-based decision-making at other schools.

10. Develop in students an abiding commitment to the school's surrounding community.
Substantially met. Substantially met. Annually, staff members and students contribute to families in need, participate in service learning activities across campuses and develop school-wide community service projects.

Summary of Fulfillment of Student Academic Achievement Expectations

Friendship's longitudinal data show that it has made significant progress toward meeting the objectives defined under the various accountability systems. These include PCSB-approved accountability plans and the PCSB performance management framework. In its first five years, Friendship was granted continuance by the PCSB based on meeting the vast majority of its academic performance targets. In its second five years, Friendship was granted continuance by the PCSB for again meeting the majority of its academic performance targets.

In the current accountability cycle, each of the six Friendship campuses is currently at the Tier 2 level under the Performance Management Framework. For Friendship elementary campuses, each has met the majority of early childhood accountability targets (90%). Across campuses, Friendship's proficiency levels on the mandated state assessment for reading and math have increased significantly from starting levels. By campus, the results are:

	Years of Operation	Starting Proficiency ELA	Current Proficiency ELA	Starting Proficiency Math	Current Proficiency Math
Chamberlain	14	23%	41%	24%	54%
Woodridge	14	17%	51%	20%	49%
Blow Pierce	13	13%	32%	4%	48%
Collegiate	12	11%	41%	3%	53%
Southeast	7	21%	32%	12%	49%
Tech Prep	3	41%	34%	41%	51%

Summary of Compliance with Applicable Laws and Financial Management

Friendship has met obligations across legal, financial, special education, health and safety and other areas during the years of operation of its Charter and is aware of no material violations of law or outstanding compliance matters. Friendship has met generally accepted standards of fiscal management and has received unqualified audit opinions for all years of operation. Friendship's audited financial statement discloses the costs of administration, instruction and other spending. Since its inception, annual spending has been within the annual budget. Moreover, Friendship has strong financial reserves of which unrestricted cash represents 72 days cash on hand. Over the last ten years, Friendship has raised more than $10 million in discretionary grants from public and private funding sources**.** As a testament to its fiscal management, Friendship issued the largest fixed-rate tax-exempt financing by a charter school as of 2003 and has since issued two additional oversubscribed offerings. The financial strength of Friendship was recently validated by a credit review by Standard & Poors that affirmed Friendship's BBB investment grade rating.

In summary, Friendship has implemented the educational program described in its Charter and our mission continues to be our driving force. The Board has striven to make sure that all campuses fulfill the goals, objectives, pupil performance standards and other terms of the initially approved Charter, achieve academic outcomes as measured by the state and other assessments and fully comply with all applicable laws. Friendship has met the requirements for charter renewal.

Required Documentation

Request 1: Articles of Incorporation
This document has been uploaded to AOIS.

Request 2: Current By-Laws
This document has been uploaded to AOIS.

Request 3: Audited Financial Statements
The preceding four years of financials uploaded to AOIS.

Review of 1997-2013 Charter Performance

Criterion 1: Fulfillment of Charter Goals

Goals Established per the Charter and any Amendments

In the Charter executed September 4, 1998, the Board of Trustees of the Friendship Public Charter School established the following academic, non-academic and organizational goals aligned to our mission, educational focus and aspirations.

1. Ensure that each student achieves the educational standards in each subject area as outlined in the *Student Academic Standards* contained in the application.
2. Help students feel comfortable taking intellectual chances and accepting academic challenges.
3. Improve student motivation by increasing the motivation of the education team and by setting high performance standards and expectations.
4. Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance and concern for others.
5. Ensure that students are prepared to lead successful adult lives as workers and consumers.
6. Develop in students a strong respect for the democratic ideals of freedom and liberty for all.
7. Provide a safe and secure learning community.
8. Draw on the support of families and the community to reinforce the school's education mission.
9. Provide an educational resource to the surrounding Friendship Public Charter School community.
10. Develop in students an abiding commitment to the school's surrounding community.

Subsequent amendments to the Charter and impacts, if any, on goals:

- 2003 Amendment: addition of pre-K3 and pre-K4 and adoption of associated goals and standards. Friendship submitted that it would use the Creative Curriculum program's Developmental Continuum to assess student progress. This resulted in no impact on goals.
- 2005 Amendment: emergency takeover of the former Southeast Academy of Scholastic Excellence and development of accountability plan under Friendship Charter. This resulted in no impact on goals.
- 2006 Amendment: absorption of the Friendship Technology Preparatory Academy under existing Charter. This resulted in no impact on goals.
- 2008 Amendment: adoption of 2007 release of DC State Standards as the Friendship Academic Standards and DC State Standards-aligned interim assessments to replace the Edison *Student Academic Standards* and Edison Benchmarks to measure progress toward standards. The amendment also included implementation of Saturday Credit Recovery, Saturday Learning Camp, and Summer Bridge programs. This resulted in no impact on goals.

Extent to Which Friendship Has Met Goals

1. *Ensure that each student achieves the educational standards in each subject area as outlined in* Student Academic Standards.

Measures of Performance. Friendship has made steady progress toward meeting student standards at the elementary, middle and high school levels. As provided in annual report data, promotion rates show:

	2005	2006	2007	2008	2009	2010	2011	2012
Chamberlain	92%	94%	94%	98%	99%	99%	98%	98%
Woodridge	99%	99%	99%	99%	99.9%	99%	99%	99%
Blow Pierce	91%	95%	99%	99.8%	99%	100%	98%	99%
Collegiate	91%	95%	97%	97%	97%	99%	98%	96%
Southeast	n/a	100%	99%	94%	87%	95%	99%	96%
Tech Prep	n/a	n/a	n/a	n/a	n/a	95%	93%	96%

Friendship's data also reported on 9th Grade Students on Track to Graduate:

	2005	2006	2007	2008	2009	2010	2011	2012
Collegiate	n/a	n/a	n/a	n/a	n/a	87.4%	87.1%	82.7%*
Tech Prep	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95%

**In 11-12, Collegiate piloted a new grading scale which raised the grade needed for passing and added additional Saturday and summer credit recovery to allow students to get back on track by the first semester of the 10th grade year. The pilot is projected to have no impact on cohort graduation rate even though there was a short-term impact on 9th grade on track.*

Another important indicator of students' achievement of educational standards in each subject area is their state assessment performance, which is reported under Criterion 2: Fulfillment of Student Academic Achievement Expectations.

Actions Taken to Reach Goal. Friendship students at the early childhood level receive instruction across each of the Creative Curriculum domains: social/emotional development, physical development, cognitive development and language development. Early childhood student progress is assessed regularly using the Creative Curriculum GOLD assessments. Students at the elementary and middle school levels receive instruction across each of the core content areas: mathematics, English language arts (reading), science and social studies. In addition, students take physical education and health and are offered specials courses including foreign language, art and music. The following areas are embedded in instruction across each of the aforementioned subject areas: writing; speaking, listening and viewing; character and ethics; practical arts and skills. At the high school level, students receive instruction across the core content areas as well as physical education and health. Students are also required to complete career academy courses. Intervention programs as well as Saturday Learning Camp and summer and Saturday Credit Recovery are provided for students performing below grade level. Friendship has implemented a robust assessment and data analysis program that enables school leaders and educators to monitor student progress on a regular, ongoing basis. These results are used to inform the assignment of students to interventions.

2. Help students feel comfortable taking intellectual chances and accepting academic challenges.

Measures of Performance. Friendship has made tremendous progress in meeting this goal. The following data, reported in Friendship's annual reports and accountability plan performance reports, are evidence of Friendship's substantial progress toward meeting this goal:

	2006	2007	2008	2009	2010	2011	2012
# AP courses	7	9	16	14	10	10	11
% students in AP or Early College courses	18%	24%	42%	45%	33%	37%	32%
PSAT Participation				84%	98%	88%	87%
% Seniors SAT Participation	59%	73%	80%	93%	85%	92%	92%

Actions Taken To Reach Goal. Helping students feel comfortable taking and accepting intellectual challenges is crucial to their academic and life success - a key component of Friendship's mission. At each campus students are encouraged to take ownership of learning and are exposed to college and career options.

With regard to data presented in the chart above, there has been an overall increase of 57% in AP course offerings since 05-06. Friendship's significant growth in AP and Early College course offerings is attributable to grant funding received to support these programs. Since the end of the grant award periods, Friendship's Board of Trustees has allocated resources to maintain a robust set of AP and Early College course offerings that meet a diverse set of student interests and college and career aspirations. AP course offerings include: Chemistry, Biology, English Language and Composition, World History, Economics, Computer Science and Physics among other courses. Early College course offerings, taught through a partnership with UDC and University of Maryland, include: Economics, US History, Calculus, Biology, Psychology, Philosophy, Engineering Mathematics and Astronomy among others. Friendship covers the cost of tuition and other expenses for students participating in Early College. At the high school level, students in grades 9-11 take the PSAT, which is administered during the school day and cost incurred by the school. SAT prep courses are offered on an annual basis.

The primary strategy - across all Friendship campuses - to ensure that students feel comfortable taking and accepting intellectual challenges is to have students know their proficiency data and their targets and to provide them with regular updates on the data and an understanding as to how they can reach their goals. Students are challenged to reach particular proficiency levels each term at every campus. In addition, outside of the core academic program, students are challenged through other college-focused activities. As early as middle school, students attend college tours and are exposed to the high school program. A number of co-curricular activities take place regularly at each campus:

- Advanced Placement courses
- Early College courses
- Honors courses

- Robotics team and competitions
- Chess Club
- Debate
- Science and STEM Fairs
- Spelling Bee competitions
- College and Career Portfolio Development
- Internships with D.C. Government and other local organizations
- College Summer programs
- Scholarship competitions including Friendship Scholars, POSSE Scholars, OSSE Scholars, DC Achievers, Gates Millenium Scholars
- Public speaking before City Council, at national conferences and at Friendship Professional Development activities
- Student Government
- Mentorships provided by Collegiate alumni and partnerships such as Concerned Black Men

Awards and highlights related to goal:

- Collegiate Academy - first high school to establish Early College program in DC
- Big gains in test scores -2009 http://www.washingtonpost.com/wp-dyn/content/article/2009/08/14/AR2009081403268.html
- Friendship Collegiate - highest-ranking charter high school in the 2011 District Challenge Index, with a rating of 1.970
- Collegiate Academy received the AP Inspiration Award from the College Board in 2008. This is a national recognition award given each year to 3 schools.
- POSSE Scholars -24 students have received POSSE Scholarship awards since 2005 – the largest number from any DC area school
- DC Achievers Scholarships - 614 students have received awards since 2008 – an average of more than one-third of seniors each year.
- Student awarded Dell Scholars through Upward Bound program

3. Improve student motivation by increasing the motivation of the education team by setting high performance standards and expectations.

Measures of Performance. Friendship has made steady progress toward increasing the motivation of the education team at the elementary, middle and high school levels. As provided in annual report data, staff retention shows a general upward trajectory. Each of the Friendship campuses has improved teacher retention rates over time, even as Friendship has instituted higher standards for performance.

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Chamberlain	81%	94%	71%	94%	97%	67%	72%	100%	99.97%	90%
Woodridge	76%	88%	50%	94%	77%	90%	94%	91%	100%	95%
Blow Pierce	65%	90%	78%	100%	96%	78%	98%	82%	99.97%	79%
Collegiate	86%	95%	71%	97%	64%	79%	93%	98%	100%	88%
Southeast	n/a	n/a	n/a	83%	67%	85%	93%	97%	100%	93%
Tech Prep	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88%	100%	97%

Actions Taken To Reach Goal. Friendship supports its education team through: recruitment and retention strategies; professional development; performance-based evaluation, compensation and incentives and a career ladder.

Recruitment and Retention Strategies. In 2009, Friendship launched a human capital taskforce and enhanced its recruitment and retention strategies. Through the taskforce, Friendship identified those qualities and qualifications that most closely aligned with Friendship's performance standards and expectations. Since the implementation of the human capital effort in 2009, Friendship has seen an improvement in its retention rates.

Professional Development. Professional development activities have been structured to occur regularly and to help deepen educators' knowledge of content and pedagogy. Through more recent efforts, the system of support for principals as instructional leaders has been enhanced to ensure that educators receive frequent, high quality feedback and support. In the summer of 2012, teachers were engaged in Common Core planning and the review and selection of reading and mathematics curriculum resources. Professional development for the newly selected materials has been ongoing throughout school year 2012-13. Based on student performance results, classroom observations, teacher focus group discussions and teacher survey data, Friendship implemented Content Mastery Circles in the 2012-13 school year. The purpose of the Content Mastery Circles is to develop teachers who have expert content knowledge and a solid foundation in pedagogy. In two three-hour sessions per month, teachers are grouped in small, content-specific professional learning communities to engage in facilitated content mastery protocols. They expose teachers to the rigor of the Common Core State Standards, the relevancy of the selected curriculum materials and the supplemental resources available for advanced planning and delivery. Teachers receive training from external and internal experts in their content areas, take assessments, grade and analyze the level of rigor in each assessment/item, investigate supporting materials, plan activities, teach mini-lessons and give and receive effectiveness feedback.

Performance Based Evaluation, Compensation and Incentives. Friendship's employee evaluation system is based significantly on regular staff observations and student achievement outcomes. Through regular, structured feedback to teachers regarding their instructional practice and its impact on student achievement, the education team works to reach and maintain Friendship's achievement standards throughout the school year.

Friendship has reviewed its educator salaries to ensure they are competitive with surrounding jurisdictions and has also instituted incentive programs to keep staff members fully motivated. The Friendship Teacher of the Year competition annually awards $15,000 to the winner and $5,000 to campus nominees. The Chairman's Choice Award annually awards $10,000 to an individual or group of individuals who have significantly impacted student performance results.

Career Ladder. Friendship regards the retention of high-performing teachers to be critical to the organization's success. Based on feedback garnered from staff survey responses and focus groups, the Friendship Board of Trustees and leadership team have engaged in partnerships and implemented efforts to provide a career ladder for staff. Our partnership with New Leaders for New Schools, as an example, resulted in the placement of three high-performing Friendship

teachers as principals at the Blow Pierce, Woodridge and Tech Prep campuses. Additionally, high-performing teachers desiring additional opportunities have become instructional coaches.

Awards and highlights.

i. State Teacher of the Year 2010
ii. State Teacher of the Year 2011 (http://www.washingtonpost.com/wp-dyn/content/article/2011/03/01/AR2011030106169.html)

4. Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concern for others.

Measures of Performance. Student adherence to Friendship's attendance and disciplinary policies is one set of indicators of Friendship's progress toward this goal. In addition, Friendship has provided data on college persistence to show students' internalization of perseverance. Finally, community service hours are reported to illustrate students' overall charter development.

For the first two accountability periods ending in 2003 and 2008, the PCSB reported that Friendship met 100% of its average daily attendance targets. The chart below provides average daily attendance data reported in the annual reports submitted to the PCSB.

School	2009*	2010*	2011	2012
Chamberlain	91%	95%	95%	95%
Woodridge	91%	92%	95%	96%
Blow Pierce	95%	92%	91%	95%
Collegiate	93%	92%	96%	93%
Southeast	90%	91%	95%	95%
Tech Prep	n/a	90%	93%	95%

** 2009 and 2010 data were reported in annual reports. 2011 and 2012 data were extracted from PMF reports.*

This chart provides data on the percentage of students who successfully upheld the code of conduct by incurring zero infractions. All campuses have shown improvement over the last two school years, with four out of six demonstrating better than 90% success.

School	2008	2009	2010	2011	2012	2013
Chamberlain	88%	76%	87%	90%	93%	95%
Woodridge	95%	80%	89%	91%	89%	90%
Blow Pierce	94%	95%	87%	80%	75%	94%
Collegiate	92%	78%	90%	82%	71%	87%
Southeast	84%	87%	91%	90%	84%	92%
Tech Prep	n/a	n/a	65%	73%	58%	70%
Grand Total	91%	82%	88%	85%	78%	90%

The chart below shows that Friendship students (by high school graduating class) have also demonstrated increasing freshman to sophomore college persistence, which exemplifies perseverance.

	2005	2006	2007	2008	2009	2010
Collegiate	75%	70%	67%	78%	77%	79%

Data provided by the National Student Clearinghouse.

Friendship's character education program is also reflected in its community service program. At Collegiate Academy all graduates meet a 120-hour requirement annually. However, the majority of graduates exceed the requirement with 10% or more exceeding 200 hours each year. Collegiate Academy graduates' community service hours completed:

Year	Exactly 120 Hours	Greater than 120 and Less than 200 Hours	More than 200 Hours
2008	43	207	35
2009	14	150	61
2010	7	131	86
2011	17	230	32
2012	10	204	25

Actions Taken To Reach Goal. A key component of Friendship's design is its core values. They are displayed in all classrooms and each student reviews them at the start of the school year and is expected to uphold them. To demonstrate Friendship's progress toward this goal, student discipline, attendance and college persistence data are provided.

Activities related to developing strong character conducted across Friendship campuses include:

- National Service Day activities (All campuses)
- Girl Scouts (Southeast and Chamberlain)
- Leadership Program (Collegiate)
- Help the Homeless campaign (Chamberlain, Woodridge, Blow Pierce & Southeast)
- Community Garden (Tech Prep)
- Athletic Programs (All campuses)

5. Ensure that students are prepared to lead successful adult lives as workers and consumers.

Measures of Performance. Friendship has substantially met this goal. The chart below, extracted from Friendship's most recent California Healthy Kids (CHKS) survey data, mean ratings for middle school student goals and aspirations based on their responses to question regarding goals and plans for the future; plans to graduate from high school; plans to go to college or some other school after high school.

	2006	2007	2008	2010	2011
Chamberlain	n/a	3.5	3.7	3.6	3.7
Woodridge	3.8	3.8	3.8	3.8	3.9
Blow Pierce	3.6	3.8	3.8	3.8	3.6
Collegiate	3.4	3.6	3.6	3.7	3.7
Southeast*	3.9	3.6	3.5	n/a	n/a
Tech Prep	n/a	n/a	n/a	3.5	3.0

** Survey results are for middle and high school students (grades 6-12). Beginning in 2009, Southeast served students up to grade 5.*

The chart below provides Collegiate data regarding college acceptance rates, graduation rates and AP scores of 3 or higher. Each of these data points, reported in annual report and accountability plan data, reflect students' preparation for college.

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
% 2 & 4 Year College Acceptance	85%	74%	83.5%	86%	80%	98%	91%	81.3%	100%	100%
HS Graduation Rate	91%	96%	95%	90%	92%	97%	100%	91%	82%*	91%*
AP Score 3 or higher	0	0	2	10	22	7	21	30	35	24

**Calculated based on the new 4-year cohort graduation rate guidelines.*

Actions Taken To Reach Goal. Friendship's focus at the elementary and middle levels is to instill in students college and career aspirations through exposure to the organization's college-going culture. College banners are displayed in elementary and middle classrooms and students participate in college tours beginning in middle school. Students also participate in career days and job shadowing. At Collegiate, students are put on track to college and career through a variety of programs: Career Academies, Early College, mandatory college application process, college advisory course, career certifications, College Ambassadors program, partnerships with colleges and universities to improve student support and scholarship support programs. The Board of Trustees has also invested in an alumni support and reclamation program to ensure students matriculate from college. From 2006 to 2011, students were awarded in excess of $30 million in scholarships -- an average of $4.3 million per year.

6. Develop in students a strong respect for the democratic ideals of freedom and liberty for all.

Friendship has implemented a number of programs and activities to meet this goal. Attainment of this particular goal is difficult to quantify.

Actions Taken To Reach Goal. All Friendship campuses embed democratic ideals within the core program. Each school program, starting at the elementary level, teaches students the basics of democratic ideals through the humanities (ELA and/or Social Studies) curriculum. This core academic programming is supplemented by student participation in Black History and Women's History activities which allow further exploration of democratic ideals and the concepts of freedom and liberty for all members of society. All Friendship campuses encourage participation in additional resources:

- Fully functioning student government with student representatives for each span of grades
- Town hall meetings with student body
- Debate teams and oratory circles
- Public speaking opportunities and participation in civic activities (before the student/school body, City Council, FPCS' Board and staff)
- International service learning trips

7. Provide a safe and secure learning community.

Measures of Performance. Friendship has received consistently favorable ratings in annual PDRs regarding school safety and culture. Friendship has seen a significant decrease in expulsions by campus. Refer to the chart below for numbers of students receiving expulsion determinations by campus and year.

Expulsions	2009	2010	2011	2012	2013
Chamberlain	4	0	4	1	0
Woodridge	0	0	5	0	3
Blow Pierce	8	13	4	3	3
Collegiate	30	31	67	57	12
Southeast	0	0	0	0	0
Tech Prep	0	0	4	11	2
Total	42	44	84	72	20

Among its performance measures is an annual review of student responses on the California Healthy Kids survey (CHKS). Below is a chart providing the percent of students who responded affirmatively regarding their perception of safety at school.

	2006	2007	2008	2009	2010	2011
Chamberlain	64%	72%	75%	76%	57%	66%
Woodridge	45%	67%	69%	71%	58%	57%
Blow Pierce	51%	64%	65%	68%	61%	69%
Collegiate	51%	46%	51%	95%	52%	55%
Southeast	n/a	76%	69%	77%	71%	92%
Tech Prep	n/a	n/a	n/a	n/a	62%	50%

Actions Taken To Reach Goal. Friendship ensures a safe and secure learning community through the enforcement of age-appropriate discipline policies and behavior incentive programs. All campuses are staffed with security personnel and administrators who emphasize maintaining a safe environment which is conducive to learning.

8. *Draw on the support of families and the community to reinforce the school's education mission.*

Measures of Performance. Through 2007-08, Friendship used parent participation in its accountability plans to track progress toward this goal. Since the 2008-09, the measure used is re-enrollment which also corresponds to the PCSB PMF. Re-enrollment rates, a primary indicator of parent involvement in and commitment to the mission of the school, have remained consistently high with an average above 75% across all campuses over each of the five-year accountability periods.

	2004	2005	2006	2007	2008	2009	2010	2011	2012
Chamberlain	63%	81%	80%	47%	83%	74%	67%	81%	80%
Woodridge	43%	52.1%	72%	72%	78%	83%	73%	72%	75%
Blow Pierce	40%	55%	69%	87%	93%	87%	70%	78%	72%
Collegiate	78%	87%	79%	51%	52%	90%	80%	85%	81%
Southeast	n/a	n/a	8%	80%	87%	83.0%	74%	77%	90%
Tech Prep	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78%	84%

Actions Taken To Reach Goal. Recognizing that parents are vital to the success of our students, Friendship has invested in the development of programs that ensure our parents are active contributors to the Friendship community. Parents have been able to participate in a range of activities including the Parent Advisory Committee, helping to run extracurricular activities and serving as classroom support. In addition, services such as parent workshops and referrals to services have been provided. Finally, Friendship PCS opens its doors to parents throughout the year for discussions regarding the school's progress as well as their individual children's progress through data talks and Student and Teacher Accountability Reports (STAR) days. To further support parent involvement, in 2007, Friendship established an Office of Parent Relations to enhance its parental programs. The array of programs offered provides services for parents as well as opportunities to participate in and help shape their children's experience in our schools.

9. *Provide an educational resource to the surrounding Friendship Public Charter School community.*

Measures of Performance. Since its founding, Friendship has served as a significant educational resource to the surrounding community. As stated in the Executive Summary of this document, Friendship campuses have been a source of neighborhood stabilization in their respective neighborhoods. 96% of Friendship students reside in the wards where Friendship campuses are located (Wards 5, 6, 7 and 8). Further, as shown in the following table, Friendship has served a major share of the the DC school-age population since its founding.

School Year	Friendship Students	All Charter Schools Students	D.C. Public Schools Students[2]	All Public School Students	Friendship Students as % of Public School Students
1999-2000	2,011	6,991	70,762	77,753	2.6%
2000-2001	2,494	11,203	68,978	80,181	3.1%
2001-2002	2,714	11,589	68,449	80,038	3.4%
2002-2003	2,908	11,012	63,369	74,381	3.9%
2003-2004	2,993	13,577	60,950	74,527	4.0%
2004-2005	3,070	15,342	58,394	73,736	4.2%
2005-2006	3,522	17,398	54,609	72,007	4.9%
2006-2007	3,830	19,733	52,645	72,378	5.1%
2007-2008	4,031	21,947	49,422	71,444	5.6%
2008-2009	3,806	25,729	45,190	70,919	5.3%
2009-2010	3,662	27,660	44,718	72,378	5.1%
2010-2011	3,977	29,366	45,631	74,997	5.3%
2011-2012	3,939	31,562	45,191	76,753	5.1%

Action Taken to Reach Goal. Another way that Friendship serves as an educational resource to the surrounding community is through its service to other organizations. Friendship leadership has served on the Public Charter School Association Board as well as the board of the Center for Education Reform. In addition, Friendship leadership team members and staff have participated in the Special Education Co-op and the Black Alliance for Educational Options. Through its participation in Race to the Top grant programs, Friendship has provided support in developing data dashboards for the following charter schools: Community Academy Public Charter School, Perry Street Prep, Maya Angelou, Meridian and IDEA. Through Race to the Top, Friendship also partners with KIPP and IDEA on a data warehouse project and with KIPP on a project to develop learning assessments for special subjects and early childhood grades. Through the EPIC grant, Friendship campus leaders and staff at Chamberlain, Southeast and Woodridge were awarded recognition for sharing best practices with the education reform community.

Friendship's contribution to the community also includes the leadership positions former staff hold in other schools in the district and the leadership residents that we have hosted and trained on our campuses. Friendship has developed leaders who continue to contribute to the education reform movement in organizations throughout the surrounding Friendship community. These former staff hold such roles as the Executive Director of New Leaders for New Schools, Assistant Superintendent of Elementary and Secondary Education of the Office of the State Superintendent of Education, Chief Academic Officer and Director of Technology at KIPP DC and as school leaders of AppleTree Early Learning Public Charter School, Center City Public Charter School, EL Haynes Public Charter School, Perry Street Prep Public Charter School, The SEED School, and numerous District of Columbia Public School campuses.

Friendship also serves as a resource to the community by enabling each of its campus facilities to remain available during non-school hours for non-profit and community-oriented events.

10. Develop in students an abiding commitment to the school's surrounding community.

Friendship measures students' connectedness to the school community to determine progress toward this goal using the CHKS instrument. From 2005-2011 Total School Connectedness Means by School was in the high range (>3.0) for all Friendship middle and high school campuses, indicating that students felt a commitment and sense of belonging to the school community.

	2006	2007	2008	2009	2011
Chamberlain	n/a	3.7	3.1	3.0	3.4
Woodridge	3.2	3.4	3.2	3.3	3.2
Blow Pierce	3.1	3.4	3.2	3.2	3.2
Collegiate	3.0	3.2	3.0	3.2	3.4
Southeast	2.7	3.2	3.5	n/a	n/a
Tech Prep	n/a	n/a	n/a	3.1	3.1

Criterion 2: Fulfillment of Student Academic Achievement Expectations

Performance Across Friendship Campuses - DC State Assessment

For its first two five-year accountability periods, Friendship was granted continuances from the PCSB based on the Charter substantially meeting academic achievement expectations. In its first five years, the PCSB's continuance determination was based on Friendship meeting the vast majority (83%) of its academic performance targets. In the second five-year period, the PCSB granted continuance based on the school meeting two of three academic standards and 25 of 43 academic performance targets. In the current accountability cycle, each of the six Friendship campuses is currently at the Tier 2 level under the PMF with its elementary campuses meeting the majority of early childhood accountability targets.

Among Friendship's first four campuses, which opened between 1999 and 2001, proficiency rates have doubled for elementary campuses and more than tripled for secondary campuses since inception. Friendship's average elementary campus proficiency levels on the mandated state assessment started at 20% in reading and 22% in math; Friendship's average secondary campus proficiency levels started at 12% in reading and 4% in math. By campus, the results are:

ELA	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
CH	23%	25%	28%	43%	46%	49%	53%	42%	37%	36%	32%	39%	38%	41%
WO	17%	32%	33%	40%	38%	40%	33%	58%	54%	52%	60%	49%	49%	51%
BP	n/a	13%	15%	20%	25%	25%	23%	48%	44%	59%	49%	50%	37%	32%
CO	n/a	n/a	11%	9%	5%	8%	17%	44%	46%	26%	42%	44%	41%	41%
SE	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21%	28%	32%	48%	43%	30%	32%
TP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41%	49%	34%
Average	20%	23%	22%	28%	29%	31%	32%	43%	42%	41%	46%	44%	41%	39%

Math	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
CH	24%	28%	30%	43%	44%	49%	49%	36%	30%	32%	35%	42%	42%	54%
WO	20%	35%	28%	42%	43%	43%	38%	52%	55%	54%	63%	52%	50%	49%
BP	n/a	4%	6%	7%	12%	19%	22%	41%	45%	41%	45%	57%	43%	48%
CO	n/a	n/a	3%	1%	6%	11%	14%	39%	40%	29%	68%	50%	51%	53%
SE	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12%	20%	27%	54%	50%	44%	49%
TP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41%	56%	51%
Average	22%	22%	17%	23%	26%	31%	31%	36%	38%	37%	53%	49%	48%	51%

Performance Across Friendship Campuses - PCSB Early Childhood Targets
PMF data show that Friendship achieves 90% of early childhood targets. Chamberlain and Woodridge achieved five of five targets. Southeast and Blow achieved four of five targets.

2011-12 Targets	Chamberlain	Woodridge	Blow Pierce	Southeast
Student Progress Targets				
60% of pre-k3 and pre-k4 students will meet or exceed growth expectations by the spring on Teaching Strategies GOLD literacy assessment.	81%	89%	84.7%	73.1%
55% of K-2 students will increase by two or more reading levels or score on grade level or higher by the spring F&P assessment.	95%	93%	82.8%	90.8%
Student Achievement Targets				
55% of kindergarten through second-grade students will demonstrate proficiency in Language Arts on the F&P assessment.	69.2%	58.3%	49.1%	48.1%
Leading Indicator Targets				
On average, of pre-k3 and pre-k4 students will attend school 88% of the days.	94%	95%	91%	94.5%
On average, K-2 students will attend school 92% of the days.	95%	96.3%	94%	94%

Performance by Campus

Chamberlain Elementary and Middle

15-Year Student Academic Achievement. Chamberlain has increased the percent of student proficiency by 18 points in reading and by 30 points in mathematics over the 15-year charter period.

15-Year Enrollment Trends. This achievement occurred alongside a Friendship-mandated decrease in total student enrollment to permit lower class sizes and to reconfigure the school's grade structure. Along with the enrollment changes, Chamberlain saw a significant increase in the proportion of students with IEPs enrolled in the school. Chamberlain's 1999 enrollment was 904 students of which 0% were special education students. In school year 2012-2013, Chamberlain's total enrollment is 760 students of which 11% are special education students. In the past five years, the number of level 3 and 4 students with IEPs nearly doubled, from 8 to 15

students, and now represents 19% of the special education population.

Initial Five-Year Period. Chamberlain met two of three academic performance standards for continuance in the accountability period ending in 2003. Over this period, the campus increased its SAT-9 reading NPR by 23 points - from 36 NPR in its baseline year to 59 NPR in its fifth year. In math, Chamberlain increased SAT-9 math NPR by 25 NPR - from 38 NPR in its baseline year to 63 NPR in its fifth year. For the same period, the percentage of students at below basic proficiency in SAT-9 reading decreased by 17.7 points and by 18 points in math.

Second Five-Year Period. In its second five-year accountability plan, Chamberlain met three of six academic targets. The campus increased the percentage of students achieving at least middle performance level in reading by 12.51 points - from 45.3% to 57.81%. It also met the middle performance level target for math at 56.83%. Student performance on oral presentations increased by 21.5 points - from 32.5% to 54%.

Current Five-Year Period: Performance Management Framework Results. Currently, under the most recent PMF results for grades 3-8, Chamberlain demonstrated a number of gains. The DC CAS Median Growth Percentile (MGP) in reading for students in grades 3-8 is 51.5. The MGP in mathematics is 57.9. The reading score remained relatively flat with a slight decrease from 2011 while the mathematics MGP increased by 3.4 points over the prior year.

Of the students in grades 3-5 tested on the 2012 DC CAS, 34.1 % scored proficient and above in reading and 0.5 % scored advanced. In mathematics, 41.3 % scored proficient and above, and 6.7 % scored advanced. In mathematics, Chamberlain saw increases in both the percent proficient and above (up 13.5 points) and percent advanced (up 3.4 points). Reading percent proficient and above declined by 2.2 points from 2011 while the percent advanced remained constant.

Of the students in grades 6-8 tested in the 2012 DC CAS, 47.8% scored proficient in reading and 4.7% scored advanced. In mathematics, 65.1% scored proficient and above and 11.6% scored advanced. Reading and math scores reflect increases over 2011 with reading showing minimal increases and the most significant gains in mathematics at a 10.1 point increase in percent proficient and 4.3 point increase in percent advanced. The mathematics proficiency rate of 60.8% for students in grade 8 reflects a decrease of 1.9 points from the prior year.

In 2008, Chamberlain's overall proficiency was 5 points below the typical Ward 6 school while in 2012 they were 5 points above the typical Ward 6 school.

Early Childhood Accountability Results. Chamberlain's early childhood program met all performance measures set forth. In the area of student progress, students in pre-K3 and pre-K4 exceeded their progress targets by 21 points by meeting growth expectations or exceeding performance expectations on the GOLD literacy assessment. Students in kindergarten through grade 2 exceeded their progress targets by 40 points, with 95% of them demonstrating growth of more than 2 grade levels or grade level performance on the Fountas and Pinnell assessment. In the area of student achievement, 69.2% of students in kindergarten through grade 2 demonstrated proficiency in language arts on the Fountas and Pinnell assessment, exceeding the target of 55%.

Woodridge Elementary and Middle Campus

15-Year Student Academic Achievement. Woodridge has increased student proficiency rates by 34 points in reading and by 29 points in mathematics over the 15-year charter period.

15-Year Enrollment Trends. Woodridge's 1999 enrollment was 383 students of which 6.5% were special education students. In school year 2012-2013, Woodridge's total enrollment is 477 of which 14% are special education students. In the past five years, the number of level 3 and 4 students with IEPs tripled, from 6 to 19 students, and now represents 30% of the special education population.

Initial Five-Year Period. Woodridge met three of three academic performance standards in the accountability period ending in 2003. Over this period, the campus increased its SAT-9 reading NPR by 21 points - from 29 NPR in its baseline year to 50 NPR in its fifth year. In math, Woodridge increased SAT-9 math NPR by 26 NPR - from 31 NPR in its baseline year to 57 NPR in its fifth year. For the same period, the percentage of students at below basic proficiency in SAT-9 decreased by 19.9 points in reading and by 26 points in math.

Second Five-Year Period. In its second five-year accountability plan, Woodridge met the majority of its academic targets. The school's accountability plan included academic targets for early elementary, elementary and middle grades.

For early elementary grades, the campus increased by 14 points the percent of 4-year old pre-K students mastering 70% of Open Court reading assessment skills. Woodridge increased by 47 points the proportion of pre-K students demonstrating mastery in specific developmental areas of the Creative Curriculum Development Continuum.

For academic targets set for grades 3-5, Woodridge demonstrated gains over the 2003-04 to 2007-08 period. The campus met the target established by the PCSB for middle performance in reading and as well as mathematics. For academic targets set for grades 6-8, Woodridge demonstrated gains over the 2003-04 to 2007-08 period. With regard to its state assessment targets, the campus met the target established by the PCSB for middle performance in both reading and mathematics. Student performance on oral presentations increased by 20 points. Woodridge also made AYP each year from 2004 to 2007.

Current Five-year Period: Performance Management Framework Results. Currently, under the most recent Performance Management Framework results for grades 3-8, Woodridge demonstrated modest gains. The MGP in reading for students in grades 3-8 taking the DC CAS in 2012 is 54.9. The MGP in mathematics is 46. These scores remained relatively flat compared to 2011 with a slight increase in reading and a decrease in mathematics.

Of the students in grades 3-5 tested on the 2012 DC CAS, 42% scored proficient and above in reading and 0.8% scored advanced. In mathematics, 41.2% scored proficient and 5.3% scored advanced. In comparison to 2011, reading proficient and above increased by 2.4 points. Mathematics proficient and above increased by 5.8 points and advanced increase by 2.5 points. These results also exceed the District average.

Of the students in grades 6-8 tested in the 2012 DC CAS, 61% scored proficient and above in reading and 6.4% scored advanced. In mathematics, 56.7% scored proficient and 5.7% scored advanced. Reading percent proficient and above reflects an increase of 3.1 points over 2011 and mathematics scores represent a decline from prior year performance. The mathematics proficiency rate of 77.1% for students in grade 8 represents an increase of 8.7 points over prior year. Once again, these results exceed the District average.

Woodridge's overall proficiency is 12 points higher than the median school's proficiency in Ward 5. This represents a slight decrease from 2008, when its proficiency was 13 points above.

Early Childhood Accountability Results. For the second consecutive year, Woodridge's early childhood program met all performance measures set forth. In the area of student progress, students in pre-K3 and pre-K4 exceeded their progress targets by 29 points by meeting growth expectations or exceeding performance expectations on the GOLD literacy assessment. Students in kindergarten through grade 2 exceeded their progress target by 38 points, with 93% of them demonstrating growth of more than 2 grade levels or grade level performance on the Fountas and Pinnell assessment. In the area of student achievement, 58.3% of students in kindergarten through grade 2 demonstrated proficiency in language arts on the Fountas and Pinnell assessment, exceeding the target of 55%.

Blow Pierce Elementary and Middle Campus

15-Year Student Academic Achievement. Overall, Blow Pierce has increased student proficiency rates by 17 points in reading and by 44 points in mathematics over the 15-year charter period.

Enrollment Trends. Blow Pierce's historical enrollment data reflects a higher rate of enrollment among students with IEPs compared to other Friendship campuses and across other charters. In its first year of operation, Blow Pierce's special education student population represented 13.7% of its total enrollment of 724. Since then, the enrollment has fluctuated and in school year 2012-13, Blow Pierce's total enrollment is 683 students with nearly 12.5% students with IEPs In the past five years, the number of level 3 and 4 students with IEPs more than tripled, from 7 to 24 students, and now represents 29% of the special education population. Consistent with Friendship's two most recent strategic plans, Blow Pierce has reconfigured its enrollment both to permit lower class sizes and to complete a multi-year transition from a middle school to a pre-K to through 8 campus.

Initial Five-Year Period. Blow Pierce met two of three academic performance standards in the accountability period ending in 2003. Over this period, the campus increased its SAT-9 reading NPR by 11 points - from 31 NPR in its baseline year to 42 NPR in its fifth year. In math, Blow Pierce increased SAT-9 math NPR by 13 NPR - from 29 NPR in its baseline year to 42 NPR in its fifth year. For the same period, the percent of students at below basic proficiency in SAT-9 reading decreased by 12 points and by 19 points in math.

Second Five-Year Period. In its second five-year accountability plan, Blow Pierce met two of six academic targets. The campus met the target established by the PCSB for middle

performance in reading and did not meet the target for mathematics. Student performance on oral presentations increased by 23 points from 74% to 96%.

Current Five-Year Period: Performance Management Framework Results. For the most recent two reporting periods, Blow Pierce received a Tier 2 rating under the Performance Management Framework. The MGP in reading for students in grades 3-8 taking the DC CAS in 2012 is 41.1. The MGP in mathematics is 45.6. The reading score decreased from 2011 by 2.8 points while the mathematics MGP decreased by 6.4 points.

Of the students in grades 3-5 tested on the 2012 DC CAS, 25.6% scored proficient and above in reading and 0% scored advanced. In mathematics, 23.3% scored proficient and above, and 2.3% scored advanced. In mathematics, Blow Pierce saw increases in the percent proficient and above (up 3.7 points) as well as advanced (up 1.3 points). Reading percent proficient and above remained relatively constant with a slight decrease of 0.2 points from 2011 with advanced decreased by 1 point. Additionally, the grade 3 reading proficiency of 12.5% represents a decrease of 10.2 points from 2011.

Of the students in grades 6-8 tested on the 2012 DC CAS, 34.9% scored proficient and above in reading and 1.2% scored advanced. In mathematics, 56.2% scored proficient and above, and 4.1% scored advanced. In mathematics, Blow Pierce saw increases in the percent proficient and above (up 6.2 points) as well as advanced (up 1.2 points). Reading percent proficient and above declined by 5.2 points from 2011 with advanced decreased by 3.2 points. Additionally, the grade 8 mathematics proficiency rate of 68.2 represents an increase of 10.8 over 2011.

Blow Pierce's proficiency relative to the median school's proficiency in Ward 7 increased by 2.4 points. In 2008, Blow Pierce's overall proficiency was 4.5 points above the typical Ward 7 school while in 2012 they were 6.9 points above.

Early Childhood Accountability Results. Blow Pierce's early childhood program met four of five performance measures set forth. In the area of student progress, students in pre-K3 and pre-K4 exceeded their progress targets by 24.7 points with 84.7% meeting growth expectations or exceeding performance expectations on the GOLD literacy assessment. Students in kindergarten through grade 2 exceeded their progress target by 27.8 points, with 82.8% of them demonstrating growth of more than 2 grade levels or grade level performance on the Fountas and Pinnell assessment. In the area of student achievement, 49.1% of students in kindergarten through grade 2 demonstrated proficiency in language arts on the Fountas and Pinnell assessment, falling below the target of 55%.

Southeast Elementary Academy Campus

15-Year Student Academic Achievement. Overall, Southeast has increased student proficiency by 11 points in reading and by 37 points in mathematics over the 15-year charter period.

Enrollment Trends. The aforementioned academic achievement occurred alongside an increase in total student enrollment coupled with a significant increase in the proportion of students with IEPs enrolled in the school. Southeast's school year 2005-2006 enrollment was 352 students of

which 4% were special education students. In school year 2012-2013, Southeast's total enrollment is 551 of which 9% are special education students. In the past five years, the number of level 3 and 4 students with IEPs has increased by a factor of 7, from 2 to 14 students, and now represents 30% of the special education population.

Initial Five-Year Period. The Southeast Elementary Academy did not open until the second five-year accountability period.

Second Five-Year Period. The Southeast Elementary Academy opened in the third year of Friendship's second five-year accountability cycle with an approved accountability plan in December 2007. The school met four of six academic targets during this period. With regard to its state assessment targets, the campus met the target established by the PCSB for middle performance in reading and mathematics. Two targets measured using the Yearly Progress Pro Assessment in reading and math were missed due to test administration issues. Student performance on oral presentations increased by 26 points from 48% to 74%.

Current Five-Year Period: Performance Management Framework Results. For the most recent two reporting periods, Southeast received a Tier 2 rating under the Performance Management Framework. The MGP in reading for students in grades 3-5 taking the DC CAS in 2012 is 48.3. The MGP in mathematics is 56.5. The reading score increased over 2011 by 5.2 points while the mathematics MGP increased by 10 points. Southeast's proficiency relative to the median school's proficiency in Ward 8 increased by 17 points. In 2008, Southeast's overall proficiency was even with the typical Ward 8 school while in 2012 they were 17 points above.

Of the students in grades 3-5 tested on the 2012 DC CAS, 31.4% scored proficient and above in reading and 1.8% scored advanced. In mathematics, 48.7% scored proficient and above, and 4.9% scored advanced. In mathematics, Southeast saw increases in the percent proficient and above (up 3.1 points). Reading percent proficient and above increased by 1.1 points over 2011. Additionally, the grade 3 reading proficiency of 28% represents an increase of 1.4 points over 2011.

Southeast's proficiency relative to the median school's proficiency in Ward 8 increased by 17 points. In 2008, Southeast's overall proficiency was even with the typical Ward 8 school while in 2012 they were 17 points above.

Early Childhood Accountability Results. Southeast's early childhood program met four of five performance measures. In the area of student progress, students in pre-K3 and pre-K4 exceeded their progress targets by 13.1 points by meeting growth expectations or exceeding performance expectations on the GOLD literacy assessment. Students in kindergarten through grade 2 exceeded their progress target by 35.8 points, with 90.8% of them demonstrating growth of more than 2 grade levels or grade level performance on the Fountas and Pinnell assessment. In the area of student achievement, 48.1% of students in kindergarten through grade 2 demonstrated proficiency in language arts on the Fountas and Pinnell assessment, falling below the target of 55%.

Collegiate Academy Campus

15-Year Student Academic Achievement. Overall, Collegiate has increased student proficiency by 30 points in reading and by 50 points in mathematics over the 15-year charter period.

Enrollment Trends. The aforementioned academic achievement occurred alongside an increase in total student enrollment coupled with a significant increase in the proportion of students with IEPs enrolled in the school. Collegiate's first-year enrollment was 423 students of which 9% were special education students. In school year 2012-2013, Collegiate's total enrollment is 1,032 of which over 14% are special education students. In the past five years, the number of level 3 and 4 students with IEPs has increased by a factor of 7, from 9 to 63 students, and now represents 31% of the special education population.

Initial Five-Year Period. Collegiate's first year of operation was school year 2000-2001—the third year of the five-year accountability period. Given the timing of its opening, Collegiate was only able to report three years of data. Collegiate met four of six academic performance targets in the accountability period ending in 2003. Over this period, the campus's SAT-9 reading NPR remained relatively constant, decreasing by 3 points from 30 NPR in its baseline year to 27 NPR in its fifth year. Collegiate increased SAT-9 math NPR by 6 from 38 NPR in its baseline year to 44 NPR in its fifth year. For the same period, the percent of students at below basic proficiency in SAT-9 reading increased by 8 points and decreased by 4 points in math. Collegiate reported a graduation rate of 97% in 2003, exceeding its target by 2 points. Collegiate also reported a college acceptance rate of 85% which exceeded its target by 15 points.

Second Five-Year Period. In its second five-year accountability plan, Collegiate met eight of ten academic targets. The campus met the minimum target established by the PCSB for middle performance in reading and did not meet the target for mathematics. Of the targets met, Collegiate reported a graduation rate of 97% in 2008, meeting its target. Collegiate also reported a college acceptance rate of 98% which exceeded its target by 13 points. The percent of students participating in AP courses increased by 39 points from 14% to 53%.

Current Five-Year Period: Performance Management Framework Results. For the most recent two reporting periods, Collegiate received a Tier 2 rating under the Performance Management Framework. The MGP in reading for students in grade 10 taking the DC CAS in 2012 is 42.2. The MGP in mathematics is 64.1. The reading and mathematics scores increased by 3 points over 2011. Of the students in grade 10 tested on the 2012 DC CAS, 41% scored proficient and above in reading and 4% scored advanced. In mathematics, 52.8% scored proficient and above, and 3.6% scored advanced. In mathematics, Collegiate saw a 1.5 point increase in the percent proficient and above and a 2.8 point increase in advanced. Reading percent proficient and above remained relatively constant with a decrease of 0.1 points from 2011. However, the percent advanced in reading increased by 1.3 points over 2011. AP performance remained constant at 12.8%.

Collegiate's proficiency relative to the median school's proficiency in Ward 7 increased by 22 points. In 2008, Collegiate's overall proficiency was 8 points below the typical Ward 7 school while in 2012 they were 14 points above.

With regard to graduation rate, Collegiate's 91% cohort graduation rate represents an increase of 4 points over 2011. PSAT and SAT performance also saw significant gains over 2011 with PSAT at 36.3 (up 15.7 points) and SAT at 56.6 (up 32.1 points). The college acceptance rate remained at 100%.

Technology Preparatory Academy Campus

15-Year Student Academic Achievement. Overall, Tech Prep has increased student proficiency in math by 10 points and declined in reading by 7 points over the course of three state assessment administrations.

Enrollment Trends. The aforementioned academic achievement occurred alongside an increase in total student enrollment coupled with a significant increase in the proportion of students with IEPs enrolled in the school. Tech Prep's school year 2009-2010 enrollment was 148 students of which 8% were special education students. In school year 2012-2013, Tech Prep's total enrollment is 369 of which 14% are special education students. The number of level 3 and 4 students with IEPs has increased from 0 to 20 students, representing more than one-quarter of the total special education enrollment.

Initial Five-Year Period. The Technology Preparatory Academy opened in the third five-year accountability period.

Second Five-Year Period. The Technology Preparatory Academy opened in the third five-year accountability period.

Current Five-Year Period: Performance Management Framework Results. For the most recent two reporting periods, Tech Prep received a Tier 2 rating under the Performance Management Framework. The MGP in reading for students in grades 6-8 taking the DC CAS in 2012 is 47.6. The MGP in mathematics is 50.4. The reading score decreased from 2011 by 1.9 points while the mathematics MGP decreased by 1.9 points. Of the students in grades 6-8 tested on the 2012 DC CAS, 34.% scored proficient and above in reading and 5.7% scored advanced. In mathematics, 50.8% scored proficient and above, and 9.6% scored advanced. In mathematics, Tech Prep saw a 4.8 point decline in the percent proficient and above. Reading percent proficient and above declined by 14.8 points from 2011. Additionally, the grade 8 mathematics proficiency of 59.6% represents a decrease of 7.4 points from 2011. With the introduction of its grade 9 class, Tech Prep had 93.2% of its 9th graders on track.

Criterion 3: Compliance with Applicable Laws

General Laws. As reported in the PCSB's 2011-2012 Compliance Review Report, Friendship is in good standing, with a compliant status noted in each of the areas covered under the review. Friendship has substantially met the PCSB's performance standards in the areas of compliance. In its most recent five-year review of Friendship, the PCSB determined that Friendship demonstrated a fully functioning to exemplary level of compliance in six of seven categories and therefore met this particular standard for organizational performance. The PCSB also

determined that Friendship demonstrated fully functioning or exemplary performance in six of seven categories and therefore met the governance standard. With regard to its most recent five-year review of Friendship's fiscal management, the PCSB gave the Charter its two highest ratings for its accounting policies, financial reporting, internal controls, transparency of financial management and fiscal prudence.

Health and Safety. Friendship is in compliance with the requirements set forth in the Healthy Schools Act of 2010 (HSA), the Americans with Disabilities Act and the DC Fire Prevention Code.

Friendship established and implemented a local wellness policy and provides health services, health and physical education and nutrition programs that meet the requirements of the Act. FPCS maintains compliance with current health and safety regulations and coordinates efforts among staff to protect the health and welfare of students, visitors and fellow staff in meeting these requirements. With the enactment of the DC Healthy Schools Act of 2010, Friendship has implemented several changes in its nutrition and wellness plan to ensure compliance with the mandates of the law. Breakfast is currently being served in the classrooms for elementary students and is offered in the cafeteria to middle and high school students. Our participation in the Community Eligibility Option allows all students to eat free and thus ensure that every child receives a healthy meal. As mandated by the law, lunches are much healthier with incorporation of more fruits, vegetables and whole grains and we have set higher standards for food sold in the cafeteria and vending machines to ensure students eat healthier snacks throughout the day. As stipulated by the law, we regularly solicit input from students, faculty and parents, through taste tests, comment boxes and surveys to ensure that we offer nutritious meals that appeal to students. OSSE's review of our health and wellness policy was found to be in compliance with the Healthy Schools Act.

In addition to ensuring compliance with the Healthy Schools Act, Friendship also maintains the health and welfare of our students by ensuring compliance to the Student Access to Treatment Act of 2007 by ensuring that all campuses have a nurse on the premises. All campuses maintain medication action plans in the school health suite for all affected students.

Friendship complies with the DC Code as it pertains to facility safety and other requirements, including compliance of facilities with the Americans with Disabilities Act and the DC Fire Prevention Code. All buildings are accessible to children and adults with disabilities. Automatic doors, street-to-curb ramps and handicapped parking provide entrance into the building for those with disabilities. All bathrooms are equipped with handicapped accessible stalls and adaptive playground equipment allows children with disabilities to participate in recess activities to meet ADA requirements.

Friendship facilities undergo regular inspections conducted both internally and by relevant DC government agencies. Each campus maintains an up-to-date emergency response plan with a current school response team and regularly holds emergency evacuation drills. All certificates of occupancy and insurance policies are up-to-date and on-file with the PCSB.

Compliance reviews regarding the health and safety of students conducted by the PCSB have resulted in no findings of non-compliance. Friendship PCS has demonstrated an exceptional level of compliance with School Reform Act Section 38-1802.

Enrollment Data. Friendship adheres to open enrollment requirements, as evidenced by the PCSB's report on its review of enrollment practices/communication. Friendship annually provides student enrollment counts and complies with all student enrollment audit requirements. Also, in accordance with §38-1802.04(c)(11), Friendship submits annual reports that include required data on student enrollment, attendance, promotion and graduation.

Finally, Friendship provides enrollment data through the PCSB's ProActive information system. Compliance reviews conducted by the PCSB relating to the submission of enrollment data have resulted in no findings of non-compliance.

Maintenance and Dissemination of Student Records. Pursuant to the Federal Family Educational and Privacy Rights Act of 1974 and relevant regulations, all student records are handled in compliance with Title IV P.L. 90-2457 as amended. Friendship's policy recognizes the rights of parents and students to inspect, review and challenge the contents of student records in accordance with all applicable laws. Access to all student records and the correction and disposition of records are limited to authorized personnel only. Records are stored in locked areas and access is limited to ensure the safeguarding of student privacy. Employee and student handbooks document Friendship's policies and procedures that govern the protection of confidential information. Compliance reviews by the PCSB relating to the maintenance and dissemination of student records have resulted in no findings of non-compliance.

Compulsory Attendance Laws. Friendship PCS believes that regular school attendance is critical to academic success. Absences impact the number of instructional hours that students receive and often result in poor test scores, failing grades and disengagement from the school environment. Thus, Friendship PCS ensures parental and student compliance with the compulsory attendance laws by providing individual/group counseling to address attendance needs, through the creation and monitoring of attendance Intervention Plans and by making appropriate referrals to CFSA and other relevant authorities when interventions have not been successful. There have been no findings of non-compliance.

Title I of the Improving America's Schools Act. Friendship's Title I funds are used to supplement elementary math and language arts instruction through the educational programs that support ongoing professional development, various intervention programs and increased parental involvement. The most recent audit conducted by the OSSE in SY 2009-2010 demonstrated significant level of compliance with the Elementary and Secondary Act with one specific commendation for the implementation of the McKinney-Vento program. Out of 54 indicators of review, Friendship received eight findings of non-compliance. Corrective action plans for each area were submitted and approved by OSSE and all areas of concern have been abated.

Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia. Friendship Public Charter School is committed to a work and learning environment in which employees, students and guests are treated with respect and dignity. Friendship's policy mandates that no current and/or future employee, student, parent or visitor will be discriminated

against or harassed on the basis of any legally-protected characteristic. Our non-discrimination policy is clearly stated on all employment and enrollment applications, brochures, documents and employee and parent/student handbooks.

Special Education Laws. Friendship Public Charter Schools works very hard to ensure continuum of services is available at each campus to meet the needs of students with varying disability classifications. Continuous monitoring of students with disabilities determines the Least Restrictive Environment (i.e., inclusion, resource room, or self-contained) and informs placement decisions and changes to the IEP. The structures currently in place have allowed Friendship to service a larger number of high-needs students and has significantly reduced the overall percentage of referrals to non-public placements.

Friendship's FFY 2010 Performance Determination results rendered a "needs assistance" finding. However, within the last year, Friendship PCS has shown tremendous growth in special education compliance. In several of the most recent quarterly reviews conducted by OSSE, Friendship PCS was found 100% compliant for timely evaluations and reevaluations and 100% compliant with secondary transition plans.

Moreover, Friendship's expansion of its continuum of services provided for a continual decrease in the number of students placed in a more restrictive educational setting outside our LEA. A comparison of the non-public placement data demonstrates that FPCS has reduced its percentage of students placed in non-public placements from 4% in SY 2009-2010 down to 2.79% in SY 2010-2011 down to the current percentage of 1.67%.

Friendship has substantially met its obligations across legal, financial, special education, health and safety and other requirements during the years of operation of its Charter and does not know of any other current compliance issues.

Financial Laws. In the area of fiscal management, Friendship PCS received high ratings in its most recent fifth year review, meeting 100% of the fiscal management criteria.

To ensure compliance with SRA §38-1802.04(c)(1), which describes required procedures for reporting procurement contracts equal to or exceeding $25,000, Friendship is providing a list of all individuals and organizations (other than school employees) that have received $25,000 or more in payments over the past two fiscal years.

The summary of contracts entered into by Friendship receiving District of Columbia Public Charter School Board approval during the fiscal year ended June 30, 2011:

<u>Contract Vendor</u>
Achievement Network
Advanced Computer Concepts and Aruba Networks
Afram Group
Centerplate
Cloverland Farms Dairy
East Coast EMS Associates, Inc.
EFX Media, Inc.

Grand Hyatt Washington
H&S Bakery, Inc.
JW Marriot Hotels and Resorts
Know. Do. Serve. Learn
Leonard Paper Company
Loretta Webb
Nesso, LLC
Paul C. Bucci
PFG-Carroll County Foods
ProBar
Projection Presentation Technology
Standard Office Supply
US Food Service
Washington Convention and Sports Authority
Washington Technology Integrators, LLC

The summary of contracts entered into by Friendship receiving District of Columbia Public Charter School Board approval during the fiscal year ended June 30, 2012:

Acumen Solutions
Alvarez and Marsal
AT&T
CDW-G
Creative Learning Systems
Dell Marketing L.P.
Digicon
EarthWalk
East Coast EMS Associates, Inc
EFX Media, Inc
ICIMS
Kelly Educational Staffing
Loretta Webb
Office Depot
Paul Bucci
PFG-Carroll County Foods
Precon Events
Sidera Networks
Sprint Nextel
The Afram Group
Wye River Group

Description of Friendship financial management procedures in compliance with SRA §38-1802.04(c)(11)(ix) and (xi), for annual audits and donations: Friendship has secured the services of Maner, Costerisan and Ellis (MCE) to conduct its annual audits. Pursuant to the April 8, 2005 Memorandum of Understanding, MCE is an approved independent accounting firm. MCE

conducts annual financial audits in accordance with Government Auditing Standards for financial audits issued by the Comptroller General of the United States. Included in the annual financial audits submitted to the PCSB is the list of donors and grantors that have contributed monetary or in-kind donations with a value equal to or exceeding $500 during the fiscal year. Friendship has adhered to generally accepted accounting principles; is engaged in a pattern of fiscal management and is economically viable. Friendship maintains internal policies and procedures to ensure fiscal soundness and compliance with applicable laws. Since its inception, Friendship's annual spending has been within its annual budget with surpluses averaging $680,000, and an average increase in net assets of $2,082,990. Moreover, Friendship PCS has financial reserves amounting to $15,842,768 in 2012. Since 2004, Friendship PCS has raised $13,904,235 in discretionary federal and District grants and from private funding sources**.**

Appendices

Appendix A: PCSB Accountability Plan Performance Analysis (period ending 2003)

Appendix B: PCSB Charter Review Analysis (period ending 2008)

Appendix C: PCSB 11-12 Compliance Review Report

Appendix D

Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline	**Year 3**	**Year 4**	**Year 5**	**Y**	**N**
Chamberlain						
48 NPR on SAT-9 Reading	36 NPR	43 NPR	60 NPR	59 NPR	X	
51 NPR on SAT-9 - Math	38 NPR	46 NPR	62 NPR	63 NPR	X	
No more than 20% of students will perform Below Basic in reading on the SAT-9	29.5%[1]	22.85%	13.7%	12.3%	X	
No more than 25% of students will perform Below Basic in math on the SAT-9	33.7%[2]	28.0%	17.4%	17.0%	X	
Woodridge						
41 NPR on SAT 9 Reading	29 NPR	48 NPR	53 NPR	50 NPR	X	
43 NPR on SAT 9 in Math	31 NPR	45 NPR	59NPR	57NPR	X	
No more than 28% of students will perform at Below Basic in reading on the SAT-9	36.7%[3]	18.4%	18.0%	18.6%	X	
No more than 36% of students will perform at Below Basic in math on the SAT-9	42.6%[4]	34.0%	15.5%	20.0%	X	
Fourth Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline	**Year 2**	**Year 3**	**Year 4**	**Y**	**N**
Blow-Pierce						
Schoolwide average gain of 3 NPR on SAT-9 in reading	31 NPR	34 NPR	36 NPR	42 NPR	X	

[1] Friendship reported that 30% of students performed at the below basic level in reading at Chamberlain.
[2] Friendship reported that 35% of students performed at the below basic level in math at Chamberlain.
[3] Friendship reported that 38% of students performed at the below basic level in reading at Woodridge.
[4] Friendship reported that 46% of students performed at the below basic level in math at Woodridge.

Accountability Plan Performance Analysis
School: Friendship Public Charter School

Schoolwide average gain of 3 NPR on SAT-9 in math	29 NPR	31 NPR	35 NPR	42 NPR	X	
2% annual decrease in number of students at Below Basic in reading on the SAT-9	32.3%	27.0%	26.7%	20.6%	X	
2% annual decrease in number of students at Below Basic in math	73.5%	72.4%	63.3%	54.4%	X	
Third Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline	**Year 2**	**Year 3**		**Y**	**N**
Collegiate						
School-wide average gain of 3 NPR on SAT-9 in reading	30 NPR	26 NPR	27 NPR			X
School-wide average gain of 3 NPR on SAT-9 in math	38 NPR	29 NPR	44 NPR		X	
No more than 36% of students at Below Basic in reading	38.6%	52.6%	47.6%			X
No more than 68% of students at Below Basic in math	70.8%	88.3%	66.4%		X	
95% of seniors in fall 2002 will graduate in spring 2003	N/A	N/A	97%		X	
70% of seniors in fall 2002 will be accepted at a two or four year college in Spring 2003	N/A	N/A	85%		X	
Attained majority of 5-year academic performance goals?					16	2
Improvement on a majority of academic goals over the two most recent years?					6	10[5]
Within 80% of SAT-9 (or alternative assessment) targets?					0	2

Comments:

Friendship Public Charter School met 1 of 3 academic performance standards.

- Friendship Public Charter School performed admirably in achieving its accountability plan targets. A few factors, which should not be held against the school, prevent it from achieving the minimum 2 out of 3 academic performance standards:
  1. The school consists of 4 campuses: two reporting 5th year performance, one reporting 4th year performance, and one reporting 3rd year performance. As a result, two measures from the 3rd year campus could not be computed for improvement as they were established as baseline data in Year 3.
  2. The school met well over a majority of its 18 academic targets. The two targets that were not met were from the 3rd year campus, and the performance was not within 80% of the targets. Given the newness of that campus, it is not unreasonable for the campus to not be within the 80% threshold at this stage.

[5] Does not include two measures from Collegiate Academy that had baselines established in SY 2002-2003.

Accountability Plan Performance Analysis
School: Friendship Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth Year Target	**Performance/Data Provided**		**Target Met?**	
	Baseline	**Year 5**	**Y**	**N**
Chamberlain				
86% QLC (Quarterly Learning Contract) Conference participation.	54%	56%		X
92% of eligible families participate in home PC roll-out	82%	90%		X
92% average daily attendance	94%	93%	X	
Chamberlain Non-Accountability Plan Measures required by the 5th Year Review Framework:				
	Year 4	**Year 5**	**Average**	
75% Re-Enrollment over past two years.	89.2%	91.9%	90.6%	
Woodridge				
90% participation in QLC	50%	93%	X	
75% of eligible families participating in home PC roll-out	73%	90%	X	
92% average daily attendance	92%	93%	X	
Woodridge Non-Accountability Plan Measures required by the 5th Year Review Framework:				
	Year 4	**Year 5**	**Average**	
75% Re-Enrollment over past two years.	96%	90%	93%	

Accountability Plan Performance Analysis
School: Friendship Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Fourth Year Target	**Performance/Data Provided**		**Target Met?**	
	Baseline	**Year 4**	**Y**	**N**
Blow-Pierce				
75% of parents/guardians will attend QLC Conferences	54%	35%		X
75% of eligible families participating in home PC roll-out	36%	36%		X
Blow-Pierce Non-Accountability Plan Measures required by the 5th Year Review Framework:				
	Year 3	**Year 4**	**Average**	
90% Attendance	94%	91%	92.5%	
75% Re-Enrollment over past two years.	90%	87%	88.5%	
Third Year Target	**Performance/Data Provided**		**Target Met?**	
	Baseline	**Year 3**	**Y**	**N**
Collegiate Academy				
10% annual increase in Quarterly Learning Contract Conference participation	55%	68%		X[6]
75% of eligible families participate in home PC roll-out	36%	10%		X
50% of students will participate in one enrichment activity	51%	Not available		X
75% of students will complete 50 hours of community service	40%	No data reported.[7]		X
Collegiate Academy Non-Accountability Plan Measures required by the 5th Year Review Framework:				
	Year 2	**Year 3**	**Average**	
87% Attendance	89%	96%	92.5%	
75% Re-Enrollment over past two years.	72%	85%	78.5%	

[6] The school reports two different baselines in its Accountability Plan (2001-2002 baseline performance of 75% in Year 2) and the Chart of Accountability Plan Performance included in its Annual Report (2000-2001 baseline performance of 55% in Year 1). Regardless, the performance in Year 3 of 68% represented a decrease in performance when compared to Year 2.

[7] During the Compliance Review, the school reported that 100% of all seniors completed 50 hours of community service, but that does not represent 75% of all students. No data was presented for the entire student body.

Accountability Plan Performance Analysis
School: Friendship Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS		
	Target Met?	
	Y	**N**
Schoolwide average within or exceeding 80% of five-year targets?	6	6
Attendance targets met?	4	0
Enrollment levels sufficient to sustain the economic viability of the school?	X	
Re-enrollment of eligible students average 75% or higher for the past two years? 2002-2003 re-enrollment rate = 86.8% 2001-2002 re-enrollment rate = 88.5%	X	0

Comments:
Friendship Public Charter School met 3 of 4 non-academic performance standards.

Appendix E

Fourth Year Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 2 (04-05)**	**Year 3 (05-06)**	**Year 4 (06-07)**	**Y**	**N**
Chamberlain Campus						
1.1 1 percentage point increase in the number of students with NCE gain of 0 or greater on SAT-9 state assessment in reading[1] **PCSB's Fourth Year Target:** School-wide, Friendship Chamberlain will achieve no less than the middle performance level in reading on the DC CAS.[2]	45.3%	59.2%	Assessment Change 58.94	Assessment Change 60.98	X	
1.2 1 percentage point increase in the number of students with NCE gain of 0 or greater on SAT -9 state assessment in mathematics[1] **PCSB's Fourth Year Target:** School-wide, will achieve no less than the middle performance level in math on the DC CAS.[2]	57.4%	61.1%	Assessment Change 59.69	Assessment Change 60.29	X	
1.3 3 percentage point increase in the number of students in grades 3-5 scoring proficient or above in reading[1]	39.6%	53.0%	Assessment Change	Assessment Change	N/A	N/A
1.4 3 percentage point increase in the number of students in grades 3-5 scoring proficient or above in mathematics[1]	44.1%	49.0%	Assessment Change	Assessment Change	N/A	N/A
1.5 2 percentage point increase in the number of students scoring 70 percent or above on the reading benchmark assessments on average in	*(AP Summary*	46%	52%	21%		X

[1] DCPS, acting as the State Education Agency, changed the standardized assessment from SAT-9 to DC CAS in spring 2006. Therefore, the absence of common data does not allow for an evaluation of the fourth year reading target as stated in the accountability plan.

[2] 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.

Fourth Year Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 2 (04-05)**	**Year 3 (05-06)**	**Year 4 (06-07)**	**Y**	**N**
February and March each year (grades 3 to 5)	*has no data)*					
1.6 2 percentage point increase in the number of students scoring 70 percent or above on the language arts assessments on average in February and March each year (grades 3 to 5)	*No data provided*	52%	49%	33%		X
1.7 2 percentage point increase in the number of students scoring 70 percent or above on the math benchmark assessments on average in February and March each year (grades 3 to 5)	*No data provided*	57%	43%	24%		X
1.8 5 percentage point increase in number of students scoring proficient or above on oral presentations	*No data provided*	*No data provided*	32.5%	43%	X	
1.9 5 percent annual increase in number of 5th grade students scoring proficient or above on technology assessments.[3]	*No data provided*	*No data provided*	N/A	N/A	N/A	N/A
Southeast Campus						
1.1 1 percentage point increase in the number of students with NCE gain of 0 or greater on SAT-9 state assessment in reading[1] **PCSB's Fourth Year Target:** School-wide, Friendship Southeast will achieve no less than the middle performance level in reading on the DC CAS.[2]	N/A	N/A	Assessment Change 48.80	Assessment Change 56.68	X	
1.2 1 percentage point increase in the number of students with NCE gain of 0 or greater on SAT -9 state assessment in mathematics[1] **PCSB's Fourth Year Target:** School-wide, Friendship Southeast	N/A	N/A	Assessment Change	Assessment Change	X	

[3] Friendship Public Charter School's accountability plan was fully approved December 2005 for the Blow Pierce, Chamberlain, Collegiate and Woodridge campuses. Some conditionally approved targets were either deleted or changed once the final plan was approved. Friendship Southeast's accountability plan was fully approved in December 2007. The targets that have been changed are in bold print or are cross referenced.

Fourth Year Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 2 (04-05)**	**Year 3 (05-06)**	**Year 4 (06-07)**	**Y**	**N**
will achieve no less than the middle performance level in math on the DC CAS.[2]			43.73	52.53		
1.3 3 percentage point increase in the number of students in grades 3 to 6 scoring proficient or above in reading.	N/A	N/A	N/A	N/A		
1.4 3 percentage point increase in the number of students in grades 3 to 6 scoring proficient or above in mathematics	N/A	N/A	N/A	N/A		
1.5 3 percentage point increase in the number of students scoring mastery in reading on Yearly Progress Pro monthly benchmark assessments between February and March each year (grades 3 to 6)	N/A	N/A	*No Data Provided*	38% Baseline established		X
1.6 3 percentage point increase in the number of students scoring mastery in mathematics on Yearly Progress Pro monthly benchmark assessments between February and March each year (grades 3 to 6)	N/A	N/A	*No Data Provided*	23% Baseline established		X
1.7 5 percentage point increase in number of students scoring proficient or above on oral presentations	N/A	N/A	*No Data Provided*	48% Baseline established		X
1.8 1 percentage point increase in number of students in grades 3 to 6 who score proficient between first and last test administration on Scholastic Reading Inventory (within the academic school year)	N/A	N/A	23 (05-06)	19%		X
Blow Pierce Campus						
1.1 1 percentage point increase in the number of students with NCE gain of 0 or greater on SAT-9 state assessment in reading[1] **PCSB's Fourth Year Target:** School-wide, Friendship Blow Pierce will achieve no less than the middle performance level in reading on the DC CAS.[2]	57.8%	55.6%	Assessment Change 55.67	Assessment Change 62.48	X	

Fourth Year Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 2 (04-05)**	**Year 3 (05-06)**	**Year 4 (06-07)**	**Y**	**N**
1.2 1 percentage point increase in the number of students with NCE gain of 0 or greater on SAT -9 state assessment in mathematics[1] **PCSB's Fourth Year Target:** School-wide, Friendship Blow Pierce will achieve no less than the middle performance level in math on the DC CAS.[2]	63.3%	57.8%	Assessment Change 45.88	Assessment Change 49.99		X
1.3 5 percentage point increase in the number of students in grades 3-5 scoring proficient or above in reading on SAT -9 state assessment[1] **2 percentage point increase in the number of students in grades 3-5 scoring proficient or above in reading on SAT -9 state assessment[3]**	22.6%	23%	Assessment Change	Assessment Change	N/A	N/A
1.4 5 percentage point increase in the number of students in grades 3-5 scoring proficient or above on SAT -9 state assessment in mathematics[1] **4 percentage point increase in the number of students in grades 3-5 scoring proficient or above on SAT -9 state assessment in mathematics[3]**	15.3%	22%	Assessment Change	Assessment Change	N/A	N/A
1.5 10 percentage point increase in the number of students scoring 80 percent or above on the reading benchmark assessments on average in December to March each year **1.5 2 percentage point increase in number of students scoring an average of 70% or above in reading on benchmark assessments on average in February and March each year[3]**		9.7%	30%	16%		X
1.6 5 percentage point increase in number of students scoring an average of 80% and above in language arts on monthly benchmarks from September to March.		4.7%				X

Fourth Year Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 2 (04-05)**	**Year 3 (05-06)**	**Year 4 (06-07)**	**Y**	**N**
1.6 2 percentage point increase in the number of students scoring 70 percent or above on the language arts assessments on average in February and March each year[3]			31%	25%		
1.7 10 percentage point increase in the number of students scoring an average of 80% or above in mathematics on monthly benchmarks from September to March. **1.7 2 percentage point increase in the number of students scoring 70 percent or above on the math benchmark assessments on average in February and March each year**[3]		14.3%	26%	17%		X
1.8 3 percentage point increase in number of students scoring proficient or above on oral presentations		74%	84%	89%	X	
Woodridge Campus						
1.1 5 percentage point increase in the number of pre-k 4 year old students who will demonstrate 70 percent mastery of skills outlined in the Open Court reading assessment	N/A	55%	88%	94%	X	
1.2 8 percentage point increase in the number of 4 year old Pre-K students demonstrating mastery in 3 of 5 areas under "Sense of Self" and "Responsibility for Self and Others"	N/A	35%	74%	97%	X	
1.3 2 percentage point increase in the number of 4 year old Pre-K students demonstrating 70 percent mastery of math skills	N/A	50%	74%	95%	X	
1.4 1 percentage point increase in the number of students with NCE gain of 0 or greater in reading[1] **PCSB's Fourth Year Target:** School-wide, Friendship Woodridge will achieve no less than the middle performance level in reading on the DC CAS (grades 3-5)[2]	61%	48.4%	Assessment Change 60.41	Assessment Change 64.28	X	

Fourth Year Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 2 (04-05)**	**Year 3 (05-06)**	**Year 4 (06-07)**	**Y**	**N**
1.5 1 percentage point increase in the number of students with NCE gain of 0 or greater in mathematics[1] **PCSB's Fourth Year Target:** School-wide, Friendship Woodridge will achieve no less than the middle performance level in mathematics on the DC CAS (grades 3-5)[2]	45.7%	60.1%	Assessment Change 61.42	Assessment Change 67.54	X	
1.6 3 percentage point increase in the number of students scoring proficient or above on state assessment in reading (grades 3-5)[1]	27.1%	35.2%	Assessment Change	Assessment Change	N/A	N/A
1.7 3 percentage point increase in the number of students scoring proficient or above on state assessment in mathematics (grades 3-5)[1]	31.2%	41.6%	Assessment Change	Assessment Change	N/A	N/A
1.8 2 percentage point increase in the number of students scoring 70 percent or above on the reading benchmark assessments on average in February and March each year (grades 3-5)	*No Data Provided*	33%	39%	32%		X
1.9 15 percentage point increase in number of students scoring an avg. of 70% and above in language arts on monthly benchmarks from Sept. Mar. (Grades 3-5) **2 percentage point increase in the number of students scoring 70 percent or above on the reading benchmark assessments on average in February and March each year (grades 3-5)[3]**	*No Data Provided*	43%	41%	35%		X
1.10 2 percentage point increase in the number of students scoring 70 percent or above on the math benchmark assessments on average in February and March each year (grades 3-5)	*No Data Provided*	47%	41%	40%		X
1.11 5 percentage point increase in number of students will score a "B" or above on oral presentations	*No Data Provided*	*No Data Provided*	61%	53%		X
1.12 1 percentage point increase in number of students with NCE gain of 0 or greater in reading[1]	*No Data Provided*	49%	Assessment Change	Assessment Change	N/A	N/A

Fourth Year Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 2 (04-05)**	**Year 3 (05-06)**	**Year 4 (06-07)**	**Y**	**N**
PCSB's Fourth Year Target: School-wide, Friendship Woodridge will achieve no less than the middle performance level in reading on the DC CAS (grades 6-8)[2]			62.99	69.63	X	
1.13 1 percentage point increase in number of students with NCE gain of 0 or greater in mathematics[1] **PCSB's Fourth Year Target:** School-wide, Friendship Woodridge will achieve no less than the middle performance level in mathematics on the DC CAS. (Grades 6-8)[2]	*No Data Provided*	57.1%	Assessment Change 62.99	Assessment Change 56.26	N/A X	N/A
1.14 3 percentage point increase in the number of students scoring proficient or above on state assessment in reading[1]	*No Data Provided*	20%	Assessment Change	Assessment Change	N/A	N/A
1.15 3 percentage point increase in the number of students scoring proficient or above on state assessment in mathematics[1]	*No Data Provided*	22%	Assessment Change	Assessment Change	N/A	N/A
1.16 2 percentage point increase in the number of students scoring 70 percent or above on the reading benchmark assessments on average in February and March each year	*No Data Provided*	18%	57%	30%		X
1.17 2 percentage point increase in the number of students scoring 70 percent or above on the language arts benchmark assessments on average in February and March each year	*No Data Provided*	31%	31%	35%	X	
1.18 2 percentage point increase in the number of students scoring 70 percent or above on the math benchmark assessments on average in February and March each year	*No Data Provided*	13%	35%	18%		X
1.19 5 percentage point increase in number of students will score a "B" or above on oral presentations	*No Data Provided*	*No Data Provided*	54%	61%	X	

Fourth Year Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 2 (04-05)**	**Year 3 (05-06)**	**Year 4 (06-07)**	**Y**	**N**
Collegiate Campus						
1.1 1 percentage point increase in the number of students with NCE gain of 0 or greater on SAT-9 state assessment in reading[1] **PCSB Fourth Year Target** School-wide, Friendship Collegiate will achieve no less than the middle performance level in reading on the DC CAS.[2]	57.9%	63.1%	Assessment Change 59.20	Assessment Change 63.08	X	
1.2 1 percentage point increase in the number of students with NCE gain of 0 or greater on SAT -9 state assessment in mathematics[1] **PCSB Fourth Year Target** School-wide, Friendship Collegiate will achieve no less than the middle performance level in mathematics on the DC CAS.[2]	57.8%	39.3%	Assessment Change 40.31	Assessment Change 49.04		X
1.3 50 percent annual increase in number of students scoring proficient or above on technology assessment **2 percentage point increase in the number of students earning a C in the 10th grade Into to Technology course**[3]	*No Data Provided*	88%	88%	95%	X	
1.4 80 to 85 percent annual range of students accepted into 2-year or 4-year institutions of higher learning	74%	83.5%	86%	80%	X	
1.5 2 percentage point increase in the number of students in grades 11 and 12 earning a C or above in a career program major course	49%	84%	71%	84%	X	
1.6 5 percent annual increase in the number of students in grade 9 scoring at least a B on college/career portfolio **5 percentage point increase in the number of students in grade 9 earning a B or above in Transitions course**[3]	43%	65%	 50%	 65%	X	

Fourth Year Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 2 (04-05)**	**Year 3 (05-06)**	**Year 4 (06-07)**	**Y**	**N**
1.7 3 percentage point increase in the number of students scoring a B or above on the senior thesis	23%	59%	30%	35%	X	
1.8 20 point increase in average SAT scores for 11th and 12th grade students on the January assessment **25 point increase in average verbal and mathematics SAT scores for 11th and 12th grade students on the January assessment** [3]	1146 (764)	1136	1084	1080		X
1.9 5 percentage point increase in number of students earning a C or above in AP course **3 percentage point increase in number of 11th and 12th grade students enrolled in AP courses**[3]	18%	89% 14%	N/A 15%	N/A 28%	X	
1.10 5 percentage point increase in number of students in 11th and 12th grades scoring a 3 or higher on the AP examination3	0%	3%	N/A	N/A		
1.11 91 to 96% if students will graduate **90 to 95 percent of students will graduate**[3]	96%	95%	90%	92%	X	
Attained majority of Annual academic performance goals?					X	
Achieved no less than the middle performance level on DC CAS in reading and math?					X	
Currently meets the State Education Agency's standard for AYP in reading and math?						X

Comments: Friendship Public Charter School met 24 of 43 academic performance targets and two of three academic performance standards.

Fourth Year Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Annual Target	**Performance/Data Provided**		**Target Met?**	
	Baseline (03-04)	**Year 4 (06-07)**	**Y**	**N**
Chamberlain Campus				
2.1 92 percent average daily attendance rate	93%	94%	X	
2.2 5 percentage point increase in the number of students participating in organized extra/co-curricular activities	17%	24%		X
2.3 5 percentage point increase in the number of parents participation in PAC and SLC conferences, field trips and other school-sponsored activities	63%	47%		X
2.4 7 to 8 mean rating for school atmosphere on Harris student survey	7.2	7.9	X	
Southeast Campus				
2.1 92 percent average daily attendance rate	92%	90%		X
2.2 5 percentage point increase in the number of students participating in organized extra/co-curricular activities	42%	47%	X	
2.3 5 percentage point increase in parent participation in PAC and QLC conferences, and other school sponsored activities	8%	58%	X	
2.4 7 to 8 mean rating for school atmosphere on Harris student survey	7.0	6.9		X
2.5 72 to 77 percent of students will re-enroll each academic year	Baseline to be established in 06-07	74%	X	
2.6 1 percent point increase in the number of 6th grade students scoring "B" or higher on college/career portfolio	*No Data Provided*	85% Baseline established		
Blow Pierce Campus				
2.1 90 percent average daily attendance rate	90%	95%	X	

Fourth Year Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Annual Target	**Performance/Data Provided**		**Target Met?**	
	Baseline (03-04)	**Year 4 (06-07)**	**Y**	**N**
2.2 10 percentage point increase in the number of students participating in organized extra/co-curricular activities	20%	59%	X	
2.3 1 percentage point increase in the number of 8th grade students scoring "B" or higher on college/career portfolio	97%	99%	X	
2.4 6 to 7 mean rating for school atmosphere on Harris student survey	5.8	6.4	X	
2.5 5 percentage point increase in the number of parents participation in PAC and SLC conferences, field trips and other school-sponsored activities	40%	87%	X	
Woodridge Campus				
2.1 5 percentage point increase in parent participation in PAC and SLC conferences, field trips, and other school-sponsored activities	43%	72%		X
2.2 5 percentage point increase in the number of students participating in organized extra-/co-curricular activities	27%	65%	X	
2.3 90 percent average daily attendance	91%	91%	X	
2.4 92 percent average daily attendance rate	96%	95%	X	
2.5 7 to 8 mean rating for school atmosphere on Harris student survey	7.7	8.1	X	
2.6 90 percent average daily attendance rate	95%	93%	X	
2.7 5 percentage point increase in number of 8th grade students scoring "B" or higher on college /career portfolio	Baseline begins 2006-2007	34%		
2.8 6 to 7 mean rating for school atmosphere on Harris student survey	6.1	6.5	X	

Fourth Year Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Annual Target	**Performance/Data Provided**		**Target Met?**	
	Baseline (03-04)	**Year 4 (06-07)**	**Y**	**N**
Collegiate Campus				
2.1 94 percent average daily attendance rate Target changed to 90% in fully approved Accountability Plan.	95%	94%	X	
2.2 5 percentage point increase in the number of students participating in organized extra/co-curricular activities	32%	13%		X
2.3 2 percent annual increase in number of students meeting community service requirements **10 percentage point increase in the number of students meeting community service requirement**[3]	21%	31%		X
2.4 7 to 8 mean rating for school atmosphere on Harris student survey	7.2	5.1		X
2.5 2 percentage point increase in parent participation in PAC and SLC conferences, field trips and other school-sponsored activities	78%	60%		X
School-wide average within 80% of annual targets?				X
Attendance targets met?			X	
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? 81% Average 2006 – 2007 re-enrollment rate = 81.5% 2005 – 2006 re-enrollment rate = 80.5%			X	

Comments: Friendship Public Charter School met 17 of 28 applicable non-academic performance targets and three of the four non-academic performance standards.

Appendix F

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 4, 2013

Mr. Donald Hense, Board Chair
Friendship PCS - Blow Pierce Junior Academy
120 Q Street, NE
Washington, DC 20002

Dear Mr. Hense:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report
On November 15 and 28, 2012, a Qualitative Site Review team conducted on-site reviews of Friendship PCS – Blow Pierce. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Friendship PCS – Blow Pierce. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Friendship PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that Friendship PCS contracted to in its charter and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting the goal during the Qualitative Site Visit.

Goal as Identified by the School	Evidence
Ensure that each student achieves the educational standards in each subject area as outlined in *Student Academic Standards.*	The QSR team did not review student achievement data as part of the site visit.
Help students feel comfortable taking intellectual chances and accepting academic challenges.	Observers heard teachers using probing questions and encouragements throughout classroom settings. The team also observed cases of teachers encouraging students to persevere even after they made academic mistakes. According to students, teachers, and administrators in focus groups, the school was actively preparing all students, prekindergarten through eighth grade to accept the academic challenge of preparing for college admittance.
Improve student motivation by increasing the motivation of the education team and by setting high performance standards and expectations.	The QSR team did not observe any evidence related to this goal.
Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concern for others.	The QSR team observed limited evidence of this goal. A few teachers encouraged their students to be leaders. According to school leaders, the Student Code of Conduct taught and reinforced high behavioral expectations for members of the school community.
Ensure that students are prepared to lead successful adult lives as workers and consumers.	The QSR team's observation confirmed that the school puts an emphasis on college attendance. The QSR team observed college information centers and teachers mentioning college attendance as a key goal for students. There were numerous college posters throughout the building. In the classrooms, teachers referenced "college-ready" higher-order thinking skill development for students.
Develop in students a strong respect for the democratic ideals of freedom and liberty for all.	The QSR team did not observe any evidence related to this goal.
Provide a safe and secure learning community.	During and between classes, administrators, teachers, and security officers were in the hallways. Two-thirds of the students who participated in the student focus group reported being bullied while attending the school, but they reported feeling safe in the building.
Draw on the support of families and the community to reinforce the school's educational mission.	The QSR team observed many parents present in the halls at the beginning of the school day. The leadership reported on increased parent participation in Parent Advisory Council (PAC) meetings, which focus on how parents can provide instructional support for their children. The school displayed photographs of PAC activities in bulletin boards in hallways.
Provide an educational resource to the surrounding Edison-Friendship Public Charter School community.	The QSR team did not observe any evidence related to this goal.

Goal as Identified by the School	Evidence
Develop in students an abiding commitment to the school's surrounding community.	The leadership noted that some students are required to complete community service hours in lieu of out-of-school suspensions.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Friendship Public Charter School is to prepare a diverse cross section of children for success as students, workers, and citizens by providing them with a world-class education. This is what the Qualitative Site Review ("QSR") team looked for when visiting the classrooms, attending a board meeting, and conducting the focus groups.

In the administrative focus group, the new principal and leadership team stated they are focused on building a college-going culture of high expectations for all students. The administration has put in place initiatives to encourage students to demonstrate behaviors for college readiness. This school-wide focus was evident in the interviews with administrators, faculty and students. In the focus group, students stated that their teachers are trying to help them get ready for college, and want them to be the smartest people in the world and successful in life. According to the leadership interview, suspensions have been reduced by 75% during the 2012-2013 school year and discipline referrals have been reduced by approximately 50%. These reductions align with the leadership's vision of creating a positive culture focused on academic achievement.

According to the focus groups, the school focuses on data-driven instruction to help all students achieve. The administration and teaching staff work closely together to interpret data and regroup students who need additional assistance. Students reported taking part in after school tutoring for assistance and weekly quizzes in all subjects.

PCSB staff visited the Friendship Public Charter School board meeting on October 25, 2012. There were a sufficient number of board members present to make a quorum for this meeting. The focus of the meeting included a discussion about the following topics:

- New facility for Friendship Tech Prep campus
- Student enrollment trends
- Embedding school mission across all programs
- New curriculum, professional development strategies used across district
- Upcoming Partnership for Assessment of Readiness for College and Careers ("PARCC") assessment, partnership with the Achievement Network
- Strategies for improving school climate and culture

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	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.
Establishing a Culture for Learning	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.
Managing Classroom Procedures	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.
Managing Student Behavior	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.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Approximately 67% of all classrooms observed were rated proficient or exemplary in elements of the Classroom Environments rubric, which includes Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

In many classrooms observed, teachers and students treated each other politely. Students introduced themselves to the observers and explained what was happening in the class. In 35% of the classrooms, interactions among students and between students and teachers were generally appropriate, but somewhat inconsistent, as a few teachers attempted to respond to disrespectful behavior with uneven results.

The observation team noticed teachers emphasizing college and hard work. Teachers used positive comments to encourage students to stay on task. Students stated, "I love to read, I love to learn, I am going to college," while introducing themselves to the classroom observers and in the focus groups. In classroom observations, teachers emphasized that mistakes were okay, active listening is important, and the importance of focus and effort. The review team observed students acknowledging each other's efforts with clapping, high fives, and pats on the back.

The teachers observed were not consistently effective in managing classroom procedures and student behavior. Teachers used different strategies to facilitate instructional transitions, including countdowns, stamps for staying on task, reminders to clean up quietly, and praise for students transitioning appropriately, though with mixed results. In many classrooms, teachers did not appear to have an effective classroom management system; their classrooms appeared chaotic and students were not paying attention to the teachers' directives.

Most classrooms observed by the review team were spacious, safe, and arranged to support small group activities and movement.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	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.
Using Questioning and Discussion Techniques	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 may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	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.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	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.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 65% of classrooms were proficient or exemplary in areas of Instructional Delivery: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

In the classrooms observed, most teachers clearly wrote or orally communicated the expectations for the lesson, but the implementation of the expectations was inconsistent. Several times, teachers had to re-explain the directions and did not always address the entire class when doing so. At times, students misbehaved because they were confused about the instructions.

The QSR team's observations of the teachers were similarly uneven on Using Questioning and Discussion Techniques. According to the focus

groups, development of students' higher-order thinking skills is a key focus in instruction. However, the QSR team's observations did not evince success on this goal. While some teachers approached higher-order questioning when leading class discussions, others used only simple yes/no questions. At times, only small numbers of students were actively involved in class discussions. There was no structured discussion on the topic between the teacher and the students or among the students.

The teachers observed taught using whole groups, small groups, student pairs, and learning centers. For the most part, teachers aligned learning tasks and activities with the instructional outcomes and paced the lessons to accord with students' learning. A few teachers' use of differentiated instruction seemed to actively engage the students in learning centers, while the teachers monitored one small group's progress.

Many, but not all, teachers assessed regularly throughout the lesson. Many of the teachers observed were able to assess students individually while working with the whole class. Teachers utilized various tactics to assess the group: thumbs up/thumbs down, exit tickets, and quizzes worked effectively. Some teachers had difficulty with effective assessment of the class. Whole group choral response and teacher not walking around to assess students during individual work time were two ways observers noticed many teachers assessing with uneven results. One teacher did not ask any questions during the thirty minute observation.

The QSR team's assessments of teachers' flexibility and responsiveness were similarly erratic. In some instances, the teachers integrated student questioning into the discussion and other times students became off task due to the teacher's inflexibility. In one setting, the teacher ignored multiple indications that students did not understand the material.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

In the focus groups, teachers indicated that Blow Pierce Academy had only a few English Language Learners ("ELLs") and that even though they did not have an on-site ELL teacher, Friendship has an LEA-wide ELL Coordinator who works with all Friendship teachers who teach ELLs. Teachers submit lesson plans to the ELL Coordinator for review and feedback before using them in the classroom. Additionally, teachers stated the Houghton Mifflin curriculum had built-in accommodations and modifications that have been quite helpful.

The teachers also cited similar program adjustments in the curriculum to help them address the needs of special education and advanced students. The school currently has five dedicated aids to assist students with IEPs. The observation team saw the additional staff in rooms working with individual and small groups of students.

In the student focus group, two-thirds of the students participating said that they had received tutoring. According to the school leaders interviewed, the School Supplemental Services Team meets once a month to discuss the needs and progress of struggling students. The leadership convenes grade level meetings for this reason once a week. In those meetings, discussions revolve around report card and attendance data, testing data, success or failure of attempted interventions, and plans for further interventions. However, in the teacher focus group, teachers were less knowledgeable about the steps that teachers could take to address the academic needs of students at risk of failure.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The teacher and administrator focus groups reported that every Friday afternoon, Blow Pierce Academy holds two school-based trainings and two other professional development sessions. The focus group participants praised the Content Circles in which teachers were given the opportunity to practice writing and presenting lessons for upcoming topics in the curriculum. School-based professional development, especially programs for novice teachers, was determined mainly through daily or weekly informal observations by administrators. The administration also indicated that sometimes teachers ask for help in a particular area of need. Each of the administrators had been assigned to work with and to monitor the performance of designated teachers. The principal stated her administrators have strong backgrounds in instruction and their assistance to and assessment of individual teachers benefits the instructional program overall. She noted also that there were several teachers currently on staff who were in the process of leaving Blow Pierce due to an inability to make the expected professional growth gains.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The administrator focus group stated the school has a school-wide discipline policy with increasing consequences if students misbehave repeatedly. The first consequence is a warning to the administration calling the parent and a referral given. The leadership staff admitted school-wide practices of the discipline policy are a work in progress, while suspensions have decreased with the new behavior policy, consistency in implementation was cited to still be an issue. The observation team also noted that some teachers did not implement the discipline policy consistently. In the student focus group, almost two-thirds of the participating students reported being bullied at some point while attending the school, but they reported feeling safe in the building. The leadership staff is actively working on the discipline issue by working through specific interventions with students who struggle; they also said that they are working more closely with the early childhood classrooms to try to curb misbehavior problems in the earlier grades.

Appendix G

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 4, 2013

Mr. Donald Hense, Board Chair
Friendship Public Charter School
Chamberlain Campus
120 Q Street NE
Washington, DC 20002

Dear Mr. Hense:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report
On November 16 and 27, 2012, a Qualitative Site Review team conducted on-site reviews of Friendship PCS – Chamberlain. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Friendship PCS – Chamberlain. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Friendship PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Friendship PCS goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting the goal during the Qualitative Site Visit.

Goal as Identified by the School	Evidence
Ensure that each student achieves the educational standards in each subject area as outlined in the *Student Academic Standards*.	According to administrators, the school recently implemented a new curriculum; however, the leadership team did not discuss how this curriculum would ensure that each student achieves the education standards in each subject area and this was not observable during the site visits.
Help students feel comfortable taking intellectual chances and accepting academic challenges.	The QSR team noted a prevalent emphasis on going to college throughout the school. In the discussion groups, the students indicated that teachers wanted the best for the students and constantly helped them to achieve the material presented in classroom activities. Classroom observations revealed that teachers regularly encouraged children to probe deeper and encouraged them to think more about their discussions in class.

Goal as Identified by the School	Evidence
Improve student motivation by increasing the motivation of the education team by setting high performance standards and expectations.	The administrators' focus group indicated that they have set a goal of becoming a Tier 1 school with 100% of their students attending college. In order to achieve this goal, staff concentrates on three targets-culture, academics and operations. Classroom observations indicated that there is a culture of students wanting to achieve at the school. Students were eager and actively participating in classes. Teachers were observed encouraging students to respond to questions with comments like "I see one hand, two hands, give me more, give me more." In the student focus group, all of the students indicated that they were going to college and that teachers at the school wanted the best for them. The teacher focus group indicated they felt empowered to excel by being able to decide what professional development they needed for them to grow aside from what the Friendship central office established.
Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concern for others.	The QSR team did not observe any evidence related to this goal.
Ensure that students are prepared to lead successful adult lives as workers and consumers.	The teacher focus group indicated that preparing students to lead successful adult lives begins in kindergarten, even though college might be an abstract concept at this stage of life. Conversations with teachers indicated that when students are in the elementary grades they begin to center on college and connect with college words and word walls. In middle school, teachers introduce college themes. Teachers familiarize their students with colleges and post their alma maters' banners in each class.
Develop in students a strong respect for the democratic ideals of freedom and liberty for all.	The QSR team did not observe any evidence related to this goal.

Goal as Identified by the School	Evidence
Provide a safe and secure learning community.	The school was safe. The QSR team observed teachers managing their classrooms effectively and students passing through the halls in a quiet and orderly fashion. The student focus group participants said that they were aware of the school's rules, regulations, and consequences for their actions. Students also said that school staff is present at the Metro before and after school to ensure safe passage to and from school.
Draw on the support of families and the community to reinforce the school's education mission.	The QSR team did not observe a parent event at Chamberlain Campus. However, according to school leaders, the parent group is active. Parents are invited to Award Assemblies to honor students' academic achievement. Recently the school held a father -daughter dance and will soon host a mother-son dance. The school is in the process of creating a Parent Survey.
Provide an educational resource to the surrounding Edison-Friendship Public Charter School community.	The QSR team did not observe any evidence related to this goal.
Develop in students an abiding commitment to the school's surrounding community.	Leadership said that the school recently participated in a Walk for the Homeless. The school also has a marching band, which performs yearly in the Thanksgiving Parade in downtown Silver Spring, Maryland.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Friendship PCS is to prepare a diverse cross-section of children for success as students, workers, and citizens by providing them with a world-class education. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a board meeting, and conducting the focus groups.

In student focus groups, students articulated that teachers wanted them to achieve and they have set a goal for attending college. Interviews with administrators and staff indicated that student success is synonymous with attending a post-secondary institution, thus exposing students to colleges and universities is a priority at the school. Teachers name their classrooms after the university they attended and wear apparel from various colleges. University banners are prevalent throughout the school.

The school has a safe and orderly environment. The observation team noted security stationed on each floor during the school day. Transitions between classes are orderly and the halls are quiet throughout the day. The school has clearly established routines and procedures as noted by the observation team.

Classroom observations did not reveal a majority of students being instructed on advanced levels to enable students to compete world –wide. To support this observation, in the administrators' focus group, leadership discussed the fact that the school has not yet met the PMF status of Tier 1 nor have the students met or exceeded AYP targets.

PCSB staff visited the Friendship Public Charter School board meeting on October 25, 2012. There were a sufficient number of board members present to make a quorum for this meeting. The focus of the meeting included a discussion about the following topics:

- New facility for Tech Prep campus
- Student enrollment trends
- Embedding school mission across all programs
- New curriculum, professional development strategies used across district
- Upcoming PARCC assessment, partnership with Achievement Network
- Strategies for improving school climate/culture

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	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.
Establishing a Culture for Learning	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.
Managing Classroom Procedures	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.
Managing Student Behavior	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.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Eighty-three percent of classrooms observed scored proficient or exemplary on Environment of Respect. The learning environment in these classrooms was one of engagement and encouragement. In most classrooms, the review team observed that teachers managed positive relationships with students. Teachers and students were courteous to each other and they interacted easily. Teachers celebrated students' successes by doing quick cheers, clapping, and giving verbal accolades. The review team also observed that the level of respect was mutual for both teachers and students with an ease of interactions between them.

Approximately three-quarters of classrooms observed scored proficient or exemplary on Culture of Learning. Classroom observations indicated that there was a focus on college awareness prevalent in the classes. However, in several classrooms, observers noted students not engaged in classes and the teachers did not attempt to reengage them.

Approximately three-quarters of classrooms observed scored proficient or exemplary on Managing Classroom Procedures. In most of the classes observed, teachers had established procedures and routines, with little loss of instructional time. Classroom observations indicated that teachers controlled the pacing of activities by time checks and count-downs. However, in some classes, students did not follow established procedures. Observers noted that in most classes students were engaged in small group discussions, while in some classes students were only partially engaged when not working directly with the teacher. Transitions within most classrooms were smooth and orderly.

Approximately 90% of classrooms observed scored proficient or exemplary on Managing Student Behavior. In most classrooms observed, teachers' monitoring of students behavior was subtle and preventative; teachers continually monitored student behavior by moving around the room. In a few classrooms observed, the teachers' classroom management was noticeably ineffective and student misbehavior interfered with the lessons.

Approximately three-quarters of classrooms observed scored proficient or exemplary on Organization of Physical Space. Classrooms observed appeared to be clean and safe. Teachers used of the technology available to them. The classes used space effectively. There were ample resources

and materials available to students to support the learning goals. Students were able to rearrange the furniture to form working groups. However, in the middle school, some classrooms were very crowded with small desks.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	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.
Using Questioning and Discussion Techniques	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 may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	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.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	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.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Eighty-three percent of classrooms observed scored proficient or exemplary on Communicating with Students. In classroom observations, the review team observed that teachers modeled their academic expectations to students before assigning them a task. Teachers used technology to reinforce their oral directions. In most classrooms, students were required to answer questions in complete sentences. Teachers shared directions and expectations before the lessons began. The review team also observed that teachers reviewed content before students took a test; however, the team observed a few examples of teachers not preparing the students for tests.

Sixty-five percent of classrooms observed scored proficient or exemplary on Using Questioning and Discussion Techniques. Teachers showed a range of abilities in the use of questioning techniques. In some classes teachers actively engaged students in discussions and initiated higher order

thinking questions, while in some classes teachers used many recall questions and few, if any, probing questions. Other teachers did not permit the students to develop their answers.

Eighty-three percent of classrooms observed scored proficient or exemplary on Engaging Students in Learning. Most students observed were intellectually engaged in the lesson. Observers also noted guided practice incorporated throughout the instructional activities in most classes. In some cases, students were not engaged in small group work when the teacher was not actively monitoring them.

Sixty-five percent of classrooms observed scored proficient or exemplary on Using Assessment in Instruction. Teachers used exit tickets in some of the classrooms observed. Most teachers circulated around the classroom to assess student performance of learning activities. Observers also saw teachers ask questions throughout the lessons to ascertain students' understanding.

Eighty-five percent of classrooms observed scored proficient or exemplary on Demonstrating Flexibility. Classrooms had additional support staff to support student needs for instruction and intervention. Teachers modified their lesson when students needed additional assistance and to accommodate questions students asked pertaining to the lesson.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

The school presented several programs intended to help struggling students. The school currently runs daily after school programs and a Saturday School to assist students who are behind. Each day the school has a 45-minute "Champion Prep" time for teachers to address struggling students or to provide enrichment to students. This intervention is to give students addition instruction targeted to their needs. In addition, teachers pull out students from the classroom who need more intensive intervention. Students are assigned to resource classes for special education instruction. Observation of such classes revealed small group instruction with an aide present to assist in instruction.

There are no English Language Learners ("ELLs") currently attending the school.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The school has developed a comprehensive professional development calendar for its teaching staff. The central office put into place a professional development program at the beginning of the year. A three-week orientation occurs each summer for all Friendship schools. While the central office provides professional development throughout the year, Chamberlain staff has the authority to enact its own professional development program as well and has had a session on pacing. Teachers are encouraged to do peer teaching and to perform demonstration lessons for the staff. They said that they feel empowered because they are able to address their particular concerns. Administrators collect lesson plans weekly for review. While there is no specific lesson plan template that teachers must use, all lesson plans contain the same elements for lessons. Examples of such elements include, "Do Now, Stated Lesson Objective, Guided Practice, Independent work, and Exit Ticket."

The new teachers indicated that they felt that administration supported them by permitting them to engage in collaborations with their colleagues and to have professional development curtailed to their individual needs. In addition, teachers said that informal support was readily available for them from their peers and because this support was not evaluative, they felt comfortable in seeking help.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The review team observed that the building is inviting and clean. Students walk through the building in quiet lines and the early childhood students keep their hands behind them as they walk through the halls. Student focus group participants indicated that they feel safe in the building and have pride in their school. Security and staff monitor the halls. The QSR team observed that staff is present outside in the morning for arrival and in the afternoon for dismissal. Staff indicated that they wait by the Metro before and after school to ensure students' safe passage to and from school.

The emphasis on going to college is prevalent in the building with banners throughout the building on the walls and classrooms named after colleges. Students' work is also posted on the walls in the building. Student focus groups indicated that they feel their teachers want the best for them and all of the students stated that college is a goal that the school has set for them and they have set for themselves. Teachers and administration celebrate students for their accomplishments and encourage parents to participate in school activities.

Appendix H

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 4, 2013

Donald Hense, Board Chair
Friendship Public Charter School - Tech Prep Campus
120 Q Street, NE
Washington, DC 20002

Dear Mr. Hense:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report
On November 14 and 28, 2012, a Qualitative Site Review team conducted on-site reviews of Friendship Public Charter School - Tech Prep Campus. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the schools charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Friendship Public Charter School - Tech Prep. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Friendship Public Charter School is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that Friendship Public Charter School contracted to in its charter and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting the goal during the Qualitative Site Visit.

Goal as Identified by the School	Evidence
Ensure that each student achieves the educational standards in each subject area as outlined in *Student Academic Standards.*	The QSR team did not observe any evidence related to this goal in classrooms and it was not discussed in the focus groups.
Help students feel comfortable taking intellectual chances and accepting academic challenges.	Classroom observations revealed that students felt comfortable asking questions during class. Teachers in the focus group reported that middle school students are presented with high school-ready skills (e.g. organizational skills, Algebra I, 8th grade portfolio), and high school students are presented with college-ready skills (e.g. college and career class).
Improve student motivation by increasing the motivation of the education team and by setting high performance standards and expectations.	While not directly observed in classrooms, the administrative team reported high expectations such as 95% average daily attendance, 70% MGP in reading and math, and 100% of students attending and graduating from college.
Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concern for others.	The school implements a system called "behavior ladder" that is meant to incentivize students to demonstrate positive behavior, including elements of strong character.
Ensure that students are prepared to lead successful adult lives as workers and consumers.	A new high school course, College and Career Prep, is now offered to students.
Develop in students a strong respect for the democratic ideals of freedom and liberty for all.	The QSR team did not observe any evidence related to this goal.
Provide a safe and secure learning community.	Students in the focus group reported that they felt safe in the building. The majority of classrooms observed and hallways were orderly.
Draw on the support of families and the community to reinforce the school's educational mission.	While not observed, administration described monthly parent meetings called Parent University. Only eight parents attended the last meeting.
Provide an educational resource to the surrounding Edison-Friendship Public Charter School community.	The QSR team did not observe any evidence related to this goal.
Develop in students an abiding commitment to the school's surrounding community.	The QSR team did not observe any evidence related to this goal.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Friendship Public Charter School is to prepare a diverse cross section of children for success as students, workers, and citizens by providing them with a world-class education. The specific focus of the Tech Prep campus is to provide a college preparatory Science, Technology, Engineering, and Math ("STEM") education for students in middle and high school. This is what the Qualitative Site Review "QSR" team looked for when visiting the classrooms, attending a board meeting, and conducting the focus groups.

The review team concluded that day-to-day operations and activities of Friendship Tech Prep are aligned to the mission and goals as described in the school's charter. However, the review team concluded that these operations and activities are not aligned to the campus-specific STEM focus, specifically technology. Students in the focus group reported that the mission of the school is for them to go to college, and every student stated that they planned to go to college. Teachers reported that all 9th and 10th grade students are required to take a college and career prep course. Students also reported that their teachers and the principal celebrate their successes. Classroom observations revealed an emphasis on teacher-directed lessons, which the administration confirmed they did deliberately to improve the skills of lower level students. Administrators reported that literacy is a theme for this year, and that specific time for independent reading is set aside each day; the classroom observations confirmed this.

Teachers in the focus group stated that in weekly meetings a regular topic of discussion is how to integrate technology in the lesson. Classrooms observations revealed the consistent use of technology by teachers, but very limited use by students. Students stated that there are not many opportunities for hands-on technology use in their classes. Administrators indicated that there is an emphasis on teachers using technology, and the goal is that by exposure, this will improve students' technology skills. Administrators indicated that there are no specific technology-related outcomes for each grade level (skills each student should know), though there are expectations in the Technology course offered. Although the review team did not observe science labs, the administrative team reported that there was a great emphasis on labs this year, the number of experiments had increased from the previous year, and microscopes and other lab materials had been recently delivered to the school. According to administrators in the focus group, science courses are semester long.

PCSB staff visited the Friendship Public Charter School board meeting on October 25, 2012. There were a sufficient number of board members present to make a quorum for this meeting. The focus of the meeting included a discussion about the following topics:

- New facility for Tech Prep campus
- Student enrollment trends
- Embedding school mission across all programs
- New curriculum, professional development strategies used across district
- Upcoming PARCC assessment, partnership with Achievement Network
- Strategies for improving school climate/culture

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	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.
Establishing a Culture for Learning	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.
Managing Classroom Procedures	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.
Managing Student Behavior	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.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Fifty-nine percent of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

The majority of teachers gave positive feedback to students after they answered a question correctly in class ("*XXX spelled that perfectly*"). In the majority of classes, teachers called students by name and many greeted their students at the door as they walked in. Objectives were consistently posted in the classrooms. In some classes, instructions to each part of the lesson were displayed on the projector.

Teachers built a culture of learning by the deliberate use of college names and terms ("*ask a college question*"; "*use your college voice*") and expressed the expectation that all students need to excel ("*I'm seeing 75% of eyes looking at me*" while waiting for 100% of students to participate).

There were varied degrees of managing classroom procedures. Some teachers used timers and assigned class duties to students. The "do now" was done in the first five minutes in most classes, though in a few classes instructional time was lost due to students talking. All classrooms had rules and expectations posted on the walls. Teachers consistently used technology in the classroom with the "do now" and embedded in the lesson.

Most teachers demonstrated strategies to manage student behavior such as count-down, SLANT, giving/taking away points for being on task, and use of the behavior ladder. Teachers consistently addressed students who misbehaved ("*XXX you just got a consequence*") but with varied results; in a few classes students continued to disrupt the class after being addressed. Many teachers walked around as students completed work to ensure that students were on task. In some classes teachers verbally corrected students who were not working ("*I need you silent*"), while other teachers used nonverbal communication such as a light tap on the shoulder or eye contact to a student talking off task.

Many rooms appeared overpopulated with the size of the room and the number of students in the class. However, the majority of teachers arranged their rooms so that students had access to the board, the door and lesson materials. There were several examples of technological resources in the classroom which were used by teachers. PCSB recognizes that this building is a temporary location for the school while the school is completing future facilities.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	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.
Using Questioning and Discussion Techniques	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 may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	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.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	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.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Fifty-eight percent of classrooms were proficient or exemplary in the following areas of Instructional Delivery: Communicating with Students, Using Assessment in Instruction and Demonstrating Flexibility.

Approximately 44% of classrooms were proficient or exemplary in the following areas of Instructional Delivery: Using Questioning and Discussion Techniques and Engaging Students in Learning.

Teachers used verbal and nonverbal means of communication to ensure that students understood the lesson including posting the objective on the board ("SWBAT…"), asking students to repeat the instructions for the class ("*can someone clarify*"), repetition of directions, and reminding

students of project due dates. Full class discussion varied from classroom to classroom.

Teachers used a variety of questioning techniques. Some teachers probed students after the first question was asked ("*yes, and why do we use nuestro instead of nuestros*"). Some teachers encouraged students to question other students' answers. In some classes, the majority of questions were low level ("*can you read question #4*?", "*what is XXX?*").

Teachers consistently used promethean boards to engage students in learning. There were more examples of teacher-directed instruction than student-to-student discourse and full participation during class discussion. In one class, the first 50 minutes of class was teacher-directed with students not moving from their seats or initiating the discussion with the teacher or their peers. In other classes, there were similar examples of teachers speaking at the front with little opportunity for students to lead the activity or engage in dialogue.

The majority of teachers embedded informal assessment into the lesson. Teachers used exit slips, thumbs-up/thumbs-down, and full group checks for understanding ("*raise your hand if you got 100% on your do now answer*").

In many classrooms teachers demonstrated flexibility by offering additional time to an activity if students were not yet finished, slowing the lesson down, or modeling procedures if students had trouble understanding.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

Administrators reported that differentiation is the main strategy used in instruction to support the learning needs of all students, including students at risk of academic failure. They presented a math packet as an example, in which the content was the same for each student but the strategy explained to find the answer was modified based on the student's skill level. Classroom observations showed varying degrees of differentiation. The QSR team observed and the faculty and staff focus groups confirmed that special education teachers co-teach with general education teachers in core classes. However in some non-core classes there was little evidence of differentiation between special education students, students at risk of academic failure, and the rest of the class. One teacher reported the use of differentiation by limiting the number of problems struggling students had to complete, giving them fewer problems than other students. Teacher focus groups confirmed that in non-core classes there have been challenges with assisting special education students while keeping the rest of the class on track. Teachers reported that there was professional development provided by the special education coordinator on different modifications teachers could do.

There are currently no English Language Learners ("ELLs") at Tech Prep. The Central Office has an ELL coordinator, so were an ELL to enroll, the support would be available. Aside from discussion with the administrative team about what supports could be offered if needed, ELL services were not observed.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

Administrators reported various forms of professional development ("PD") during the focus group, including district level PD and new teacher induction for new teachers and teachers new to Friendship PCS. Every Friday afternoon teachers participate in content circles and work with a team of teachers across campuses. The District is flexible with PD time so each campus can adapt to its needs, according to administration. At Tech Prep, teachers want more time for planning instead of participating in content circles; according to the administration, that is permitted. All departments have a common planning block to use for collaboration. Each department meets Tuesdays and Thursdays. Teachers reported in the focus group that PD had been conducted for the teachers by the special education coordinator to demonstrate how to implement modifications for students with special needs. Administrators stated that the coaches differentiate for the teachers according to each teacher's needs. For example, if during a walkthrough administrators identify a teacher struggling with classroom management, he/she will have coaching focused on that. Another teacher who has good management may be coached on a different topic, such as having a more student centered classroom.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The school's discipline policies were explained by teachers and administrators, and observed in classrooms. The policies to promote an orderly learning environment include implementing a "behavior ladder", posting class rules, and using in-school suspensions. On the days observed, the majority of hallways and classrooms were orderly. Students in the focus group reported that they felt safe at school, though not as safe once they left school and were on their way home. Teachers reported in the focus group that administration was focused on improving the school culture, and from the beginning of the year certain expectations were established, such as not yelling at students. Two students in the focus group reported that the school atmosphere felt the same as last year, but one student stated that there are less fights this year and it feels less chaotic.

Appendix I

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 4, 2013

Donald Hense, Board Chair
Friendship Public Charter School - Woodridge
120 Q Street NE
Washington, DC 20002

Dear Mr. Hense:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all PCSB schools. According to the School Reform Act, § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-2013 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report
On November 9 and November 27, a Qualitative Site Review team conducted on-site reviews of Friendship PCS – Woodridge Campus. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson Framework for Teaching observation rubric. We also visited a board meeting and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the schools charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, school climate, and governance/management.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Friendship PCS – Woodridge. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Friendship PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Executive Director, Principal

CHARTER GOALS

This table summarizes the goals that all of the Friendship Public Charter Schools contracted to in its charter and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting the goal during the Qualitative Site Visit.

Goal as Identified by the School	Evidence
Ensure that each student achieves the educational standards in each subject area as outlined in the Student Academic Standards.	The school currently uses the Common Core State Standards for its Reading and Math curricula. The school also referenced its new curriculum, Houghton Mifflin Materials, which is used to drive the instruction of the Common Core State Standards. Standards of learning were posted in several classrooms as a part of the school's mandatory focus wall, which outlines the learning expectations for the current unit. Several teachers used the Houghton Mifflin Materials tools as part of their Reading and Math lessons.
Help students feel comfortable taking intellectual chances and accepting academic challenges.	The QSR team noted students willing to raise their hands even if they were not sure of the answer. The school challenges its students to use and follow the principles of the International Baccalaureate ("IB") curriculum, which are internationally recognized as being intellectually challenging. The students interviewed within the focus group indicated that they discussed what it meant to "be principled", the current theme of the month, in their classrooms on a daily basis.

Goal as Identified by the School	Evidence

Improve student motivation by increasing the motivation of the education team and by setting high performance standards and expectations.	According to the focus groups, the principal has set an expectation for all staff to meet a 100% daily attendance rate. The principal noted that the staff is currently maintaining a 98% staff attendance rate. The principal is also working with his staff to enforce the school's standardized classroom expectations. These standards, outlined below, are used by administrators when conducting classroom walkthroughs.
	• Clear/measurable objectives posted in every classrooms
	• 95% – 100% of scholars engage in classroom activities
	• Positive narration and clear use of behavior system
	  o Learner profile trait of the month
	  o Daily community meeting
	  o Examples of students being principled
	  o Students receive IB bucks
	• Evidence of differentiation and small groups
	• Clear rules and routines
	• Up to date student work
	• Information rich learning environments
	• Focus wall and vocabulary wall
	• Clear evidence of IB (on walls and use of language)
	  o Principled, open minded, reflective, use of IB bucks
	  o School intends to continue with current curriculum and imbed IB principles within current curriculum if they receive full candidacy

Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concern for others.	In focus groups, students did not mention these principles. The school makes an explicit effort to teach IB skills to students. The students earn IB bucks for successfully demonstrating these IB skills and trade them in for incentives. The students interviewed within the focus group discussed what it meant to "be principled", the current theme of the month, in their classrooms on a daily basis.
Ensure that students are prepared to lead successful adult lives as workers and consumers.	The QSR team did not observe any evidence related to this goal.
Develop in students a strong respect for the democratic ideals of freedom and liberty for all.	The QSR team did not observe any evidence related to this goal.
Provide a safe and secure learning community	During the visit, the observation team saw several administrative and security staff members in the hallways, supporting teachers struggling with misbehavior in their classrooms. The students in the focus group reported a change in school culture, particularly with expectations for behavior in the classrooms and in the hallways.
Draw on the support of families and the community to reinforce the school's education mission.	The administrative team reported that they met with parents at the beginning of the school year to convey the new behavioral and learning expectations.
Provide an educational resource to the surrounding Edison-Friendship Public Charter School community.	The QSR team did not observe any evidence related to this goal.

Goal as Identified by the School	Evidence
Develop in students an abiding commitment to the school's surrounding community.	The QSR team did not observe any evidence related to this goal. Anecdotally, school leaders mentioned that female students recently participated in the Girls on the Run program with other young women from the nearby community.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Friendship Public Charter School is to prepare a diverse cross section of children for success as students, workers, and citizens by providing them with a world-class education. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a board meeting, and conducting the focus groups.

The school encourages all of its students to go to college. This focus is prominent with the displays of college names in each classroom and other college paraphernalia to educate students about the universities attended by the school staff. There is also a large display about colleges visible to students on the way to the cafeteria. When the student focus group was asked what the school focuses on, several students shared, "making us college-bound students" or "making us college material". The school leadership team and teaching staff discussed the training they had received thus far to obtain International Baccalaureate status at the school within three to five years to ensure that they provide their students with a world-class education. The IB skills are communicated to students daily and emphasized in classroom discussions. Students were given "IB bucks" for demonstrating characteristics of the IB skill of the month; in several of the classes visited, the skill was "being principled". The school has instituted an "Inquiry Learning Block" at the end of the school day to teach some of the skills of the IB curriculum. Additionally, students in the focus groups were aware of the school's academic and behavior expectations and stated they believed both led to a safe and secure learning environment.

PCSB staff visited the Friendship Public Charter School board meeting on October 25, 2012. There were a sufficient number of board members present to make a quorum for this meeting. The focus of the meeting included a discussion about the following topics:

- New facility for Friendship Tech Prep campus
- Student enrollment trends
- Embedding school mission across all programs
- New curriculum, professional development strategies used across district
- Upcoming PARCC assessment, partnership with Achievement Network
- Strategies for improving school climate/culture

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	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.
Establishing a Culture for Learning	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.
Managing Classroom Procedures	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.
Managing Student Behavior	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.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Approximately 80% of all classroom observations scored proficient or exemplary on the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

The team observed a variety of strategies used by the teachers to establish an environment of respect in their classrooms. Several teachers greeted their students individually as they entered the classrooms. In several classrooms, students were appointed as student greeters to welcome visitors and share what they were learning that day in the classroom.

There was evidence of "Star Scholars'" work posted in several classrooms as well as college paraphernalia displayed throughout the classrooms and the school building. The teachers often referred to the IB learner profile skills and these skills were also prominently displayed throughout the school building. During most classroom observations, the teachers rarely conveyed the importance of why students needed to learn the material presented.

Most teachers also used a variety of mechanisms to manage their time, such as timers, cues, and sign language charts for students to indicate their individual needs to the teachers. Some classrooms were missing routines and procedures related to the implementation of small groups in some classrooms and procedures for the use of the restrooms, particularly for younger students. Some of the paraprofessionals and additional adults in the classrooms were not engaged purposefully with the lesson – one showed up late to a classroom, one had no involvement in the lesson, and one was unsuccessful in trying to correct student behavior from across the classroom.

There were several examples of positive reinforcement from the teachers when students made positive behavioral choices and correctly completed their assignments. Each classroom the team observed had a colorful chart to create a visual indicator of whether students have made positive or negative choices. While most classrooms used the level chart effectively, there were some teachers that did not consistently use this school-wide tool. The instances of student misbehavior were rare, but there were a few teachers that struggled with classroom management.

The QSR team noted classrooms well organized, with books on shelves and in baskets. Current student work was prominently displayed. Teachers had desks grouped together for use in small instruction groups.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	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.
Using Questioning and Discussion Techniques	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 may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	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.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	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.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Less than half, approximately 45%, of classrooms were proficient or exemplary in the assessed areas of Instructional Delivery, including Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, and Using Assessment in Instruction.

When communicating with students, most of the teachers' delivery and language were correct, without error. However, there were some classrooms where limited academic vocabulary was used and another class where the teacher did not effectively communicate the lesson's main idea to the students. The learning objectives were posted in most but not all classrooms.

While the team observed some questioning in instruction, in general there was limited wait time for the students to respond before the teacher answered. There were limited examples of higher-level or open-ended questions posed to students. Furthermore, during most of the observations, the teacher's voice dominated the lesson, limiting student discussion about the lesson content.

One teacher used real-life examples to connect the content to the students' personal life and there were a few classrooms that used the "Turn & Talk" strategy to engage students in the learning and to encourage discussion among the students.

There were a variety of methods of assessments observed school wide, including quizzes, tests, exit tickets, questioning, and projects. One teacher used differentiated math quizzes for students based on their ability level.

The QSR team did not review teachers' lesson plans in advance and thus was unable to compare observed instruction to lesson plans. As such, the team could not identify adjustments based on student needs and cannot assess the school's performance on the Flexibility and Responsiveness element of the rubric.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

During the site visit, we observed several examples of inclusion and additional assistance for students who were struggling academically. The team saw co-teachers providing small group instruction to students in need of assistance during whole-group or independent work time. There were several classes that used computer-based intervention programs to provide reading and math assistance to struggling students. The school has also designed regular intervention blocks within their master schedule during which students' time is programmed according to their reading and math needs. These intervention blocks are taught by all teachers.

According to the administrators, the school currently shares an itinerant English Language Learner ("ELL") teacher with another Friendship campus to provide inclusive services to its ELLs. The QSR team did not observe instruction specifically targeted to ELLs.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The school holds monthly district-designed professional development sessions. Teachers are regularly given the opportunity to collaborate with teachers in similar grade levels during Content Mastery Circle meetings. Teachers stated in the focus groups that they are encouraged to attend outside professional development. Several teachers interviewed had recently participated in professional development related to IB programming and courses offered by the Office of the State Superintendent of Education. The teachers are assigned instructional coaches based on their particular needs and are allotted weekly planning time with their coaches. Several teachers voiced a desire to have additional individual planning time, as much of their daily planning time is required for collaboration with others.

While the Friendship network supports new teachers with a weeklong new teacher induction in the summer, there was no evidence of a formal support system to meet the needs of new or novice teachers.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

Students interviewed in the focus groups reported an improvement in the school culture over the past two years. They also commented on feeling safe at school and felt as if the new administration and its "strict rules" contributed to this positive change. The students commented that they enjoyed learning and were particularly interested in their math and science classes. Teachers also regularly post behavior expectations in classrooms.

Appendix J

Attachment C

Annual report excerpts providing staff attrition data

Academy Director	2	2	2	2	1
Classroom Teachers	31	18	13	12	10
Special Subject Teachers	10	7	3	6	5
Special Education Teachers/Speech Therapist	4	4	0	2	2
Counselors	1	1	1	1	1
Technology Instruction Managers	1	1	0	NA	NA
Library Media Specialists	1	1	0	1	1
Coordinators	1	0	1	1	1
Tutors/Aids	8	NA	NA	NA	NA
Woodridge Elementary					
Principal	1	1	1	1	1
Classroom Teachers	16	16	3		2 (+4 provisional)
Special Subject Teachers / Coordinators	5	4	1	2	4
Special Education Teachers	2	2	0	0	2
Counselors	2	2	1	1	1
Technology Instruction Managers	1	1	0	NA	NA
Library Media Specialists	1	1	1	0	1
Coordinators	3	3	3	1	2
Tutors/Aids	2	NA	NA	NA	NA
Junior Academy at Blow Pierce					
Principal	1	1	1	1	1
Academy Director	3	3	1	NA	0
Teachers	25	25	2	10	0
Foreign Lanugage Teachers	5	5	1	4	0
Special Subject Teachers	8	6	3	1	0
Special Education Teachers	6	6	0	0	0
Counselors	1	1	1	0	0
Library Media Specialists	1	1	1	0	0
Collegiate Academy					
Principal	2	2	2	2	NA
Academy Director	2	2	2	2	NA
Classroom Teachers	35	26	9	30	0
Special Subject Teachers/Coordinators	8	6	2	8	0
Special Education Teachers	7	5	2	7	0
Counselors	5	1	4	5	0

Staff attrition rate*

Chamberlain Elementary: 19%

2002 - 2003

Woodridge Elementary:	24%
Junior Academy:	35%
Collegiate Academy:	14%

Salary range and average salary, for teachers and administrators.*

The figures on the following table do not include principal performance bonuses.

	Chamberlain Elementary	Woodridge Elementary	Junior Academy	Collegiate Academy
Teachers				
Salary Range	$33,841 - 50,716	$33,054 - $41,762	$36,219 - $41,219	$34,987-$42,943
Average Salary	$46, 212	$43, 165	$46,145	$47,123
Administrators				
Salary Range	$40,159- $96,000	$38,036 - $99,750	$48,880 - $95,000	$36,050 - $95,400
Average Salary	$64,415	$54,064	$64,415	$61,425

D. Student Characteristics

Number of students enrolled, by grade level*

Grade Level	Chamberlain Elementary	Woodridge Elementary	Junior Academy	Collegiate Academy	Total Friendship Edison
K	119	42			161
1	117	50			167
2	138	71			209
3	191	73			264
4	150	80			230
5	124	88			212
6			153		153
7			294		294
8			271		271
9				340	340
10				300	300
11				211	211
12				96	96
	839	404	718	947	

Student re-enrollment*

Chamberlain Elementary:	92%
Woodridge Elementary:	90%
Junior Academy:	87%
Collegiate Academy:	85%
Total Friendship Edison:	71%

2002 - 2003

Staff attrition rate*

Chamberlain Elementary:	6.45%
Woodridge Elementary:	12%
Blow Pierce Jr. Academy:	10%
Collegiate Academy:	5%
FPCS Average:	8.4%

Salary Range and Average Salary for Administrators and Teachers

	Chamberlain Elementary	Woodridge Elementary	Junior Academy	Collegiate Academy
Teachers				
Salary Range	$34,814 - $101,850	$38,000 - $90,000	$38,000-$90,000	$38,000-$110,000
Average Salary	$50,077	$43, 165	$46,145	$56,000

2003 · 2004

Friendship Public Charter School – Chamberlain Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field	Number meeting NCLB HQT requirements
Chamberlain Elementary						
Principal	1	1	1	1	0	N/A
Assistant Principal	2	2	0	2	0	N/A
Classroom Teachers	33	33	13	3	4	13
Special Subject Teachers	9	9	2	5	1	8
Bilingual/ESL Teachers	0	0	0	0	0	0
Special Education Teachers	4	4	1	0	0	0
Vocational/Career Teachers	0	0	0	0	0	0
Building Resource Teachers	0	0	0	0	0	0
Counselors	0	0	0	0	0	0
Librarians/Media Specialists	1	1	0	0	0	N/A
Coordinators	0	0	0	0	0	0
Classroom Aides	0	N/A	N/A	N/A	N/A	0
Title I Educational Aides	6	N/A	N/A	N/A	N/A	1

Staff Attrition Rate (percentage of teachers employed by the school at beginning of school year and no longer employed by the end of the year):	18%
Salary Range for Teachers and Administrators:	$30,900 - $105,000
Average Teacher Salary:	$38,015

2004-2005

Friendship Public Charter School – Woodridge Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field	Number meeting NCLB HQT requirements
Woodridge Campus						
Principal	1	1	1	1	1	N/A
Assistant Principal	0	0	0	0	0	N/A
Classroom Teachers	23	23	6	7	3	14
Special Subject Teachers	7	7	2	3	0	4
Bilingual/ESL Teachers	0	0	0	0	0	0
Special Education Teachers	3	3	0	1	0	0
Vocational/Career Teachers	0	0	0	0	0	0
Building Resource Teachers	0	0	0	0	0	0
Counselors	1	1	0	1	0	N/A
Librarians/Media Specialists	1	1	0	0	0	N/A
Coordinators	0	0	0	0	0	0
Classroom Aides	0	N/A	N/A	N/A	N/A	0
Title I Educational Aides	5	N/A	N/A	N/A	N/A	3

Staff Attrition Rate (percentage of teachers employed by the school at beginning of school year and no longer employed by the end of the year):	27%
Salary Range for Teachers and Administrators:	$38,750 - $95,000
Average Teacher Salary:	$43,506

2004-2005

Friendship Public Charter School – Blow Pierce Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements
Blow Pierce Junior Academy						
Principal	1	1	1	1	1	N/A
Assistant Principal	2	2	1	2	1	N/A
Classroom Teachers	20	20	7	9	1	10
Special Subject Teachers	3	3	2	2	0	2
Bilingual/ESL Teachers	0	0	0	0	0	0
Special Education Teachers	4	4	2	2	2	2
Vocational/Career Teachers	3	3	1	0	0	N/A
Building Resource Teachers	0	0	0	0	0	0
Counselors	1	1	1	1	1	1
Librarians/Media Specialists	1	1	0	0	0	N/A
Coordinators	5	5	2	0	0	0
Classroom Aides	0	N/A	N/A	N/A	N/A	0
Title I Educational Aides	0	N/A	N/A	N/A	N/A	0

Staff Attrition Rate (percentage of teachers employed by the school at beginning of school year and no longer employed by the end of the year):	30%
Salary Range for Teachers and Administrators:	$38,556 - $97,686
Average Teacher Salary:	$44,954

2004-2005

Friendship Public Charter School – Collegiate Campus
Charter School Annual Report Data Worksheet

Secondary Schools:

Number of students graduating:	95%
Number in graduating class at the start of the year:	155
Number taking SAT:	189
Average SAT Score:	372 Math / 389 Verbal
Number of AP Courses:	6
Number enrolling in AP Courses:	176
Number enrolling in college:	154

Staff Data:

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field	Number meeting NCLB HQT requirements
Collegiate Academy						
Principal	3	3	3	N/A	N/A	N/A
Assistant Principal	3	3	0	N/A	N/A	N/A
Classroom Teachers	34	34	5	25	0	25
Special Subject Teachers	9	9	3	7	0	7
Bilingual/ESL Teachers	0	0	0	0	0	0
Special Education Teachers	7	7	3	3	3	3
Vocational/Career Teachers	7	7	1	2	0	N/A
Building Resource Teachers	0	0	0	0	0	0
Counselors	1	1	0	0	0	N/A
Librarians/Media Specialists	1	1	0	0	0	N/A
Coordinators	0	0	0	0	0	0
Classroom Aides	0	N/A	N/A	N/A	N/A	0
Title I Educational Aides	0	N/A	N/A	N/A	N/A	0

Staff Attrition Rate (percentage of teachers employed by the school at beginning of school year and no longer employed by the end of the year):	26%
Salary Range for Teachers and Administrators:	$35,000 - $110,250
Average Teacher Salary:	$48,305

2004-2005

Friendship Public Charter School – Chamberlain Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	#	# w/ Bachelors degree	# w/ Masters degree or higher	# w/ degrees in field	# w/license in field (optional)	# meeting NCLB HQT requirements	% meeting NCLB
Director						N/A	N/A
Principal	1	1		1	1	N/A	N/A
Asst. Principal	2	2	2	2		N/A	N/A
Classroom Teachers	32	31	7	12	5	18	56%
Special Subject Teachers	9	6	4	9	2		
Bilingual ESL Teachers							
Special Ed. Teachers	6	3	3	2	1	2	33%
Vocational/Career Teachers						N/A	N/A
Building Resource Teachers							
Counselors	1	1	1			N/A	N/A
Librarians/Media Specialists	1					N/A	N/A
Coordinators							
Classroom Aides	8	1	N/A	N/A	N/A	4	50%
Title I Educational Aides		N/A	N/A	N/A	N/A		

Staff Attrition Rate:	6%
Salary Range for Teachers:	$37,500 to $51,275
Average Teacher Salary:	$45,346
Salary Range for School Administrators:	$69,000 to $90,000
Number of School Administrators:	3

2005 - 2006

Friendship Public Charter School – Woodridge Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	#	# w/ Bachelors degree	# w/ Masters degree or higher	# w/degree in field	# w/license in field (optional)	# meeting NCLB HQT requirements	% meeting NCLB HQT
Director						N/A	N/A
Principal	1	1	1			N/A	N/A
Asst. Principal	1	1				N/A	N/A
Classroom Teachers	22	22	7			22	100%
Special Subject Teachers	7	7	1	5		7	100%
Bilingual ESL Teachers							
Special Ed. Teachers	3	3				0	0%
Vocational/Career Teachers						N/A	N/A
Building Resource Teachers							
Counselors						N/A	N/A
Librarians/Media Specialists	1	1				N/A	N/A
Coordinators							
Classroom Aides		N/A	N/A	N/A	N/A		
Title I Educational Aides		N/A	N/A	N/A	N/A		

Staff Attrition Rate:	6.25%
Salary Range for Teachers:	$38,750 to $55,500
Average Teacher Salary:	$43,525
Salary Range for School Administrators:	$69,000 to $97,850
Number of School Administrators:	2

2005-2006

Friendship Public Charter School – Southeast Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	#	# w/ Bachelors degree	# w/ Masters degree or higher	# w/ degree in field	# w/license in state (optional)	# meeting NCLB highly qualified requirements	% meeting NCLB highly qualified requirements
Director						N/A	N/A
Principal	1	1	1			N/A	N/A
Asst. Principal	1	1	1			N/A	N/A
Classroom Teachers	18	18	7	8	5	4	22%
Special Subject Teachers	5	5	1	2		5	100%
Bilingual ESL Teachers							
Special Ed. Teachers	3	3	2	2	1	2	100%
Vocational/Career Teachers						N/A	N/A
Building Resource Teachers							
Counselors	1	1	1	1		N/A	N/A
Librarians/Media Specialists	1	1				N/A	N/A
Coordinators							
Classroom Aides	5	N/A	N/A	N/A	N/A	0	0%
Title I Educational Aides	2	N/A	N/A	N/A	N/A	2	100%

Staff Attrition Rate:	17%
Salary Range for Teachers:	$35,000 to $62,500
Average Teacher Salary:	$46,521
Salary Range for School Administrators:	$73,500 to $105,000
Number of School Administrators:	2

2005 · 2006

Friendship Public Charter School – Blow Pierce Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	#	# w/Bachelors degree	# w/Masters degree or higher	# w/degree in field	# w/license in field (optional	# meeting NCLB HQT requirements	% meeting NCLB HQT
Director						N/A	N/A
Principal	1	1	1			N/A	N/A
Asst. Principal	2	2	2	2		N/A	N/A
Classroom Teachers	30	30	7			26	87%
Special Subject Teachers	10	10	1			9	90%
Bilingual ESL Teachers							
Special Ed. Teachers	5	5	2	3	2	5	100%
Vocational/Career Teachers						N/A	N/A
Building Resource Teachers							
Counselors	2	2	1			N/A	N/A
Librarians/Media Specialists	1	1				N/A	N/A
Coordinators							
Classroom Aides		N/A	N/A	N/A	N/A		
Title I Educational Aides		N/A	N/A	N/A	N/A		

Staff Attrition Rate:	0%
Salary Range for Teachers:	$39,000 to $60,000
Average Teacher Salary:	$44,000
Salary Range for School Administrators:	$75,000 to $105,000
Number of School Administrators:	3

2005 - 2006

Friendship Public Charter School – Collegiate Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	#	# w/ Bachelors degree	# w/ Masters degree or higher	# w/ degree in field	# who have to fulfill optional	# meeting NCLB HQT requirements	% meeting NCLB HQT
Director						N/A	N/A
Principal	1	1	1			N/A	N/A
Asst. Principal	4	4	4	4		N/A	N/A
Classroom Teachers	41	36	5	41		35	85%
Special Subject Teachers	21						
Bilingual ESL Teachers							
Special Ed. Teachers	7		4	7		7	100%
Vocational/Career Teachers						N/A	N/A
Building Resource Teachers							
Counselors	4		4	4		N/A	N/A
Librarians/Media Specialists						N/A	N/A
Coordinators							
Classroom Aides		N/A	N/A	N/A	N/A		
Title I Educational Aides		N/A	N/A	N/A	N/A		

Staff Attrition Rate:	3%
Salary Range for Teachers:	$38,000 to $61,000
Average Teacher Salary:	$46,000
Salary Range for School Administrators:	$70,000 to $118,000
Number of School Administrators:	5

2005-2006

Friendship Public Charter School – Chamberlain Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	#	# w/ Bachelors degree	# w/ Masters degree or higher	# w/ degree in field	# w/license in field optional	# meeting NCLB HQT requirements	% meeting NCLB
Director						N/A	N/A
Principal	1	1		1	1	N/A	N/A
Asst. Principal	2	2	2	2		N/A	N/A
Classroom Teachers	35	35	14	10	5	28	80%
Special Subject Teachers	14	14	3	7		7	50%
Bilingual ESL Teachers							
Special Ed. Teachers	5	5	2	2	1	1	20%
Vocational/Career Teachers						N/A	N/A
Building Resource Teachers							
Counselors						N/A	N/A
Librarians/Media Specialists	1					N/A	N/A
Coordinators							
Classroom Aides	16	N/A	N/A	N/A	N/A	9	56%
Title I Educational Aides		N/A	N/A	N/A	N/A		

Staff Attrition Rate:	3.5%
Salary Range for Teachers:	$37,500 to $51,275
Average Teacher Salary:	$45,346
Salary Range for School Administrators:	$72,000 to $92,700
Number of School Administrators:	3

2006-2007

Friendship Public Charter School – Woodridge Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	#	# w/ Bachelors degree	# w/ Masters degree or higher	# w/ degree in field	# w/license in field optional	# meeting NCLB HQT requirements	% meeting NCLB
Director						N/A	N/A
Principal	1	1	1			N/A	N/A
Asst. Principal	2	2				N/A	N/A
Classroom Teachers	42	42	9	14	7	29	69%
Special Subject Teachers	10	10		5		7	60%
Bilingual ESL Teachers							
Special Ed. Teachers	3	3			1		0%
Vocational/Career Teachers						N/A	N/A
Building Resource Teachers							
Counselors						N/A	N/A
Librarians/Media Specialists	1	1				N/A	N/A
Coordinators							
Classroom Aides		N/A	N/A	N/A	N/A		
Title I Educational Aides		N/A	N/A	N/A	N/A		

Staff Attrition Rate:	23%
Salary Range for Teachers:	$40,000 to $58,000
Average Teacher Salary:	$46,800
Salary Range for School Administrators:	$70,000 to $127,500
Number of School Administrators:	3

2006-2007

Friendship Public Charter School – Blow Pierce Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	#	# w/ Bachelors degree	# w/ Masters degree or higher	# w/ degree in field	# w/license in field optional	# meeting NCLB HQT requirements	% meeting NCLB
Director						N/A	N/A
Principal	1	1	1			N/A	N/A
Asst. Principal	3	3	3	3		N/A	N/A
Classroom Teachers	41	41	14	19		25	60%
Special Subject Teachers	8	8		6		9	90%
Bilingual ESL Teachers							
Special Ed. Teachers	7	5	2	3	2	5	71%
Vocational/Career Teachers						N/A	N/A
Building Resource Teachers	1						
Counselors	3	2	1			N/A	N/A
Librarians/Media Specialists	1	1				N/A	N/A
Coordinators							
Classroom Aides		N/A	N/A	N/A	N/A		
Title I Educational Aides		N/A	N/A	N/A	N/A		

Staff Attrition Rate:	4%
Salary Range for Teachers:	$39,000 to $60,000
Average Teacher Salary:	$44,000
Salary Range for School Administrators:	$75,000 to $105,000
Number of School Administrators:	3

2006-2007

Friendship Public Charter School – Collegiate Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	#	# w/ Bachelors degree	# w/ Masters degree or higher	# w/ degree in field	# w/license in field optional	# meeting NCLB HQT requirements	% meeting NCLB
Director						N/A	N/A
Principal	1	1	1			N/A	N/A
Asst. Principal	4	1	3	4		N/A	N/A
Classroom Teachers	86	86	21	56		63	73%
Special Subject Teachers	21	21	9	19		16	76%
Bilingual ESL Teachers							
Special Ed. Teachers	13	13	6	2		4	31%
Vocational/Career Teachers						N/A	N/A
Building Resource Teachers							
Counselors	5	5	4	1	1	N/A	N/A
Librarians/Media Specialists						N/A	N/A
Coordinators							
Classroom Aides		N/A	N/A	N/A	N/A		
Title I Educational Aides		N/A	N/A	N/A	N/A		

Staff Attrition Rate:	36%
Salary Range for Teachers:	$39,587 to $64,890
Average Teacher Salary:	$47,000
Salary Range for School Administrators:	$59,792 to $127,440
Number of School Administrators:	6

2006-2007

Friendship Public Charter School – Southeast Campus
Charter School Annual Report Data Worksheet

Staff Data:

Position	#	# w/ Bachelors degree	# w/ Masters degree or higher	# w/ degree in field	# w/license in field optional	# meeting NCLB HQT requirements	% meeting NCLB
Director						N/A	N/A
Principal	1	1	1			N/A	N/A
Asst. Principal	1	1	1			N/A	N/A
Classroom Teachers	13	13	2	2	5	8	62%
Special Subject Teachers	4	4	1	2		2	50%
Bilingual ESL Teachers							
Special Ed. Teachers	2	2	2	2	1	2	100%
Vocational/Career Teachers						N/A	N/A
Building Resource Teachers	1						
Counselors	1	1	1	1		N/A	N/A
Librarians/Media Specialists						N/A	N/A
Coordinators							
Classroom Aides	5	N/A	N/A	N/A	N/A	6	83%
Title I Educational Aides		N/A	N/A	N/A	N/A		

Staff Attrition Rate:	33.3%
Salary Range for Teachers:	$40,000 to $60,000
Average Teacher Salary:	$45,648
Salary Range for School Administrators:	$60,000 to $105,000
Number of School Administrators:	2

2006-2007

Friendship Public Charter School – Chamberlain Campus
Charter School Annual Report Data Worksheet
Staff Information

Staff Data:

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1		1				
Assistant Principal	2	1	1				
Classroom Teachers	30	26	4	4	3	14	47%
Special Subject Teachers	10	9	1	3		2	20%
Bilingual/ESL Teachers							
Special Education Teachers	2	1	1	1		1	50%
Vocational/Career Teachers							N/A
Building Resource Teachers	6	3	3		1		N/A
Counselors	2		2				N/A
Librarians/Media Specialists	1	1					N/A
Coordinators	2	1	1				N/A
Classroom Aides	10	N/A	N/A	N/A	N/A	8	80%
Title I Educational Aides		N/A	N/A	N/A	N/A		

- Staff Attrition Rate: 67% (the percentage of teachers that were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $ 42,000.00 to $ 78,000.00
- Average Teacher Salary: $ 50,291.00
- Salary Range for school administrators: $ 75,600.94 to $ 105,000.00
- Number of school administrators: 3

2007-2008

Friendship Public Charter School – Woodridge Campus
Charter School Annual Report Data Worksheet
Staff Information

Staff Data:

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1		1				
Assistant Principal	2	1	1				
Classroom Teachers	26	22	4	14	5	19	73%
Special Subject Teachers	8	8		5		5	63%
Bilingual/ESL Teachers							
Special Education Teachers	4	3	1	2			
Vocational/Career Teachers							N/A
Building Resource Teachers	2	1	1	1	1		
Counselors	1		1				N/A
Librarians/Media Specialists	1	1					N/A
Coordinators	1		1	1			
Classroom Aides	9	N/A	N/A	N/A	N/A	5	55%
Title I Educational Aides		N/A	N/A	N/A	N/A		

- Staff Attrition Rate: 90% (the percentage of teachers that were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $ 42,000.00 to $ 63,000.00
- Average Teacher Salary: $ 51,002.00
- Salary Range for school administrators: $ 70,000.00 to $ 93,999.00
- Number of school administrators: 3

2007-2008

Friendship Public Charter School – Blow Pierce Campus
Charter School Annual Report Data Worksheet
Staff Information

Staff Data:

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1		1				
Assistant Principal	3	3					
Classroom Teachers	27	25	2	19	2	21	78%
Special Subject Teachers	8	7	1	6		1	10%
Bilingual/ESL Teachers	1	1					
Special Education Teachers	3	2	1		2	2	67%
Vocational/Career Teachers							N/A
Building Resource Teachers							
Counselors	3	1	2	2			N/A
Librarians/Media Specialists	1	1					N/A
Coordinators	2	2		1	1		
Classroom Aides		N/A	N/A	N/A	N/A		
Title I Educational Aides		N/A	N/A	N/A	N/A		

- Staff Attrition Rate: 78% (the percentage of teachers that were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $ 42,000.00 to $ 72,410.00
- Average Teacher Salary: $ 49,478.00
- Salary Range for school administrators: $ 75,000.00 to $ 109,999.76
- Number of school administrators: 4

2007-2008

Friendship Public Charter School – Collegiate Campus
Charter School Annual Report Data Worksheet
Staff Information

Staff Data:

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1		1				
Assistant Principal	4	2	2				
Classroom Teachers	49	41	8	31	5	41	84%
Special Subject Teachers	24	17	7	13	1	9	38%
Bilingual/ESL Teachers							
Special Education Teachers	6	4	2	1	1	1	17%
Vocational/Career Teachers							N/A
Building Resource Teachers	8	6	2		1		
Counselors	4	2	2		1		N/A
Librarians/Media Specialists							N/A
Coordinators	3	1	2				
Classroom Aides		N/A	N/A	N/A	N/A		
Title I Educational Aides		N/A	N/A	N/A	N/A		

- Staff Attrition Rate: 79% (the percentage of teachers that were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $ 42,000.00 to $ 70,040.00
- Average Teacher Salary: $ 51,927.00
- Salary Range for school administrators: $ 62,000.12 to $ 110,000.00
- Number of school administrators: 5

2007-2008

Friendship Public Charter School – Southeast Campus
Charter School Annual Report Data Worksheet
Staff Information

Staff Data:

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1		1				
Assistant Principal	1		1				
Classroom Teachers	21	20	1	7	3	12	57%
Special Subject Teachers	6	5	1	4		1	17%
Bilingual/ESL Teachers							
Special Education Teachers	2	2			1	1	50%
Vocational/Career Teachers							N/A
Building Resource Teachers	2	1	1				
Counselors	2	1	1				N/A
Librarians/Media Specialists	1	1					N/A
Coordinators	2	2			1		
Classroom Aides	12	N/A	N/A	N/A	N/A	6	50%
Title I Educational Aides		N/A	N/A	N/A	N/A		

- Staff Attrition Rate: 85% (the percentage of teachers that were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $ 42,000.00 to $ 64,575.00
- Average Teacher Salary: $ 50,976.00
- Salary Range for school administrators: $ 75,000.00 to $ 105,000.00
- Number of school administrators: 2

2007 - 2008

Friendship Chamberlain Elementary and Middle
Charter School Annual Report Data Worksheet
Staff Information

Staff Data

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1		1				N/A
Assistant Principal	2	2					N/A
Classroom Teachers	31	30	1	7	1	28	90%
Special Subject Teachers	4	4		4		4	100%
Bilingual/ESL Teachers	0						N/A
Special Education Teachers	3	3			3		N/A
Vocational/Career Teachers	0						N/A
Building Resource Teachers	0						N/A
Counselors	2	2					N/A
Librarians/Media Specialists	0						N/A
Coordinators	1	1			1		N/A
Classroom Aides	12	4				12	100%
Title I Educational Aides							

- Staff attrition rate: 28% (the percentage of teachers who were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary range for teachers: $42,700 to $64,347
- Average teacher salary: $53,523
- Salary range for school administrators: $75,600 to $105,000.00
- Number of school administrators: 3

2008-2009

Friendship Woodridge Elementary and Middle Charter School Annual Report Data Worksheet Staff Information

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1		1				N/A
Assistant Principal	2	1	1				N/A
Classroom Teachers	29	29		11	3	25	86%
Special Subject Teachers	4	4				4	100%
Bilingual/ESL Teachers	0						N/A
Special Education Teachers	5	5		1	2	N/A	N/A
Vocational/Career Teachers	0						N/A
Building Resource Teachers	1	1				1	100%
Counselors	2	2					N/A
Librarians/Media Specialists	1	1				N/A	N/A
Coordinators							
Classroom Aides	8	0				4	50%
Title I Educational Aides							

- Staff attrition rate: 6% (the percentage of teachers who were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary range for teachers: $42,400 to $69,500
- Average teacher salary: $55,950
- Salary range for school administrators: $75,000 to $94,000
- Number of school administrators: 3

2008-2009

Friendship Blow Pierce Campus
Charter School Annual Report Data Worksheet
Staff Information

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1		1				
Assistant Principal	2	2			1		
Classroom Teachers	27	25	2	21	1	25	92%
Special Subject Teachers	2	1	1	2			100%
Bilingual/ESL Teachers	0						N/A
Special Education Teachers	4	3	1			N/A	N/A
Vocational/Career Teachers	0						N/A
Building Resource Teachers	2	2		2		2	100%
Counselors	4	3	1	1			N/A
Librarians/Media Specialists	0						N/A
Coordinators	1	1		1	1		N/A
Classroom Aides	0						N/A
Title I Educational Aides							

- Staff attrition rate: 2% (the percentage of teachers who were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary range for teachers: $37,500 to $64,575
- Average teacher salary: $51,037
- Salary range for school administrators: $78,000.00 to $110,000
- Number of school administrators: 3

2008-2009

Friendship Collegiate Academy
Charter School Annual Report Data Worksheet
Staff Information

Staff Data

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1		1				
Assistant Principal	3	3					
Classroom Teachers	62	57	5	37	8	55	89%
Special Subject Teachers	6	6				6	100%
Bilingual/ESL Teachers	0						N/A
Special Education Teachers	9	9			2	N/A	N/A
Vocational/Career Teachers							N/A
Building Resource Teachers	2	2				2	100%
Counselors	5	5				N/A	N/A
Librarians/Media Specialists							
Coordinators	1	1			1	N/A	N/A
Classroom Aides	0						N/A
Title I Educational Aides							

- Staff attrition rate: 7% (the percentage of teachers who were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary range for teachers: $42,370 to $70,000
- Average teacher salary: $56,185
- Salary range for school administrators: $62,000 to $110,000
- Number of school administrators: 4

2008-2009

Friendship Southeast Academy
Charter School Annual Report Data Worksheet
Staff Information

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1					
Assistant Principal	1	1					
Classroom Teachers	27	27		13	1	19	70%
Special Subject Teachers	2	2	1	2			100%
Bilingual/ESL Teachers							N/A
Special Education Teachers	3	3			3		N/A
Vocational/Career Teachers							N/A
Building Resource Teachers	0						N/A
Counselors	2	1	1				N/A
Librarians/Media Specialists							N/A
Coordinators	1	1					N/A
Classroom Aides	12	2				9	75%
Title I Educational Aides							

- Staff attrition rate: 7% (the percentage of teachers who were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary range for teachers: $43,000 to $66,560
- Average teacher salary: $54,780
- Salary range for school administrators: $75,000.00 to $105,000.00
- Number of school administrators: 2

2008-2009

Friendship Chamberlain Elementary and Middle Charter School Annual Report Data Worksheet Staff Information

Staff Data

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1	1				N/A
Assistant Principal	2	2	2				N/A
Classroom Teachers	30	30	6	2	4	27	90%
Special Subject Teachers	7	7	1	3		4	57%
Bilingual/ESL Teachers	0						N/A
Special Education Teachers	4	4	2	2	0		N/A
Vocational/Career Teachers	0						N/A
Building Resource Teachers	0						N/A
Counselors	1	1					N/A
Librarians/Media Specialists	0						N/A
Coordinators	1	1			1		N/A
Classroom Aides	10	4				10	100%
Title I Educational Aides	0						

- Staff Attrition Rate: 0% (the percentage of teachers that were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $40,000 to $59,299
- Average Teacher Salary: $50,076
- Salary Range for school administrators: $91,000 to $120,000
- Number of school administrators: 3

2009-2010

Friendship Woodridge Elementary and Middle Charter School Annual Report Data Worksheet Staff Information

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1	1				N/A
Assistant Principal	2	2	1				N/A
Classroom Teachers	28	28	5	4	5	22	78%
Special Subject Teachers	7	7	1	5	2	5	72%
Bilingual/ESL Teachers	1	1				1	100
Special Education Teachers	3	3	2	1		N/A	N/A
Vocational/Career Teachers	0						N/A
Building Resource Teachers	0						100%
Counselors	0						N/A
Librarians/Media Specialists	1	1				N/A	N/A
Coordinators	1	1				N/A	N/A
Classroom Aides	7	0				4	58%
Title I Educational Aides							

- Staff Attrition Rate 8.82% (the percentage of teachers that were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $43,400 to $71,662
- Average Teacher Salary: $51,854
- Salary Range for school administrators: $85,000 to $120,000
- Number of school administrators: 2

Friendship Southeast Academy
Charter School Annual Report Data Worksheet
Staff Information

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1					
Assistant Principal	0	0					
Classroom Teachers	22	22	6	2	3	18	81%
Special Subject Teachers	3	3		1		2	67%
Bilingual/ESL Teachers							N/A
Special Education Teachers	2	2	1				N/A
Vocational/Career Teachers	0						N/A
Building Resource Teachers	0						N/A
Counselors	1	1	1				N/A
Librarians/Media Specialists	0						N/A
Coordinators	1	1					N/A
Classroom Aides	11	3				9	81%
Title I Educational Aides	0						

- Staff Attrition Rate 3.34% (the percentage of teachers that were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $44,499 to $68,059
- Average Teacher Salary: $50,954
- Salary Range for school administrators: $105,000 to $105,000
- Number of school administrators: 1

Friendship Blow Pierce Campus
Charter School Annual Report Data Worksheet
Staff Information

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1	1				
Assistant Principal	2	2			1		
Classroom Teachers	25	25	3	19	1	24	96%
Special Subject Teachers	6	16		2		3	50%
Bilingual/ESL Teachers	0						N/A
Special Education Teachers	4	4	1			N/A	N/A
Vocational/Career Teachers	0						N/A
Building Resource Teachers							100%
Counselors	1	1	1				N/A
Librarians/Media Specialists	0						N/A
Coordinators	1	1					N/A
Classroom Aides	0	N/A	N/A	N/A	N/A	N/A	N/A
Title I Educational Aides			N/A	N/A	N/A	N/A	

- Staff Attrition Rate 17.65% (the percentage of teachers that were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $42,000 to $67,880
- Average Teacher Salary: $49,588
- Salary Range for school administrators: $78000 to $109,000
- Number of school administrators: 3

Friendship Technology Preparatory Academy
Charter School Annual Report Data Worksheet
Staff Information

Position	Number	Number with Bachelor s degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1	1				
Assistant Principal	1	1	1		1		
Classroom Teachers	5	5				2	9240%
Special Subject Teachers	2	2		2		2	50%
Bilingual/ESL Teachers	0						N/A
Special Education Teachers	1	1				N/A	N/A
Vocational/Career Teachers	0						N/A
Building Resource Teachers							N/A
Counselors	1	1					N/A
Librarians/Media Specialists	0						N/A
Coordinators	1	1					N/A
Classroom Aides	4	3	N/A	N/A	N/A	3	N/A
Title I Educational Aides	0						

- Staff Attrition Rate: 12.5% (the percentage of teachers that were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $45,000 to $65,000
- Average Teacher Salary: $52,250
- Salary Range for school administrators: $85,000 to $125,000
- Number of school administrators: 2

Friendship Collegiate Academy
Charter School Annual Report Data Worksheet
Staff Information

Staff Data

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1	1				
Assistant Principal	3	3					
Classroom Teachers	51	51	5	34	6	55	93%
Special Subject Teachers	7	7	2	5	1	6	87%
Bilingual/ESL Teachers	0						N/A
Special Education Teachers	8	8	1		2	N/A	N/A
Vocational/Career Teachers							N/A
Building Resource Teachers	2	2				2	100%
Counselors	4	4	2	2	2	N/A	N/A
Librarians/Media Specialists							
Coordinators	1	1	1			N/A	N/A
Classroom Aides	0						N/A
Title I Educational Aides							

- Staff Attrition Rate: 1.53% (the percentage of teachers that were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $42,370 to $75,704
- Average Teacher Salary: $53,344
- Salary Range for school administrators: $75,000 to $125,000
- Number of school administrators: 3

Friendship Chamberlain Elementary and Middle Charter School Annual Report Data Worksheet Staff Information

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1	1			N/A	N/A
Assistant Principal	2	2	2		2	N/A	N/A
Classroom Teachers	33	33	4	7	3	32	97%
Special Subject Teachers	6	6	1	5		6	100%
Bilingual/ESL Teachers							
Special Education Teachers	5	5	1	3	3	N/A	N/A
Vocational/Career Teachers							
Building Resource Teachers							
Counselors	1	1	1		1	N/A	N/A
Librarians/Media Specialists							
Coordinators	1	1			1	N/A	N/A
Classroom Aides	13	6	1	N/A	N/A	13	100%
Title I Educational Aides	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- Staff Attrition Rate: .03% (the percentage of teachers who were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $43,139 to $63,000
- Average Teacher Salary: $50,587
- Salary Range for school administrators: $93,730 to $126,072
- Number of school administrators: 3

Friendship Woodridge Elementary and Middle Charter School Annual Report Data Worksheet Staff Information

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1	1			N/A	N/A
Assistant Principal	1	1	1			N/A	N/A
Classroom Teachers	27	27	1	18	5	26	96%
Special Subject Teachers	4	4	1	3		4	100%
Bilingual/ESL Teachers							
Special Education Teachers	6	6	2	3		N/A	N/A
Vocational/Career Teachers							
Building Resource Teachers							
Counselors	1	1	1	1		N/A	N/A
Librarians/Media Specialists							
Coordinators							
Classroom Aides	10	5	1	N/A	N/A	10	100%
Title I Educational Aides	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- Staff Attrition Rate 0% (the percentage of teachers who were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $44,268 to $75,246
- Average Teacher Salary: $51,136
- Salary Range for school administrators: $95,000 to $124,200
- Number of school administrators: 2

Friendship Blow Pierce Elementary and Middle Charter School Annual Report Data Worksheet Staff Information

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1	1			N/A	N/A
Assistant Principal	1	1	1			N/A	N/A
Classroom Teachers	27	27	1	18	5	26	96%
Special Subject Teachers	4	4	1	3		4	100%
Bilingual/ESL Teachers							
Special Education Teachers	6	6	2	3		N/A	N/A
Vocational/Career Teachers							
Building Resource Teachers							
Counselors	1	1	1	1		N/A	N/A
Librarians/Media Specialists							
Coordinators							
Classroom Aides	10	5	1	N/A	N/A	10	100%
Title I Educational Aides	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- Staff Attrition Rate .03% (the percentage of teachers that were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $35,000 to $55,727
- Average Teacher Salary: $46,758
- Salary Range for school administrators: $90,000 to $110,000
- Number of school administrators: 2

2010-2011

Friendship Collegiate Academy
Charter School Annual Report Data Worksheet
Staff Information

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1	1			N/A	N/A
Assistant Principal	3	3	2			N/A	N/A
Classroom Teachers	47	47	10	31	5	47	100%
Special Subject Teachers	9	9	2	7		9	100%
Bilingual/ESL Teachers							
Special Education Teachers	9	9	2	1		N/A	N/A
Vocational/Career Teachers							N/A
Building Resource Teachers							
Counselors	3	3	2	1	1	N/A	N/A
Librarians/Media Specialists							N/A
Coordinators	3	3	1				N/A
Classroom Aides	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Title I Educational Aides	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- Staff Attrition Rate: 0% (the percentage of teachers who were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $44,680 to $75,600
- Average Teacher Salary: $55,843
- Salary Range for school administrators: $81,000 to $135,960
- Number of school administrators: 4

2010-2011

Friendship Southeast Academy Charter School Annual Report Data Worksheet Staff Information							
Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1	1			N/A	N/A
Assistant Principal	1	1	1			N/A	N/A
Classroom Teachers	22	22	5	5		22	100%
Special Subject Teachers	3	3		2		3	100%
Bilingual/ESL Teachers							
Special Education Teachers	2	2				N/A	N/A
Vocational/Career Teachers							N/A
Building Resource Teachers							
Counselors	1	1	1		1	N/A	N/A
Librarians/Media Specialists							N/A
Coordinators	2	2	1	1	2	N/A	N/A
Classroom Aides	10	3	1	N/A	N/A	10	100%
Title I Educational Aides	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- Staff Attrition Rate 0% (the percentage of teachers who were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $38,000 to $67,000
- Average Teacher Salary: $52,040
- Salary Range for school administrators: $73,500 to $110,250
- Number of school administrators: 2

2010-2011

Friendship Technology Preparatory Academy
Charter School Annual Report Data Worksheet
Staff Information

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director							
Principal	1	1	1			N/A	N/A
Assistant Principal	1	1	1			N/A	N/A
Classroom Teachers	10	10	2	1		6	60%
Special Subject Teachers	1	1				1	100%
Bilingual/ESL Teachers							
Special Education Teachers	2	2				N/A	N/A
Vocational/Career Teachers							N/A
Building Resource Teachers							
Counselors	1	1	1	1		N/A	N/A
Librarians/Media Specialists							N/A
Coordinators							
Classroom Aides	1	1	N/A	N/A	N/A	1	100%
Title I Educational Aides	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- Staff Attrition Rate: 0% (the percentage of teachers who were employed by the school at the beginning of the school year but were no longer employed by the end of the year)
- Salary Range for teachers: $45,000 to $68,250
- Average Teacher Salary: $51,415
- Salary Range for school administrators: $89,250 to $129,375
- Number of school administrators: 2

2010-2011

Appendix K

Attachment A

Report excerpts from the National Student Clearinghouse including data chart and report appendix

NATIONAL STUDENT CLEARINGHOUSE®

StudentTracker℠ for High Schools

Aggregate Report

Prepared for
Friendship Public Charter School

Friendship Public Charter School

Report Run Date: 11/29/2012 08:53 AM

NATIONAL STUDENT CLEARINGHOUSE®

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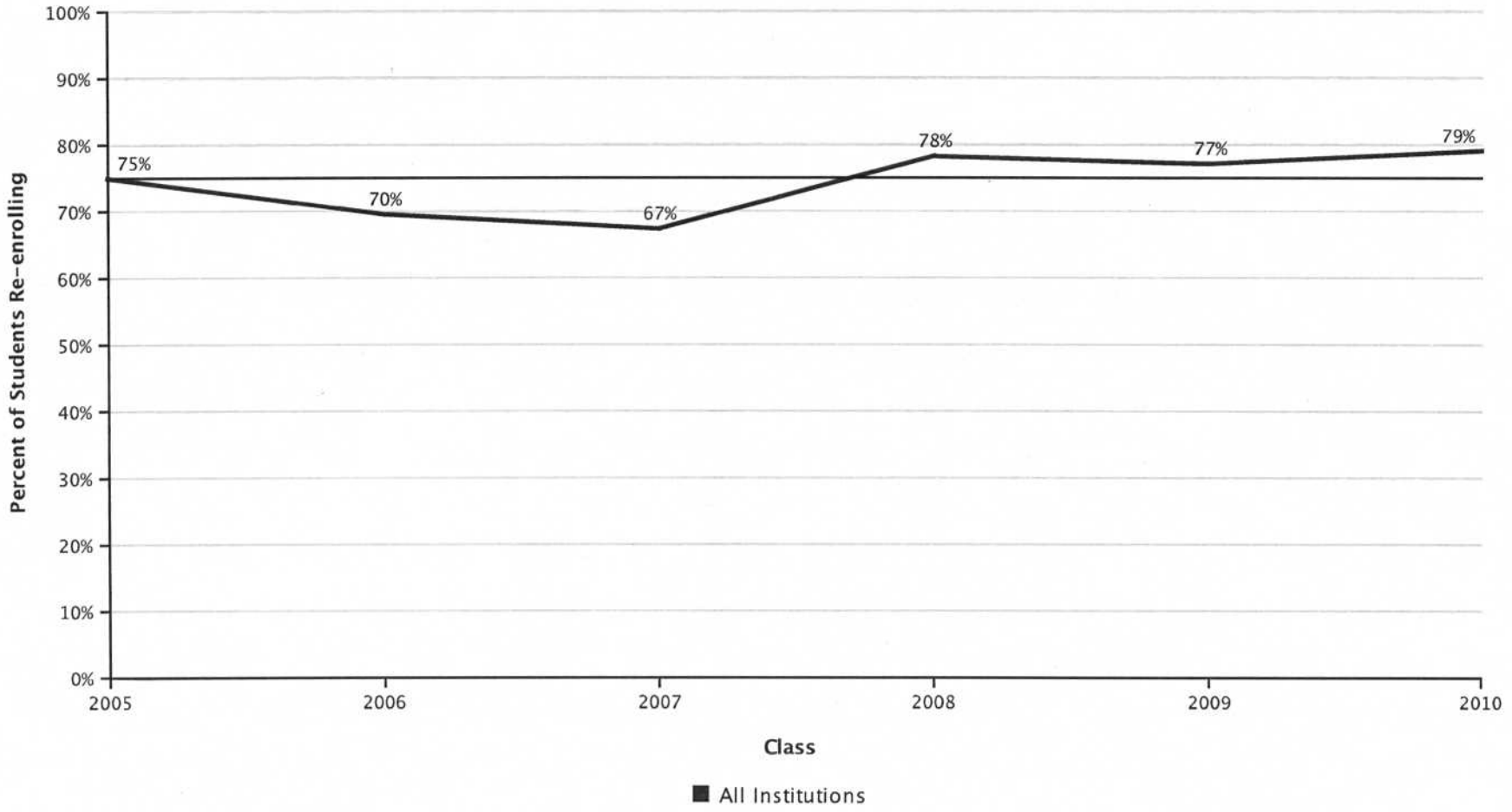
Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence)

Effective Date = November 15, 2012



AVG = 75%

Friendship Public Charter School

Report Run Date: 11/29/2012 08:53 AM

NATIONAL STUDENT CLEARINGHOUSE

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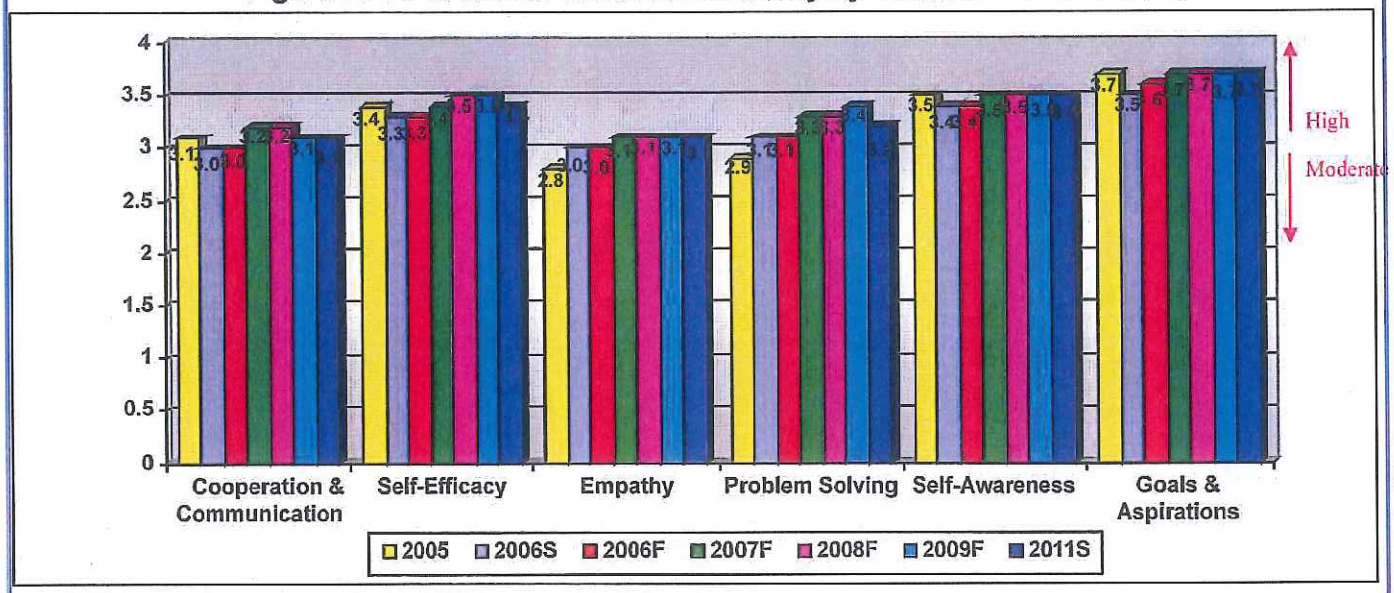
Appendix L

Attachment B

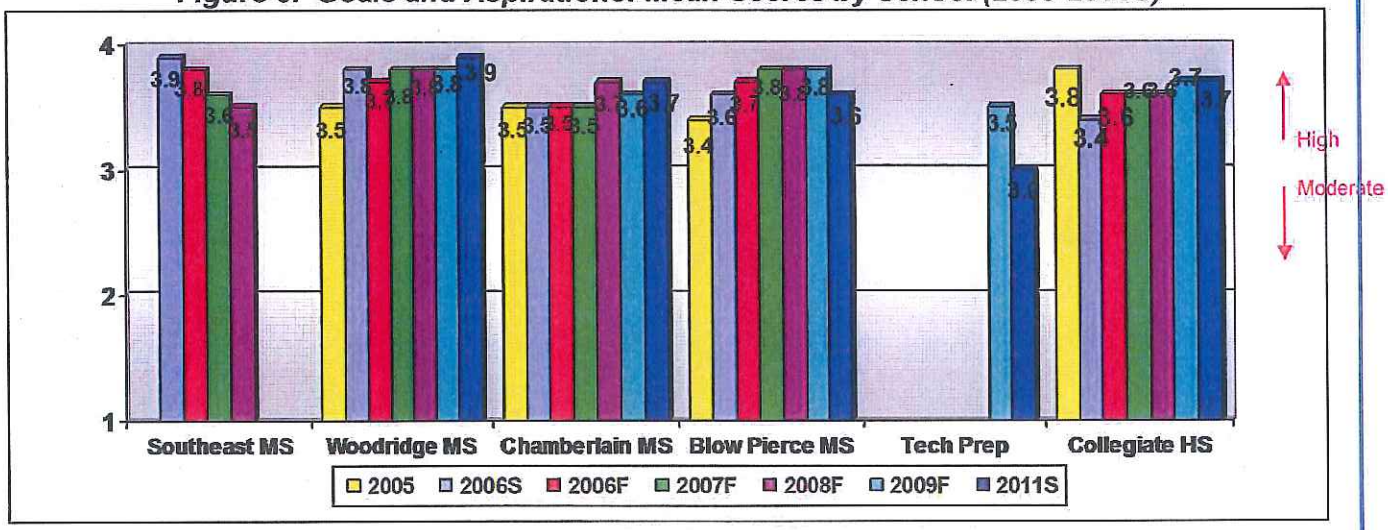
CA Healthy Kids report excerpts and student surveys
(Figures 8, 19, 25, 30)

Figure 7. Total MS/HS Internal Resiliency by Domain: 2005 – 2011S



The strongest asset, *Goals and Aspirations*, focuses on both educational plans and achievement motivation. This factor was examined by school. Most schools earned mean scores well into the High range, indicating an overall system-wide strength in this factor. (*see* ***Figure 8***) Woodridge and Chamberlain had slight increases, while scores at Blow Pierce and Tech Prep decreased. Scores at Collegiate remained the same. The highest mean score was achieved by Woodridge students (3.9). Tech Prep experienced the largest decrease (-0.5).

Figure 8. Goals and Aspirations: Mean Scores by School (2005-2011S)



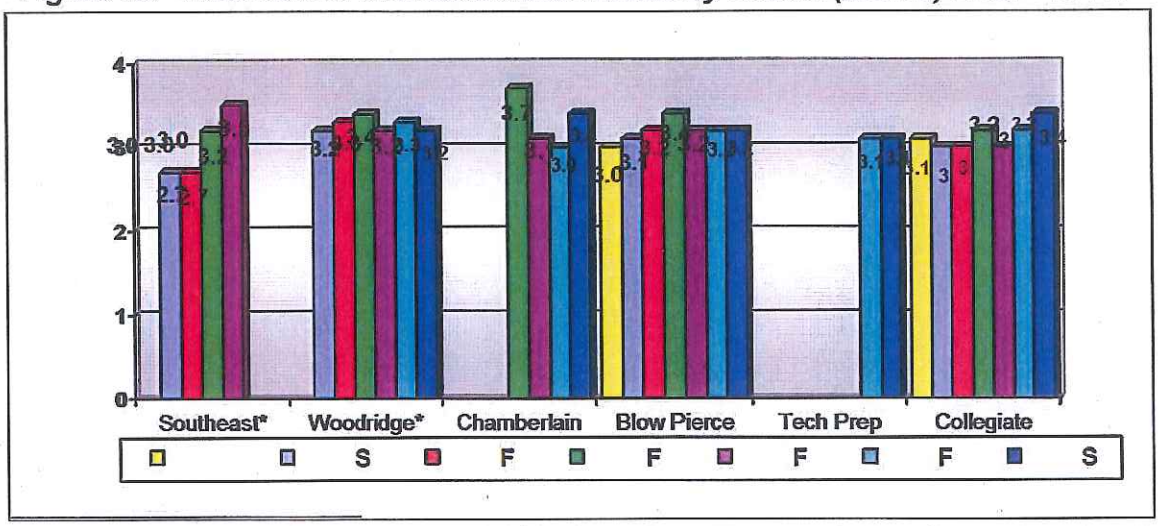
Adolescent Health (Add Health), *Total School Connectedness* was determined by calculating the mean numeric score of the following items, to which students were asked to indicate their level of agreement:

- I feel close to people at this school.
- I am happy to be at this school.
- I feel like I am part of this school.
- The teachers at this school treat students fairly.
- I feel safe in my school.

Research has confirmed that students who feel "connected" to their schools are generally less involved in risk behaviors, including substance use and violence.[4] In a study of the relationship of school connectedness in early secondary school as a predictor of later teen substance use, mental health, and academic outcomes, results indicated that having both good school and social connectedness in was associated with the best outcomes in later years.[5] In contrast, participants with low school connectedness but good social connectedness were at elevated risk of anxiety/depressive symptoms.[6] Research has also shown that increased connection to school is associated with decreased rates of absenteeism, fighting, bullying, and vandalism, while fostering motivation, class engagement, and academic performance.[7]

Figure 19 shows that all schools continue to have mean scores in the High range (x>3.0). Overall, FPCS school connectedness findings are indicative of students who feel that they "belong" at their school and that their teachers care about them.

Figure 19. Total School Connectedness Means by School (MS/HS) 2005 – 2011S



[4] King, K; Vidourek, R; Davis, B; McClellan, W. (2009). Increasing Self-Esteem and School Connectedness through a Multidimensional Mentoring Program. *Journal School Health*, 72, 294-299.

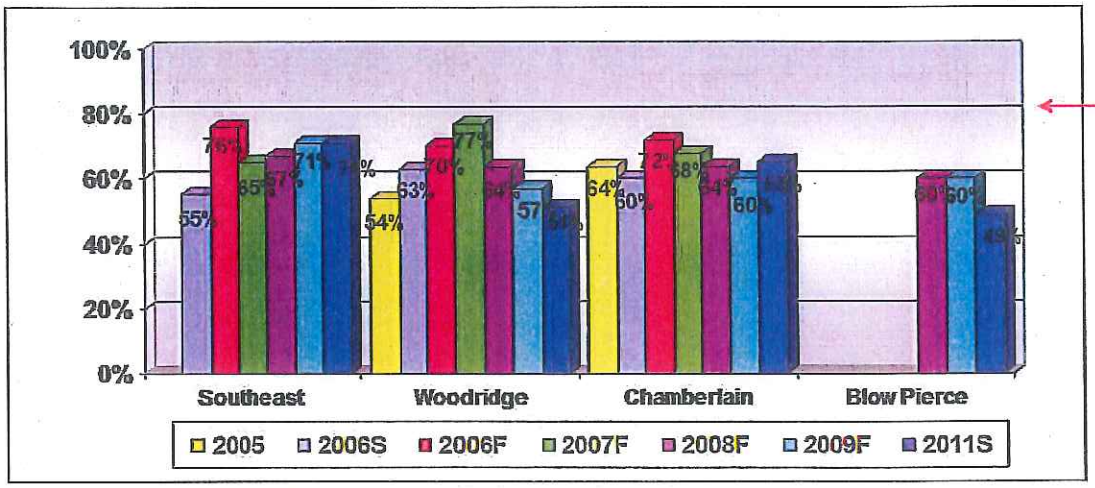
[5] Bond, L; Butler, H; Thomas, L; Carlin, J; Glover, S; Bowes, G; Patton, G. (2007). Social and School Connectedness in Early Secondary School as Predictors of Late Teenage Substance Use, Mental Health, and Academic Outcomes. Journal of Adolescent Health, 40, 357.9-357.18.

[6] California Student Survey (CSS). 10th Biennial California Student Survey, 2003-2004: School Assets Fact Sheet. Available online at http://safestate.org/index.cfm?navid=254.

[7] Blum, Robert. School Connectedness: Improving the Lives of Students. Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland, 2005.

Figure 25. Perceived Safety at School by Elementary School and Year 2005 – 2011S

"Do you feel safe at school?" (% responding "Yes, all of the time" and "Yes, most of the time")



**No YRBS comparative data for perceived safety at school.*

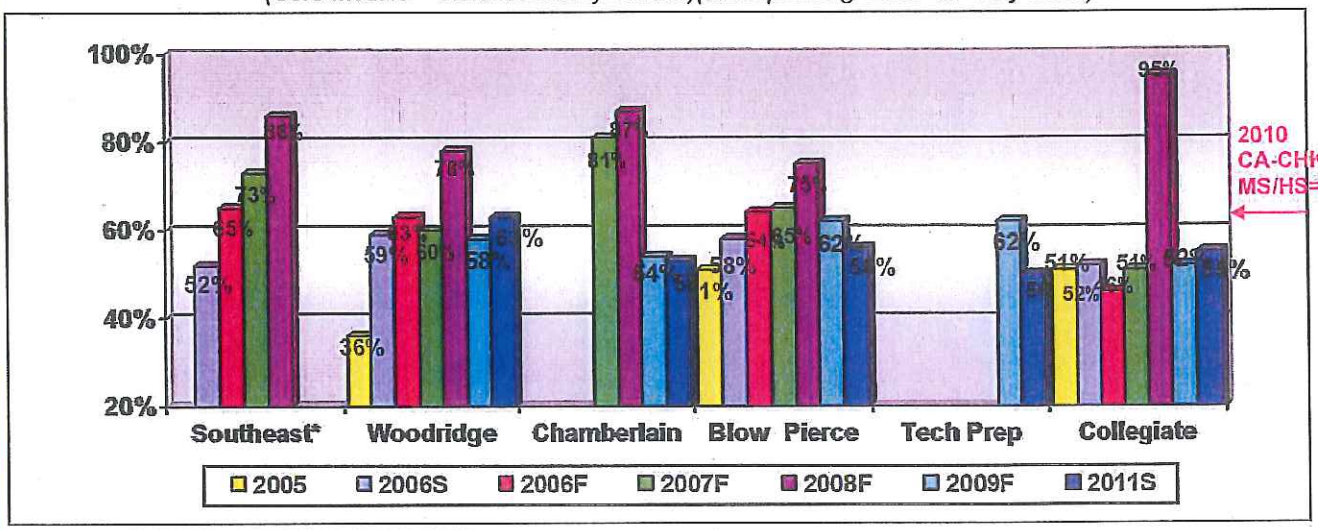
Perceived Safety: At School-Middle and High School

As seen in ***Figure 30,*** at least half of students at each school reported feeling "safe" or "very safe" at school. At two schools, Woodridge and Collegiate, rates increased from the last survey administration, while rates at Chamberlain, Blow Pierce, and Tech Prep decreased. The largest decrease occurred at Tech Prep, where the percentage of students reporting feeling "safe" or "very safe" dropped by 12 points, from 62% to 50%. Woodridge is the only school whose rates exceed the CA CHKS comparable rate.

Figure 30. Feel Safe or Very Safe at School- MS/HS: 2005 – 2011S

"How safe do you feel when you are ***at school?"***

(Core Module – Violence/Safety section)(% responding "Safe" or "Very Safe")



2010 CA-CHKS MS=63%; HS=61%

**No YRBS comparative data for perceived safety outside school.*

CALIFORNIA healthy kids SURVEY

Elementary School Survey

2007-2008

This survey is voluntary. You do not have to complete this survey, but we hope that you will. We need your help!

Your answers will improve health programs.

Do not write your name on this form or on the answer sheet. No one but you will know how you answer these questions.

Please mark only one answer for each question on the answer sheet. Fill in the bubbles neatly with a #2 pencil. Please do not write on the survey questionnaire.

Please read every question carefully. Mark one choice on your answer sheet for each question.

Thank you for taking this survey!

First, write your SCHOOL NAME on the top of the answer sheet.

1. **Fill in the bubble for number "2."**

2. **How old are you?**
   - A) 7 years old, or younger than 7
   - B) 8 years old
   - C) 9 years old
   - D) 10 years old
   - E) 11 years old
   - F) 12 years old
   - G) 13 years old, or older than 13

3. **Are you female or male?**
   - A) Female
   - B) Male

4. **What grade are you in?**
   - A) 3rd grade
   - B) 4th grade
   - C) 5th grade
   - D) 6th grade

5. **During the past year, how many times have you moved (changed where you live)?**
   - A) 0 times
   - B) 1 time
   - C) 2 or more times

6. **Did you eat breakfast this morning?**
   - A) No
   - B) Yes

7. **When you ride in a car do you wear a seat belt?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

8. **When you ride a bicycle do you wear a helmet?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time
   - E) I do not ride a bicycle

The next questions ask about your school.

9. **Do you feel close to people at school?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

10. **Are you happy to be at this school?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

11. **Do you feel like you are part of this school?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

12. **Do teachers treat students fairly at school?**
    - A) No, never
    - B) Yes, some of the time
    - C) Yes, most of the time
    - D) Yes, all of the time

13. **Do you help make class rules or choose things to do at school?**
    - A) No, never
    - B) Yes, some of the time
    - C) Yes, most of the time
    - D) Yes, all of the time

14. **Do the teachers and other grown-ups at school care about you?**
    - A) No, never
    - B) Yes, some of the time
    - C) Yes, most of the time
    - D) Yes, all of the time

15. **Do the teachers and other grown-ups at school tell you when you do a good job?**
    - A) No, never
    - B) Yes, some of the time
    - C) Yes, most of the time
    - D) Yes, all of the time

16. **How well do you do in your schoolwork?**
    - A) I'm one of the best students
    - B) I do better than most students
    - C) I do about the same as others
    - D) I don't do as well as most others

17. **Do the teachers and other grown-ups at school listen when you have something to say?**
    - A) No, never
    - B) Yes, some of the time
    - C) Yes, most of the time
    - D) Yes, all of the time

18. **Do the teachers and other grown-ups at school believe that you can do a good job?**
    - A) No, never
    - B) Yes, some of the time
    - C) Yes, most of the time
    - D) Yes, all of the time

19. **Do you do things to be helpful at school?**
    - A) No, never
    - B) Yes, some of the time
    - C) Yes, most of the time
    - D) Yes, all of the time

20. **Do you plan to go to college or some other school after high school?**
    - A) No
    - B) Yes

Here are questions about events that may happen at school and after school.

21. **During the past year, how many times have you hit or pushed other kids at school when you were not playing around?**
    - A) 0 times
    - B) 1 time
    - C) 2 times
    - D) 3 or more times

22. **During the past year, how many times have you spread mean rumors or lies about other kids at school?**
    - A) 0 times
    - B) 1 time
    - C) 2 times
    - D) 3 or more times

23. **Do other kids hit or push you at school when they are not just playing around?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

24. **Do other kids at school spread mean rumors or lies about you?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

25. **During the past year, did you ever bring a gun or knife to school?**
   - A) No
   - B) Yes

26. **During the past year, have you ever seen another kid with a gun or knife at school?**
   - A) No
   - B) Yes

27. **Are you home alone after school?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

28. **Do you feel safe at school?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

29. **Do you feel safe outside of school?**
   A) No, never
   B) Yes, some of the time
   C) Yes, most of the time
   D) Yes, all of the time

The next questions are about cigarettes, alcohol, and other drugs.

30. **Have you ever smoked a cigarette?**
   A) No
   B) Yes, I smoked part of a cigarette, like one or two puffs
   C) Yes, I smoked a whole cigarette

31. **Have you ever chewed tobacco or snuff (dip)?**
   A) No
   B) Yes

32. **Have you ever drunk beer, wine, or other alcohol?**
   A) No
   B) Yes, I drank one or two sips
   C) Yes, I drank a full glass

33. **Have you ever sniffed something through your nose to get "high?"**
   A) No
   B) Yes

34. **Have you ever smoked any marijuana (pot, grass, weed)?**
   A) No
   B) Yes
   C) I don't know what marijuana is

35. **Have you ever used alcohol or an illegal drug like marijuana before school or at school?**
   A) No
   B) Yes

36. **Do you think smoking cigarettes is bad for a person's health?**
   A) No, not bad
   B) Yes, a little bad
   C) Yes, very bad

37. **Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?**
   A) No, not bad
   B) Yes, a little bad
   C) Yes, very bad

38. **Do you think using marijuana (pot, grass, weed) is bad for a person's health?**
   A) No, not bad
   B) Yes, a little bad
   C) Yes, very bad
   D) I don't know what marijuana is

39. **In the past month, did you drink any beer, wine, or other alcohol?**
   A) No
   B) Yes, I drank one or two sips
   C) Yes, I drank a full glass

40. **In the past month, did you smoke a cigarette?**
   A) No
   B) Yes

Below are questions about your health and things you might do.

41. **Do you try to understand how other people feel?**
   A) No, never
   B) Yes, some of the time
   C) Yes, most of the time
   D) Yes, all of the time

42. **Do you feel bad when someone else gets their feelings hurt?**
   A) No, never
   B) Yes, some of the time
   C) Yes, most of the time
   D) Yes, all of the time

43. **Do you know where to go for help with a problem?**
   A) No, never
   B) Yes, some of the time
   C) Yes, most of the time
   D) Yes, all of the time

44. **Do you try to work out your problems by talking or writing about them?**
   A) No, never
   B) Yes, some of the time
   C) Yes, most of the time
   D) Yes, all of the time

45. **Do you try to do your best?**
   A) No, never
   B) Yes, some of the time
   C) Yes, most of the time
   D) Yes, all of the time

46. **Do you have goals and plans for the future?**
   A) No
   B) Yes

47. **Do you think you are too skinny, about right, or too fat?**
   A) Too skinny
   B) About right
   C) Too fat

48. **Are you doing anything to try to lose weight?**
   A) No
   B) Yes

49. **Have other kids at school ever teased you about what your body looks like?**
   A) No
   B) Yes

50. **How many days each week do you exercise, dance, or play sports?**
   A) 0 days
   B) 1 day
   C) 2 days
   D) 3 days
   E) 4 days
   F) 5 days
   G) 6 or 7 days

51. **When not exercising, do you ever have trouble breathing (for example, shortness-of-breath, wheezing, or a sense of tightness in your chest)?**
   A) No
   B) Yes

52. **Has a parent or some other adult ever told you that you have asthma?**
   A) No
   B) Yes

53. **Yesterday, how much time did you spend watching TV or playing video games?**
   A) None, I didn't watch TV yesterday
   B) Less than 1 hour
   C) About 1 hour
   D) About 2 hours
   E) 3 or more hours

The next two questions ask about your friends.

54. **Do your best friends get into trouble?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

55. **Do your best friends try to do the right thing?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

Here are questions about your home.

56. **Does a parent or some other grown-up at home care about your schoolwork?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

57. **Does a parent or some other grown-up at home believe that you can do a good job?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

58. **Does a parent or some other grown-up at home want you to do your best?**
   - A) No, never
   - B) Yes, some of the time
   - C) Yes, most of the time
   - D) Yes, all of the time

59. **Does a parent or some other grown-up at home listen when you have something to say?**
   A) No, never
   B) Yes, some of the time
   C) Yes, most of the time
   D) Yes, all of the time

60. **Do you help at home?**
   A) No, never
   B) Yes, some of the time
   C) Yes, most of the time
   D) Yes, all of the time

61. **Do you get to make rules or choose things to do at home?**
   A) No, never
   B) Yes, some of the time
   C) Yes, most of the time
   D) Yes, all of the time

62. **Did you understand the questions on this survey?**
   A) No, none of them
   B) Yes, some of them
   C) Yes, most of them
   D) Yes, all of them

63. **Did you answer the questions on this survey honestly and truthfully?**
   A) No, none of them
   B) Yes, some of them
   C) Yes, most of them
   D) Yes, all of them

64. **What language do you usually speak at home?**
   A) English (or mostly English)
   B) Spanish (or mostly Spanish)
   C) Other

CALIFORNIA healthy kids SURVEY

◆ Module A ◆

Middle School Questionnaire

2007-08

This is a survey about school and health-related behaviors, experiences, and attitudes. It includes questions about use of alcohol, tobacco, and other drugs; bullying and violence; and what you do at school and how you feel about it. You will be able to answer whether or not you have done or experienced any of these things

You do not have to answer these questions, but your answers will be very helpful in improving school and health programs.

Please do not write your name on this form or the answer sheet. Do not identify yourself in any other way.

Please mark all of your answers on the answer sheet. Do not write on the questionnaire. Mark only one answer unless told to "Mark All That Apply."

This survey asks about things you may have done during different periods of time, such as during your lifetime (for example, did you ever do something?), or the past 12 months, or 30 days. Each provides different information. Please pay careful attention to these time periods.

Thank you for taking this survey!

◆ Module A ◆

Begin by writing your school's name at the top of the answer sheet.

A1. **Fill in the bubble for the letter "M."**

A2. **Fill in the bubble for the number "1."**

Next, we would like some background information about you.

A3. **How old are you?**

A) 10 years old or younger
B) 11 years old
C) 12 years old
D) 13 years old
E) 14 years old
F) 15 years old
G) 16 years old
H) 17 years old
I) 18 years old or older

A4. **What is your sex?**

A) Male
B) Female

A5. **What grade are you in?**

A) 6th grade
B) 7th grade
C) 8th grade
D) 9th grade
E) 10th grade
F) 11th grade
G) 12th grade
H) Other grade
I) Ungraded

A6. **How do you describe yourself? (Mark All That Apply.)**

A) American Indian or Alaska Native
B) Native Hawaiian or Pacific Islander
C) Asian or Asian American
D) Black or African American (non-Hispanic)
E) Hispanic or Latino/Latina
F) White or Caucasian (non-Hispanic)
G) Other

A7. **If you are Asian or Pacific Islander, which groups best describe you? (Mark All That Apply). If you are not of Asian/Pacific Islander background, mark "A. Does not apply."**

A) Does not apply; I am not Asian or Pacific Islander
B) Asian Indian
C) Cambodian
D) Chinese
E) Filipino
F) Japanese
G) Korean
H) Laotian
I) Vietnamese
J) Native Hawaiian, Guamanian, Samoan, or other Pacific Islander
K) Other Asian

◆ Module A ◆

A8. **If you are Hispanic or Latino/Latina, which groups best describe you? (Mark All That Apply). If you are not of Hispanic background, mark "A. Does not apply."**

A) Does not apply; I am not Hispanic or Latino/Latina
B) Central American
C) South American
D) Cuban
E) Mexican
F) Puerto Rican
G) Other Hispanic

Next, mark how TRUE you feel the next statements are about your SCHOOL and things you might do there.

How strongly do you agree or disagree with the following statements about your school?

		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
A9.	I feel close to people at this school.	A	B	C	D	E
A10.	I am happy to be at this school.	A	B	C	D	E
A11.	I feel like I am part of this school.	A	B	C	D	E
A12.	The teachers at this school treat students fairly.	A	B	C	D	E
A13.	I feel safe in my school.	A	B	C	D	E

At my school, there is a teacher or some other adult...

		Not At All True	A Little True	Pretty Much True	Very Much True
A14.	Who really cares about me.	A	B	C	D
A15.	Who tells me when I do a good job.	A	B	C	D
A16.	Who notices when I'm not there.	A	B	C	D
A17.	Who always wants me to do my best.	A	B	C	D
A18.	Who listens to me when I have something to say.	A	B	C	D
A19.	Who believes that I will be a success.	A	B	C	D

At school...

		Not at All True	A Little True	Pretty Much True	Very Much True
A20.	I do interesting activities.	A	B	C	D
A21.	I help decide things like class activities or rules.	A	B	C	D
A22.	I do things that make a difference.	A	B	C	D

◆ Module A ◆

The next statements are about what might occur outside your school or home, such as in your NEIGHBORHOOD, COMMUNITY, or with an ADULT other than your parents or guardian.

Outside of my home and school, there is an adult...

		Not At All True	A Little True	Pretty Much True	Very Much True
A23.	Who really cares about me.	A	B	C	D
A24.	Who tells me when I do a good job.	A	B	C	D
A25.	Who notices when I am upset about something.	A	B	C	D
A26.	Who believes that I will be a success.	A	B	C	D
A27.	Who always wants me to do my best.	A	B	C	D
A28.	Whom I trust.	A	B	C	D

Outside of my home and school, I do these things...

		Not at All True	A Little True	Pretty Much True	Very Much True
A29.	I am part of clubs, sports teams, church/temple, or other group activities.	A	B	C	D
A30.	I am involved in music, art, literature, sports or a hobby.	A	B	C	D
A31.	I help other people.	A	B	C	D

A32. Did you eat breakfast today?

A) No

B) Yes

◆ Module A ◆

The next questions ask about use of alcohol, tobacco, marijuana, and other drugs without a doctor's orders (prescription for medical reasons).

Keep the following definitions in mind.

- One drink of alcohol means drinking one regular size can or bottle of beer, one glass of wine, one mixed drink, or one shot glass of liquor.
- Questions about alcohol do not include drinking a few sips of wine for religious purposes.
- Drug means any substance, including pills and medications, you use to get "high".

During your life, how many times have you used or tried...

		Number of times					
		0 times	1 time	2 times	3 times	4-6 times	7 or more times
A33.	A cigarette, even one or two puffs?	A	B	C	D	E	F
A34.	A whole cigarette?	A	B	C	D	E	F
A35.	Smokeless tobacco (dip, chew or snuff such as Redman, Skoal, or Beechnut)?	A	B	C	D	E	F
A36.	One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)?	A	B	C	D	E	F
A37.	Marijuana (pot, weed, grass, hash, bud)?	A	B	C	D	E	F
A38.	Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)?	A	B	C	D	E	F
A39.	Derbisol (DB, derbs, or dirt)?	A	B	C	D	E	F
A40.	Any other illegal drug or pill to get "high"?	A	B	C	D	E	F

During your life, how many times have you been...

		Number of times					
		0 times	1 time	2 times	3 times	4-6 times	7 or more times
A41.	Very drunk or sick after drinking alcohol?	A	B	C	D	E	F
A42.	"High" (loaded, stoned, or wasted) from using drugs?	A	B	C	D	E	F
A43.	Drunk on alcohol or "high" on drugs on school property?	A	B	C	D	E	F

◆ Module A ◆

About how old were you the first time you did any of these things?

		Never	10 or under	Years of Age 11	12	13	14	15	16	17	18 or older
A44.	Had a drink of an alcoholic beverage (other than a sip or two)	A	B	C	D	E	F	G	H	I	J
A45.	Smoked part or all of a cigarette	A	B	C	D	E	F	G	H	I	J
A46.	Used smokeless tobacco or other tobacco products	A	B	C	D	E	F	G	H	I	J
A47.	Used marijuana or hashish	A	B	C	D	E	F	G	H	I	J
A48.	Used any other illegal drug or pill to get "high"	A	B	C	D	E	F	G	H	I	J

During the past 30 days, on how many days did you use...

		0 days	1 day	2 days	3 - 9 days	10 - 19 days	20 - 30 days
A49.	Cigarettes?	A	B	C	D	E	F
A50.	Smokeless tobacco (dip, chew or snuff)?	A	B	C	D	E	F
A51.	At least one drink of alcohol?	A	B	C	D	E	F
A52.	Five or more drinks of alcohol in a row, that is, within a couple of hours?	A	B	C	D	E	F
A53.	Marijuana (pot, weed, grass, hash, bud)?	A	B	C	D	E	F
A54.	Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)?	A	B	C	D	E	F
A55.	Any other illegal drug or pill to get "high"?	A	B	C	D	E	F

During the past 30 days, on how many days on school property did you...

		0 days	1 day	2 days	3 - 9 days	10 - 19 days	20 - 30 days
A56.	Smoke cigarettes?	A	B	C	D	E	F
A57.	Have at least one drink of alcohol?	A	B	C	D	E	F
A58.	Smoke marijuana?	A	B	C	D	E	F
A59.	Use any other illegal drug or pill to get "high"	A	B	C	D	E	F

During the past 12 months...

		No	Yes
A60.	Have you talked with at least one of your parents [or guardians] about the dangers of tobacco, alcohol, or drug use?	A	B
A61.	Heard, read or watched any messages about not using alcohol, tobacco or drugs?	A	B

A62. How do you usually like to drink alcohol?

A) I don't drink alcohol
B) Just a sip or two
C) Enough to feel it a little
D) Enough to feel it moderately
E) Until I feel it a lot or get really drunk

How much do people risk harming themselves physically and in other ways when they do the following?

		How Much Risk or Harm			
		Great	Moderate	Slight	None
A63.	Smoke cigarettes occasionally	A	B	C	D
A64.	Smoke 1-2 packs of cigarettes each day	A	B	C	D
A65.	Have an alcoholic drink occasionally	A	B	C	D
A66.	Have five or more drinks of an alcoholic beverage once or twice a week	A	B	C	D
A67.	Smoke marijuana occasionally	A	B	C	D
A68.	Smoke marijuana once or twice a week	A	B	C	D

How difficult is it for students in your grade to get any of the following substances if they really want them?

		Very Difficult	Fairly Difficult	Fairly Easy	Very Easy	Don't Know
A69.	Cigarettes	A	B	C	D	E
A70.	Alcohol	A	B	C	D	E
A71.	Marijuana	A	B	C	D	E

Think about a group of 100 students (about three classrooms) in your grade. About how many students have done the following?

		Number of Students										
		0 (none)	10	20	30	40	50 (half)	60	70	80	90	100 (all)
A72.	Smoke cigarettes at least once a month?	A	B	C	D	E	F	G	H	I	J	K
A73.	Ever tried marijuana?	A	B	C	D	E	F	G	H	I	J	K

How do you feel about someone your age doing the following?

		Neither Approve Nor Disapprove	Somewhat Disapprove	Strongly Disapprove
A74.	Smoking one or more packs of cigarettes a day?	A	B	C
A75.	Having one or two drinks of any alcoholic beverage nearly every day?	A	B	C
A76.	Trying marijuana or hashish once or twice?	A	B	C
A77.	Using marijuana once a month or more?	A	B	C
A78.	Carry a weapon to school?	A	B	C

A79. **How do you think your close friends would feel about your smoking one or more packs of cigarettes a day?**

A) Neither approve nor disapprove
B) Somewhat disapprove
C) Strongly disapprove

A80. **In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?**

A) Never
B) 1 time
C) 2 times
D) 3 to 6 times
E) 7 or more times

Next are questions about violence, safety, harassment, and bullying.

During the past 12 months, how many times on school property have you...

		0 times	1 time	2 to 3 times	4 or more
A81.	**Been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?**	A	B	C	D
A82.	**Been afraid of being beaten up?**	A	B	C	D
A83.	**Been in a physical fight?**	A	B	C	D
A84.	**Had mean rumors or lies spread about you?**	A	B	C	D
A85.	**Had sexual jokes, comments, or gestures made to you?**	A	B	C	D
A86.	**Been made fun of because of your looks or the way you talk?**	A	B	C	D
A87.	**Had your property stolen or deliberately damaged, such as your car, clothing, or books?**	A	B	C	D
A88.	**Been offered, sold, or given an illegal drug?**	A	B	C	D
A89.	**Damaged school property on purpose?**	A	B	C	D
A90.	**Carried a gun?**	A	B	C	D
A91.	**Carried any other weapon, such as a knife or club?**	A	B	C	D
A92.	**Been threatened or injured with a weapon (gun, knife, club, etc.)?**	A	B	C	D
A93.	**Seen someone carrying a gun, knife, or other weapon?**	A	B	C	D

◆ Module A ◆

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? (You were bullied if you were shoved, hit, threatened, called mean names, teased in a way you didn't like, or had other unpleasant things done to you. It is not bullying when two students of about the same strength quarrel or fight.)

		0 times	1 time	2 to 3 times	4 or more
A94.	Your race, ethnicity, or national origin	A	B	C	D
A95.	Your religion	A	B	C	D
A96.	Your gender (being male or female)	A	B	C	D
A97.	Because you are gay or lesbian or someone thought you were	A	B	C	D
A98.	A physical or mental disability	A	B	C	D
A99.	Any other reason	A	B	C	D

A100. How safe do you feel when you are at school?

A) Very safe
B) Safe
C) Neither safe or unsafe
D) Unsafe
E) Very unsafe

A101. In a normal week, how many days are you home after school for at least one hour without an adult there?

A) Never
B) 1 day
C) 2 days
D) 3 days
E) 4 days
F) 5 days

A102. Do you consider yourself a member of a gang?

A) No
B) Yes

A103. During the past 12 months, did your boyfriend or girlfriend ever, hit slap, or physically hurt you on purpose?

A) Does not apply; I didn't have a boyfriend or girlfriend during the past 12 months
B) No
C) Yes

A104. During the past 12 months, did you ever feel so sad or hopeless almost everyday for two weeks or more that you stopped doing some usual activities?

A) No
B) Yes

A105. During the past 12 months, how would you describe the grades you mostly received in school?

A) Mostly A's
B) A's and B's
C) Mostly B's
D) B's and C's
E) Mostly C's
F) C's and D's
G) Mostly D's
H) Mostly F's

A106. During the past 12 months, about how many times did you skip school or cut classes?

A) 0 times
B) 1-2 times
C) A few times
D) Once a month
E) Once a week
F) More than once a week

A107. How many questions in this survey did you answer honestly?

A) All of them
B) Most of them
C) Only some of them
D) Hardly any

CALIFORNIA healthy kids SURVEY

▼ Module B ▼

Please mark on your answer sheet how you feel about each of the following statements.

How true do you feel these statements are about you personally?

		Not At All True	A Little True	Pretty Much True	Very Much True
B1.	I have goals and plans for the future.	A	B	C	D
B2.	I plan to graduate from high school.	A	B	C	D
B3.	I plan to go to college or some other school after high school.	A	B	C	D
B4.	I know where to go for help with a problem.	A	B	C	D
B5.	I try to work out problems by talking or writing about them.	A	B	C	D
B6.	I can work out my problems.	A	B	C	D
B7.	I can do most things if I try.	A	B	C	D
B8.	I can work with someone who has different opinions than mine.	A	B	C	D
B9.	There are many things that I do well.	A	B	C	D
B10.	I feel bad when someone gets their feelings hurt.	A	B	C	D
B11.	I try to understand what other people go through.	A	B	C	D
B12.	When I need help, I find someone to talk with.	A	B	C	D
B13.	I enjoy working together with other students my age.	A	B	C	D
B14.	I stand up for myself without putting others down.	A	B	C	D
B15.	I try to understand how other people feel and think.	A	B	C	D
B16.	There is a purpose to my life.	A	B	C	D
B17.	I understand my moods and feelings.	A	B	C	D
B18.	I understand why I do what I do.	A	B	C	D

How true are these statements about your FRIENDS?

I have a friend about my own age...

		Not At All True	A Little True	Pretty Much True	Very Much True
B19.	who really cares about me.	A	B	C	D
B20.	who talks with me about my problems.	A	B	C	D
B21.	who helps me when I'm having a hard time.	A	B	C	D

▼ Module B ▼

My friends...

		Not At All True	A Little True	Pretty Much True	Very Much True
B22.	get into a lot of trouble.	A	B	C	D
B23.	try to do what is right.	A	B	C	D
B24.	do well in school.	A	B	C	D

How true are these statements about your HOME or the ADULTS WITH WHOM YOU LIVE?

In my home, there is a parent or some other adult...

		Not At All True	A Little True	Pretty Much True	Very Much True
B25.	who expects me to follow the rules.	A	B	C	D
B26.	who is interested in my school work.	A	B	C	D
B27.	who believes that I will be a success.	A	B	C	D
B28.	who talks with me about my problems.	A	B	C	D
B29.	who always wants me to do my best.	A	B	C	D
B30.	who listens to me when I have something to say.	A	B	C	D

At home...

		Not At All True	A Little True	Pretty Much True	Very Much True
B31.	I do fun things or go fun places with my parents or other adults.	A	B	C	D
B32.	I do things that make a difference.	A	B	C	D
B33.	I help make decisions with my family.	A	B	C	D

CALIFORNIA healthy kids SURVEY

◆ Module A ◆

High School Questionnaire

2007-08

This is a survey about school and health-related behaviors, experiences, and attitudes. It includes questions about use of alcohol, tobacco, and other drugs; bullying and violence; and what you do at school and how you feel about it. You will be able to answer whether or not you have done or experienced any of these things

You do not have to answer these questions, but your answers will be very helpful in improving school and health programs.

Please do not write your name on this form or the answer sheet. Do not identify yourself in any other way.

Please mark all of your answers on the answer sheet. Do not write on the questionnaire. Mark only one answer unless told to "Mark All That Apply."

This survey asks about things you may have done during different periods of time, such as during your lifetime (for example, did you ever do something?), or the past 12 months, or 30 days. Each provides different information. Please pay careful attention to these time periods.

Thank you for taking this survey!

◆ Module A ◆

Begin by writing your school's name at the top of the answer sheet.

A1. **Fill in the bubble for the letter H.**

A2. **Fill in the bubble for the number 2.**

Next, we would like some background information about you.

A3. **How old are you?**

A) 10 years old or younger
B) 11 years old
C) 12 years old
D) 13 years old
E) 14 years old
F) 15 years old
G) 16 years old
H) 17 years old
I) 18 years old or older

A4. **What is your sex?**

A) Male
B) Female

A5. **What grade are you in?**

A) 6th grade
B) 7th grade
C) 8th grade
D) 9th grade
E) 10th grade
F) 11th grade
G) 12th grade
H) Other grade
I) Ungraded

A6. **How do you describe yourself? (Mark All That Apply.)**

A) American Indian or Alaska Native
B) Native Hawaiian or Pacific Islander
C) Asian or Asian American
D) Black or African American (non-Hispanic)
E) Hispanic or Latino/Latina
F) White or Caucasian (non-Hispanic)
G) Other

A7. **If you are Asian or Pacific Islander, which groups best describe you? (Mark All That Apply.) If you are not of Asian/Pacific Islander background, mark "A. Does not apply."**

A) Does not apply; I am not Asian or Pacific Islander
B) Asian Indian
C) Cambodian
D) Chinese
E) Filipino
F) Japanese
G) Korean
H) Laotian
I) Vietnamese
J) Native Hawaiian, Guamanian, Samoan, or other Pacific Islander
K) Other Asian

◆ Module A ◆

A8. **If you are Hispanic or Latino/Latina, which groups best describe you? (Mark All That Apply.) If you are not of Hispanic background, mark "A. Does not apply."**

A) Does not apply; I am not Hispanic or Latino/Latina
B) Central American
C) South American
D) Cuban
E) Mexican
F) Puerto Rican
G) Other Hispanic

A9. **What best describes where you live? A home includes a house, apartment, trailer, or mobile home. (Mark All That Apply.)**

A) A home with both parents
B) A home with only one parent
C) Other relative's home
D) A home with more than one family
E) Friend's home
F) Foster home, group care, or waiting placement
G) Hotel or motel
H) Shelter
I) On the street (no fixed housing), car or van, park campground or abandoned building
J) Migrant housing
K) Other transitional or temporary housing
L) Other living arrangement

Please mark how TRUE you feel the next statements are about your SCHOOL and things you might do there.

How strongly do you agree or disagree with the following statements about your school?

		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
A10.	I feel close to people at this school.	A	B	C	D	E
A11.	I am happy to be at this school.	A	B	C	D	E
A12.	I feel like I am part of this school.	A	B	C	D	E
A13.	The teachers at this school treat students fairly.	A	B	C	D	E
A14.	I feel safe in my school.	A	B	C	D	E

At my school, there is a teacher or some other adult...

		Not At All True	A Little True	Pretty Much True	Very Much True
A15.	Who really cares about me.	A	B	C	D
A16.	Who tells me when I do a good job.	A	B	C	D
A17.	Who notices when I'm not there.	A	B	C	D
A18.	Who always wants me to do my best.	A	B	C	D
A19.	Who listens to me when I have something to say.	A	B	C	D
A20.	Who believes that I will be a success.	A	B	C	D

◆ Module A ◆

At school...

		Not At All True	A Little True	Pretty Much True	Very Much True
A21.	I do interesting activities.	A	B	C	D
A22.	I help decide things like class activities or rules.	A	B	C	D
A23.	I do things that make a difference.	A	B	C	D

The next statements are about what might occur outside your school or home, such as in your NEIGHBORHOOD, COMMUNITY, or with an ADULT other than your parents or guardian.

Outside of my home and school, there is an adult...

		Not At All True	A Little True	Pretty Much True	Very Much True
A24.	Who really cares about me.	A	B	C	D
A25.	Who tells me when I do a good job.	A	B	C	D
A26.	Who notices when I am upset about something.	A	B	C	D
A27.	Who believes that I will be a success.	A	B	C	D
A28.	Who always wants me to do my best.	A	B	C	D
A29.	Whom I trust.	A	B	C	D

Outside of my home and school, I do these things...

		Not At All True	A Little True	Pretty Much True	Very Much True
A30.	I am part of clubs, sports teams, church/temple, or other group activities.	A	B	C	D
A31.	I am involved in music, art, literature, sports or a hobby.	A	B	C	D
A32.	I help other people.	A	B	C	D

A33. Did you eat breakfast today?

A) No

B) Yes

◆ Module A ◆

The next questions ask about use of alcohol, tobacco, marijuana, and other drugs without a doctor's prescription for medical reasons.

Keep the following definitions in mind.

- One drink of alcohol means drinking one regular size can or bottle of beer, one glass of wine, one mixed drink, or one shot glass of liquor.
- Questions about alcohol do not include drinking a few sips of wine for religious purposes.
- Drug means any substance, including pills and medications, you use to get "high".

During your life, how many times have you used or tried the following substances without a doctor's orders?

		Number of times					
		0 times	1 time	2 times	3 times	4-6 times	7 or more times
A34.	A whole cigarette?	A	B	C	D	E	F
A35.	Smokeless tobacco (dip, chew or snuff such as Redman, Skoal, or Beechnut)?	A	B	C	D	E	F
A36.	One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)?	A	B	C	D	E	F
A37.	Marijuana (pot, weed, grass, hash, bud)?	A	B	C	D	E	F
A38.	Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)?	A	B	C	D	E	F
A39.	Cocaine (any form, coke, crack, rock, base, snort)?	A	B	C	D	E	F
A40.	Methamphetamine or any amphetamines (meth, speed, crystal, crank, ice)?	A	B	C	D	E	F
A41.	Derbisol (DB, derbs, dirt)?	A	B	C	D	E	F
A42.	LSD or other psychedelics (acid, mescaline, peyote, mushrooms)?	A	B	C	D	E	F
A43.	Ecstasy (E, X, EXTC, MDMA)?	A	B	C	D	E	F
A44.	Heroin (smack, junk, China white, black tar)?	A	B	C	D	E	F
A45.	Any other illegal drug or pill to get "high"?	A	B	C	D	E	F

◆ Module A ◆

During your life, how many times have you used or tried the following pills or medications without a doctor's orders (to get "high" or "stoned")?

		Number of times					
		0 times	1 time	2 times	3 times	4-6 times	7 or more times
A46.	Prescription pain killers (Vicodin™, OxyContin™, Percodan™, Lortab™, etc.)?	A	B	C	D	E	F
A47.	Barbiturates (Seconol™, Nembutol™, Amital™, reds, yellow jackets, etc.)?	A	B	C	D	E	F
A48.	Tranquilizers, or sedatives, (tranks, libs, Xanax™, Valium™, Ativan™, Librium™, Klonipin™, etc.), bezodiazepine (benzos)?	A	B	C	D	E	F
A49.	Cold/Cough Medicines to get "high" (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough, etc.)?	A	B	C	D	E	F
A50.	Diet Pills to get high (Didrex, Dexedrine, Zinadrine, skittles, M&M's)?	A	B	C	D	E	F
A51.	Ritalin™ or Adderall™ (JIF, R-ball, Skippy, the smart drug)?	A	B	C	D	E	F

During your life, how many times have you been...

		Number of times					
		0 times	1 time	2 times	3 times	4-6 times	7 or more times
A52.	Very drunk or sick after drinking alcohol?	A	B	C	D	E	F
A53.	"High" (loaded, stoned, or wasted) from using drugs?	A	B	C	D	E	F
A54.	Drunk on alcohol or "high" on drugs on school property?	A	B	C	D	E	F

About how old were you the first time you did any of these things?

		Years of Age									
		Never	10 or under	11	12	13	14	15	16	17	18 or older
A55.	Had a drink of an alcoholic beverage (other than a sip or two)	A	B	C	D	E	F	G	H	I	J
A56.	Smoked part or all of a cigarette	A	B	C	D	E	F	G	H	I	J
A57.	Used smokeless tobacco or other tobacco products	A	B	C	D	E	F	G	H	I	J
A58.	Used marijuana or hashish	A	B	C	D	E	F	G	H	I	J
A59.	Used any other illegal drug or pill to get "high"	A	B	C	D	E	F	G	H	I	J

◆ Module A ◆

During the past 30 days, on how many days did you use...

		0 days	1 day	2 days	3 - 9 days	10 - 19 days	20 - 30 days
A60.	Cigarettes?	A	B	C	D	E	F
A61.	Smokeless tobacco (dip, chew or snuff)?	A	B	C	D	E	F
A62.	At least one drink of alcohol?	A	B	C	D	E	F
A63.	Five or more drinks of alcohol in a row, that is, within a couple of hours?	A	B	C	D	E	F
A64.	Marijuana (pot, weed, grass, hash, bud)?	A	B	C	D	E	F
A65.	Inhalants (things you sniff, huff, or breathe to get "high")?	A	B	C	D	E	F
A66.	Cocaine (any form, coke, crack, rock, base, snort)?	A	B	C	D	E	F
A67.	Methamphetamine or amphetamines (meth, speed, crystal, crank, ice)?	A	B	C	D	E	F
A68.	Ecstasy, LSD or other psychedelics (acid, mescaline, peyote, mushrooms)?	A	B	C	D	E	F
A69.	Any other illegal drug or pill to get "high"?	A	B	C	D	E	F
A70.	Two or more drugs at the same time (for example, alcohol with marijuana, or cocaine with PCP)?	A	B	C	D	E	F

During the past 30 days, on how many days on school property did you...

		0 days	1 day	2 days	3 - 9 days	10 - 19 days	20 - 30 days
A71.	Smoke cigarettes?	A	B	C	D	E	F
A72.	Have at least one drink of alcohol?	A	B	C	D	E	F
A73.	Smoke marijuana?	A	B	C	D	E	F
A74.	Use any other illegal drug or pill to get "high"?	A	B	C	D	E	F

A75. **How do you usually like to drink alcohol?**

- A) I don't drink alcohol
- B) Just a sip or two
- C) Enough to feel it a little
- D) Enough to feel it moderately
- E) Until I feel it a lot or get really drunk

A76. **If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?**

- A) I don't use drugs
- B) Not high at all
- C) A little high
- D) Moderately high
- E) Really high or wasted

◆ Module A ◆

How much do people risk harming themselves physically and in other ways when they do the following?

		How Much Risk or Harm			
		Great	Moderate	Slight	None
A77.	Smoke cigarettes occasionally	A	B	C	D
A78.	Smoke 1-2 packs of cigarettes each day	A	B	C	D
A79.	Drink alcohol occasionally	A	B	C	D
A80.	Have five or more drinks of an alcoholic beverage once or twice a week	A	B	C	D
A81.	Smoke marijuana occasionally	A	B	C	D
A82.	Smoke marijuana once or twice a week	A	B	C	D

How difficult is it for students in your grade to get any of the following substances if they really want them?

		Very Difficult	Fairly Difficult	Fairly Easy	Very Easy	Don't Know
A83.	Cigarettes	A	B	C	D	E
A84.	Alcohol	A	B	C	D	E
A85.	Marijuana	A	B	C	D	E

Think about a group of 100 students (about three classrooms) in your grade.
About how many students have done the following?

		Number of Students										
		0 (none)	10	20	30	40	50 (half)	60	70	80	90	100 (all)
A86.	Smoke cigarettes at least once a month	A	B	C	D	E	F	G	H	I	J	K
A87.	Ever tried marijuana	A	B	C	D	E	F	G	H	I	J	K

A88. **During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?**

- A) Never
- B) 1 time
- C) 2 times
- D) 3 to 6 times
- E) 7 or more times

◆ Module A ◆

A89. Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)

A) Doesn't apply; I never used alcohol or drugs
B) Have problems with emotions, nerves, or mental health
C) Get into trouble or have problems with the police
D) Have money problems
E) Get into trouble in school
F) Have problems with schoolwork
G) Fight with other kids
H) Damage a friendship
I) Physically hurt or injure yourself
J) Have unwanted or unprotected sex
K) Forget what happened or pass out
L) Have any other problems
M) I've used alcohol or drugs but never had any problems

How do you feel about someone your age doing the following?

		Neither Approve Nor Disapprove	Somewhat Disapprove	Strongly Disapprove
A90.	**Smoking one or more packs of cigarettes a day?**	A	B	C
A91.	**Having one or two drinks of any alcoholic beverage nearly every day?**	A	B	C
A92.	**Trying marijuana or hashish once or twice?**	A	B	C
A93.	**Using marijuana once a month or more?**	A	B	C
A94.	**Carrying a weapon to school?**	A	B	C

A95. How do you think your close friends would feel about you smoking one or more packs of cigarettes a day?

A) Neither Approve Nor Disapprove
B) Somewhat Disapprove
C) Strongly Disapprove

A96. If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)

A) Does not apply; I have not used alcohol or drugs
B) Found you had to increase how much you use to have the same effect as before
C) Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs
D) Used alcohol or drugs a lot more than you intended
E) Used alcohol or drugs when you were alone (by yourself)
F) Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies (sports, music, art etc)
G) Didn't like the way you felt when you were not "high" or drunk
H) Thought about reducing (cutting down) or stopping use
I) Told yourself you were not going to use but found yourself using anyway
J) Spoke with someone about reducing or stopping use
K) Attended counseling, a program, or group to help you reduce or stop use
L) I use alcohol or drugs but have not experienced any of these things

A97. **During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco, alcohol, or drug use?**

A) Yes
B) No

A98. **During the past 12 months, have you heard, read or watched any messages about not using alcohol, tobacco or drugs?**

A) Yes
B) No

Next are questions about violence, safety, harassment, & bullying.

During the past 12 months, how many times on school property have you...

		Happened on School Property			
		0 times	1 time	2 to 3 times	4 or more
A99.	Been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?	A	B	C	D
A100.	Been afraid of being beaten up?	A	B	C	D
A101.	Been in a physical fight?	A	B	C	D
A102.	Had mean rumors or lies spread about you?	A	B	C	D
A103.	Had sexual jokes, comments, or gestures made to you?	A	B	C	D
A104.	Been made fun of because of your looks or the way you talk?	A	B	C	D
A105.	Had your property stolen or deliberately damaged, such as your car, clothing, or books?	A	B	C	D
A106.	Been offered, sold, or given an illegal drug?	A	B	C	D
A107.	Damaged school property on purpose?	A	B	C	D
A108.	Carried a gun?	A	B	C	D

During the past 12 months, how many times on school property have you...

		Happened on School Property			
		0 times	1 time	2 to 3 times	4 or more
A109.	Carried any other weapon, such as a knife or club?	A	B	C	D
A110.	Been threatened or injured with a weapon (gun, knife, club etc)?	A	B	C	D
A111.	Seen someone carrying a gun, knife, or other weapon?	A	B	C	D

◆ Module A ◆

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? (You were bullied if you were shoved, hit, threatened, called mean names, teased in a way you didn't like, or had other unpleasant things done to you. It is not bullying when two students of about the same strength quarrel or fight.)

		0 times	1 time	2 to 3 times	4 or more
A112.	**Your race, ethnicity, or national origin**	A	B	C	D
A113.	**Your religion**	A	B	C	D
A114.	**Your gender (being male or female)**	A	B	C	D
A115.	**Because you are gay or lesbian or someone thought you were**	A	B	C	D
A116.	**A physical or mental disability**	A	B	C	D
A117.	**Any other reason**	A	B	C	D

A118. **Would you be more or less likely to want to work for an employer that tests its employees for drug or alcohol use on a random basis?**

A) More likely
B) Less likely
C) Would make no difference

A119. **How safe do you feel when you are at school?**

A) Very Safe
B) Safe
C) Neither Safe Nor Unsafe
D) Unsafe
E) Very Unsafe

A120. **Do you consider yourself a member of a gang?**

A) No
B) Yes

A121. **During the past 12 months, did your boyfriend or girlfriend ever, hit slap, or physically hurt you on purpose?**

A) Does not apply; I didn't have a boyfriend or girlfriend during the past 12 months
B) No
C) Yes

A122. **During the past 12 months, did you ever feel so sad or hopeless almost everyday for two weeks or more that you stopped doing some usual activities?**

A) No
B) Yes

◆ Module A ◆

A123. During the past 12 months, how would you describe the grades you mostly received in school?

A) Mostly A's
B) A's and B's
C) Mostly B's
D) B's and C's
E) Mostly C's
F) C's and D's
G) Mostly D's
H) Mostly F's

A124. During the past 12 months, about how many times did you skip school or cut classes?

A) 0 times
B) 1-2 times
C) A few times
D) Once a month
E) Once a week
F) More than once a week

A125. How many questions in this survey did you answer honestly?

A) All of them
B) Most of them
C) Only some of them
D) Hardly any

CALIFORNIA healthy kids SURVEY

▼ Module B ▼

Please mark on your answer sheet how you feel about each of the following statements.

How true do you feel these statements are about you personally?

		Not At All True	A Little True	Pretty Much True	Very Much True
B1.	I have goals and plans for the future.	A	B	C	D
B2.	I plan to graduate from high school.	A	B	C	D
B3.	I plan to go to college or some other school after high school.	A	B	C	D
B4.	I know where to go for help with a problem.	A	B	C	D
B5.	I try to work out problems by talking or writing about them.	A	B	C	D
B6.	I can work out my problems.	A	B	C	D
B7.	I can do most things if I try.	A	B	C	D
B8.	I can work with someone who has different opinions than mine.	A	B	C	D
B9.	There are many things that I do well.	A	B	C	D
B10.	I feel bad when someone gets their feelings hurt.	A	B	C	D
B11.	I try to understand what other people go through.	A	B	C	D
B12.	When I need help, I find someone to talk with.	A	B	C	D
B13.	I enjoy working together with other students my age.	A	B	C	D
B14.	I stand up for myself without putting others down.	A	B	C	D
B15.	I try to understand how other people feel and think.	A	B	C	D
B16.	There is a purpose to my life.	A	B	C	D
B17.	I understand my moods and feelings.	A	B	C	D
B18.	I understand why I do what I do.	A	B	C	D

How true are these statements about your FRIENDS?

I have a friend about my own age...

		Not At All True	A Little True	Pretty Much True	Very Much True
B19.	who really cares about me.	A	B	C	D
B20.	who talks with me about my problems.	A	B	C	D
B21.	who helps me when I'm having a hard time.	A	B	C	D

▼ Module B ▼

My friends...

		Not At All True	A Little True	Pretty Much True	Very Much True
B22.	get into a lot of trouble.	A	B	C	D
B23.	try to do what is right.	A	B	C	D
B24.	do well in school.	A	B	C	D

How true are these statements about your HOME or the ADULTS WITH WHOM YOU LIVE?

In my home, there is a parent or some other adult...

		Not At All True	A Little True	Pretty Much True	Very Much True
B25.	who expects me to follow the rules.	A	B	C	D
B26.	who is interested in my school work.	A	B	C	D
B27.	who believes that I will be a success.	A	B	C	D
B28.	who talks with me about my problems.	A	B	C	D
B29.	who always wants me to do my best.	A	B	C	D
B30.	who listens to me when I have something to say.	A	B	C	D

At home...

		Not At All True	A Little True	Pretty Much True	Very Much True
B31.	I do fun things or go fun places with my parents or other adults.	A	B	C	D
B32.	I do things that make a difference.	A	B	C	D
B33.	I help make decisions with my family.	A	B	C	D

Appendix M

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 4, 2013

Donald Hense, Board Chair
Friendship Public Charter School - Southeast
120 Q Street NE
Washington, DC 20002

Dear Mr. Hense:

The Public Charter School Board ("PCSB") conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all PCSB schools. According to the School Reform Act, §38-1802.11, the PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-2013 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report
On November 16th and November 28th, a Qualitative Site Review team conducted on-site reviews of the Friendship PCS – Southeast Campus. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson Framework for Teaching observation rubric. We also visited a board meeting, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the schools charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, school climate and governance/management.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at the Friendship PCS – Southeast. Thank you for your continued cooperation as the PCSB makes every effort to ensure that the Friendship PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that the Friendship Public Charter School contracted to in its charter and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting the goal during the Qualitative Site Visit.

Goal as Identified by the School	Evidence
Ensure that each student achieves the educational standards in each subject area as outlined in the Student Academic Standards.	The school currently uses the Common Core State Standards for its Reading and Math curricula. The school also referenced its new curriculum, Houghton Mifflin Materials, which the school is using to drive the instruction of the Common Core State Standards. Teachers posted these standards of learning in several classrooms as a part of the mandatory focus wall, which outlines the learning expectations for the current unit. Several teachers used the Houghton Mifflin curricular materials as part of their Reading and Math lessons.
Help students feel comfortable taking intellectual chances and accepting academic challenges.	The QSR team did not observe any evidence related to this goal.
Improve student motivation by increasing the motivation of the education team and by setting high performance standards and expectations.	During the administration focus group, the Principal shared the following goals and expectations that he shared with his educational team since the beginning of the school year. Teachers in the teacher focus group also reiterated these goals. • Performance Management Framework ("PMF") Tier 1 status • 80% of scholars in grades K – 5 at below basic and basic shift to grade level proficiency by the end of the school year • Shift from behavior-centered school culture to academically-centered, college bound learning environment • Build sustainable relationships of trust and care among all stakeholders
Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concern for others.	The school teaches core values through its classroom lessons and morning meetings. Teachers posted the core values in several classrooms and teachers and students also referred to the core values during multiple classroom observations.
Ensure that students are prepared to lead successful adult lives as workers and consumers.	The QSR team did not observe any evidence related to this goal.
Develop in students a strong respect for the democratic ideals of freedom and liberty for all.	After reviewing the master schedule and conferencing with the student, administrator and teacher focus groups, the QSR team determined that the school does not offer students any Science or Social Studies course work at Friendship SE campus. The Principal confirmed that school does not enroll students in Social Studies courses because the school does not have an elementary Social Studies curriculum.

Goal as Identified by the School	Evidence
Provide a safe and secure learning community.	During the visit, the observation team saw several administrative and security staff members in the hallways, maintaining a quiet learning environment throughout the school building. During the student focus group, the students reported that there school does not have any bullies. There were boxes seen in several of the classrooms for students to drop notes to the teachers about any issues that they were having. The students and teacher focus groups noted that these were ways for the students to communicate issues with their teachers to address.
Draw on the support of families and the community to reinforce the school's education mission.	During the teacher focus group, the teachers discussed two data talks that the school held for parents thus far this school year. During the meetings, parents and teachers discuss student performance data on the Measures of Academic Progress (MAP) assessments.
Provide an educational resource to the surrounding Edison-Friendship Public Charter School community.	The QSR team did not observe any evidence related to this goal.
Develop in students an abiding commitment to the school's surrounding community.	During the focus groups, students and teachers described some of the activities that the students had participated in this school year. These activities included a homeless walk, a penny drive for Leukemia patients, a holiday clothing and food drive, and support for Hurricane Sandy victims.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission

According to the charter application, the mission of Friendship Public Charter School is to prepare a diverse cross section of children for success as students, workers, and citizens by providing them with a world-class education. This is what the Qualitative Site Review ("QSR") team looked for when visiting the classrooms, attending a board meeting, and conducting the focus groups.

The staff and students discussed the college-bound focus of the Southeast Campus during the administration, teacher and student focus groups. We saw several informational posters about colleges and posters highlighting some of the decisions that college-bound students have to make posted throughout the hallways and in classrooms. The students shared that the school mission is "for the students to be successful, go to college

and make AYP [Annual Yearly Progress]" and to "have every scholar go to college" during the student focus group. During the classroom observations, teachers referred to their students as scholars and often asked for them to demonstrate the learning positions that a college student would demonstrate. The students often corrected each other's behaviors and reminded each other of the core values of the school and the norms of their individual classroom. The school has recently adopted the Houghton Mifflin reading and math curricular materials to supplement the instruction, which is aligned to the Common Core State Standards. They use the Measures of Academic Progress (MAP) assessment to monitor students' progress throughout the school year.

PCSB staff visited the Friendship Public Charter School board meeting on October 25, 2012. There were a sufficient number of board members present to make a quorum for this meeting. The focus of the meeting included a discussion about the following topics:

- New facility for Friendship Tech Prep campus
- Student enrollment trends
- Embedding school mission across all programs
- New curriculum, professional development strategies used across district
- Upcoming Partnership for Assessment of Readiness for College and Careers ("PARCC") assessment, partnership with Achievement Network
- Strategies for improving school climate/culture

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	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.
Establishing a Culture for Learning	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.
Managing Classroom Procedures	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.
Managing Student Behavior	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.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Eighty-three percent of all classroom observations scored proficient or exemplary in elements of the Classroom Environment rubric, which includes: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

During the classroom observations, the children and teachers were polite and respectful to one another. The QSR team observed several teachers who infused humor in their lessons and gave positive, genuine comments to students when they made good choices or did their work correctly. While the demeanor of the teachers was generally positive, one teacher used sarcasm with his/her students frequently and was dismissive of students' questions.

Nearly all classrooms had an up-to-date word wall, college information, and a focus wall, which outlines the learning expectations of the current unit. Most teachers identified the learning expectations before releasing students to complete their work independently. The students and teachers described these expectations as "college scholar expectations". However, some of the word wall displays were sparse.

Several classrooms lost little to no instructional time during transitions, with, in some classes, the students leading the transitions with little to no support from the classroom teacher. The teachers also used a variety of cues and chants to keep students engaged and to minimize losses in instructional time.

The school uses a colorful level chart in each classroom to visually remind students when they make positive and negative choices in the classroom. Nearly all classrooms observed consistently used this level chart to track their students' behavior accordingly. Only one classroom lost a considerable amount of instructional time as the constant redirection of student misbehavior interfered with the lesson.

The spaces in the classrooms were conducive for small group instruction, whole group instruction, technology centers, and classroom libraries. Most teachers organized classrooms well to allow students access to classroom materials. In some classrooms, students readily moved on their

own if they were unable to see the lesson instruction.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	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.
Using Questioning and Discussion Techniques	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 may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	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.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	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.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 50% of classrooms were proficient or exemplary in areas of Instructional Delivery: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

In most of the classrooms observed, the teachers explained the purpose of the lesson to students and gradually released the students to complete their work following the "I do, we do, you do" school-wide instructional model. However, some of the teachers did not appear to align the classes' activities to the lesson objective and others chose activities that were not rigorous, such as students coloring or drawing pictures.

The team observed three classrooms effectively using the turn and talk strategy to engage students in discussion.

A few of the classrooms engaged their students in higher-level questioning to spark student discussion and allowed their students to critique each other's answers. However, in other classrooms teachers posed mostly recall or procedural questions.

In one classroom observed, the teacher grouped her students' literacy centers by their current reading level. While her students completed a paired reading activity, the teacher assessed students individually and maintained running records on their progress.

The QSR team observed few examples of differentiation as most teachers used whole group instruction. Some teachers were flexible with their lesson delivery by probing and restating questions for students as needed, but there were a few opportunities missed for teachable moments as well as students who were confused but did not receive follow up from the teacher.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

The school has recently hired two intervention specialists to support the reading and math needs of students. The site review team observed the reading intervention specialists doing pull-outs with small groups of students throughout the school day. The teacher and administrator focus groups reported that the leadership team identifies students for intervention by grade levels using MAP data. During the observations and focus group follow-ups, the QSR team learned that several teachers also use the MAP data and informal classroom assessment data to identify the students that will receive additional small group instruction during the class.

There are currently no English Language Learners ("ELLs") enrolled at the school, thus the school's performance on this criterion was not assessed.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The school holds monthly district-designed professional development sessions. The administration regularly gives the teachers the opportunity to collaborate with teachers in similar grade levels during Content Mastery Circle meetings. During the teacher focus group, the teachers reported being encouraged to attend outside professional development. One of the teachers reported a recent visit to a high-performing local school to observe their inclusion program. The teachers are assigned instructional coaches based on their particular needs and are allotted weekly planning time with their coaches. During the teacher focus group, several teachers voiced a desire to have tiered professional development because the school currently offers the same professional development to all teachers.

While the Friendship network supports new teachers with a weeklong new teacher induction in the summer, there was no evidence of a formal support system to meet the needs of new or novice teachers.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The QSR team observed a school-wide pep rally to reward and celebrate students' academic success. During the student focus group, the students reported that the school schedule includes pep rallies and other types of incentives to motivate students to be their best. All of the students in the focus group reported feeling safe at the school and that the school had a good plan in place to handle any concerns that the students may have.

Appendix N

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 4, 2013

Donald L. Hense, Board Chair
Friendship PCS – Collegiate Academy
4095 Minnesota Ave, NE
Washington, DC 20019

Dear Mr. Hense:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason:

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report
On November 29 and 30, 2012 a Qualitative Site Review team conducted on-site reviews of Friendship PCS – Collegiate Academy. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Friendship PCS – Collegiate Academy. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Friendship PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that Friendship Public Charter School contracted to in its charter and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting the goal during the Qualitative Site Visit. These goals are what the school indicated that it should be held accountable to.

Goal	Evidence
Ensure that each student achieves the educational standards in each subject area as outlined in *Student Academic Standards.*	Friendship PCS – Collegiate has two Instructional Coaches to support teachers and students. The administrator focus group stated the school is emphasizing reading based on low performance on the DC-CAS. The school maintains Math Labs for students at risk of failure. Programs to support struggling and advanced students include the Smart Knights (Saturday Program where selected students receive tutorial and enrichment activities in literacy and math), and Advanced Placement (AP) and Honors Courses.
Help students feel comfortable taking intellectual chances and accepting academic challenges.	The review team observed students in AP and Honors courses. In many classes, especially the AP and Honors classes, students were engaged in the teacher led discussions that required students to use higher order thinking skills. Some classes observed, mainly in the Career Academy classes, did not appear to challenge the students or encourage intellectual chances or academic challenges. The review team observed rote memorization and simple yes/no or one word answer questioning from the teachers to the students.
Improve student motivation by increasing the motivation of the education team and by setting high performance standards and expectations.	The QSR team did not observe any evidence related to this goal.
Develop strong character in students through the building of courage, curiosity, integrity, leadership, perseverance, and concern for others.	The QSR team did not observe any evidence related to this goal
Ensure that students are prepared to lead successful adult lives as workers and consumers.	The review team observed a variety of Career Academy classes in the Allied Health, Poly Tech, Fine Arts, and the Early College Academies where students took AP classes in the Early College Academy and courses such as Medical Terminology, Introduction to Engineering Design, and Fundamentals of Modern Dance respectively. The principal and teachers said students receive certifications in technology and health careers, and fine arts majors get internships at the Kennedy Center and Arena Stage.
Develop in students a strong respect for the democratic ideals of freedom and liberty for all.	The QSR team did not observe any evidence related to this goal.

Goal	Evidence
Provide a safe and secure learning community.	Students in the focus group reported they felt safe in the building. Observed hallway transitions were orderly and students did not linger in the halls between classes.
Draw on the support of families and the community to reinforce the school's educational mission.	The review team was unable to observe a parent event at the school.
Provide an educational resource to the surrounding Edison-Friendship Public Charter School community.	The QSR team did not observe any evidence related to this goal.
Develop in students an abiding commitment to the school's surrounding community.	In focus groups, administrators and students talked about the requirement to complete Community Service Hours. Students mentioned that they complete community service hours in or out of school, including mentoring younger students at other Friendship PCS campuses.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Friendship Public Charter School is "to prepare a diverse cross section of children for success as students, workers, and citizens by providing them with a world-class education". This is what PCSB staff and consultants looked for when visiting the classrooms, attending a board meeting, and conducting the focus groups.

Friendship PCS – Collegiate Academy serves students in ninth through twelfth grade. The review team observed the school's focus of preparing students for college and the world of work in instruction, teacher and student interactions, and professional development activities initiated by the school as well as the Friendship PCS central office. However, the QSR team also observed inconsistencies in classes' academic rigor, particularly between AP and non-AP classes.

The review team noted lesson objectives, lesson plans, and student work, in most classrooms and hallways that focused on reading, behavior, and homework. The professional development calendar contains monthly offerings that focus mostly on literacy development. In addition to courses in the academic areas, starting in the 10th grade students have the opportunity to participate in career academies in areas such as communications, visual arts, performing arts, engineering and technology, health and human services, business administration, health, and information technology. These courses meet daily and the overall emphasis is on reading, as prioritized by the school leaders based on the school's DC-CAS results.

In the focus group, teachers said that they use data to plan for instruction through departmental data talks and professional development on how to analyze data and address the standards with which students struggled. The team observed instructional strategies such as whole group instruction, small groups of students working on projects, class assignments, and discussions. The team noted a college-going culture, which starts in 9th grade with self-esteem and personal growth classes and extends through the grades with 17 AP courses.

PCSB staff visited the Friendship Public Charter School board meeting on October 25, 2012. There were a sufficient number of board members present to make a quorum for this meeting. The focus of the meeting included a discussion about the following topics:

- New facility for Friendship Tech Prep campus
- Student enrollment trends
- Embedding school mission across all programs
- New curriculum, professional development strategies used across district
- Upcoming Partnership for Assessment of Readiness for College and Careers ("PARCC") assessment, partnership with the Achievement Network
- Strategies for improving school climate and culture

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	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.
Establishing a Culture for Learning	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.
Managing Classroom Procedures	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.
Managing Student Behavior	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.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Approximately 85% of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

The review team observed that classrooms interactions reflected warmth and caring, and were almost always respectful of students' cultural and developmental differences. Most teachers created an environment of respect and rapport with their students. In most classrooms observed, the teachers had standards of conduct for students and the students responded in ways that were appropriate. While students treated teachers respectfully, student-to-student interactions were less respectful.

Eighty-five percent of the classrooms observed were proficient or exemplary in creating a genuine culture for learning: there was commitment to the subject on the part of teacher and students, high expectations for student achievement, and student pride in work. The atmosphere in the classrooms reflected the importance of the work undertaken by both students and teachers. The AP classes observed were high-energy environments where observers noted that good ideas were valued and teachers and students discussed real world experiences.

In AP and honors classes, classroom routines and procedures were established and functioned smoothly for the most part, with little loss of instructional time. However, in some of the non-AP classrooms, routines and procedures functioned unevenly or inconsistently with loss of instructional time. The review team observed three-quarters of teachers managing classroom procedures effectively. In many rooms, transitions were established and students knew exactly what to do when changing classes or moving into different groups. The review team noted teachers calculated the percent of students per period handing in homework.

The review team observed that most teachers were aware of students' behavior, had established clear standards of conduct, and responded to student misbehavior in ways that were appropriate and respectful of the students. PBIS Trackers were used to encourage positive student behavior.

Just over 80% of the classrooms observed were proficient or exemplary in organizing physical space. The review team saw data and word walls posted in most classrooms, as well as subject-specific posters, college banners, and the Knights' Code. Teachers arranged the furniture in most rooms to facilitate transitions between whole group and small group activities. Most classes observed demonstrated alignment with the school's goal to provide a safe and secure learning community. The physical environment observed was safe and accessible to all students.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	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.
Using Questioning and Discussion Techniques	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 may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	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.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	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.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately three-quarters of classrooms were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

In almost 80% of observed classrooms, teachers used clear and accurate communication. The expectations for learning were written on the board, posted on large sheets, communicated orally, projected on the board, or communicated through a combination of these methods. Observers also noted that teachers clarified procedures by using rubrics, written procedures, and verbal explanations.

Only half of the classrooms observed were proficient or exemplary in using questioning and discussion techniques. However, in all AP courses observed, teachers used higher order questioning to promote student thinking and to encourage students to make connections to previous understandings. The teachers in non-AP courses attempted to engage students in discussions but with limited success. The majority of questions were recall questions such as fill in the blank questions: "Who has come in?" "What commonalities do they have?" Although feedback was timely, accurate, and substantive in most observations, it lacked informational aspects to help draw students' attention to errors they could correct.

Only half of the classrooms observed were proficient or exemplary in Engaging Students in Learning. In some classes, most students were participating and making authentic efforts to contribute. Teachers used whole class discussions, small group projects, and collaboration and sharing to engage students. The pace of most of these lessons was appropriate. However, in about half of the classes, observers noticed there were times when students engaged in "off task" behavior; students in the front were focused and students in the back were talking, or students who completed their assignment or their "Do Now" and had nothing to do.

Teachers were observed using assessment in instruction in approximately three-quarters of the classrooms. Teachers assessed using mini quizzes, exit tickets (e.g. name the five functions of cells), and information checks during closure activities (e.g. the teacher asked each student to state something new they learned today). Teachers provided students with rubrics for small group activities and students assessed their partners' work with a rubric.

In two-thirds of classrooms observed, teachers were proficient or exemplary in demonstrating flexibility and responsiveness to students' needs and interests. Observers noted teachers who were persistent in questioning a student to probe for a more complete response. Many teachers took advantage of observed teachable moments and incorporated students' questions and interests into the lesson.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

Teacher and administrator focus groups indicated the school has an array of intervention plans to meet the needs of students at risk of academic failure. This year, there is a more intense focus on literacy; writing across all classes is integrated into the Houghton Mifflin Harcourt (HMH) curriculum. Reading is emphasized at the beginning of each class; in some classes, the QSR team observed scheduled time for reading. Freshman who arrive two levels behind in math are placed in a special remedial math class. Administrator and teacher focus groups reported that Friendship Collegiate offers a continuum of services for special education students that include "push-in", "pull-out", and environments tailored to their needs. Co-teaching between special and regular education teachers was observed in core classes. The school uses Positive Behavior Intervention Strategies (PBIS) to encourage appropriate behavior. Smart Knight and the Saturday Program provide additional academic support to students of skill levels, from remedial to advanced. The school also provides tutoring based on individual students' needs.

There are currently no English Language Learners (“ELLs”) enrolled at the school, thus the school’s performance on this criterion was not assessed.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

Friendship PCS – Collegiate Academy's professional development ("PD") calendar focuses on literacy throughout the year. According to the school leaders and teachers, ongoing professional development focuses on increasing student achievement by using data to improve instruction and to address gaps in student knowledge, as well as arming students with test-taking strategies that will help them maximize their scores. The administration and teacher focus groups reported that every month there is opportunity for the lower and upper schools to meet by grade and subject area to facilitate vertical and horizontal planning. Teachers report that there is consistent use of the following resources: Say Mean Matter Strategy, Tuning Protocol, Teacher Professional Development Binder, and the Teacher Reflection Journal. The teacher focus group revealed that there are whole day discussions on breaking down student data to assist in instruction. This exercise allows them to identify topics for re-teaching and to identify specific students in need of additional tutoring. They can also make predictions before exams and compare with actual results.

Administrators noted that there is a support system for meeting the needs of novice teachers such as one-on-one coaching. Additionally, every teacher has an instructional leader to work with them and to help determine differentiated PD. Lead teachers serve as mentors. In addition, there is in-house collaboration between teachers. The Friendship network also supports new teachers with a week-long teacher induction in the summer.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The school was a safe and orderly learning environment. In the focus groups, students and staff were able to articulate the school's discipline policies. The review team's observations indicated the school has consistently implemented policies and practices to create an orderly environment. In general, the QSR team observed students walking through the halls during transitions in a safe and orderly manner; however, students returning from the Friday Morning Meetings were disorderly. The QSR team observed posted signs in classrooms with student behavior expectations. There were adults and staff in the hallways during transition times to monitor and guide students.

Appendix O

Charter School Annual Performance Review

Friendship Chamberlain PCS Compliance Review

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Printed Newspaper	Yes
ii. Cutoff date for enrollment was announced in advance.	Printed Newspaper Ad	Yes
iii. Lottery, if needed, was conducted fairly.	Waiting List	Yes
iv. Waiting list is accurately maintained. Students are enrolled in order from list.	Waiting List	Yes

Comments:

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

Pamela Pope, counselor, is the homeless liaizon person.

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Signed Signature Page of Student Handbook on file.	Yes
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.	Parent Notification Letter	Yes

Comments:

I. STUDENT INFORMATION (Continued)

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments:

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Referral Form	Yes
iv. Invoices are on file to show documentation of special education services.	Invoices for SPED Services	Yes

Comments:

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	Yes
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	Kindergarten WIDA ACCESS Placement Test (K-WAPT)	Yes
iv. School has appropriate resources and supports available for ELLs.	Supplemental Materials	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.		N/A
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.		N/A
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

I. STUDENT INFORMATION (Continued)

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	Nurse on Staff	Yes
ii. Student health records exist and are up to date.		Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Memo from principal or other school administration informing relevant staff of student health conditions.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments: Nurse-Yvonne Ade

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Mid-Term Progress Reports	Yes

Comments: Quarterly Reports are also issued.

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds..…)	View electronic copy of inventory	Yes
ii. Sources of funds are identified.	All Sources of Funds are Present	Yes
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	All Inventory are Labeled	Yes

Comments:

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O	Yes

Comments: The building is own by Friendship, so there is no lease. Enrollment 723/occupancy 890.

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	Yes
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Held w/in First 10 Days of School and monthly	Yes

Comments:

III. SITE INFORMATION (Continued)

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments: Lolita Robinson-certified food manager

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	Yes
iv. PCSB has been notified of all Board changes, with updated contact information.		Yes

Comments: Friendship forwarded board roster to PCSB.

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.	Bulletin Board	Yes
ii. Offer all students the option to transfer to another school that has not been identified for improvement	NCLB Letter To Parents Dated before Sept. 1	Yes
iii. Request the option of transfer relationship with (3) schools not identified for improvement.	Letter to 3 school leaders	Yes
iv. Offer and provide supplemental services to identified low-income students.	Letter to Parents Offering SES	Yes
v. Develop a School Improvement Plan	SIP Document	Yes

Comments: Due date for tutoring application is October 3.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.	Letter to Parents Dated Before Sept. 1	Yes
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."	Letter to Parents about Long-Term Sub	Yes
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."	Letter to Parents with Teacher Qualifications	Yes
v. Paraprofessionals meet the HQT requirements of NCLB.	Transcript Reflecting Two Yrs. Of College	Yes

Comments: Not HQ-Melissa Bradby, Loren Fowler, Jarvis Gause, Cherita Harrod, Amber Scott, Gerald Smith,and James Wolfe.

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		No
		Additional components for transition services for students age 16 and over		N/A
		Transfer of rights at least one year prior to the age of majority		N/A
	Provision of Services	Special education and related services are provided as indicated on IEPs	Copies of schedules for special education & related service providers	Yes
Comments:	4 student files checked. All four files were out of compliance. Students: **Student A,** (No titles listed for IEP participants); **Student B**, (MDT and IEP meeting not separated, no ESY services considered); **Student C,** (MDT does not idicate eligibility or disability, no evidence of prior notice to parent, no signed evidence of parent receipt of copy of their rights, no ESY considered); **Student D,** (no indication that Sp.Ed. or regular classroom teacher participated in IEP meeting,; missing evaluation procedures for socio-emotional goals.			
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability	Copies of evaluation reports	Yes
	Assessment in Student's Native Language	Students are assessed in their native language		N/A
	Reevaluations	Students are evaluated at least every three years	Copies of current evaluations	Yes
Comments:				

V. SPECIAL EDUCATION (Continued)				
iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons	Copies of evaluation reports	Yes
	Observations	Observation conducted in regular classroom by team member other than regular teacher	Observation report or results	Yes
	Written Report	Written report contains all required components		
Comments:				
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities	Completed LRE forms	Yes
Comments:				
v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified	Copies of staff certification	No
	Provision of Services	Related services included on students' IEPs are provided as specified	Related services providers' schedules	Yes
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE	Copy of ESY Form included in IEP	No
Comments:	2 out of 3 SPED teachers are not HQT. Appropriate professional development plans are place for 1 teacher.			

V. SPECIAL EDUCATION (Continued)				
§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revised annually	Copies of current IEPs	Yes
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)	Copies of current IEPs	No
		Include additional participants for transition planning for students age 16 and over.		N/A
	Parent Participation	Parents are notified and invited to participate in IEP meeting	Copies of notices sent to parents	No
		Additional procedures are implemented to ensure parent participation		N/A
Comments:	One student file did not review additional parent participation procedures.			
vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components	Copies of record of access	Yes
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)	Policies and/or procedures	Yes
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information	Posted copy of list	Yes
Comments:				

Appendix P

Charter School Annual Performance Review

Friendship Woodridge PCS Compliance Review

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Printed Newspaper	Yes
ii. Cutoff date for enrollment was announced in advance.	Printed Newspaper Ad	Yes
iii. Lottery, if needed, was conducted fairly.		N/A
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		N/A

Comments: Spaces are available.

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.		Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments: Power School is the system used to update. Sharon Merrill, guidance counselor, is the homeless liaison person.

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Signed Signature Page of Student Handbook on file.	Yes
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.	Parent Notification Letter	Yes

Comments:

I. STUDENT INFORMATION (Continued)

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments:

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Referral Form	Yes
iv. Invoices are on file to show documentation of special education services.	Invoices for SPED Services	Yes

Comments:

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	Yes
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	Kindergarten WIDA ACCESS Placement Test (K-WAPT)	Yes
iv. School has appropriate resources and supports available for ELLs.	Supplemental Materials	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.		N/A
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.		N/A
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

This is the first year ELL students have been enrolled.

I. STUDENT INFORMATION (Continued)

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	Nurse on Staff	Yes
ii. Student health records exist and are up to date.	Checklist of Required Documents	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Parent permission to inform relevant staff of health conditions that may require an emergency response.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments: Nurses: Francis Fletcher and Jeanette Blackmon

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Mid-Term Progress Reports	Yes

Comments: Quarterly reports are issued.

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds..…)	View electronic copy of inventory	Yes
ii. Sources of funds are identified.	All Sources of Funds are Present	Yes
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	All Inventory are Labeled	Yes

Comments:

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O	Yes

Comments: There are Certificates of Occupancy on file for Friendship Woodridge. There is no lease; the building was purchased by Friendship.

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	Yes
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Held w/in First 10 Days of School and monthly	Yes

Comments:

III. SITE INFORMATION (Continued)

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments: Stacey Canty and Sharon Best are the certified food managers.

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	Yes
iv. PCSB has been notified of all Board changes, with updated contact information.	Memo or letter to PCSB notifying staff of BOT changes and includes updated information.	Yes

Comments: The PCSB was forwarded an updated board list in July 2008.

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.	Main Office	Yes
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments: This is the first year the school did not make Adequate Yearly Progress, therefore they do not have to offer the option to transfer or Supplemental Services.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.	Letter to Parents Dated Before Sept. 1	Yes
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."	Letter to Parents about Long-Term Sub	Yes
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."	Letter to Parents with Teacher Qualifications	Yes
v. Paraprofessionals meet the HQT requirements of NCLB.		No

Comments: ADP Screening and Selection Services and MPD do the background check. Teachers not HQ-Stacey Adams, Linda Alexander, Valerie Gould, Julie Griffith, Danielle Griswold, Amanada Meiers, Stevonna Miles, Reshada Pullen, Germaine Smith, William Thomas. Paraprofessionals not HQ-Angela Bolden, Denise Graham, Diane Jordan, and Lonzetta Parker.

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		Yes
		Additional components for transition services for students age 16 and over		N/A
		Transfer of rights at least one year prior to the age of majority		N/A
	Provision of Services	Special education and related services are provided as indicated on IEPs	Copies of schedules for special education & related service providers	Yes
Comments:	5 student files checked, including SST file review of one student. No indication of Transportation review for 3 files.			
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability		Yes
	Assessment in Student's Native Language	Students are assessed in their native language		N/A
	Reevaluations	Students are evaluated at least every three years		Yes
Comments:				
iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons	MDT notes	Yes
	Observations	Observation conducted in regular classroom by team member other than regular teacher	Observation report or results	Yes
	Written Report	Written report contains all required components		Yes
Comments:				

V. SPECIAL EDUCATION (Continued)				
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities	Completed LRE forms	Yes
Comments:				
v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified		No
	Provision of Services	Related services included on students' IEPs are provided as specified	Related services providers' schedules	Yes
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE	Copy of ESY Form included in IEP	Yes
Comments:	4 out of 5 SPED teachers not Highly Qualified. Professional Development Plans are in place. All other staff and service providers appropriately licenced or certified. It must be noted that this site currently does not have a SPED Coordinator in place.			
§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revised annually	Copies of current IEPs	Yes
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)	Copies of current IEPs	No
		Include additional participants for transition planning for students age 16 and over.	Notices to representatives of other agencies	Yes
	Parent Participation	Parents are notified and invited to participate in IEP meeting	Parent signature on IEP	Yes
		Additional procedures are implemented to ensure parent participation	Logs of attempts to involve parents	Yes
Comments:				

V. SPECIAL EDUCATION (Continued)				
vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components	Copies of record of access	Yes
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)	Policies and/or procedures	Yes
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information	Posted copy of list	Yes

Comments:	

Appendix Q

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Invoice from Newspaper Organization and Ad Proof	Yes
ii. Cutoff date for enrollment was announced in advance.	Printed Newspaper Ad	Yes
iii. Lottery, if needed, was conducted fairly.		N/A
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		N/A

Comments:

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments: Kimberly Troy, counselor, is the homeless liaison.

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Signed Signature Page of Student Handbook on file.	Yes
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.	Parent Notification Letter	Yes

Comments:

I. STUDENT INFORMATION (Continued)

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments:

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Referral Form	Yes
iv. Invoices are on file to show documentation of special education services.	Invoices for SPED Services	Yes

Comments:

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	Yes
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.		N/A
iv. School has appropriate resources and supports available for ELLs.	Supplemental Materials	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.		N/A
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.	Student Roster of ELLs w/Assessment Dates	Yes
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

I. STUDENT INFORMATION (Continued)

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	Nurse on Staff	Yes
ii. Student health records exist and are up to date.	Checklist of Required Documents	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Memo from principal or other school administration informing relevant staff of student health conditions.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments: Nurse-Carol Reid

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Weekly Progress Reports	Yes

Comments:

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments: Background check-MPD &ADP Screening & Selection Services

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds..…)	View electronic copy of inventory	Yes
ii. Sources of funds are identified.	All Sources of Funds are Present	Yes
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)		Yes

Comments:

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O	Yes

Comments:

There is a C of O on file at the PCSB Office.

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	Yes
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Held w/in First 10 Days of School and monthly	Yes

Comments:

III. SITE INFORMATION (Continued)

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments: Karen Sellers - certified food manager

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	Yes
iv. PCSB has been notified of all Board changes, with updated contact information.		Yes

Comments: Friendship forwarded board roster to PCSB.

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.	Main Office	Yes
ii. Offer all students the option to transfer to another school that has not been identified for improvement	NCLB Letter To Parents Dated before Sept. 1	Yes
iii. Request the option of transfer relationship with (3) schools not identified for improvement.	Letter to 3 school leaders	Yes
iv. Offer and provide supplemental services to identified low-income students.	Letter to Parents Offering SES	Yes
v. Develop a School Improvement Plan		

Comments: School just received list for identified low-income students, however, the services have not begun.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.	Letter to Parents Dated Before Sept. 1	Yes
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."	Letter to Parents about Long-Term Sub	Yes
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."	Letter to Parents with Teacher Qualifications	Yes
v. Paraprofessionals meet the HQT requirements of NCLB.		

Comments: Teachers that are not HQT-Khaleelah Anderson, Alisha Gadson, Delila Pinckney. All these teachers are on a plan.

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		No
		Additional components for transition services for students age 16 and over		N/A
		Transfer of rights at least one year prior to the age of majority		N/A
	Provision of Services	Special education and related services are provided as indicated on IEPs	Copies of schedules for special education & related service providers	Yes

Comments: Checked 5 student files. One student's file was missing MDT notes from previous school. Student is new enrollee at current school.

ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability	Copies of evaluation reports	Yes
	Assessment in Student's Native Language	Students are assessed in their native language		N/A
	Reevaluations	Students are evaluated at least every three years	Copies of current evaluat	Yes

Comments:

iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons	Copies of evaluation reports	Yes
	Observations	Observation conducted in regular classroom by team member other than regular teacher	Observation report or results	No
	Written Report	Written report contains all required components	Statement of whether the child has a specific learning disability	Yes

Comments: No observations listed for a student from previous school. Student is new enrollee at current school.

V. SPECIAL EDUCATION (Continued)

iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities	Completed LRE forms	Yes

Comments:

v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified	Copies of staff certification	No
	Provision of Services	Related services included on students' IEPs are provided as specified	Current IEPs	Yes
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE	Copy of ESY Form included in IEP	Yes

Comments: Compliance checked for 9 staff and related service providers. 3 teachers not licensed. All non-compliant teachers have Professional Development Plans in place to acquire appropriate testing, licensure, or certification.

§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revised annually	Copies of current IEPs	Yes
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)	Copies of current IEPs	Yes
		Include additional participants for transition planning for students age 16 and over.		N/A
	Parent Participation	Parents are notified and invited to participate in IEP meeting	Parent signature on IEP	Yes
		Additional procedures are implemented to ensure parent participation		No

Comments:

In files reviewed, parents responded to letters in timely manner. One student's file did not contain evidence that parents had received copy of their rights.

V. SPECIAL EDUCATION (Continued)

vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components		Yes
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)		Yes
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information		Yes

Comments:

Appendix R

Charter School Annual Performance Review

Friendship Collegiate Compliance Review

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Invoice from Newspaper Organization and Ad Proof	Yes
ii. Cutoff date for enrollment was announced in advance.	Printed Newspaper Ad	Yes
iii. Lottery, if needed, was conducted fairly.	Waiting List	Yes
iv. Waiting list is accurately maintained. Students are enrolled in order from list.	Waiting List	Yes

Comments: The parents are notified that their child is on the waiting list.

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments: Mr. Braxton, psychologist, is the homeless liaison person.

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Signed Signature Page of Student Handbook on file.	Yes
ii. The basis for suspensions and expulsion recommendations are clearly outlined. (A) There is a recommendation step in the expulsion process. (B) There is at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook.	Yes
iii. There is evidence that due process procedures have been followed.	Parent Notification Letter	Yes

Comments:

I. STUDENT INFORMATION (Continued)

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.		Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Office Manager Handbook	Yes

Comments:

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Referral Form	Yes
iv. nvoices are on file to show documentation of special education services.	Invoices for SPED Services	Yes

Comments:

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	Yes
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT).		N/A
iv. School has appropriate resources and supports available for ELLs.	Supplemental Materials	Yes
v. Students are exited from language support programs when they have reached appropriate English proficiency levels.		N/A
vi. All NEP/LEP students are assessed at least annually and FEP students continue to be assessed for two years after being mainstreamed.		N/A
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

I. STUDENT INFORMATION (Continued)

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	Nurse on Staff	Yes
ii. Student health records exist and are up to date.	Checklist of Required Documents	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Parent permission to inform relevant staff of health conditions that may require an emergency response.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments:

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Student Quarterly Report Cards	Yes

Comments:

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments: The following teachers are not HQ-Juliana Clay, Mckenzie Connors, Christina Giblin. All teachers are on a dated plan.

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds..…)	View electronic copy of inventory	Yes
ii. Sources of funds are identified.	All Sources of Funds are Present	Yes
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	All Inventory are Labeled	Yes

Comments:

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O and Lease	Yes

Comments:

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	Yes
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Held w/in First 10 Days of School and monthly	Yes

Comments:

III. SITE INFORMATION (Continued)

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments: Monica Hemphill is the certified food manager.

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	Yes
iv. PCSB has been notified of all Board changes, with updated contact information.		N/A

Comments:

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.	Bulletin Board	Yes
ii. Offer all students the option to transfer to another school that has not been identified for improvement	NCLB Letter To Parents Dated before Sept. 1	Yes
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		No
iv. Offer and provide supplemental services to identified low-income students.	Letter to Parents Offering SES	Yes
v. Develop a School Improvement Plan		Yes

Comments: Friendship Collegiate is in its planning year for restructuring, so they will not have a finalized plan until after its Program Development Review. There are no schools available.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.	Letter to Parents Dated Before Sept. 1	Yes
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."	Letter to Parents about Long-Term Sub	Yes
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."	Letter to Parents with Teacher Qualifications	Yes
v. Paraprofessionals meet the HQT requirements of NCLB.		N/A

Comments:

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		Yes
		Additional components for transition services for students age 16 and over	Transition Plan	Yes
		Transfer of rights at least one year prior to the age of majority		N/A
	Provision of Services	Special education and related services are provided as indicated on IEPs	Copies of schedules for special education & related service providers	Yes
Comments:	Reviewed 5 student files and all were compliant.			
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability	Copies of evaluation reports	Yes
	Assessment in Student's Native Language	Students are assessed in their native language		N/A
	Reevaluations	Students are evaluated at least every three years	Copies of current evaluations	Yes
Comments:				
iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons	MDT notes	Yes
	Observations	Observation conducted in regular classroom by team member other than regular teacher	Observation report or re	Yes
	Written Report	Written report contains all required components	Statement of whether the child has a specific learning disability	Yes
Comments:				

V. SPECIAL EDUCATION (Continued)				
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities	Completed LRE forms	Yes
Comments:				
v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified	Copies of staff certification	No
	Provision of Services	Related services included on students' IEPs are provided as specified	Current IEPs	Yes
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE	Copy of ESY Form included in IEP	Yes
Comments:	Checked certification/licensing of 8 SPED teachers. 1 teacher current has D.C. SPED license. Seven SPED teachers have Professional Development Plans in place with target dates for obtaining licensing. Related Service Providers all appropriately licensed or certified. There is a Clinical Fellow (E. Young) working under the license of the School Psychologist (Dr. Millett).			
§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revised annually	Copies of current IEPs	Yes
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)	Copies of current IEPs	Yes
		Include additional participants for transition planning for students age 16 and over.		Yes
	Parent Participation	Parents are notified and invited to participate in IEP meeting	Parent signature on IEP	Yes
		Additional procedures are implemented to ensure parent participation		Yes

Comments:	Students have individual portfolios that include interest surveys. The information from interest surveys are used to guide transition planning. Students are called to the office to meet individually with Transitions Coordinator prior to IEP meeting. Parent Prior Contact letters are in all files.

V. SPECIAL EDUCATION (Continued)				
vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components	Copies of record of access	Yes
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)	Policies and/or procedures	Yes
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information	Posted copy of list	Yes

Comments:	Only Sp. Ed. Coordinator has key to file cabinets storing student records.

Appendix S

Charter School Annual Performance Review

Friendship Southeast Academy PCS Compliance Review

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Invoice from Newspaper Organization and Ad Proof	Yes
ii. Cutoff date for enrollment was announced in advance.	Printed Newspaper Ad	Yes
iii. Lottery, if needed, was conducted fairly.		N/A
iv. Waiting list is accurately maintained. Students are enrolled in order from list.	Waiting List	Yes

Comments:

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Signed Signature Page of Student Handbook on file.	Yes
ii. The basis for suspensions and expulsion recommendations are clearly outlined. (A) There is a recommendation step in the expulsion process. (B) There is at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook.	Yes
iii. There is evidence that due process procedures have been followed.	Invoices from hearing officer.	Yes

Comments:

I. STUDENT INFORMATION (Continued)

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Locked File Cabinet	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments:

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Referral Form	Yes
iv. nvoices are on file to show documentation of special education services.	Invoices for SPED Services	Yes

Comments:

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.		N/A
ii. ELL students are properly identified.		N/A
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT).		N/A
iv. School has appropriate resources and supports available for ELLs.		Yes
v. Students are exited from language support programs when they have reached appropriate English proficiency levels.		N/A
vi. All NEP/LEP students are assessed at least annually and FEP students continue to be assessed for two years after being mainstreamed.		N/A
vii. School provides communication to homes in native languages that families can understand.		N/A

Comments:

I. STUDENT INFORMATION (Continued)

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	Nurse on Staff	
ii. Student health records exist and are up to date.	Checklist of Required Documents	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Teacher Notification Sign-Off Sheet	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments:

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Student Quarterly Report Cards	Yes

Comments:

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds..…)	View electronic copy of inventory	Yes
ii. Sources of funds are identified.	All Sources of Funds are Present	Yes
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	All Inventory are Labeled	Yes

Comments:

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O and Lease	Yes

Comments:

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	Yes
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	School Emergency Response Plan on file	Yes

Comments:

III. SITE INFORMATION (continued)

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	Yes
iv. PCSB has been notified of all Board changes, with updated contact information.		N/A

Comments:

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.	Main Office	Yes
ii. Offer all students the option to transfer to another school that has not been identified for improvement	NCLB Letter To Parents Dated before Sept. 1	Yes
iii. Request the option of transfer relationship with (3) schools not identified for improvement.	Letter to 3 school leaders	Yes
iv. Offer and provide supplemental services to identified low-income students.	Letter to Parents Offering SES	Yes
v. Develop a School Improvement Plan	SIP Document	Yes

Comments:

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.	Letter to Parents Dated Before Sept. 1	Yes
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."	Letter to Parents about Long-Term Sub	Yes
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."	Letter to Parents with Teacher Qualifications	Yes
v. Paraprofessionals meet the HQT requirements of NCLB.		No

Comments:

B.i Schedule on file for scheduled praxis exams

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP	Copies of IEP	Yes
		Additional components for transition services for students age 16 and over		N/A
	Provision of Services	Special education and related services are provided as indicated on IEPs		Yes

Comments:

ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability	Copies of evaluation reports	Yes
	Assessment in Student's Native Language	Students are assessed in their native language	Copies of native language survey	N/A
	Reevaluations	Students are evaluated at least every three years, unless parent and LEA agree a reevaluation is unnecessary.	Notice to parents of intent to reevaluate	Yes

Comments:

iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons	Signed copy of Multidisciplinary team report	Yes
	Observations	Observation conducted in regular classroom by team member other than regular teacher	Observation results: observation report or results included in written report	Yes
	Written Report	Written report contains all required components	Copy of written report	Yes

Comments:

V. SPECIAL EDUCATION (Continued)				
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities	Completed LRE forms: written assurance by principal	Yes
v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified	Copies of staff certification	No
	Provision of Services	Related services included on students' IEPs and provided as specified	copies of current evaluations, current IEPs, and students'/related services providers' schedules	Yes
	Extended School Year	Extended School Year eligibility are considered to ensure FAPE (regression/recoupment)	Copies of current IEPs	Yes

Comments:

V. SPECIAL EDUCATION (Continued)

§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revised annually	Copies of current IEPs	Yes
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs	Copies of current IEPs	Yes
		Include additional participants for transition planning for students age 16 and over.	Copies of signed IEPs/notices to representatives of other agencies/evidence that student was invited.	N/A
	Parent Participation	Parents are notified and invited to participate in IEP meeting	Parent signature on IEP/Copies of notices sent to parents	Yes
		Additional procedures are implemented to ensure parent participation	Logs of attempts to involve parents	Yes
vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components	Copies of record of access	Yes
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)	Policies/procedures; written assurance by principal	Yes
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information	Posted copy of safeguards list	Yes

Appendix T

Friendship PCS

Special Education Laws

Charter Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act[1] and Section 504 of the Rehabilitation Act of 1973.[2] In 2012, PCSB conducted a desktop audit of six special education indicators to assess Friendship PCS' compliance with these laws and the educational progress of its special education students.[3]

Academic Performance of Friendship 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.

Blow-Pierce

There has been a decline in reading performance to below the state average for students with disabilities from 2010 through 2012, as well as a persistent gap between students with disabilities and total school performance.

Chamberlain

The scores of students with disabilities on the Chamberlain campus are consistently low average in reading, with scores lower than the state average from 2010 through 2012. In addition, there is a large gap between general and special education students in both reading and math over a four-year period.

Collegiate

The percentage of students with disabilities scoring proficient or advanced at the Collegiate campus were lower than the state average in both 2010 and 2012, in addition to a very large achievement gap between general and special education and achievement in both reading and math over a four-year period.

SE

The scores of students with disabilities on the SE campus are consistently low average in reading, while students with disabilities are scoring above the state average in math.

Tech Prep

Students with disabilities demonstrate extremely low scores in both reading and math proficiency, well below the state average. In addition, there is a wide gap between the performance of these students when compared to the rest of the school.

Woodridge

Students with disabilities demonstrate extremely low scores in both reading and math proficiency, well below the state average. In addition, there is a significant and persistent gap between the performance of these students when compared to the rest of the school population.

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[1] 20 USC §1413(a)(5).

[2] 20 USC §794.

[3] See Friendship PCS – Online Desktop Audit, attached to this document as Appendix __.

Compliance Review of Friendship PCS by the District of Columbia Office of the State Superintendent of Education

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 versus campus-specific information. On OSSE's Performance Determination report from 2010, Friendship PCS was 80% compliant with its special education requirements, with OSSE noting that the school "Needs Assistance" in fulfilling all applicable federal and local special education regulations.[5] OSSE noted in this report that the LEA did not meet District of Columbia FFY 2010 AYP targets for the disability subgroup, and was found to be not in compliance with APR Indicators 11 and 13. Two years later, in 2012, OSSE found Community Academy PCS not to be adequately fulfilling secondary transition requirements.[6

Charter Application

An additional part of the desktop audit includes determining whether the school has implemented key elements of its mission for SWDs by reviewing the Charter application and any amendments. PCSB discovered during this review what appears to be discriminatory language and needs revision to include serving all students with disabilities with a full continuum of services.[1]

[5] See 2010 OSSE report, attached to this document as Appendix __. 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.

[6] OSSE Quarterly Finding Report (June 29, 2012).

[1] Friendship Charter Amendment Education Plan for PreK and 6-8. "If the student is severely disabled s/he will be referred to DC Public Schools and/or provided recommendations for schools that can meet the needs of a severely disabled child at this age level (possibly Eagle Academy).

Appendix U

DC Public Charter School Board

Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Friendship Blow-Pierce		**Date: October 15, 2012**
Leader: Rictor Craig	**Special Education Manager: James Waller**	
Current Total School Population: 641	**Current Number of Students with Disabilities: 77**	**Section 504 Plans:**

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

(11) "A public charter school shall submit an annual report" that includes

(ii) "Student performance on any districtwide assessments."

(vi) "Official student enrollment."

(vii) "Average daily attendance."

38-1802.2 (B) "The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

(ii) To perform competitively on any districtwide assessments**."**

(10) "A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas."

(11)" A description of the procedures the proposed school plans to follow…to comply with…all applicable civil rights statutes and regulations of the Federal government and the District of Columbia." (includes ADA and handicapped accessibility)

Per PCSB's Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: "A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter…"

Criterion 1: Mission and Vision Statement- "If your school's vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school's next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service…."

Criterion 2: Academic Performance – "…summarize the school's academic performance over the current fifteen year charter term," including "percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.;: and "student attendance and re-enrollment rates…"

"Reviewers will look for evidence of….Examples of school performance and reasons for those performance outcomes…"

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

"The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of DEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA's monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA's identification of the noncompliance."

"The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make "determinations" annually about the performance of each LEA based on information provided **in** the SPP/APR, information obtained through monitoring visits, and any other public information made available."

Performance Standards	Supporting Data, Evidence and Information		In Place	In Process	Not in Place	Does Not Exist	Comments & Documents
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the operation years listed:	YR: 5				x	**2002** OSSE data only goes back to 2003
		10				x	
		13	x				**2010** Subgroup is 52 (counted in AYP determination) **Reading: 23.08% P and A State- Elem: 16.29% P and A; Sec: 14.58% P and A** **Math: 32.69% P and A State- Elem: 18.83% P and A; Sec: 16.4% P and A**
		14	x				**2011** Subgroup is 60 (counted in AYP determination) **Reading: 8.33% P and A State- Elem: 17.61% P and A; Sec: 14.58% P and A** **Math: 18.33% P and A State-Elem: 19.80% P and A; Sec: 17.69% P and A**
		15	x				**2012** Subgroup is 60 (counted in AYP determination) **Reading: 8% P and A State-22% P and A** **Math: 22% P and A State-25% P and A**
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the operation years listed:	5				x	
		10				x	
		13	x				**2010** **Reading: 26.92% gap** **Math: 24.81% gap**
		14	x				**2011** **Reading: 28.83% gap** **Math: 25.04% gap**
		15	x				**2012** **Reading: 25% gap** **Math: 30% gap**
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:						
	Data from all PCSB generated school performance profile and composite reports/reviews		x				<u>Program Development Review Report 1/2/11</u> "Everything starts with literacy." Understanding by Design model a curriculum framework Targeted interventions and small group support Data driven/monthly meetings-Power School and Performance Series Systems Inclusion for SWDs and some resource support Psychologist and Social Worker on staff 2.2 strategies in place to address variant student needs proficient 2.4 strategies in place to ensure meeting of IEP goals proficient instructional strategies in place proficient resources in place proficient related services and accommodations in place proficient

						3.2 collects and analyzes data exemplary 3.4 accurate and timely identification/evaluation exemplary FFY 2010 IDEA Part B LEA Performance Indicators Final Percentage Rating 80% Determination Level Needs Assistance
2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments	x				The Edison-Friendship Charter School will provide special education services as required under 20 USC 1411. Anticipates same number of SWDs as DCPS. All students will have Quarterly Learning Contracts – IEP goals incorporated for SWDs. School will evaluate children who appear to need special education services and develop IEPs.
3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	x				OSSE 2010 monitoring All data are valid and submitted timely '11-'12 PCSB Enrollment Data – 77 SWDs Level 1: 20 Level 2: 34 Level 3: 15 Level 4: 8 77 / 641 – 12%
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring					
	Part I-FAPE in the LRE					
	Indicator A: The LEA educates students in the least restrictive environment. (5)	x				FFY 2010 IDEA Part B LEA Performance Indicators 7. Placement of less than 26% of population in separate settings Points 1 of 4 (for LEA)
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.	x				FFY 2010 IDEA Part B LEA Performance Indicators In compliance
	Indicator C: The LEA completes evaluations within the State-established timeline. (11)	x				FFY 2010 IDEA Part B LEA Performance Indicators 1. Indicator 11 Not in compliance
	Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3rd birthday. (6)				x	n/a per FFY 2010 IDEA Part B LEA Performance Indicators
	Indicator E: the LEA uses				x	n/a

	appropriate steps to successfully transition students from high school to postsecondary settings. (13)					
	Indicator F: The LEA utilizes appropriate discipline processes and procedures. ((4)	X			x	No information
	Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)	x				FFY 2010 IDEA Part B LEA Performance Indicators Compliant
	Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.				x	
	Part II-Dispute Resolution					
	Indicator A: The LEA timely implements due process complaint requirements. (17)				X	No information One untimely HOD for LEA
	Indicator B: The LEA timely responds to State complaint requests and decisions. (16)				X	No information
	Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)				X	No information
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B (continued)	Part III-Data					
	Indicator A: A. The LEA submits timely, valid and reliable data. (20)	X				FFY 2010 IDEA Part B LEA Performance Indicators 2. Compliant
	Indicator B: The LEA uses data to inform decision-making. (20)	x				Program Development Review Report 1/2/11 3.2 collects and analyzes data exemplary
	Part IV – Fiscal					
	Indicator A: The LEA expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans.	X				FFY 2010 IDEA Part B LEA Performance Indicators 4. Compliant
	Indicator B: The LEA uses IDEA Part B funds only to				x	Not available

	pay the excess costs of providing special education and related services to children with disabilities.					
	Indicator C: C. The LEA meets its maintenance of effort requirement	x				FFY 2010 IDEA Part B LEA Performance Indicators 4. Non Compliant
	Indicator D: The LEA properly calculates and expends CEIS funds.				x	Not available
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.				x	Not available
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD				x	
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					

Recommendation for non renewal — No

Recommendation for Quality Assurance Review — Yes

- Decline in reading performance to below State averages during 10/11 and 11/12
- Persistent gap between SWD and total school performance
- School enrolls 25 Level 3 and 4 SWDs, but provides mostly inclusion per PCSB 1/11 report
- Non compliance with maintenance of effort requirement

Appendix V

DC Public Charter School Board

Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Friendship PCS - Chamberlain		**Date: October 30, 2012**
Leader: Mya Baker	**Special Education Manager: James Waller**	
Current Total School Population: 765	**Current Number of Students with Disabilities: 70**	**Section 504 Plans:**

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

(11) "A public charter school shall submit an annual report" that includes

(ii) "Student performance on any districtwide assessments."

(vi) "Official student enrollment."

(vii) "Average daily attendance."

38-1802.2 (B) "The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

(ii) To perform competitively on any districtwide assessments**."**

(10) "A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas."

(11)" A description of the procedures the proposed school plans to follow…to comply with…all applicable civil rights statutes and regulations of the Federal government and the District of Columbia." (includes ADA and handicapped accessibility)

Per PCSB's Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: "A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter…"

Criterion 1: Mission and Vision Statement- "If your school's vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school's next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service…."

Criterion 2: Academic Performance – "…summarize the school's academic performance over the current fifteen year charter term," including "percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.;: and "student attendance and re-enrollment rates…"

"Reviewers will look for evidence of….Examples of school performance and reasons for those performance outcomes…"

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

"The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of DEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA's monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA's identification of the noncompliance."

"The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make "determinations" annually about the performance of each LEA based on information provided **in** the SPP/APR, information obtained through monitoring visits, and any other public information made available."

Performance Standards	Supporting Data, Evidence and Information		In Place	In Process	Not in Place	Does Not Exist	Comments & Documents
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the operation years listed:	YR: 5				x	**2002** OSSE data only goes back to 2003
		10	x				2007 Subgroup is 20 (not counted in AYP determination)
		13	x				**2010** Subgroup is 48 (counted in AYP determination) **Reading: 8.33% P and A State- Elem: 16.29% P & A; Sec: 14.58% P & A** **Math: 18.75% P and A State- Elem: 18.83% P and A; Sec: 16.4% P & A**
		14	x				**2011** Subgroup is 51 (counted in AYP determination) **Reading: 9.80% P and A State- Elem: 17.61% P & A; Sec: 14.58% P & A** **Math: 11.76% P and A State-Elem: 19.80% P & A; Sec: 17.69% P & A**
		15	x				**2012** Subgroup is 51 (counted in AYP determination) **Reading: 10% P and A State-22% P and A** **Math: 12% P and A State-25% P and A**
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the operation years listed:	5				x	
		10				x	
		13	x				**2010** **Reading: 30.66% gap** **Math: 24.11% gap**
		14	x				**2011** **Reading: 27.44% gap** **Math: 29.39% gap**
		15	x				**2012** **Reading: 34% gap** **Math: 51% gap**
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:						
	Data from all PCSB generated school performance profile and composite reports/reviews		x				Program Development Review Report FFY 2010 IDEA Part B LEA Performance Indicators Final Percentage Rating 80% Determination Level Needs Assistance
2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments		x				The Edison-Friendship Charter School will provide special education services as required under 20 USC 1411. Anticipates same number of SWDs as DCPS. All students will have Quarterly Learning Contracts – IEP goals incorporated for SWDs. School will evaluate children who appear to need special education services and develop IEPs.

3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	x				OSSE 2010 monitoring All data are valid and submitted timely '11-'12 PCSB Enrollment Data – 70 SWDs Level 1: 31 Level 2: 26 Level 3: 12 Level 4: 1 70 / 765 – 9.2%
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring					
	Part I-FAPE in the LRE					
	Indicator A: The LEA educates students in the least restrictive environment. (5)	x				FFY 2010 IDEA Part B LEA Performance Indicators 7. Placement of less than 26% of population in separate settings Points 1 of 4
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.	x				FFY 2010 IDEA Part B LEA Performance Indicators In compliance According to SEDS (11/20/12), there is one overdue Initial Eligibility meeting.
	Indicator C: The LEA completes evaluations within the State-established timeline. (11)	x				FFY 2010 IDEA Part B LEA Performance Indicators 1. Indicator 11 Not in compliance
	Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3rd birthday. (6)				x	n/a per FFY 2010 IDEA Part B LEA Performance Indicators
	Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)				x	n/a no secondary students
	Indicator F: The LEA utilizes appropriate discipline processes and procedures. ((4)	x			x	No information
	Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)	x				FFY 2010 IDEA Part B LEA Performance Indicators Compliant
	Indicator H: The LEA provides instructional materials to blind persons or other persons with				x	N/A

	print disabilities in a timely manner.					
	Part II-Dispute Resolution					
	Indicator A: The LEA timely implements due process complaint requirements. (17)				X	No information One untimely HOD for LEA
	Indicator B: The LEA timely responds to State complaint requests and decisions. (16)				X	No information
	Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)				X	No information
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B (continued)	Part III-Data					
	Indicator A: A. The LEA submits timely, valid and reliable data. (20)	x				FFY 2010 IDEA Part B LEA Performance Indicators 2. Compliant
	Indicator B: The LEA uses data to inform decision-making. (20)	x				Program Development Review Report
	Part IV – Fiscal					
	Indicator A: The LEA expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans.	X				FFY 2010 IDEA Part B LEA Performance Indicators 4. Compliant
	Indicator B: The LEA uses IDEA Part B funds only to pay the excess costs of providing special education and related services to children with disabilities.				x	Not available
	Indicator C: C. The LEA meets its maintenance of effort requirement	x				FFY 2010 IDEA Part B LEA Performance Indicators 4. Non Compliant
	Indicator D: The LEA properly calculates and expends CEIS funds.				x	Not available
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.				x	Not available
5. The school has complied with reporting requirements for students with	TBD					

Section 504 Plans						
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					

Recommendation for non renewal — No

Recommendation for Quality Assurance Review — Yes

Consistently low average in reading – lower than State average in 2010 and 2011
Huge gap between general and special education over 4 yrs in both reading and math
P & A in Reading over 3 years is 7.5%
P & A in Math over 3 years is 11.6%
(If they had a poor PCSB performance review, refer for on renewal)

In good standing-no action recommended — No

Appendix W

DC Public Charter School Board

Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Friendship Collegiate		**Date: October 30, 2012**
Leader: Doranna Tindle	**Special Education Manager: James Waller**	
Current Total School Population: 1110	**Current Number of Students with Disabilities: 141**	**Section 504 Plans:**

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

(11) "A public charter school shall submit an annual report" that includes

(ii) "Student performance on any districtwide assessments."

(vi) "Official student enrollment."

(vii) "Average daily attendance."

38-1802.2 (B) "The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

(ii) To perform competitively on any districtwide assessments**."**

(10) "A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas."

(11)" A description of the procedures the proposed school plans to follow…to comply with…all applicable civil rights statutes and regulations of the Federal government and the District of Columbia." (includes ADA and handicapped accessibility)

Per PCSB's Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: "A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter…"

Criterion 1: Mission and Vision Statement- "If your school's vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school's next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service…."

Criterion 2: Academic Performance – "…summarize the school's academic performance over the current fifteen year charter term," including "percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.;: and "student attendance and re-enrollment rates…"

"Reviewers will look for evidence of….Examples of school performance and reasons for those performance outcomes…"

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

"The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of DEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA's monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA's identification of the noncompliance."

"The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make "determinations" annually about the performance of each LEA based on information provided **in** the SPP/APR, information obtained through monitoring visits, and any other public information made available."

Performance Standards	Supporting Data, Evidence and Information		In Place	In Process	Not in Place	Does Not Exist	Comments & Documents
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the operation years listed:	YR: 5				x	**2002** OSSE data only goes back to 2003
		10				x	**2007** No data available
		13	x				**2010** Subgroup is 20 (not counted in AYP determination) **Reading: 10.53% P and A State- 14.58% P and A** **Math: 10.53% P and A State-16.40% P and A**
		14	x				**2011** Subgroup is 23 (not counted in AYP determination) **Reading: 17.39% P and A State-13.83% P and A** **Math: 17.39% P and A State-17.69% P and A**
		15	x				**2012** Subgroup is 38 (counted in AYP determination) **Reading: 11% P and A State Reading: 22.00% P & A** **Math: 18% P and A State Math: 25.00% P & A**
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the operation years listed:	5				x	
		10				x	
		13	x				**2010** **Reading: 32.91% gap** **Math: 39.47% gap**
		14	x				**2011** **Reading: 23.52% gap** **Math: 33.75% gap**
		15	x				**2012** **Reading: 34% gap** **Math: 39% gap**
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:			Information not received			
	Data from all PCSB generated school performance profile and composite reports/reviews		x				<u>Program Development Review Report 12/1/10</u> School offers many Advanced Placement classes- students may earn up to two years college credit with their diploma. Addressed many of the recommendations made in previous PDR report in area of curriculum. Refining existing curriculum with Understanding by Design methodology. Instructional program serves a very diverse student body. 86 teachers, several guidance counselors and four instructional coaches. Early College Program with Univ of MD and UDC PDR results indicated less than desirable results in the area of differentiated instruction. Co-teachers meet twice a week and IEP goal setting and modifications include regular ed teachers. Data driven decision making, system in place to collect, record, analyze and track academic data and inform student placement. Assessments include the Performance Series Test for 9th and 10th graders and the PSAT for 9 through 12th grades.

						Procedures in place for accurate and timely identification and evaluations of SWDs. 2.2 strategies in place to address variant student needs proficient 2.4 strategies in place to ensure meeting of IEP goals exemplary instructional strategies in place exemplary resources in place proficient related services and accommodations in place exemplary 3.2 collects and analyzes data exemplary 3.4 accurate and timely identification/evaluation exemplary <u>FFY 2010 IDEA Part B LEA Performance Indicators</u> Final Percentage Rating 80% Determination Level Needs Assistance Indicator 13 - Non compliance with post secondary planning and transition services
2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments	x				The Edison-Friendship Charter School will provide special education services as required under 20 USC 1411. Anticipates same number of SWDs as DCPS. All students will have Quarterly Learning Contracts – IEP goals incorporated for SWDs. School will evaluate children who appear to need special education services and develop IEPs.
3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	x				OSSE 2010 monitoring All data are valid and submitted timely '11-'12 PCSB Enrollment Data – 141 SWDs Level 1: 20 Level 2: 48 Level 3: 63 Level 4: 10 141 / 1110 – 12.7%
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring					
	Part I-FAPE in the LRE					
	Indicator A: The LEA educates students in the least restrictive environment. (5)	x				<u>FFY 2010 IDEA Part B LEA Performance Indicators</u> 7. Placement of less than 26% of population in separate settings Points 1 of 4
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.	x				<u>FFY 2010 IDEA Part B LEA Performance Indicators</u> In compliance
	Indicator C: The LEA	x				<u>FFY 2010 IDEA Part B LEA Performance Indicators</u>

	completes evaluations within the State-established timeline. (11)					1. Indicator 11 Not in compliance
	Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3rd birthday. (6)				x	n/a per FFY 2010 IDEA Part B LEA Performance Indicators
	Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)			x		OSSE Quarterly Findings – 6/29/12 Between 1/1/12-3/31/12 Noncompliance for timely completion of re-evaluations
	Indicator F: The LEA utilizes appropriate discipline processes and procedures. ((4)	X			x	No information
	Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)	x				FFY 2010 IDEA Part B LEA Performance Indicators Compliant
	Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.				x	N/A
	Part II-Dispute Resolution					
	Indicator A: The LEA timely implements due process complaint requirements. (17)				X	No information One untimely HOD for LEA
	Indicator B: The LEA timely responds to State complaint requests and decisions. (16)				X	No information
	Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)				X	No information
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B (continued)	Part III-Data					
	Indicator A: A. The LEA submits timely, valid and reliable data. (20)	X				FFY 2010 IDEA Part B LEA Performance Indicators 2. Compliant
	Indicator B: The LEA uses data to inform decision-making. (20)	x				Program Development Review Report 1/2/11 3.2 collects and analyzes data proficient
	Part IV – Fiscal					

	Indicator A: The LEA expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans.	X				FFY 2010 IDEA Part B LEA Performance Indicators 4. Compliant
	Indicator B: The LEA uses IDEA Part B funds only to pay the excess costs of providing special education and related services to children with disabilities.				x	Not available
	Indicator C: C. The LEA meets its maintenance of effort requirement	x				FFY 2010 IDEA Part B LEA Performance Indicators 4. Non Compliant
	Indicator D: The LEA properly calculates and expends CEIS funds.				x	Not available
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.				x	Not available
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD					
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					

Recommendation for non renewal No

Recommendation for Quality Assurance Review Yes

- Average over three-year timeframe - 13% Proficient and Advanced in Reading and 15% in Math
- Compliance issues indicated by "OSSE FFY 2010 IDEA Part B LEA Performance Determinations" including non-compliance with Indicator 13 – post secondary transition planning and service and maintenance of effort
- Very large gap between general and special education and achievement over 4 yrs in both reading and math which is especially troubling since 79 of 141 or 56% SWDs enrolled are SLD.

In good standing-no action recommended No

Appendix X

DC Public Charter School Board

Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Friendship SE		**Date: October 15, 2012**
Leader: Maurita Scranton	**Special Education Manager: James Waller**	
Current Total School Population: 547	**Current Number of Students with Disabilities: 49**	**Section 504 Plans:**

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

(11) "A public charter school shall submit an annual report" that includes

(ii) "Student performance on any districtwide assessments."

(vi) "Official student enrollment."

(vii) "Average daily attendance."

38-1802.2 (B) "The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

(ii) To perform competitively on any districtwide assessments**."**

(10) "A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas."

(11)" A description of the procedures the proposed school plans to follow…to comply with…all applicable civil rights statutes and regulations of the Federal government and the District of Columbia." (includes ADA and handicapped accessibility)

Per PCSB's Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: "A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter…"

Criterion 1: Mission and Vision Statement- "If your school's vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school's next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service…."

Criterion 2: Academic Performance – "…summarize the school's academic performance over the current fifteen year charter term," including "percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.;: and "student attendance and re-enrollment rates…"

"Reviewers will look for evidence of….Examples of school performance and reasons for those performance outcomes…"

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

"The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of DEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA's monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA's identification of the noncompliance."

"The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make "determinations" annually about the performance of each LEA based on information provided **in** the SPP/APR, information obtained through monitoring visits, and any other public information made available."

Performance Standards	Supporting Data, Evidence and Information		In Place	In Process	Not in Place	Does Not Exist	Comments & Documents
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the operation years listed:	YR: 5				x	**2002** OSSE data only goes back to 2003
		10				x	**2007** Subgroup is 13 **Reading: 15.38% P and A State-16.29% P and A** **Math: 15.38% P and A State-18.83% P and A**
		13	x				**2010** Subgroup is 22 (not counted in AYP determination) **Reading: 4.55% P and A State-16.29% P and A** **Math: 22.73% P and A State-18.83% P and A**
		14	x				**2011** Subgroup is 26 (counted in AYP determination) **Reading: 11.54% P and A State-17.61% P and A** **Math: 23% P and A State-19.8% P and A**
		15					**2012** Subgroup is 36 (counted in AYP determination) **Reading: 11% P and A State-22% P and A** **Math: 39% P and A State-25% P and A**
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the operation years listed:	5				x	
		10				x	**2007** **Reading: 12.32% gap** **Math: 4.81% gap**
		13	x				**2010** **Reading: 35.65% gap** **Math: 26.08% gap**
		14	x				**2011** **Reading: 18.72% gap** **Math: 10.99% gap**
		15	x				**2012** **Reading: 22% gap** **Math: 15% gap**
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:	14					
	Data from all PCSB generated school performance profile and composite reports/reviews		x				<u>Program Development Review Report 1/2/11</u> Understanding by Design model a curriculum framework Two instructional coaches Data driven/monthly meetings-Scantron and Achievement Net, F&P, Batelle, Creative curriculum checklist, Terra Nova, DIBELs Co-teaching in some classes-need for more planning time and lesson plan development Procedures in place for accurate and timely identification and evals of SWDs

						2.2 strategies in place to address variant student needs exemplary 2.4 strategies in place to ensure meeting of IEP goals proficient instructional strategies in place proficient resources in place proficient related services and accommodations in place exemplary 3.2 collects and analyzes data proficient 3.4 accurate and timely identification/evaluation exemplary <u>FFY 2010 IDEA Part B LEA Performance Indicators</u> Final Percentage Rating 80% Determination Level Needs Assistance
2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments	x				The Edison-Friendship Charter School will provide special education services as required under 20 USC 1411. Anticipates same number of SWDs as DCPS. All students will have Quarterly Learning Contracts – IEP goals incorporated for SWDs. School will evaluate children who appear to need special education services and develop IEPs.
3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	x				OSSE 2010 monitoring All data are valid and submitted timely '11-'12 PCSB Enrollment Data – 36 SWDs Level 1: 19 Level 2: 24 Level 3: 5 Level 4: 1 49 / 547 – 9%
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring					
	Part I-FAPE in the LRE					
	Indicator A: The LEA educates students in the least restrictive environment. (5)	x				<u>FFY 2010 IDEA Part B LEA Performance Indicators</u> 7. Placement of less than 26% of population in separate settings Points 1 of 4
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.	x				<u>FFY 2010 IDEA Part B LEA Performance Indicators</u> In compliance
	Indicator C: The LEA completes evaluations within the State-established timeline. (11)	x				<u>FFY 2010 IDEA Part B LEA Performance Indicators</u> 1. Indicator 11 Not in compliance

	Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3rd birthday. (6)				x	n/a per FFY 2010 IDEA Part B LEA Performance Indicators
	Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)				x	n/a no secondary students
	Indicator F: The LEA utilizes appropriate discipline processes and procedures. ((4)	X			x	No information
	Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)	x				FFY 2010 IDEA Part B LEA Performance Indicators Compliant
	Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.				x	N/A
	Part II-Dispute Resolution					
	Indicator A: The LEA timely implements due process complaint requirements. (17)				X	No information One untimely HOD for LEA
	Indicator B: The LEA timely responds to State complaint requests and decisions. (16)				X	No information
	Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)				X	No information
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B (continued)	Part III-Data					
	Indicator A: A. The LEA submits timely, valid and reliable data. (20)	X				FFY 2010 IDEA Part B LEA Performance Indicators 2. Compliant
	Indicator B: The LEA uses data to inform decision-making. (20)	x				Program Development Review Report 1/2/11 3.2 collects and analyzes data proficient
	Part IV – Fiscal					
	Indicator A: The LEA expends IDEA Part B funds	X				FFY 2010 IDEA Part B LEA Performance Indicators 4. Compliant

	in accordance with Federal laws, state laws and approved budget and spending plans.					
	Indicator B: The LEA uses IDEA Part B funds only to pay the excess costs of providing special education and related services to children with disabilities.				x	Not available
	Indicator C: C. The LEA meets its maintenance of effort requirement	x				FFY 2010 IDEA Part B LEA Performance Indicators 4. Non Compliant
	Indicator D: The LEA properly calculates and expends CEIS funds.				x	Not available
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.				x	Not available
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD					
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					

Recommendation for non renewal No
Recommendation for Quality Assurance Review No

Consistently low average in reading –lower than State average in 10, 11 and 12 despite gains in 2009
Higher math scores for SWds
Non compliance with maintenance of effort requirement

PCSB should monitor performance of SWDs to ensure ongoing growth.

Appendix Y

DC Public Charter School Board

Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Friendship Tech		**Date: October 15, 2012**
Leader: Peggy Jones	**Special Education Manager: James Waller**	
Current Total School Population: 378	**Current Number of Students with Disabilities: 68**	**Section 504 Plans:**

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.
(11) "A public charter school shall submit an annual report" that includes
(ii) "Student performance on any districtwide assessments."
(vi) "Official student enrollment."
(vii) "Average daily attendance."

38-1802.2 (B) "The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:
(ii) To perform competitively on any districtwide assessments**."**
(10) "A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas."
(11)" A description of the procedures the proposed school plans to follow…to comply with…all applicable civil rights statutes and regulations of the Federal government and the District of Columbia." (includes ADA and handicapped accessibility)

Per PCSB's Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: "A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter…"

Criterion 1: Mission and Vision Statement- "If your school's vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school's next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service…."

Criterion 2: Academic Performance – "…summarize the school's academic performance over the current fifteen year charter term," including "percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.;: and "student attendance and re-enrollment rates…"

"Reviewers will look for evidence of….Examples of school performance and reasons for those performance outcomes…"

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

"The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of DEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA's monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA's identification of the noncompliance."

"The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make "determinations" annually about the performance of each LEA based on information provided **in** the SPP/APR, information obtained through monitoring visits, and any other public information made available."

Performance Standards	Supporting Data, Evidence and Information		In Place	In Process	Not in Place	Does Not Exist	Comments & Documents
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the operation years listed:	YR: 5				x	**2002** OSSE data only goes back to 2003
		10				x	Data not available
		13	x				**2010** Subgroup is 11 (not counted in AYP determination) **Reading: 0% P and A State-14.58% P and A** **Math: 0% P and A State-16.40% P and A**
		14	x				**2011** Subgroup is 19 (not counted in AYP determination) **Reading: 5.26% P and A State-13.83% P and A** **Math: 15.79% P and A State-17.69% P and A**
		15	x				**2012** Subgroup is 60 (counted in AYP determination) **Reading: 10% P and A State Reading: 22.00% P & A** **Math: 13% P and A State Math: 25.00% P & A**
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the operation years listed:	5				x	
		10				x	
		13	x				**2010** **Reading: 41.26% gap** **Math: 41.96% gap**
		14	x				**2011** **Reading: 43.86 % gap** **Math: 39.97 gap**
		15	x				**2012** **Reading: 30% gap** **Math: 48% gap**
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:						
	Data from all PCSB generated school performance profile and composite reports/reviews	x					<u>Program Development Review Report 1/2/11</u> High teacher turnover rate Lack of consistency and presence of teaching higher order thinking skills Well organized sped department Data driven Clearly articulated discipline plan Students struggle with rigorous standards for college-prep STEM education 2.2 strategies in place to address variant student needs adequate 2.4 strategies in place to ensure meeting of IEP goals proficient instructional strategies in place proficient resources in place proficient related services and accommodations in place proficient

						3.2 collects and analyzes data proficient 3.4 accurate and timely identification/evaluation proficient <u>FFY 2010 IDEA Part B LEA Performance Indicators</u> Final Percentage Rating 80% Determination Level Needs Assistance
2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments	x				The Edison-Friendship Charter School will provide special education services as required under 20 USC 1411. Anticipates same number of SWDs as DCPS. All students will have Quarterly Learning Contracts – IEP goals incorporated for SWDs. School will evaluate children who appear to need special education services and develop IEPs. Amendment Sped to be a central and integral part of program Non discriminatory enrollment Committed to least restrictive environment One special educator per 20 students with one lead teacher-will be part of leadership team and accountable for program development, compliance, oversight of sped teachers and informing/training gen ed teachers
3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	x				OSSE 2010 monitoring All data are valid and submitted timely '11-'12 PCSB Enrollment Data – 36 SWDs Level 1: 14 Level 2: 46 Level 3: 6 Level 4: 2 68 / 378 – 18%
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring	x				
	Part I-FAPE in the LRE					
	Indicator A: The LEA educates students in the least restrictive environment. (5)	x				<u>FFY 2010 IDEA Part B LEA Performance Indicators</u> 7. Placement of less than 26% of population in separate settings Points 1 of 4 (for LEA)
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.	x				<u>FFY 2010 IDEA Part B LEA Performance Indicators</u> In compliance According to SEDS (11/20/2012), there is one overdue IEP Review meeting for 2012.
	Indicator C: The LEA completes evaluations within the State-established timeline. (11)	x				<u>FFY 2010 IDEA Part B LEA Performance Indicators</u> 1. Indicator 11 Not in compliance

	Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3rd birthday. (6)				x	n/a per FFY 2010 IDEA Part B LEA Performance Indicators
	Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)	x				FFY 2010 IDEA Part B LEA Performance Indicators Non compliant
	Indicator F: The LEA utilizes appropriate discipline processes and procedures. ((4)	X				Program Development Review Report 1/2/11 Clearly stated discipline policy
	Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)	x				FFY 2010 IDEA Part B LEA Performance Indicators Compliant
	Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.				x	N/A
	Part II-Dispute Resolution					
	Indicator A: The LEA timely implements due process complaint requirements. (17)				X	No information One untimely HOD for LEA
	Indicator B: The LEA timely responds to State complaint requests and decisions. (16)				X	No information
	Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)				X	No information

4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B (continued)	Part III-Data					
	Indicator A: A. The LEA submits timely, valid and reliable data. (20)	X				FFY 2010 IDEA Part B LEA Performance Indicators 2. Compliant
	Indicator B: The LEA uses data to inform decision-making. (20)	x				Program Development Review Report 1/2/11 3.2 collects and analyzes data proficient
	Part IV – Fiscal					
	Indicator A: The LEA expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans.	X				FFY 2010 IDEA Part B LEA Performance Indicators 4. Compliant
	Indicator B: The LEA uses IDEA Part B funds only to pay the excess costs of providing special education and related services to children with disabilities.				x	Not available
	Indicator C: C. The LEA meets its maintenance of effort requirement	x				FFY 2010 IDEA Part B LEA Performance Indicators 4. Non Compliant
	Indicator D: The LEA properly calculates and expends CEIS funds.				x	Not available
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.				x	Not available
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD				x	
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					

Recommendation for non renewal No
Recommendation for Quality Assurance Review Yes

Extremely low performance in reading and math for SWDs
Wide gap between performance of SWDs and whole school
Non compliance with maintenance of effort requirement
Non compliance in transition areas
Amendment for Tech does not include transition services or addresses continuum of instruction options

Appendix Z

DC Public Charter School Board

Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Friendship Woodridge		**Date: October 15, 2012**
Leader: Joseph Speight	**Special Education Manager: James Waller**	
Current Total School Population: 498	**Current Number of Students with Disabilities: 57**	**Section 504 Plans:**

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.
(11) "A public charter school shall submit an annual report" that includes
(ii) "Student performance on any districtwide assessments."
(vi) "Official student enrollment."
(vii) "Average daily attendance."

38-1802.2 (B) "The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:
(ii) To perform competitively on any districtwide assessments**."**
(10) "A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas."
(11)" A description of the procedures the proposed school plans to follow…to comply with…all applicable civil rights statutes and regulations of the Federal government and the District of Columbia." (includes ADA and handicapped accessibility)

Per PCSB's Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: "A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter…"

Criterion 1: Mission and Vision Statement- "If your school's vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school's next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service…."

Criterion 2: Academic Performance – "…summarize the school's academic performance over the current fifteen year charter term," including "percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.;: and "student attendance and re-enrollment rates…"

"Reviewers will look for evidence of….Examples of school performance and reasons for those performance outcomes…"

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

"The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of DEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA's monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA's identification of the noncompliance."

"The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make "determinations" annually about the performance of each LEA based on information provided **in** the SPP/APR, information obtained through monitoring visits, and any other public information made available."

Performance Standards	Supporting Data, Evidence and Information		In Place	In Process	Not in Place	Does Not Exist	Comments & Documents
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the operation years listed:	YR: 5				x	**2002** OSSE data only goes back to 2003
		10				x	**2007:** 35 SWD (as Edison / Fr. Woodridge) **Reading: 37.15% P and A State- Elem: 17.84% P and A; Sec: 8.66% P and A** **Math: 32.69% P and A State- Elem: 11.70% P and A; Sec: 7.39% P and A**
		13	x				**2010:** 22 SWD (not counted in AYP determination) **Reading: 0% P and A State- Elem: 16.29% P and A; Sec: 14.58% P and A** **Math: 16.13% P and A State- Elem: 18.83% P and A; Sec: 16.4% P and A**
		14	x				**2011:** 26 SWD (counted in AYP determination) **Reading: 5.13% P and A State- Elem: 17.61% P and A; Sec: 14.58% P and A** **Math: 12.82% P and A State-Elem: 19.80% P and A; Sec: 17.69% P and A**
		15					**2012:** 51 SWD (counted in AYP determination) **Reading: 10% P and A State Reading: 22.00% P & A** **Math: 18% P and A State Math: 25.00% P & A**
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the operation years listed:	5				x	
		10				x	**2007** **Reading: 16.31% gap** **Math: 11.51% gap**
		13	x				**2010** **Reading: 48.43% gap** **Math: 35.59% gap**
		14	x				**2011** **Reading: 43.16% gap** **Math: 36.09% gap**
		15	x				**2012** **Reading: 45% gap** **Math: 36% gap**
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:						
	Data from all PCSB generated school performance profile and composite reports/reviews					x	FFY 2010 IDEA Part B LEA Performance Indicators Final Percentage Rating 80% Determination Level Needs Assistance
2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key	Charter application and agreement, and any amendments		x				The Edison-Friendship Charter School will provide special education services as required under 20 USC 1411. Anticipates same number of SWDs as DCPS. All students will have Quarterly Learning Contracts – IEP goals incorporated for SWDs. School will evaluate children who appear to need special education services and develop IEPs. Amendment for early childhood program

elements of the charter application and agreement as they apply to SWDs						Inclusion focus Co teaching and pull-asides and intensity based on student needs Provision of related services as needed
3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	x				OSSE 2010 monitoring All data are valid and submitted timely '11-'12 PCSB Enrollment Data – 36 SWDs Level 1: 16 Level 2: 24 Level 3: 9 Level 4: 8 57 / 498 – 11.4%
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring					
	Part I-FAPE in the LRE					
	Indicator A: The LEA educates students in the least restrictive environment. (5)	x				FFY 2010 IDEA Part B LEA Performance Indicators 7. Placement of less than 26% of population in separate settings Points 1 of 4
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.	x				FFY 2010 IDEA Part B LEA Performance Indicators In compliance
	Indicator C: The LEA completes evaluations within the State-established timeline. (11)	x				FFY 2010 IDEA Part B LEA Performance Indicators 1. Indicator 11 Not in compliance
	Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3rd birthday. (6)				x	n/a per FFY 2010 IDEA Part B LEA Performance Indicators
	Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)				x	n/a
	Indicator F: The LEA utilizes appropriate discipline processes and procedures. ((4)	X			x	No information
	Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)	x				FFY 2010 IDEA Part B LEA Performance Indicators Compliant

	Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.				x	N/A
	Part II-Dispute Resolution					
	Indicator A: The LEA timely implements due process complaint requirements. (17)				X	No information One untimely HOD for LEA
	Indicator B: The LEA timely responds to State complaint requests and decisions. (16)				X	No information
	Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)				X	No information
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B (continued)	Part III-Data					
	Indicator A: A. The LEA submits timely, valid and reliable data. (20)	X				FFY 2010 IDEA Part B LEA Performance Indicators 2. Compliant
	Indicator B: The LEA uses data to inform decision-making. (20)				x	
	Part IV – Fiscal					
	Indicator A: The LEA expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans.	X				FFY 2010 IDEA Part B LEA Performance Indicators 4. Compliant
	Indicator B: The LEA uses IDEA Part B funds only to pay the excess costs of providing special education and related services to children with disabilities.				x	Not available
	Indicator C: C. The LEA meets its maintenance of effort requirement	x				FFY 2010 IDEA Part B LEA Performance Indicators 4. Non Compliant
	Indicator D: The LEA properly calculates and expends CEIS funds.				x	Not available
	Indicator E: the LEA does not				x	Not available

	comingle IDEA Part B funds with other funds.					
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD					
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					

Recommendation for non renewal	No
Recommendation for Quality Assurance Review	Yes
Consistently low average in reading and math –lower than State average in 10, 11 and 12	
Significant and persistent gap between SWD and total school performance	
Non compliance with maintenance of effort requirement	
Amendment does not address changing ISPs to IEPs in early childhood program	

Appendix AA

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Friendship Public Charter School
Final Percentage Rating:	80%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – in compliance • Indicator 9 – in compliance • Indicator 10 – in compliance • Indicator 11 – not in compliance • Indicator 12 – N/A • Indicator 13 – not in compliance	3
2	Information regarding timely, valid and reliable data	• All data are valid and reliable and submitted timely	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	• LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit	N/A
3b	Dispute resolution findings (student and/or LEA level)	LEA has more than 100 students with IEPs • 1-16 findings of noncompliance	3

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 0 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	3 (average points)
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet District of Columbia FFY 2010 AYP targets for the disability subgroup • LEA met District of Columbia FFY 2010 SPP Indicator 5c target of placement of less than 26% of its	0 1

		students into separate settings	
8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	• Less than 90% of noncompliance corrected within one year after the identification of the noncompliance	0
		Total Number of Points Earned + Additional Points	**20**
		Total Possible Points from Applicable Elements	**25**
		Percentage of Points from Applicable Elements	**80%**

Appendix BB

Office of the
State Superintendent of Education

June 29, 2012

Donald Hense
Chairman
Friendship Public Charter School
120 Q Street, NE
Washington, DC 20002

Dear Mr. Hense:

The U.S. Department of Education, Office of Special Education Programs (OSEP) determined the District of Columbia to need intervention in meeting the requirements of Part B of the Individuals with Disabilities Education Act (IDEA). OSEP issued a letter to the Office of the State Superintendent of Education (OSSE) informing them that the U.S. Department of Education has imposed Special Conditions on OSSE's FFY 2011 grant awards under IDEA. OSSE was required to develop a Corrective Action Plan (CAP) to address noncompliance in specific areas. Pursuant to OSSE's CAP, which requires quarterly reporting of noncompliance in specific areas, OSSE has reviewed data in the Special Education Data System (SEDS) to identify noncompliance and assess progress toward federal and local targets for special education. OSSE reviewed data in SEDS for your LEA to determine compliance in the following areas.

Initial and Reevaluation Timelines
In order to improve compliance with timely evaluations and reevaluations, OSSE is required to report to OSEP the percent of initial evaluations and reevaluations provided to children with disabilities whose evaluation deadlines fell within the reporting period that were conducted in a timely manner. OSSE is also required to report on the percent of initial evaluations and reevaluations that were provided for children whose initial evaluation and reevaluations had become overdue in a prior reporting period (backlog). For each quarterly reporting period, the level of compliance for timely evaluations must increase until 95% of initial evaluations and reevaluations are completed in a timely manner.

Early Childhood Transition Timelines
In order to improve compliance with early childhood transition timelines, OSSE is required to report to OSEP the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. In addition, OSSE is required to report to OSEP the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays in providing a timely evaluation and IEP.

Secondary Transition Requirements
In order to improve compliance with secondary transition requirements, OSSE is required to complete a random sampling of at least 100 individualized education programs (IEPs) of youth aged 16 and above to be reviewed for IEP secondary transition content during each quarterly reporting period. For

each quarterly reporting period, the level of compliance for secondary transition requirements must increase until 95% of IEPs reviewed are compliant with secondary transition requirements.

Identification of Noncompliance

OSSE's review of Friendship Public Charter School's data revealed noncompliance for secondary transition requirements. This letter serves as notification of noncompliance from OSSE's database review for the period January 1, 2012 – March 31, 2012.

To demonstrate correction of the LEA's noncompliance, the LEA must provide student level correction and ensure future LEA compliance. The LEA must also ensure future compliance with each requirement. This may be accomplished by demonstrating that the LEA has met full compliance via the following quarterly review.

Area of Monitoring	Corrective Actions	Due Date
Evaluation: Initial & Reevaluation	N/A	N/A
Early Childhood Transition	N/A	N/A
Secondary Transition	See attached worksheet.	October 1, 2012

OSSE is committed to supporting LEA efforts to improve results for children with disabilities and will continue to provide technical assistance opportunities to assist Friendship Public Charter School as it works to improve performance under Part B of IDEA. If you have any questions about this communication, please do not hesitate to call your OSSE LEA Contact, Sharon Powell at (202) 727-8193 or Mary Boatright, Director of Monitoring & Compliance at 202-741-0264.

Sincerely,

Mary Boatright for Amy Maisterra

Amy Maisterra, Ed.D., MSW
Assistant Superintendent of Specialized Education

Enclosures

Directions for Correcting Student Level Findings from Database Review

Step 1: Review the compliance summary.

The purpose of the compliance summary is to provide the LEA with a summary of the quantitative data collected from the database.

For any item in which an LEA has noncompliance, the LEA must demonstrate compliance at the next quarter's data review.

Step 2: Review all student level noncompliance.

All instances of noncompliance must be corrected at an individual student level. The LEA validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. The page must be signed and dated by the LEA validator.

Corrective Action Code:

0 = Correction not yet made

1 = Correction has been made as required for this student

2 = Student is no longer enrolled in services with this LEA

3 = Student no longer receives Special Education Services

Step 3: After all student level noncompliance has been corrected, sign and date the student level form.

When corrections have been made for all items of noncompliance for each student, the appropriate administrator (Chief Executive Officer) must sign and date the student level tracking sheet.

Step 4: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

Step 5: Sign and date Certification. Upon completion of ALL student level corrections, the appropriate LEA administrator (Chief Executive Officer) responsible for ensuring that corrections have been made must sign and date the certification form.

Step 6: Submit the Certification form and all signature pages of the report.

Submit the Certification page and ALL signature pages to:

Mary Boatright
Director of Monitoring & Compliance
OSSE, Department of Specialized Education
810 First Street, NE, 5th Floor
Washington, DC 20002

Friendship Public Charter School

April 2012 Compliance Monitoring Report

Office of the
State Superintendent of Education

Date of Notification:
June 29, 2012

All Corrections Due by:
October 1, 2012

Prepared by:
OSSE Quality Assurance & Monitoring Unit

Friendship Public Charter School
2011-2012 Secondary Transition Monitoring Report

Date of Notification: June 29, 2012

All Corrections Due By: October 1, 2012

2010-2011 Compliance Criteria **95% or above**

Secondary Transition							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
STR 1: Education/Training Postsecondary Goal	§300.320(b)	3	2	1		66.67%	Individual Student Level and LEA Level Corrections Must Be Completed.
STR 2: Employment Postsecondary Goal	§300.320(b)	3	2	1		66.67%	Individual Student Level and LEA Level Corrections Must Be Completed.
STR 3: Independent Living Postsecondary Goal	§300.320(b)	3	2	0	1	100.00%	Criteria Met
STR 4: Annually Updated Postsecondary Goals	§300.320(b)	3	3	0		100.00%	Criteria Met
STR 5: Age Apppropriate Transition Assessments	§300.320(b)	3	1	2		33.33%	Individual Student Level and LEA Level Corrections Must Be Completed.
Enable Meeting Postsecondary Goal(s)	§300.320	3	3	0		100.00%	Criteria Met
STR 7: Transition Services Include Course of Study	§300.320(b)(2)	1	1	0		100.00%	Criteria Met
STR 8: Student Invitation to IEP Team Meeting	§300.321(a)(7)	3	3	0		100.00%	Criteria Met
STR 9: Agency Representative Invitation to IEP Team Meeting	§300.321(b)	3	1	0	2	100.00%	Criteria Met

LEA Compliance Status	
Percentage of Compliant Student Files*	**33.33%**

*LEA Compliance Status is calculated by dividing the number of students with **all items compliant** by the total number of student files reviewed. Target = 100%

OSSE

Friendship Public Charter School

2011-2012 Compliance Monitoring: Tracking the Correction of Individual Citations

Date of Notification: June 29, 2012

All Corrections Due By: October 1, 2012

Directions for Correcting IDEA Individual Student Noncompliance Citations

Step 1: OSSE Compliance Monitor must enter all individual student citations on this form. Once all citations are entered, a paper copy of this form (as part of the entire report) will be provided to the LEA so that corrections can be tracked and recorded by the LEA.

Step 2: ***The LEA is required to correct all instances of noncompliance for each student where noncompliance was identified.*** LEA Validator must enter the corrective action code and the date of correction for each student prior to submitting this report to OSSE. This page must be signed with the name and date of the LEA Validator.

The following corrective actions must be completed for each student when noncompliance was found.

Individual Student Corrective Actions	
STR 1: Education/Training Postsecondary Goal	Convene IEP meeting to develop appropriate education/training postsecondary goal.
STR 2: Employment Postsecondary Goal	Convene IEP meeting to develop appropriate employment postsecondary goal.
STR 3: Independent Living Postsecondary Goal	Convene IEP meeting to develop appropriate independent living postsecondary goal.
STR 4: Annually Updated Postsecondary Goals	Convene IEP meeting to develop transition goal(s).
STR 5: Age Apppropriate Transition Assessments	Conduct age appropriate transition assessment(s).
STR 6: Transition Services Enable Meeting Postsecondary Goal(s)	Convene IEP meeting to identify transition services.
STR 7: Transition Services Include Course of Study	Convene IEP meeting to identify transition services, including courses of study.

STR 8: Student Invitation to IEP Team Meeting	Invite the student and reconvene the IEP Team.
STR 9: Agency Representative Invitation to IEP Team Meeting	Develop policies or procedures pertaining to required participants on IEP invitation.

Corrective Action Code:

0 = Correction not yet made
1 = Correction has been made as required for this student
2 = Student no longer enrolled in LEA
3 = Student no longer receives special education services
4 = Student no longer in school (graduation, dropout, deceased)

Step 3: LEA Validator must submit this completed form and other evidence (as required), to OSSE Compliance Monitor.
Step 4: OSSE Compliance Monitor must verify that the correction of noncompliance (citations) have been corrected as per the LEA report. OSSE Compliance Monitor must include his/her name and date of verification when all noncompliance has been verified as corrected.

Action Log			
District notes for individual student noncompliance corrections.			
Verification of Correction			
Signature of LEA Validator	Date of Signature	Signature of OSSE Validator	Date of Signature

Student Demographic Information				File Review Items (X = Noncompliance)									Compliance Status		LEA Action	Date of Correction
Student ID	Student Last	Student First	School	STR 1	STR 2	STR 3	STR 4	STR 5	STR 6	STR 7	STR 8	STR 9	# NC	Compliance Status	Enter Corrective Action Code (0-4)	For each student, enter date when all corrections have been completed.
7666598975	Galloway	Kalynn	Tech Prep										0	Compliant	NA	
7700842328	Dobbins	Beyona	Collegiate Academy	x	x			x					3	Noncompliant		
2839898684	Okiyi	Nina	Collegiate Academy					x					1	Noncompliant		
Individual Student Noncompliance Summary				**1**	**1**	**0**	**0**	**2**	**0**	**0**	**0**	**0**	**4**	1	Total number of students with all items **compliant**.	
														3	Total number of files reviewed.	

2011-2012 Compliance Monitoring: Tracking LEA Corrections to Address LEA Level Citations

Friendship Public Charter School						
Date of Notification:	June 29, 2012	**All Corrections Made By:**	October 1, 2012			
Secondary Transition						
			Verification of Correction		**Verification of Correction**	
2010-11 Criteria: 100%	**LEA Total**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
STR 1: Education/Training Postsecondary Goal	66.67%	LEA must: - develop appropriate policy, draft policy, and/or procedure(s), - provide documentation of transmittal of policy to all staff members, - provide documentation that all IEPs developed within last 60 days contain appropriate transition goals.				
STR 1: LEA Action Log:						
STR 2: Employment Postsecondary Goal	66.67%	LEA must: - develop appropriate policy, draft policy, and/or procedure(s), - provide documentation of transmittal of policy to all staff members, - provide documentation that all IEPs developed within last 60 days contain appropriate transition goals.				
STR 2: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
STR 3: Independent Living Postsecondary Goal	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
STR 3: LEA Action Log:		**No action required.**				
STR 4: Annually Updated Postsecondary Goals	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
STR 4: LEA Action Log:		**No action required.**				
STR 5: Age Apppropriate Transition Assessments	33.33%	Provide training for IEP members related to transition assessments. Provide documentation of the above to OSSE.				
STR 5: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
STR 6: Transition Services Enable Meeting Postsecondary Goal(s)	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
STR 6: LEA Action Log:		**No action required.**				
STR 7: Transition Services Include Course of Study	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
STR 7: LEA Action Log:		**No action required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
STR 8: Student Invitation to IEP Team Meeting	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
STR 8: LEA Action Log:		**No action required.**				
STR 9: Agency Representative Invitation to IEP Team Meeting	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
STR 9: LEA Action Log:		**No action required.**				

Certification of 2011-2012 Plan Completion

Friendship Public Charter School

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of his/her knowledge and belief.

All Corrections Due by: October 1, 2012

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name:_____

LEA Representative Position:_____

LEA Representative Signature:_____

Date of Completion:_____

All LEA Level Corrective Actions have been Completed

Certified by:

LEA Representative Name:_____

LEA Representative Position:_____

LEA Representative Signature:_____

Date of Completion:_____

Appendix CC

A. EDUCATIONAL PLAN

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population:

The Woodridge campus will be expanded to serve preschool/prekindergarten level (38 to 40 students ranging ages 3 to 4) and students in grades 6 through 8 (225 students ranging from ages 11 to 13). Based on previous enrollment patterns, the school expects to enroll students with varied needs residing in neighborhoods across the District. Also, an analysis of prior years' enrollment across public charter schools, at the Blow Pierce campus, and at the Woodridge campus, the special education population in grades 6 though 8 is expected to range from 7 to 9 percent. Given that best practices dictate that services at the preschool/prekindergarten levels are more focused on prevention than special education classification, an insignificant percentage of special education students are expected at these levels. Enrollment levels have been determined based on the number and size of classrooms that can be provided for instruction at the Woodridge campus, which is impacted by the amount of funding and space for renovation and construction.

PreSchool/PreKindergarten

A review of October 8, 2002 audited enrollment for D.C. Public Schools (DCPS) shows an enrollment of 1,277 students in pre-school programs and 2,993 in (DCPS) prekindergarten programs. These figures combined total less than 50 percent of the 9,409 children in the District who are enrolled in nursery school or preschool. These statistics illustrate that there is large population of young children in the District who may not have the opportunity to enroll in a publicly funded preschool/prekindergarten program. The implementation of a publicly funded preschool/prekindergarten program at the Woodridge Elementary campus will provide a tuition-free, full-day program for District residents. Friendship's provision of a preschool/prekindergarten program will benefit the large number of children residing in low-income communities and households who, due to socioeconomic conditions including low levels of parent education and over-extension of the household due to low-wage and labor intensive jobs, are less likely to receive the nurturing required for early brain development, which is so crucial to future success. Also, the program will help Friendship reach students at an early age, thereby helping to ensure future success in the Friendship program.

To advance the educational achievement and personal-social competencies of student enrolled in the Woodridge Elementary School learning community, a comprehensive early childhood education program will serve 36 three and four year olds. Target enrollment will include siblings of currently enrolled K-8 students at the Woodridge campus. Program design and related services provide quality instruction and continuity to fully meet the early development and education needs of the preschool-age children served, successfully preparing them for accelerated academic and social learning in the kindergarten year and beyond. Providing high quality early education of siblings, and other prospective first generation students at Woodridge elementary will promote the educational advancement of all children and their families enrolled in the school community, beginning with the youngest members and learners in each family.

Teachers who provide quality education to younger students, ages three to five, reach them during their most critical years of brain growth development and learning potential. The educational excellence and personal-social development that Friendship's Woodridge Elementary campus currently provides K-5 students will continue and further be enriched by on-going teacher training and support in a variety of areas.

Friendship Public Charter School will serve these students as it has served students for the past five years; by focusing on high academic standards for all students at all grade levels. Consistent with brain development research, the institution of a preschool/prekindergarten program at the Woodridge campus will increase the likelihood of students' success at the elementary and upper grades. At the middle school level, Friendship will continue to provide an academically rich learning environment that provides opportunities for students to broaden their horizons through studies in the core content areas, music, art, physical education, and technology. Students in grades 4 through 8 will be able to take advantage of project-based learning in the school's Smart Zone, a technology-centered learning laboratory.

b. Mission and Philosophy:

As stated in the Executive Summary, the mission of the school has been revised to state the following:

The mission of Friendship Public Charter School (FPCS) is to prepare students to become ethical, literate, well-rounded, and self-sufficient citizens. In partnership with Friendship House and with students' families, FPCS provides a world-class education that motivates students to reach high academic standards, to enjoy learning, to achieve success, and to contribute actively to their communities.

c. Educational Focus:

PreSchool/PreKindergarten

1. Provide a comprehensive early childhood education program to preschool-age children to advance their educational development and personal-social competencies during the most critical years of brain growth development

2. Implement a system of professional development and technical support for teachers to provide quality education to preschool age students three to five

3. Classroom curriculum and instructional design reflect standards-based learning and assessment, with strong emphasis on language-literacy instruction.

The first years of life are critical for later outcomes. Young children have an innate desire to learn. That desire can be supported or undermined by early experiences. High-quality early childhood education can promote intellectual, language, physical, social, and emotional development, creating school readiness and building a foundation for later academic and social competence. By defining

the desired content and outcomes of young children's education, early learning standards can lead to greater opportunities for positive development and learning in the early years.

More than 25 states have standards describing desired results, outcomes, or learning expectations for children below kindergarten age. The effective early childhood program at Woodridge Elementary School will incorporate standards of early learning that (a) emphasize significant, developmentally appropriate content and outcomes and (b) reflect implementation and assessment strategies that are ethical and appropriate for young children.

Grades 6 through 8 Junior Academies

As stated in the Executive Summary, this charter amendment request also addresses the structural change at the middle school level. Specifically, students will be provided an opportunity to focus on specific areas of concentration in an effort to provide exploratory learning opportunities for students at this level. These opportunities will better prepare students for their experience at the Collegiate Academy campus. Please refer to the structure below:

Blow Pierce Junior Academy is based on a **"school –within –a- school"** model. This model offers a rigorous academic program in the core curriculum areas of Mathematics, Reading /Language Arts, Science, Social Science, and World Language, which integrates small learning communities known as the **"Visual and Performing Arts Academy"** and the **"Technology Academy."**

Each Academy provides a number of innovative features, including a nurturing atmosphere, integration of academic and career related curriculum, and family and community involvement. The learning environment embraces creative thinking and higher-ordered thinking, which challenges students to reach progressively higher levels of achievement. Much attention is given to individual development, responsibility, and active participation in one's own learning.

Visual and Performing Arts Academy

The Visual and Performing Arts Academy is designed for the student with a desire to follow a path in the arts. Students are expected to demonstrate skill mastery, in the disciples of dance, visual art, and music. This results in a community of working artist, where everyone is encouraged and supported in stretching their creativity and expanding their talents through performance and exhibitions.

Technology Academy

The Technology Academy, featuring SmartLab, hardware, software and equipment, is a new addition to the Blow Pierce Campus. This Academy is designed to introduce students to the practical application of technology in today's society. Use of technological equipment, instruments and applications will guide students in research scenarios and experimentation within a fully integrated curriculum.

d. Goals:

Goals for grades 6 through 8 will be consistent with those stated for the Blow Pierce campus.

However, given that the preschool/prekindergarten program will be new to Friendship, please refer to the text below for a description.

In providing preschool education to siblings and the younger children of the Woodridge learning community, the primary goal is to prepare them for meaningful, successful learning in kindergarten and the school-age years beyond. By implementing quality early childhood education for children three through five years of age, program goals also address developing a love for learning which will provide a strong foundation for future success. Parents' involvement in children's learning at school and at home will be fostered through planned opportunities for educational interaction and through a community school -based approach that involves families in the planning and educational life of the school.

Each of the goals listed below will encompass the infusion of technology by the student being able to identify various technologies, demonstrate proper care and handling of the equipment, acquaint students with the usage of the keyboard, mouse and basic calculator keys.

Reading:

- Develop effective communicators who can identify letters and sounds (which will lead to fluent speakers and writer)
- Develop students who recognize correspondence of spoken word to printed word
- Develop students who demonstrate phonemic awareness
- Develop students who understand their work and are able to apply to world situations
- Develop students who interact with one another in a sociable manner

Math:

- Students will be able to count and recognize numbers
- Students will build simple patterns
- Students will apply appropriate strategies to solve mathematical concepts
- Students

Science:

- Students will use the scientific method to ask questions about the world around them
- Students will investigate basic characteristics of living things
- Students will identify objects in the sky
- Students will be able to identify major body parts
- ~~Through explorative activities students will be able to discover the world around them~~

Social Science:

- Students will display positive self-esteem by working cooperatively with classmates
- Students will use the calendar to view the days, weeks, months and years
- Students will identify ways in which people live
- Students will demonstrate simple geographic thinking
- Students will demonstrate proper classroom behavior

Fine Arts:

- Students will be able to enhance their physical development while maintaining discipline through the fine arts

Physical Fitness and Health:

- Through the usage of the human body the students will be able to maintain physical fitness through structured activities

Non-Academic Goals:

- Family resource center stationed in the school for parents and volunteers
- 90% attendance rate every month for students
- Classroom Lending Library established in classroom to provide students and parents with vital resources to enhance the curriculum
- Informational Sessions for Parents (i.e. Curriculum Nights and Showcasing of the Arts)
- Family activities (i.e. museum visits, boating/fishing, family luncheons, field experiences)
- Parent Training (i.e. Parenting and Child development classes)
- Parent Volunteers to share their expertise, serve as a classroom assistant, donate supplies to aide in the development of the children's educational process, and serve as chaperones on field experiences

2. Academic Design

a. Student Content and Performance Standards:

PreSchool/PreKindergarten

A review of the literature and best practices in policy development for early childhood education was conducted to select the most appropriate and current performance standards for the teaching and learning of young preschool-age children of Woodridge Elementary. They adapted from *Early Learning Standards: Creating conditions for Success*, a joint position statement of the National Association for the Education of Young children (NAEYC) and the National Association of Early Childhood Specialists in State Department of Education (NAECS/SDE).

Effective early learning standards will emphasize all domains of early development and learning. Content and desired outcomes are meaningful and important to children's current well-being and learning. Learning standards and classroom practices are based on research about the processes, sequences, and long-term outcomes of early learning and development. Content and desired outcomes are linked to specific ages and developmental periods. The expectations for children's mastery accommodate community, cultural, linguistic, and individual learning to support the best outcomes. Inclusive to this, are experiences that include children's life situations and experiences, including second language children and children with disabilities.

Implementation of quality early learning and program standards will ensure that all children will be prepared for future academic learning and success through comprehensive program planning, educational and childhood development strategies, and assessment practices. These include:

- benchmarks that guide instruction and provide the observable basis for all children's progress and learning
- assessment that is on-going and embedded in daily classroom learning and the instructional routine
- a physical and affective environment that is well planned, safe and stimulating and supports learning in all curricular domains, challenging each child's personal and age interests
- teaching relationships and adult-child interactions will reflect the importance of positive guidance and respect which each child needs in order to learn and excel.
- learning will occur in large, small and individualized experiences in well-
- defined areas that are rich with print and contain many hands-on materials
- the daily routine will provide teacher –directed and child –directed learning opportunities
- parents will be involved in their child's education by participating in classroom and home-based interactions where literacy is the focus and parents and children learn together and from each other
- cross-cultural competencies will be integral to the curriculum and classroom
- environment, reflecting various types of family structures, community roles, racial, ethnic, and language backgrounds.
- literacy-rich environments and instructional activities will capture young children's interests and build their knowledge and understanding of
- print, letters and letter sounds, vocabulary, oral language skills, and phonemic awareness

b. Curriculum:

PreSchool/PreKindergarten Curriculum

The Woodridge Campus will adopt The Creative Curriculum for Early Childhood Third Edition by Diane Trister Dodge and Laura J. Colker. The Creative Curriculum is a comprehensive, child development-based curriculum that shows teachers how to create an effective learning environment for preschool and kindergarten children. Its practical approach, based on accepted theories of child development and learning, is equally appropriate for new teachers, for those changing over to developmentally appropriate curriculum and assessment practices, and for curriculum framework that allows teachers to be creative and flexible in building a program based on children's interests and strengths. Consistent with early brain development research, the Creative Curriculum emphasizes the importance of literacy development, social, and

The Creative Curriculum organizes the preschool and kindergarten environments into interest areas. For each area, it provides guidance on the underlying rationale, the goals and learning objectives for children, the teacher's role, the parent's role, and the process of setting up a physical environment that facilitates hands-on learning.

The Learning Centers

The Learning Centers in the classroom motivate children to learn through interaction with a variety of developmentally appropriate materials. The Centers encourage children to learn from hands-on experiences, allows them to make choices, and provides for individual styles of learning. While participating in the Learning Centers, the children develop social skills as they play cooperatively, share equipment, and learn from each other. The Centers provide opportunities for additional language development as the children freely communicate and verbalize. The children are able to work independently, in small groups, and one-to-one.

Language Arts Center. The children will develop listening skills, enhance their vocabulary, participate in letter name and sound recognition activities as well as other reading readiness skills, and practice social skills while interacting with their classmates.
Math Center. The children will learn counting, number recognition, patterns, shapes, problem solving, and other activities that will also allow for development of fine motor skills.
Library Center. The children will have access to materials that will aide in the development of reading readiness, build a positive attitude toward reading, and improve their oral language and listening skills.
Science Center. The children will develop ideas about science and nature through hands-on experiments that will include problem solving and decision making.
Art Center. The children will use this Center to creatively explore different art mediums. The use of this Center will also improve fine motor skills, visual perception and concept development.
Music Center. The children will engage in activities that will involve auditory memory and discrimination, develop movement skills and spatial awareness, allow creativity, and provide an opportunity to develop an appreciation for music.
Dramatic Play Center. The children will learn to play cooperatively, enhance social skills through group and individual experiences and have the opportunity to verbally express themselves while they work. This area will be changed to accommodate different units and themes.
Block Center. The children will develop a concept of numbers, sizes, shapes, and weight through the use of block manipulation.
Manipulation Center. The children will use materials designed to enhance finger dexterity, coordination and speed of the finger muscles, wrist flexibility, and hand-eye coordination. Additionally, these activities increase attention spans and build concepts regarding size, shape, color, and pattern.

Middle School Science Curriculum

The Friendship Edison Junior Academy science curriculum is designed to help middle school students understand basic concepts and skills related to science and technology and how science and technology relate to their lives. One core program for teaching science in the Junior Academy is *Science Plus* developed by Holt, Reinhart and Winston. The program is an inquiry science program aligned with the *National Science Education Standards.* It is based on a constructivist approach to

teaching and learning science that promotes the development of critical thinking and problem solving abilities in middle school students. Each level of the *Science Plus* 3-year science program is divided into eight units that each focus on one major scientific concept while integrating process skills and supporting content from other disciplines. Within the chapters, students pose questions, make predictions, design experiments, collect and analyze data, make presentations, and conduct research to learn more about how science and technology affect them and the world in which they live. The program covers the eleven major science process skills with individual units focusing on specific skills. *Science Plus* also provides numerous teacher resources including assessments, teaching transparencies and Internet websites.

Approximately thirty to forty percent of class time is spent doing hands-on, minds-on investigations in the study of science. All of the student activities in the curriculum are sequenced according to an instructional model based on a constructivist philosophy of learning. The key steps in the model are: *invitation, exploration, proposing explanations and solutions, and taking action.* The curriculum mixes investigations with readings and discussions about science using text and teacher generated questions to challenge students to develop a true understanding of the concepts presented: Students work cooperatively in groups of five discussing investigations and reaching conclusions. *The Professional Reference for Teachers* gives suggestions for group roles and cooperative learning strategies. Teaching strategies including meeting the individual needs of students who are gifted, second language learners and students who have difficulty with the material are included in the *Annotated Teacher's* Edition.

Starting with Cycle 8 schools, science in the Junior Academy is taught using *Science Plus* developed and published by Holt, Rinehart and Winston. The science program is aligned with the *National Science Education Standards* and *Edison's Student Academic Standards.*

Unit	Level Green	Level Red	Level Blue
1	Science and Technology	Interactions	Life Processes
2	Patterns of Living	Diversity of Living Things	Particles
3	It's a Small World	Solutions	Machines, Work, and Energy
4	Investigating Matter	Force and Motion	Oceans and Climates
5	Chemical Changes	Structures and Design	Electromagnetic Systems
6	Energy and You	The Restless Earth	Sound
7	Temperature and Heat	Towards the Stars	Light
8	Our Changing Earth	Growing Plants	Continuity of Life

Each level of *Science Plus* 2002 is divided into eight units that each focus on one major scientific concept while integrating process skills and supporting content from other disciplines. Within the chapters, students pose questions, make predictions, design experiments, collect and analyze data, make presentations, and conduct research to learn more about how science and technology affect them and the world in which they live. The

program covers eleven major science process skills with individual units focusing on specific skills.

The program requires:

- science instruction occurring on a daily basis for 45-minutes or a 90-minute block every other day in the Junior Academy schedule. It is recommended that houses within the academy be structured so that the Junior Academy science teacher need only teach one level of the curriculum at a time. Teachers should then loop with their students each year, so that over the course of three years, teachers would learn to teach all three levels of the Junior Academy science curriculum.
- collaborative learning teams of 5 students each with specific roles for each team member.
- a hands-on, constructivist approach to teaching and learning science.
- a teacher who has a strong science education background and is comfortable with a materials-based, inquiry science program that is focused on students' constructing a conceptual understanding and developing the skills of doing science and technology.
- an active and effective science coordinator to promote the constructivist teaching and learning embedded in the program and to coordinate the distribution of materials and reordering of consumables.

c. Methods of Instruction:

PreSchool/PreKindergarten

Teachers who provide quality education to younger students, ages three to four reach them during their most critical years of brain growth development and learning potential. The quality program provided by Woodridge Elementary will include the following program elements:

- each child will participate in developmentally appropriate and educationally enriched learning through a standards-based curriculum that benchmarks progress through authentic classroom assessment
- a well-planned, safe and stimulating physical and affective environment will support learning in all curricular domains and will challenge children's personal and age interests
- teaching relationships and adult-child interactions reflect the importance of positive guidance and respect which each child needs in order to learn and excel
- learning occurs in large, small, and individualized experiences in well-defined areas that are rich with print and contain many hands-on materials
- the daily routine also provides teacher-directed and child-directed learning opportunities

- parents are involved in their children's education by participating in classroom and home-based interactions where literacy is the focus and parents and children learn together and from each other
- cross-cultural competencies are integral to the curriculum and classroom and home-based interactions where literacy is the focus and parents and children learn together and from each other
- cross-cultural competencies are integral to the curriculum and classroom environment, reflecting various types of family structures, community roles, racial ethnic, and language backgrounds
- literacy-rich environments and instructional activities capture young children's interests and build their knowledge and understanding of print, letters and letter sounds, vocabulary, oral language skills, and phonemic awareness

d. Students with Disabilities:

As described below, the Friendship Public Charter School provides services and has a philosophy with regard to serving students identified for special education services. Although we provide these services within our existing K through 12 program, we also understand the importance of prevention in the early years as opposed to identification. Therefore, it is not our expectation that we will have a significant number of students at the preschool/prekindergarten level who require special education services. If the student is severely disabled s/he will be referred to D.C. Public Schools and/or provided recommendations for schools that can meet the needs of a severely disabled child at this age level (possibly Eagle Academy).

what are they doing about SPED certified staff?

Friendship Edison is committed to educate each child, to the maximum extent appropriate, in the general education classroom. Our philosophy of "responsible inclusion" brings the support services to the child, rather than moving the child to the services. Students with special education needs are provided direct services — intensive basic skills and strategic instruction — through co-teaching and pull-asides. The intensity of these direct services varies with the needs of the individual child. Students are also supported through indirect services: teacher consultations, house problem-solving, model-teaching, materials adaptation and student monitoring. In addition to the instruction students receive in general education classrooms, special education students also receive related services (such as speech/language, OT, PT, etc.) as specified in their IEPs (Individual Education Programs). If all of these support services combined prove insufficient, (which happens only in a small number of cases) then other arrangements, services or placements are made, with an eye to increasing the connections with their general education classrooms, over time.

e. Strategies for Providing Intensive Academic Support:

The goal of Friendship Public Charter School is to improve educational achievement and social

development for all students. In the context of the preschool/prekindergarten program, students will be constantly assessed using internal and external assessments to identify their needs. Additionally, using the results of assessments, students will be grouped according to their needs versus age levels (ages 3 to 4) to ensure that teachers provide the appropriate level of instruction for all classroom members. As is the case across all Friendship campuses, students are regularly assessed in an effort to target instruction to their individual needs. Another means of intervention will be the Quarterly Learning Conference during which teachers will discuss students' progress with parents to enable parents to provide additional support beyond the school day. Also, students are able to take advantage of after school tutoring.

This plan is consistent across grade levels and campuses and is referred to under "Student Intervention" in the following subsection.

3. Student Performance

a. Student Assessment:

PreSchool/Prekindergarten

The following assessments will be administered to assist the teachers with tactics to help their students throughout their educational career: The Creative Curriculum Checklist, Dibels (phonemic awareness), and Developmental Screening for hearing and sight. According to the Creative Curriculum publication, these assessments are aligned.

With one another, but what about to std's?

Grades 6 through 8

As is the case across all Friendship campuses, students in grades 6 through 8 will be assessed using the Stanford 9 Achievement Test. Also students are assessed using the Edison Schools Benchmark Examination. Finally, students are assessed internally through teachers' evaluation of classroom assignments, portfolio assessments, and other internally developed assessments. Assessment is an interactive and ongoing process between the teacher and the student, not a single event at the end of a given instructional sequence. A variety of assessment tasks and strategies that more accurately analyzes the learning process of each student on a daily basis are provided in the curriculum. The process of embedded assessment allows the student and the teacher to have a more authentic measure of what the students know, value and are able to do. For the teacher, this process helps determine the flow of the lessons. Students are encouraged to be responsible for their education, rather than accepting grades as an external consequence that is out of their control. Ongoing assessment helps students understand their progress, monitor their growth, and develop specific skills.

b. Basis for Promotion and Graduation:

PreSchool/PreKindergarten

Students' progress at the preschool/prekindergarten levels will be monitored and reported to parents based on teacher observations and the aforementioned external assessments. Students will be grouped within the classroom setting based on their development. However, there will not be a formal promotion process as it is inappropriate for this age level.

What do you do (beyond grouping) as signif # of PS shows difficulty in learning to prevent SPED label? What do you do when grouping fails to bring desired results?

Explain (see past app)

Grades 6 through 8
The Friendship Public Charter School will apply its current standards for promotion and graduation to students in grades 6 through 8 at the Woodridge campus.

c. Student Intervention:

The goal of Friendship Public Charter School is to improve educational achievement and social development for all students. In the context of the preschool/prekindergarten program, students will be constantly assessed using internal and external assessments to identify their needs. Additionally, using the results of assessments, students will be grouped according to their needs versus age levels (ages 3 to 4) to ensure that teachers provide the appropriate level of instruction for all classroom members. As is the case across all Friendship campuses, students are regularly assessed in an effort to target instruction to their individual needs. Another means of intervention will be the Quarterly Learning Conference during which teachers will discuss students' progress with parents to enable parents to provide additional support beyond the school day. Also, students are able to take advantage of after school tutoring.

4. Support for Learning

a. Parent Involvement:

Friendship Public Charter School offers a number of opportunities for parent and community participation. Schools invite parents and community members to support students by attending school performances. Additionally, the Edison framework requires Quarterly Learning Contracts (QLCs), which require parents to meet with their children's teachers to discuss student performance and parent and student goals for performance. With regard to the preschool/prekindergarten program, parents will be invited to QLCs during which their children's academic and personal development will be discussed. Parents will also have the opportunity to participate in the PC Home Roll Out Program as well as receiving consistent feedback from teachers regarding how they can best support their children's learning and overall development.

DC Kids After-School Program. Friendship House, the founding partner of Friendship Edison Public Charter School, operates its licensed after school program, DC Kids, in both elementary campuses all year, enrolling over 180 children. Parents with children in the DC Kids program are eligible for Department of Human Services (DHS) child care subsidies. DC Kids supports the Edison Schools curriculum with tutoring and homework assistance, and teaches children social and leadership skills. Currently, the Woodridge campus has a number of parents who help supervise students and provide tutoring during the after-school program.

"B.E.A.N. BAGS" Family Literacy Program. The Chamberlain Campus launched a Wednesday evening parent discussion and family reading program, funded through a D.C.P.S. Reading Excellence subgrant. Weekly activities, which averaged more than 30 participants, included parent discussion and trainings, literacy activities for children, a full meal for families to

enjoy together, and structured intergenerational reading activities. As an incentive, participants earned free books and bean bag chairs to build a "literacy corner" at home.

b. Community Participation:

Historically, Friendship Edison has been involved in a number of collaborative projects involving community organizations. The school will continue to pursue partnerships with the community, building on the relationships it has established previously. Also, the school will continue to work with Friendship House to help deliver support services for children and their families. Examples of these relationships are listed below:

Child & Youth Development Organizations
DC Children Youth Investment Trust Corporation
Washington Child Development Council
Washington Association for Childcare Centers
Listen, Inc.
Way Too Cool To Smoke
City Year
Public Allies

Arts and Cultural Organizations
Shakespeare Theater
The Kennedy Center
The Washington Chorus
Washington Performing Arts Society
The Dance Institute of Washington
Capitol Hill Arts Workshop
DC Arts and Humanities Educational Collaborative

Service Organizations
Concerned Black Men
Links, Inc. Capital City Chapter
National Council of Negro Women
Americans Helping Americans
Eureka Communities

Public Housing
James Creek
Arthur Capper
Langston Terrace
Green Leaf

Which of these are specific to Woodridge? Of those @ Woodridge, ~~who~~ are any able to serve the needs of the added grades (PK1, 7-8)?

Will orgs serving Blow-Pierce be able to serve MS students @ Woodridge

c. School Organization and Culture:

School Leadership PreSchool/PreKindergarten through Grade 8
As is the case at all Friendship campuses, Woodridge will be led by a principal who focuses on the

overall management of the school building and staff and is the primary instructional leader. The principal will be assisted by an Academy Director (possibly referred to as an assistant principal) who will focus more intensively on the delivery of instruction, student achievement, and professional development at the school site. In the case of the Woodridge campus, the principal will focus more intensively on the elementary campus while we plan to identify an Academy Director who will focus more intensively on the middle grades. Another component of the school's leadership team will be the Lead Teachers who will be more actively involved in the delivery of day-to-day professional development within each "House".

Classroom Organization and Course Structure

The following is a description of the classroom structure for students in the preschool/prekindergarten program and for students in grades 6 through 8. Please note that the structure of the middle school day is only impacted by the incorporation of the Visual and Performing Arts and Technology Junior Academies into the middle grades program.

PreSchool/PreKindergarten

At the preschool/prekindergarten level, classes will be self-contained. Therefore, students will participate in a variety of activities throughout the school day in one classroom consisting of multiple work and play stations.

Grades 6 through 8

General Classroom Structure. There will be three classroom sections for each grade consisting of 25 students each. There will be one 6th grade house and a combined 7th and 8th grade house. This structure will enable 7th and 8th grade teachers to collaborate in house-led professional development. Professional development in the 6th grade house will be conducted solely among 6th grade teachers who function as part of primary academy. This structure is currently implemented at the Blow Pierce Junior Academy.

Junior Academy Structure. The Visual and Performing Arts and Technology Academy are designed to break the grade levels down into smaller learning communities of academic houses focused on student interests in the areas of the arts and technology.

Students are taught and advised by a group of six teachers who compose a grade level team. ~~Teachers have a common planning period to develop differentiated instruction, plan projects,~~ discuss individual student progress, and schedule parent conferences, when needed.

Each students schedule consists of a four 90 minutes blocks daily. Three of the four blocks are devoted to the core curriculum areas of Mathematics, Reading/ Language Arts, Science, and Social Science and are taught in various configurations. The last block is dedicated to their academy elective(s).

Is this happening @ Blow-Pierce? If so, what has been learned from this? How long has it been in place?

6th graders will take a series of survey classes to introduce all aspects of the Visual and Performing Arts and Technology Academy. At the end their 6th grade year, students will choose their Academy of interest for the 7th and 8th grade year.

Once enrolled in the Academy of interest, students will remain in their academy throughout their junior high school experience.

Classroom Climate

The Friendship Edison framework places heavy emphasis on student academic achievement through rigorous classroom activities and constant assessment of student progress. An integral component of the program is also each student's social development. Through the implementation of Edison's Core Values, students learn appropriate, responsible behaviors that are incorporated into classroom instruction. While teachers encourage student participation and feedback in daily lessons, students understand that they must practice behaviors that are respectful of teachers and peers.

At the preschool/prekindergarten levels, teachers will create nurturing, self-contained environments that encourage learning through play. Both classrooms are planned to be large, open spaces with a number of activity stations located in various areas around the classroom. Teachers will engage preschool/prekindergarten students in activities that allow them to develop socially and intellectually. Refer to the curriculum

Student Advocacy and Creating a "Learning Community"

Research on the PreK through 8/ K through 8 school structure reveals that there are a number of positive effects on school climate, particularly for students in the upper grades. Given this finding, the school plans to implement a mentoring program that will pair students in the higher elementary grades (grades 3 through 5) with students in grades 6 through 8. Additionally, students in grades 6 through 8 will be able to accrue community service hours by tutoring younger students during the school day and after school as well as assisting teachers in the preschool/prekindergarten program.

These activities will promote student advocacy and help create a cohesive learning community.

d. Extracurricular Activities:

Students at the preschool/prekindergarten level will have a number of activities incorporated into their school day that encourage their personal and social development. Students will be given opportunities to participate in field trips and to engage in play during the school day.

At the middle school level, Woodridge campus students will be able to take advantage of the same activities provided at the Blow Pierce campus. For example, the Smart Zone will provide students opportunities to join the school's robotics team. Additionally, students will be given the opportunity to participate on the school's basketball team. Finally, students will be given the opportunity to participate in the school's music program.

e. Safety, Order, and Student Discipline:

Much of the research on preK through 8 and K through 8 schooling states that behavior among students in the middle grades often improves in this setting. By instituting mentoring opportunities between students in the middle and elementary levels, it is our goal to create an environment of mutual respect and responsibility for one another. The Edison Core Values have also proven successful in establishing a positive school climate. One of the four student performance objectives adopted as part of the Accreditation Strategic Plan is that students will internalize the Edison Core Values. A set of measurements have been developed to assess student performance.

In the event that students behave inappropriately, Friendship Public Charter School also has a Code of Conduct that is currently under internal review. This Code of Conduct will be used to ensure proper behavior among students at the middle school level as it is currently used at the Blow Pierce campus. Serious offenses noted in the Code of Conduct will result in corrective action including detention, suspension, and expulsion. In the even that parents appeal disciplinary action, Friendship has established an efficient hearing process overseen by a hearing officer.

Will need revised version.

Students at the preschool/prekindergarten level will receive incentives for positive behaviors and receive careful guidance regarding inappropriate behaviors.

f. Professional Development for Teachers, Administrators, and Other School Staff:

As stated previously, Friendship Public Charter School will implement the Creative Curriculum at the preschool/prekindergarten levels. This comprehensive package outlines 11 interest areas, describing how and what children learn in each area, the supplies and materials needed, how the teacher interacts with children to promote learning, and how to share information about the area with families. This material, coupled with the experience of central staff and Edison Schools staff, will be used in regular professional development exercises.

Professional development at the preschool level will be delivered within the existing house structure at the Woodridge campus. Consistent with the current professional development structure in grades K through 12, teachers are grouped in houses where professional development takes place on a daily basis.

Trained in Creative Curriculum

Additionally, the centrally based Achievement Team (Tenina Fleming, Eboni Carelock, and Haroldine Pratt) and Curriculum Coordinators for PreSchool/PreKindergarten (Constance Reddix and Pamela Massey) will provide professional development for preschool/prekindergarten staff members and all other teaching staff in grades K-12. An example of school-wide professional development activities conducted by central staff is the annual summer institute, which is convened for approximately one week prior to the opening of school. Finally, among the services provided pursuant to our contract with Edison Schools, Inc., the Friendship Public Charter Schools staff participate in a robust professional development program that offers on-site, regional and national training geared to each person's position.

Beyond the aforementioned professional development structure currently in place, Friendship

Public Charter School in conjunction with Edison Schools, Inc. has been assessing teacher qualifications as they compare to the No Child Left Behind Act's "Highly Qualified Teacher" requirements and exploring options for funding Praxis II courses and study guides for teaching staff.

g. Structure of the School Day and Year:

The school year traditionally begins on the third Monday in August and ends on the last Friday in June. In the case of school year 2004-2005, the school year is projected to begin on August 16, 2004 and end on June 24 or July 1, 2005. The school day for students in grades PreK – 2 is 8:00 a.m. to 3:00 p.m. For students in grades 3 through 12, the school day is 8:00 a.m. to 4:00 p.m. Below is a detailed schedule for the proposed preschool/prekindergarten program.

PreSchool/PreKindergarten DAILY SCHEDULE	
7:15 - 7:45	Breakfast
7:45 – 8:00	Arrival: Children read books or listen to music until it is time to move to the next activity.
8:00 – 8:15	Morning Meeting: Teacher brings the group together for songs, discussion of the day's activities , planning work time and sharing.
8:15 – 9:30	Center Time: Children choose from activities in the interest areas.
9:30 – 9:45	Clean-Up Time: Children put away materials, use the restroom and help set up tables for snack.
9:45 – 10:00	Snack
10:00 – 10:45	Circle Time: Teacher brings the group together to discuss the work time or for a music and movement activity or a story.
10:45 – 11:00	Outdoor Play: Children select from a variety of activities in interest areas outdoors.
11:00 – 11:10	Preparation for Lunch: Children wash hands and help set the tables
11:10 – 12:00	Lunch and Clean-Up
12:00 – 12:30	Story Time: Teachers read to children in one or more groups.
12:30 – 1:30	Rest Time
1:30 – 2:00	Quiet Work Time: Children select from a variety of choices requiring minimal clean-up, such as table toys, drawing, and writing, books, and the listening center. (In child care programs, children may sleep through the period.)
2:00 – 2:15	Clean-Up: As children finish putting materials away, teachers gather them for circle time.
2:15 – 2:45	Story Time
2:45 – 3:00	Preparation for dismissal

After School Hours	All Friendship students have the opportunity to participate in the D.C. Kids Program offered by Friendship House.

Please refer to Appendix B for the middle grades schedule.

Appendix DD

FRIENDSHIP: 5 YEAR INCOME STATEMENT ANALYSIS					
	2008	**2009**	**2010**	**2011**	**2012**
Revenue:					
Support and revenue:					
Fees and grants from government agencies	$ 63,032,423	$ 60,006,291	$ 60,443,829	$ 64,679,233	$ 69,275,665
Miscellaneous Income	$ 1,842,219	$ 4,504,505	$ 3,703,877	$ 1,831,126	$ 1,979,464
Total revenue	**$ 64,874,642**	**$ 64,510,796**	**$ 64,147,706**	**$ 66,510,359**	**$ 71,255,129**
Expenses:					
Personnel costs	$ 34,020,085	$ 34,323,931	$ 34,886,577	$ 35,577,803	$ 40,989,867
Direct Student costs	$ 4,603,948	$ 9,645,703	$ 8,404,114	$ 8,393,604	$ 6,347,340
Occupancy expenses	$ 6,452,413	$ 6,254,114	$ 5,886,757	$ 5,453,704	$ 6,044,257
Professional fees and contract services	$ 7,989,959	$ 4,244,630	$ 4,351,586	$ 3,202,432	$ 4,323,320
General and administrative expenses	$ 11,102,326	$ 9,695,672	$ 10,141,385	$ 10,463,024	$ 11,008,838
Total expenses	**$ 64,168,731**	**$ 64,164,050**	**$ 63,670,419**	**$ 63,090,567**	**$ 68,713,622**
Net Income	$ 705,911	$ 346,746	$ 477,287	$ 3,419,792	$ 2,541,507
Beginning Net Assets	$ 13,381,089	$ 14,087,000	$ 14,026,132	$ 14,503,419	$ 17,923,211
Total Net Assets (Year End Balance)	$ 14,087,000	$ 14,433,746	$ 14,503,419	$ 17,923,211	$ 20,464,718
Profit margin	**1%**	**1%**	**1%**	**5%**	**4%**
Personnel costs/Total Revenue	**52%**	**53%**	**54%**	**53%**	**58%**
School Program/Total Revenue	**7%**	**15%**	**13%**	**13%**	**9%**
Occupancy expenses/Total Revenue	**10%**	**10%**	**9%**	**8%**	**8%**
Fees &contract services/Total Revenue	**12%**	**7%**	**7%**	**5%**	**6%**
G&A expenses/Total Revenue	**17%**	**15%**	**16%**	**16%**	**15%**

Personnel costs	54%
School Program	11%
Occupancy expenses	9%
Professional fees	7%
G&A	16%

FRIENDSHIP: 5 YEAR BALANCE SHEET ANALYSIS					
	2008	**2009**	**2010**	**2011**	**2012**
Assets					
Current Assets:					
Cash/Cash equivalents	$ 3,186,137	$ 1,287,115	$ 1,196,201	$ 9,362,445	$ 11,946,718
Grants and accounts receivable	$ 2,093,208	$ 4,714,627	$ 5,407,229	$ 5,844,745	$ 6,673,537
Prepaid expenses	$ 278,580	$ 413,402	$ 197,633	$ 541,270	$ 379,539
Total Current Assets	$ 5,557,925	$ 6,415,144	$ 6,801,063	$ 15,748,460	$ 18,999,794
NonCurrent Assets:					
Notes receivable- related parties	$ 480,977	$ 346,128	$ 306,128	$ 241,195	$ -
Restricted cash and investments	$ 16,340,926	$ 12,923,106	$ 12,020,760	$ 5,754,933	$ 6,090,006
Property and equipment	$ 63,905,386	$ 67,737,164	$ 67,438,431	$ 67,700,757	$ 66,387,938
Loan issuance costs	$ 4,018,850	$ 3,860,251	$ 3,701,650	$ 3,543,051	$ 3,384,450
Total NonCurrent Assets, net	$ 84,746,139	$ 84,866,649	$ 83,466,969	$ 77,239,936	$ 75,862,394
Deposits	$ 276,166	$ 280,480	$ 250,480	$ 263,977	$ 204,394
Total assets	**$ 90,580,230**	**$ 91,562,273**	**$ 90,518,512**	**$ 93,252,373**	**$ 95,066,582**
Liabilities and Net Assets					
Current liabilities					
Accounts payable and accrued expenses	$ 7,146,801	$ 5,375,935	$ 6,177,811	$ 6,107,105	$ 7,245,484
Deferred Revenue	$ 1,764,827	$ 1,725,820	$ 1,502,887	$ 2,349,630	$ 1,891,274
Current portion of LTD	$ 1,431,441	$ 1,657,252	$ 1,448,231	$ 1,656,104	$ 2,808,341
Total current liabilities	$ 10,343,069	$ 8,759,007	$ 9,128,929	$ 10,112,839	$ 11,945,099
Long-term liabilties					
Notes payable	$ 66,150,161	$ 68,369,520	$ 66,886,164	$ 65,216,323	$ 62,656,765
Total liabilities	**$ 76,493,230**	**$ 77,128,527**	**$ 76,015,093**	**$ 75,329,162**	**$ 74,601,864**
Net Assets:					
Net Income	$ 705,911	$ 346,746	$ 477,287	$ 3,419,792	$ 2,541,507
Beg. Net Assets	$ 13,381,089	$ 14,087,000	$ 14,026,132	$ 14,503,419	$ 17,923,211
Total Net Assets (Ending Net Assets)	$ 14,087,000	$ 14,433,746	$ 14,503,419	$ 17,923,211	$ 20,464,718
Total liabilities and net assets	**$ 90,580,230**	**$ 91,562,273**	**$ 90,518,512**	**$ 93,252,373**	**$ 95,066,582**
Long-term debt/ Total Equity ratio:	4.6958	4.7368	4.6118	3.6387	3.0617
Net-working capital:	$ (4,785,144)	$ (2,343,863)	$ (2,327,866)	$ 5,635,621	$ 7,054,695
Liqiudity ratio:	0.54	0.73	0.75	1.56	1.59