



ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL

1901 Independence Avenue, SE

Washington, DC 20003

202-350-8680

Annual Report

2015-2016

Respectfully submitted on behalf of the Board of Trustees

By Peggy O'Brien

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ANNUAL REPORT NARRATIVE

I. SCHOOL DESCRIPTION

A. Mission Statement

The mission of St. Coletta Special Education Charter School, Inc. (“St. Coletta”) is to serve children and adults with intellectual disabilities, and to support their families. At St. Coletta, we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem.

St. Coletta is a non-sectarian, non-profit organization. The school began in the basement of the St. Charles Borromeo School in Arlington with five students. Following several moves within Arlington, a larger facility was opened in Alexandria in 1996 to allow for growth. A new, state-of-the-art building was opened in September 2006, at 1901 Independence Avenue, SE, in Washington D.C. that houses the charter school program. The charter school serves 250 students.

Students served are three to twenty-two years of age who may be diagnosed with intellectual disabilities, autism or multiple disabilities. They may also have the following secondary disabling conditions: speech language disorders, vision or hearing impairments, orthopedic impairments, health impairments and behavior disorders. The program is an extension of the school’s philosophy that stresses the importance of building on strengths rather than remediating weaknesses. The basic program includes functional academics, functional life skills, physical education, arts education, computer skills and vocational training. Graduating students have earned a High School Certificate in recognition of the completion of their IEP.

B. School Program

1. Summary of Curriculum Design and Instructional Approaches

The basic educational program and curriculum at St. Coletta is driven by the Individuals with Disabilities Improvement Act (IDEIA) and the Individual Education Program (IEP) process. At St. Coletta, we believe that “the child/person informs the curriculum”. The instructional program is strongly based on the theoretical concepts of Reggio Emilia’s theme-based teaching, Howard Gardner’s theories of multiple intelligences, project-based and experiential learning, and positive behavior intervention. These approaches are employed to facilitate an environment for learning that has function, meaning, continuity and support for the individual learner.

To guide the teaching and instructional process, teachers access *The Syracuse-Community Referenced Curriculum Guide for Students with Moderate to Severe Disabilities* and *The Council for Exceptional Children’s Life-Centered Career Education Curriculum Model*. Using the curriculum guides, teachers plan instruction for their students in the acquisition of functional academic (adapted literacy and mathematics) and functional life-skills (personal-social development, communication, self-care, adaptive behavior and vocational skills). The District of Columbia *Common Core State Standards* are also referenced and adapted by teachers into weekly lesson plan activities to provide students adapted instruction in general education concepts, as appropriate.

Under a theme-based functional life-skills curriculum, teachers and therapists meet to collaborate and develop hands-on activities that integrate all learners within the classroom using a multi-sensory approach and modifications for all learning levels. Visual strategies and assistive technology are used to provide students with the accommodations they need to be successful in the activities planned for the classroom based on their ability level. The IEP is used as a guide by the teachers and therapists who work together to focus on individual student goals. Weekly theme-based planning sheets are completed and maintained to review when planning future theme curriculum.

Methods of instruction are based on a variety of studied educational approaches such as ABA (Applied Behavior Analysis) and TEACCH (Treatment and Education for Autistic and Related-Communication Handicapped Children). ABA is a systematic, data driven approach to instructing and teaching children by breaking down skills into small steps. Methods of presenting skill tasks include discrete trial instruction and task analysis. TEACCH focuses on structuring the physical environment, using schedules and work systems and presenting tasks in a structured set up with a clear beginning and end. This method fosters student independence in task completion and assists students as they maneuver within the classroom environment. The program maintains an updated approach to current research in *all* methods of instruction which may be appropriate for individual students. However, no one method is advocated as the IEP team may choose to integrate components of various programming methodologies. In addition, individual student needs as noted on the IEP may drive the method of choice for an individual student.

State Standards and Content Areas

Teachers reference the District of Columbia Common Core State Standards (CCSS) for math and English/language arts, and curriculum guides when developing their curriculum activities, lesson plans and IEPs. Teachers use these standards as a guide in determining IEP objectives that link, as appropriate, to the general education curriculum with modifications. Students also participate in the new alternate assessments developed by the National Center and State Collaborative (NCSC). These assessments are the Multi-State Alternate Assessments. Once results are received, teachers will utilize the results of these alternate assessments to track progress in predetermined areas. St. Coletta utilizes a custom-built computerized IEP tool to track progress on all goal areas addressed in the students' IEPs. Through analysis of these results, teachers are able to develop comprehensive instructional programs that are tailored to the unique and individualized needs of each of our students.

As students participate throughout the life skills program at St. Coletta instruction in functional academics, daily living and community skills evolves to focus on the functional aspects of being successful, productive members of their community. Traditional academic areas such as math and literacy are addressed using real life experiences, such as balancing a bank statement, travel training, following visual instructions for a recipe, a daily work schedule and career-based training.

Functional Academics Exemplified

Functional academic skills are embedded in all theme activities and individualized as per each student's IEP. Functional literacy and math, for example, will be taught while at the grocery store by identifying food labels, identifying ingredients, using coupons, comparing prices, and determining how much money is needed to make purchases. Younger students focus on pre-academic skills within the same activities at the grocery store such as the color, shape and size of food items. They learn to categorize, name and describe objects by some of these attributes. Students participating in our vocational program will practice composing cover letters, developing resumes and completing job applications. Theme-related reading material and adapted books are developed by teachers and modified to each student's skill level. Worksheets are created to revisit the key concepts of theme passages and adapted by using visual supports including symbols, pictures, and photographs. Some students utilize individualized forms of assistive technology to increase their accessibility to the educational program.

Through exploration of our community, neighborhoods and participation in our career-based training program, students are given opportunities to learn both basic science and social studies skills. Students begin learning about

community helpers such as firemen, policemen, grocers and chefs, and then they visit their work places to learn more about them. They travel by public transportation and develop skills in navigating their community by reading maps, identifying emergency sight words, and locating resources such as the public library, hospital and grocery stores. A strong focus is placed on teaching students how to successfully access and identify needed resources in their communities. In addition, students are exposed to a variety of recreational activities such as going to performances and sporting events so that they become familiar with different leisure opportunities available to them as they mature.

The seasons bring ample opportunities for discussion and activity planning on basic science such as weather and temperature changes. They may engage in speculation about why the leaves change color. This leads to functional activities such as selecting the appropriate clothing to wear in different weather conditions. Under the instruction of our horticulture teacher, our students have created a garden featuring a wide variety of fruits and vegetables. They assist in the planting and growing process. In the spring and summer months, students are able to pick the vegetables they planted and use them in cooking activities. This provides a functional activity for students as it relates to their everyday life experiences.

Language Development and Communication

Language development and communication is an underlying focus of all student activities. As many St. Coletta School students communicate non-verbally, they require alternate means of communicating using picture symbols, photographs, gestures, facial expressions, basic sign language, objects and various communication devices as stated on their IEPs. Speech/language therapists collaborate with teachers to develop and provide meaningful communication components and supports to all activities. Students learn to functionally communicate by making requests, commenting, expressing a like or dislike and identifying needed materials and preferred items. Vocabulary and language concepts are enforced during every day, real-life experiences, as well as through theme-based social stories and sight words paired with visual pictures. Books related to the theme subject are modified with visuals and textures for students of varying ability levels.

Social Skills and Interpersonal Relationships

St. Coletta's cooperative learning environment features group projects that teach social and interpersonal relationship skills. Hands-on, theme-based group projects such as how to grow a garden, how to make a quilt and how to plan a fashion show are motivating learning activities that require teamwork to complete. Students share responsibilities and work together, learning to make compromises, share materials, accept different opinions and solve problems. For students with difficulty forming and maintaining friendships, social stories are developed to teach them how to carry on a conversation, what to do when they are upset and how to approach someone and say "hello". Social groups led by social workers address difficult situations such as peer pressure, conflict resolution and impulse control.

A peer mediation program called "Peer Helping" has been developed by social workers for our students. This program is designed to assist in achieving peaceful agreements to disputes, while involving and encouraging positive role models or "peer helpers". Our behavior team and social workers strive to create programs for students to help manage challenging behaviors and foster self-esteem. For students with more challenging behaviors, such as aggression, self-injury and property destruction, the behavior team provides supports to teach more appropriate, socially acceptable behaviors. Positive behavior supports are utilized to teach skills, such as gaining attention, requesting a break, asking for help and expressing when they are upset. Students are given avenues for expressing themselves through art, play and music. Displaying artwork and putting on musical performances provide students with positive opportunities to show their strengths and feel proud of their accomplishments, as well as learning tolerance and acceptance of others.

Vocational Skills and Independent Living

Educating our students and fostering independence through career-based training is another key component of our program. St. Coletta School has formed relationships with local community organizations and companies to create

career training opportunities for our students in preparation for post-graduation employment and connections with adult agencies. Starting at ages 14-16, IEP goals and objectives begin to address the pre-vocational skills and interests of students. This is accomplished through creating classroom jobs so students are able to practice a variety of work tasks that you would find out in the larger community.

St. Coletta School continues to expand its career-based training program by adding new and exciting career-based training sites, yearly. Students, ages 16-22 years old, comprise our “Senior Program.” As these students age up in the program, they are provided with various career-based experiences through participation in the hands-on processes of “learning by doing.” Currently, the program is structured into two (2) phases: students who are 16-18 years of age focus on learning pre-vocational, vocational and employability skills through career-based training activities. Activities include identifying necessary employability skills, seeking job resources and employment, identifying jobs of interest and engaging in discussions related to workplace safety and responsibility. Students in this age group also have the opportunity to participate in school-based pre-vocational activities including tasks related to office work (e.g. shredding, sorting and collating papers), landscaping, food preparation and stocking supplies.

Students who are 19-22 years of age develop pre-employment skills in both the school and the community settings. Select school-based career training opportunities are provided to students through an application and interview process. Students are selected to participate in training opportunities within the school setting as assistant helpers under the supervision of teachers in the areas of physical education, music, art or horticulture. Community-based training is offered to all students as an opportunity to gain experience in retail and sales, office work and restaurant services. As students rotate through different training opportunities both in school and in the community, they learn to create resumes and determine work-interests and preferences and assist in their IEP planning for the transitions to occur upon graduation. For more specific information about career-based training sites see Appendix E.

St. Coletta designed its program to focus on skills needed for success in living as independently as possible. Each learning environment is equipped with instructional kitchens, one of which is adapted for wheelchair accessibility, so students can begin learning skills in meal preparation and healthy eating. Students plan meals, prepare grocery lists, learn to navigate the grocery store and put away groceries in their kitchens. They then complete simple recipes using a variety of kitchen appliances and utensils capable of being switch operated for students with more significant impairments. Laundry facilities and fully accessible bathrooms and changing areas are located nearby classrooms so that hygiene and personal care skills can be taught throughout the school day. Using the restroom and laundry facilities, brushing teeth and washing hands are skills that increase our students’ ability to live independently in the future.

Assistive Technology

State-of-the-art technology is present in each classroom including, computers and other assistive technology devices. Educational software is available to enhance students' skills in areas like understanding cause and effect and money management. Classroom activities may be enhanced with computer-based programming, the use of iPads, interactive TVs and various applications. A variety of computer hardware is adapted for students who require the additional support to use the computer successfully from adapted keyboards to touch-screens, head-switches and eye-gaze systems. Students are also taught how to navigate the Internet and to access interactive educational software programs. Students build their own resumes, using adapted templates, and complete applications online as part of our career-based training program.

Self-Determination and Healthy Living

The classroom themes and daily activities within the classrooms emphasize maintaining a healthy lifestyle. Students are encouraged through the use of movement activities to keep active. The adapted physical education program focuses on both individual skills and group sports to facilitate active participation for all students. Many of our students also choose to participate in Special Olympics sports through the physical education program at

St. Coletta. When planning meals or snacks, students begin by learning “My Plate” concepts to determine healthy and unhealthy foods, proper serving sizes and how to plan a balanced meal. The older students plan menus, grocery shop and prepare lunches as part of the school program.

In addition to exercise and healthy eating, a Family Life Education program led by our social work and nursing staff addresses growth and development, sexuality, dangers of drugs and alcohol and proper hygiene and health care. Social workers provide opportunities for students to come together in structured groups to discuss how to advocate for themselves and make good choices when it comes to their life choices. They are encouraged and educated on how to participate in the development of their IEP. Students also participate in decisions regarding career-based skills training. Additionally, when nearing transition from St. Coletta students are highly involved in making important decisions regarding their living arrangements and are helped to access programs that are available to adults with disabilities. They also make decisions about future employment and are connected to the appropriate adult agencies. School social workers assist in advocating for the students’ preferences.

High School Certificate

Upon graduation, students attending St. Coletta School receive a High School Certificate which is in recognition of IEP completion. Throughout the St. Coletta School Program, students focus on independent living and vocational skills. Transition planning begins by age 14, and services are identified by the IEP team. Resources are made available to assist students in transitioning upon graduation to either an adult services program or independent work and living arrangements. Students are linked with adult services agencies including the Department of Disabilities Services (DDS) and Rehabilitation Services agencies as part of the transitional process.

Related Services

In addition to the specialized instruction received from their special education teachers, students also participate in horticulture, music, art, computer lab, adaptive physical education and receive behavior support as a part of the regular educational program. Therapeutic services such as speech/language therapy, occupational therapy, physical and hydrotherapy, audiological and vision services, and counseling are also provided as indicated on a student’s IEP.

Horticulture

Horticulture provides our students with hands-on activities introducing them to basic science and nature concepts. The horticulture teacher engages students in basic gardening, planting and landscaping activities inside a horticulture studio and in St. Coletta’s outside garden. The goal is to provide students with a better understanding of their environment by providing the real-life opportunities of growing their own fruits, vegetables and plants.

Music

Music classes are provided weekly and led by a music therapist. Incorporating theme concepts and movement during music class provides students a different way to express themselves and learn new skills. Hands-on experiences with a variety of instruments foster group participation and increased leisure skills. Older students may choose to participate in the St. Coletta Chorus and perform at school events.

Art

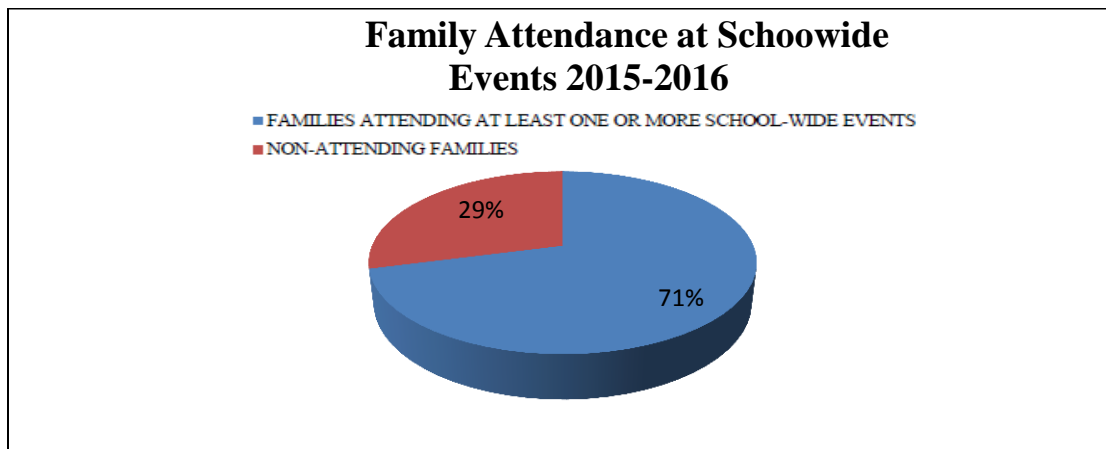
Art classes provide additional opportunities for self-expression and to learn new concepts and skills using a multi-sensory approach. Led by an art teacher, students participate in art class weekly. The art teacher incorporates theme lessons into all art activities while introducing students to the world of fine art using a variety of techniques, materials and resources.

2. Parent Involvement Efforts, describing the method and frequency of parent involvement

St. Coletta’s Parent Involvement Policy serves as the basis for school goals related to family participation at school-wide events throughout the year. The school relies on multiple means of communication in an effort to

reach a broad audience of families regarding events and training (e.g. flyers/invitations, school calendar, notes in student communication books, phone calls). Feedback on training topics and family participation opportunities is solicited from parents, students, and staff annually using surveys and feedback forms. Information gathered from stakeholders is then incorporated into planning for the following school year. Furthermore, stakeholder feedback plays a valuable role in helping to prioritize the school's areas of need and, ultimately, the development of school goals.

In school year 2015-2016, St. Coletta sought to maintain or increase family participation in student celebrations and school-wide events from a previous benchmark of seventy-two percent (72%). While data indicates a decrease in family participation from the goal (71%), feedback from parents continues to be overwhelmingly positive. Families report that they enjoy opportunities to be a participant in their child's education through training sessions and school events.



St. Coletta School is also proud of parent participation in the educational process linked to individual student progress. Parents' participation in IEP conferences is at ninety-nine percent (99%) and parent participation in mid-year conferences was ninety percent (90%) for school year 2015-2016. Parents repeatedly demonstrate their interest in the progress of their children and share information with educators that is helpful to the school. This level of involvement regarding the IEP process and student progress is believed to be a critical component of student progress and of the overall success of the school.

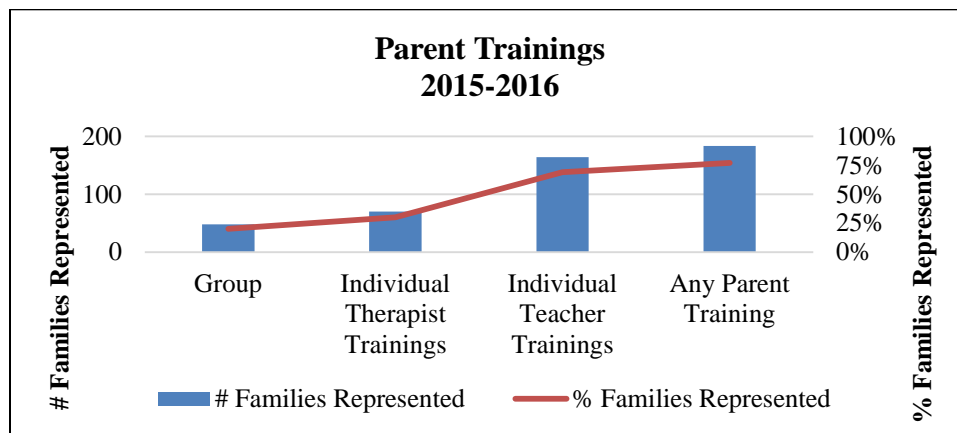
Parent trainings are an additional integral piece of the St. Coletta mission: serving individuals with intellectual disabilities and their families. Through training, parents learn strategies and techniques for supporting student success within their educational program and encouraging transfer of those skills into the home and the larger community. A diverse array of training opportunities are offered throughout the school year in both group and individual settings, accommodating the various interest areas and learning styles of our parents.

Group training topics offered during the 2015-2016 school year included behavior analysis training, communication, and transition into adult services. On October 17, 2015, St. Coletta behavior therapists provided training on de-escalating and redirecting behaviors. Specifically, parents learned and practiced strategies for increasing cooperative behaviors and decreasing problem behaviors in the home setting. To foster communication skills at home, parents participated in "Learning to speak your child's language" on March 19, 2016. Parents learned to identify the types of communication used by our student population, practiced using student specific communication systems, and even participated in an immersion lunch, using only alternative communication systems to speak with each other. Our training on transition age topics, held on April 30, 2016, played host to representatives from several related agencies, including the Department on Disability Services, the Social Security

Administration, and local adult programming sites. Parents were also able to speak with school social workers and parents of previous graduates about the transition process. On May 16, 2016, parents received training on the Summer Youth Employment Program, gaining information on eligibility criteria and application procedures for this vocational training opportunity. On, July 6 and 7, 2016, the students and staff members in the senior program hosted a healthy luncheon for the parents and families. As part of the event, parents were trained on supporting students with meal preparation tasks at home. The presentations took parents through an interactive simulation of planning a menu, visiting the grocery store, and cooking with students. Forty-eight different families, representing twenty percent (20%) of all families, participated in at least one of the above group training opportunities.

Throughout the school year, parents also had the opportunity to meet with their child's teacher and therapists to receive individual trainings on supporting specific educational goals. The training included a demonstration of instructional methods used at school and also focused on teaching strategies that could be implemented in the home setting. The teachers and therapists provided parents with materials and tips for targeting goals at home. The 112 individual trainings completed by therapists across all disciplines reached seventy (70) different families, representing thirty percent (30%) of families. Teachers completed 164 individual parent trainings, representing sixty-nine (69%) of families. Overall, during the 2015-2016 school year, 183 different families or seventy-seven percent (77%) of St. Coletta families accessed one or more parent training opportunity.

In the upcoming school year, St. Coletta will maintain or increase the share of families that attend a parent training.



II. SCHOOL PERFORMANCE

A. Evidence of Performance and Progress

1. Programs/Methodologies through which the school pursues and meets its mission

St. Coletta's mission is to serve students with intellectual disabilities, autism and multiple disabilities and to serve their families. Thus the mission drives the focus of all of the educational programs and services provided at St. Coletta School. The educational programs described above are tailored to the needs of the students with the long-term goal of increasing their independence within their school, work and home communities. To accomplish this mission, we provide an array of programs and services in state-of-the-art facilities. Mission-related programs include the following:

- functional life-skills and functional academic curriculum;
- career-based vocational training;
- related therapeutic services including speech/language, physical and occupational therapies;
- behavior, counseling, vision, autism resource and nursing services;
- hydrotherapy;
- adaptive physical education, horticulture, daily living skills, music and art therapies.

In addition, all student materials are adapted and individualized. Assistive and educational technology is utilized to increase student access to the educational environment. Methods of instruction are also based upon individual student needs and emerge from research-based methods utilized to instruct students with significant disabilities. These services are provided by licensed and credentialed educational, therapeutic and paraprofessional staff. Staff is provided extensive student-centered training and professional development to support students in their work.

Educating our students and fostering independence through career-based training programming is another key component of our program. St. Coletta continues to expand its career-based training program by adding new and exciting career-based training sites yearly. Students who are 16-22 years of age comprise our "Senior Program." Please see summary of "School Program" for details.

Parent training, both group and individual, is also a key program fulfilling the school's mission.

Our belief is that the parent's acquisition of specific skills is central to the success of the child in the home and community environment. St. Coletta's parent trainings are offered on weekends and include childcare, lunch and transportation supports. Our parent training topics have included:

- learning communication systems for children who are non-verbal;
- managing challenging behaviors;
- engaging children in age-appropriate recreation and leisure skill play; and,
- preparing for transition services upon reaching adulthood.

This year we offered individual parent training sessions to the parents of students ages 3 through 22 years of age. These individual training sessions were student specific and focused on educating parents to teach their child to generalize an already mastered skill in the home setting. Moving forward, we will continue to look at ways to increase parent involvement through parent training opportunities each year. Please see parent involvement outcomes detailed in the section “School Description, Section I.”

Other

St. Coletta is also committed to training for other individuals who provide or will provide services to our students. To foster development for these individuals, St. Coletta designed a program for student interns. This commitment is focused on sharing knowledge of the most up-to-date-interventions for persons with disabilities. The interns learn from St. Coletta staff, but also bring to the school current research and newly acquired knowledge in their fields. Our intern program also supports the recruitment of therapeutic and teaching staff for the school. St. Coletta has both affiliated and cooperative arrangements with many universities. During the 2015-2016 school year, St. Coletta School hosted interns from Gallaudet, George Washington, Howard, and SUNY Buffalo Universities. Each year St. Coletta School hosts psychiatry interns from Children’s Hospital. We look forward to continued success with the school’s internship programs each year.

St. Coletta of Greater Washington, Inc., the corporate member of St. Coletta Charter School, promotes contacts with numerous community agencies, foundations, governmental entities and individuals to engage them in the promotion of the mission. For example, through shared use of the St. Coletta facility, particularly on weekends, we support K.E.E.N. (Kids Enjoy Exercise Now), a non-profit organization which provides free recreational activities for children with disabilities. We have developed numerous community partnerships as well. This year we continued to collaborate with the organization “Only Make Believe”, a non-profit organization, to provide a theater program and hosted many community and educational groups.

2. Extent to which the school is meeting its goals and academic achievement expectations detailed in its original charter.

St. Coletta's initial charter goals date to 2006. The goals include student IEP progress (2 goals), an attendance and a graduation goal. The original charter goals and updates were detailed through the years and in an update for this annual report. Since then, and in conjunction with the DCPCSB, the school applied for and received status as a school which meets the criteria for an Alternate Accountability Framework or AAF. During the 2015-2016 school year the entities revisited the targets of the AAF for finalization and gathering of baseline data. Targets regarding statewide testing are not established or evaluated for the 2015-2016 school year for the Multi-State Alternate Assessments targets have not yet been set by the District of Columbia Office of the State Superintendent of Education at this time.

3. Extent to which the school met the targets detailed in the corresponding accountability plan.

Accountability Plan-Ungraded Special Education Program

St. Coletta School had two (2) student achievement goals, an attendance and a graduation goal comprising the current accountability plan. Narrative outcomes are followed by a chart summarizing the outcomes.

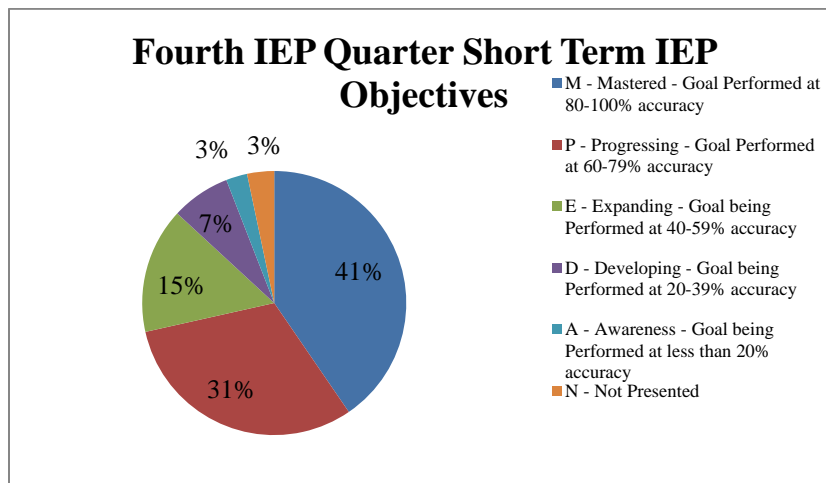
Student Achievement Goals

For the 2015-2016 school year, the student achievement goals focused on student progress on IEP objectives throughout the school year.

Student Achievement Goal #1

Seventy-five percent (75%) of student objectives upon completion of the fourth quarter of student IEPs will be achieved at the Expanding, Progressing or Mastered level.

For the 2015-2016 school year, the percentage of fourth quarter student IEP objectives that were at the Expanding (40-59% accuracy), Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was eighty-three point eight three (**83.83%**). Thus, the annual target for this performance objective was met.

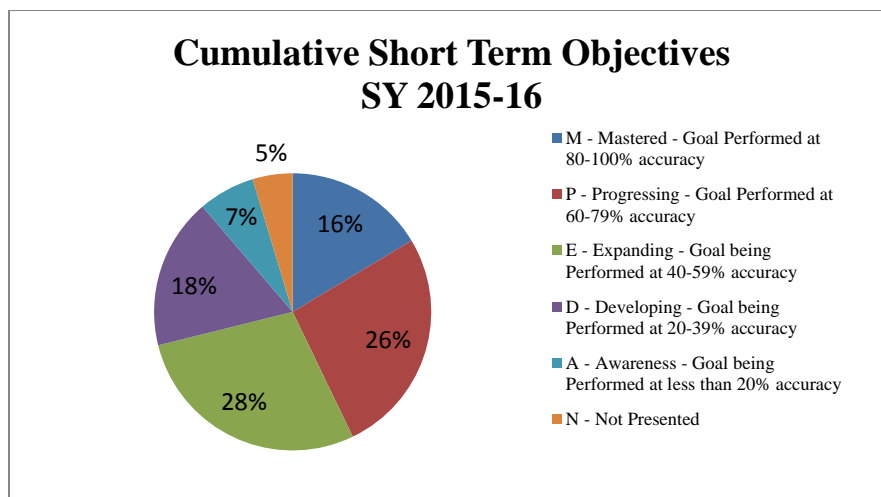


Source: St. Coletta IEP Management Tool

Student Achievement Goal #2

Sixty-eight percent (68%) of student IEP short-term objectives will be achieved at the Expanding, Progressing or Mastered level.

For the 2015-2016 school year, the percentage of student IEP objectives that were at the Expanding (40-59% accuracy), Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was seventy-one point one one percent (**71.11%**). Thus, the annual target for this performance objective was met.



Source: St. Coletta IEP Management Tool

Attendance

Student in-seat attendance as reported through the DCPCSB attendance system was 86.96 percent (86.96%). The annual target for this goal was eighty-eight percent (88%) and therefore was not met.

Graduation

Sixteen (16) eligible students earned their High School Certificates during the 2015-2016 school year. Ten (10) eligible students earned their High School Certificates in December 2015 and six (6) eligible students earned their High School Certificates in July 2016. The annual target was met.

St. Coletta PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Note: The school is part of the Alternative Accountability Framework. These goals should be used for the purposes of the school's 2015-16 review, though the school plans to adopt the AAF as its goals after the review is conducted.		
1. 75% of student objectives upon completion of the fourth quarter of student IEPs will be achieved at the Expanding, Progressing or Mastered level.	Goal met.	St. Coletta Special Education PCS met this goal. 83.83% of student objectives upon completion of the fourth quarter of the student IEPs were achieved at the Expanding, Progressing or Mastered level.
2. 68% of student objectives will be achieved at Expanding, Progressing, or Mastery Level.	Goal met.	St. Coletta Special Education PCS met this goal. 71.11% of student objectives were achieved at Expanding, Progressing or Mastery level.
3. Students will attend school 88% of the school days	Goal not met.	St. Coletta Special Education PCS did not meet this goal. Students attended 86.96 % of the school days.
4. 90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion).	Goal met.	St. Coletta Special Education PCS met this goal. 100% of students who were eligible graduated with a High School Certificate (IEP Certificate of Completion).

B. Lessons Learned and Actions Taken

IEP Outcomes

This year's IEP outcome achievement objectives were met. The modifications made to the custom-built St. Coletta IEP Management Tool last year allowed for more in depth analysis of students' progress to be completed by school staff. Student progress can be tracked by teachers and related service providers who can view specific outcomes of the IEP. This helps drive instructional decision-making with regard to student progress.

The IEP Tool has undergone many upgrades since its initial development in 2007 (see annual report 2013-2014 (www.DCPCSB.org) for a summary. During the 2014-2015 school year, the user interface was upgraded, giving teachers and therapists easier access for entering IEPs and creating reports. During the 2015-2016 school year, for baseline purposes, we measured student progress on all goals and tracked functional literacy and math goals reaching progressing or mastery levels. Going forward we will continue to collaborate with the DCPCSB to focus

on innovative and functional ways of promoting and measuring the progress of students with significant disabilities.

Alternate Assessments

Eligible students participated in the Multi-State Alternate Assessments (MSAA) for English/language arts and mathematics utilizing an online portal developed by the National Center and State Collaborative (NCSC). For science, testing was conducted utilizing the portfolio system. Concerns regarding the ability of many of our students with significant disabilities to access the content matter, even with accommodations, were expressed as a result of the school's direct involvement with NCSC and to the Department of Education regarding the high level of chance for correct/incorrect responses that come from many students who are making a response, who are not able to understand much of the content due to their disability.

Students with significant disabilities are historically tested individually, using measures that focus on the developmental acquisition of skills. Many, according to their individual psychological testing, are unable to be formally tested due to their disabilities. While the group Measured Progress seeks to provide a uniform assessment tool for students with significant disabilities, the MSAA does not adequately assess this population of students who learn in non-traditional ways and whose functional program and functional academics are not on the grade level chosen for testing.

Teachers who tested students also believed that due to the design of the test the small percentage of students who might have basic content knowledge cannot see all of the choices for the multiple choice questions without scrolling. Sometimes the student can scroll up and down the screen but, if not, the teacher is allowed to scroll for the student. However, it is too difficult, even for the few students who can access some of the basic academic knowledge to remember those choices (working memory). This would be a challenge for any person with or without disabilities.

In addition, for some items the students must listen to a long passage and remember it. In addition, in a few cases if the student can glean some meaning from the passage, it contains only a few pictures throughout the test to provide access for students to tap alternate learning strategies. Long instructions follow the passages for each section of the test and are distracting. They increase the amount of time between when the student is being exposed to the content and when they will answer the questions. Although they can have the story repeated a number of times, the challenge remains that most students with significant intellectual disabilities do not comprehend the material. It can be equated to listening to an unknown foreign language passage and then being asked questions. Students with significant disabilities can and do learn new material that is tied to real-life experiences and presented in ways that have meaning. The test does not do this.

It is our belief that as educators we are accountable for the progress of each student. It is our opinion (teachers, parents, administrators, experienced special educators), that the statewide and national approach to the evaluation of students with significant disabilities promotes the idea that all students fit into a current and generalized academic and testing framework and it is simply a matter of linking to grade level academic material which it is not. It is our belief that attention to the development of more innovative methods of educating students and tracking progress for these students individually becomes diverted.

St. Coletta educators will continue to follow the state guidelines and collaborate with the DCPCSB regarding assessment and accountability. We will also remain committed to the improvement of methods by which to evaluate and ensure the progress of students with significant disabilities.

C. Unique Accomplishments

- Hosted Urban Educators Tour
- Hosted Chinese educators
- Hosted visits with Rehabilitation Services Administration
- Washington Post article regarding students whose career-based training site was at the St. Coletta Fashion Truck
- Received accreditation from National Commission for the Accreditation of Special Education Services (NCASES)
- Career Fair
- Black History Month Exhibition

D. List of Donors

St. Coletta Special Education PCS

- | | |
|---|---------------|
| • ESEA LEA Title I funding for 2015-2016 school year | \$ 131,072.54 |
| • ESEA LEA Title II funding for 2015-2016 school year | \$ 34,844.29 |
| • DC Technology Fund | \$ 12,234.64 |

III. DATA REPORT

SY 2015-16 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: St. Coletta Special Education PCS
PCSB	Campus Name: St. Coletta Special Education PCS
PCSB	Grades served: Special Education
PCSB	Overall Audited Enrollment: 251

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	251

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS	
School	Total number of instructional days: 210 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 0.4% $\frac{\text{number of students with out of school suspensions and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	Expulsion Rate: 0.0% $\frac{\text{number of students expelled and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.0% $\frac{(\text{sum of all suspension days for all students due to out of school suspensions})}{(\text{sum of enrollment days for all students for the SY 2015 – 16 school year})} \times 100$
PCSB	Average Daily Attendance:

	<p>The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	<p>Midyear Withdrawals: <i>Validated in mid-August</i></p> $\frac{\text{number of students in the Oct. 2015 audit count who are not on the school's roster through May 31, 2016}}{\text{number of students enrolled as of Oct 2015 audit}} \times 100$
PCSB	<p>Midyear Entries: <i>Validated in mid-August</i></p> $\frac{\text{number of students who enroll after Oct. 2015 audit and remained enrolled through May 31, 2016}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	<p>Promotion Rate: <i>NA</i></p> $\frac{\text{number of students who advanced } \geq 1 \text{ grade level in the LEA based on the grade level in the Oct. 2014 and Oct. 2015 audited enrollment files}}{\text{number of students enrolled as of Oct. 2015 audit}}$
PCSB (SY14-15)	<p>College Acceptance Rates: <i>Not applicable</i></p> $\frac{\text{number of 12 grade students accepted to a full time college or university}}{\text{number of 12 grade students}} \times 100$
PCSB (SY14-15)	<p>College Admission Test Scores: <i>Not applicable</i></p> $\frac{\text{number of current grade 12 students scoring at least 800 in SAT \& 16 or higher in ACT}}{\text{number of grade 12 students}} \times 100$
PCSB (SY14-15)	<p>Graduation Rates: <i>Not applicable</i></p> $\frac{\text{number of students in cohort who graduated by June or August 2015 with a standard diploma}}{\text{number of first time grade 9 students in fall 2011 + transfers in - transfers out - emigrants - students who pass away}} \times 100$
FACULTY AND STAFF DATA POINTS	
School	<p>Teacher Attrition Rate: 39%</p> $\frac{\text{number of teachers retired/resigned/outplaced between October 5, 2015 and first day of school in 2016}}{\text{(number of teachers employed as of October 5, 2015)}} \times 100$

School	Number of Teachers: 33 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary <div style="margin-left: 60px;"> 1. Average: \$ 59,751.86 2. Range -- Minimum: \$ 51,539.07 Maximum: \$ 70,957.07 </div>

IV. APPENDICES

A. Staff Roster

Last Name	First Name	Qualifications	Responsibilities
Abney	Carolyn	High School	Classroom Paraprofessional
Acevedo	Judyvette	Bachelor's Degree	Attendance Administrator
Acree	Deja	Bachelor's Degree	Classroom Paraprofessional
Adams-Fowler	April	High School	Classroom Paraprofessional
Adease	Kofi	Bachelor's Degree	Classroom Paraprofessional
Akselrod	Margaret	Master's Degree	Speech Language Pathologist
Albarillo	Keith	Bachelor's Degree	Physical Therapist
Allen	Marcus	Associate's Degree	Classroom Paraprofessional
Anderson	Kristen	Master's Degree	Speech Language Pathologist
Anderson-Hall	Kaifa	Master's Degree	Horticulture Specialist
Anteneh	Elias	Bachelor's Degree	Teacher
Argentum	Caturah	Bachelor's Degree	Classroom Paraprofessional
Ball	Shannon	Bachelor's Degree	House Manager
Banks	Sharmarte	Associate's Degree	Classroom Paraprofessional
Barnes	Danyelle	Bachelor's Degree	Teacher Assistant
Baxter	Stephanie	Bachelor's Degree	Classroom Paraprofessional
Beavers	Marcus	Bachelor's Degree	Classroom Paraprofessional
Beck	Jacqueline	Bachelor's Degree	Teacher Assistant
Beckwith	Jonathan	48 + College Credits	Classroom Paraprofessional
Blackstone	William	High School	Classroom Paraprofessional
Blessing	Robert	Bachelor's Degree	Teacher
Bocaille	Merline	Associate's Degree	Classroom Paraprofessional
Boyd	Tonya	Bachelor's Degree	Classroom Paraprofessional
Brinson	Ashley	48 + College Credits	Classroom Paraprofessional
Brisbane	Loretta	High School	Classroom Paraprofessional
Brown	Francene	High School	Classroom Paraprofessional
Brown	Katherine	Bachelor's Degree	Teacher
Brown	Shanita	High School	House Administrative Assistant
Burford	Colessa	High School	Classroom Paraprofessional
Byers	Shia	Bachelor's Degree	Classroom Paraprofessional
Caldwell	Natasha	Bachelor's Degree	Classroom Paraprofessional

Carnemark	Adele	Master's Degree	Teacher
Carter	Shanae	Bachelor's Degree	Teacher Assistant
Castle	Aysia	Bachelor's Degree	Classroom Paraprofessional
Chapman	Linda	High School	Glassworks Artistic Facilitator
Cheetham	Sarah	Master's Degree	Teacher
Clarkson	Samantha	Bachelor's Degree	Classroom Paraprofessional
Collins	Tonia	Bachelor's Degree	Teacher
Conteh	Thomas	48 + College Credits	Classroom Paraprofessional
Cowdrey	Caroline	Bachelor's Degree	School Nurse
Cox	Donovan	Bachelor's Degree	Classroom Paraprofessional
Croker	Michael	Bachelor's Degree	Behavior Assistant
Crusha	Alexandra	Bachelor's Degree	Teacher Assistant
Cunningham	Charnice	Bachelor's Degree	Classroom Paraprofessional
Dandridge	Kristen	High School	Classroom Paraprofessional
Dandridge	Ryan	Some College	Classroom Paraprofessional
Davis	Iesha	High School	Classroom Paraprofessional
De Armas	Nereyda	Bachelor's Degree	Classroom Paraprofessional
Dean	Sherease	High School	Classroom Paraprofessional
Decker	Catherine	Bachelor's Degree	Assistant Principal - Admissions
Dempsey	Katherine	Master's Degree	Occupational Therapist
Dessaussure	Antwan	Bachelor's Degree	Classroom Paraprofessional
Dews	Kristina	Master's Degree	Teacher
Dixon	Julian	High School	Classroom Paraprofessional
Dobbs	Michael	Master's Degree	Teacher
Douma	Erica	Master's Degree	Speech Language Pathologist
Drake	Jessica	Master's Degree	Social Worker Lead
Durant	Karen	High School	Job Coach
Edgerton	Tawana	High School	Classroom Paraprofessional
Ellis	Gloria	Bachelor's Degree	Teacher Assistant
Evans	Temple	Bachelor's Degree	Classroom Paraprofessional
Fenwick	Ayuna	Bachelor's Degree	Classroom Paraprofessional
Foley	Daniel	Bachelor's Degree	Art Therapy Teacher
Fortune	Maria	Bachelor's Degree	Teacher Assistant
Fountain	Patricia	High School	Classroom Paraprofessional
Frazier	Shecona	High School	Behavior Assistant
Freuen	Margaret	Master's Degree	Occupational Therapist
Gallea	Elisabeth	Master's Degree	Occupational Therapist
Garces	Martina	Bachelor's Degree	Classroom Paraprofessional
Garcia	Dennis Dindo L.	Master's Degree	Teacher
Garey	Keshaun	Bachelor's Degree	Teacher
Gatlin	Kenneth	High School	Job Coach
George	Brandon	Bachelor's Degree	Classroom Paraprofessional
Gibson	Destini	Bachelor's Degree	Classroom Paraprofessional
Gibson	Natalie	Bachelor's Degree	Vocational Coordinator

Gillyort	Alecia	High School	Classroom Paraprofessional
Goode	Patricee	High School	Classroom Paraprofessional
Goodloe	Stephanie	Bachelor's Degree	Teacher Assistant
Goodman	Diana	Master's Degree	Occupational Therapist
Grant	Shariann	Bachelor's Degree	Classroom Paraprofessional
Green	Gwendolyn	High School	House Administrative Assistant
Green	Linda	High School	Classroom Paraprofessional
Gullett	Ana	Bachelor's Degree	Teacher Assistant
Hall	Virginia	Master's Degree	Teacher
Ham	Shunnon	Associate's Degree	Classroom Paraprofessional
Harlan	Rochelle	48 + College Credits	Classroom Paraprofessional
Harris	Brittany	High School	Classroom Paraprofessional
Harris	Morgan	Bachelor's Degree	Classroom Paraprofessional
Harris	Parisia	High School	Classroom Paraprofessional
Harris	Victoria	Bachelor's Degree	Teacher Assistant
Haywood	Brittney	Bachelor's Degree	Teacher Assistant
Hazeltine	Michael	Master's Degree	House Manager
Headrick	Lauren	Master's Degree	House Manager
Henry	Taviona	High School	Classroom Paraprofessional
Herder	Yovon	Bachelor's Degree	Classroom Paraprofessional
Herrera	Jimmy	High School	Classroom Paraprofessional
Holden	Erik	High School	Classroom Paraprofessional
Howe	Paul	Bachelor's Degree	Teacher
Hudson	Tiara	Bachelor's Degree	Classroom Paraprofessional
Hunter	Nilka	High School	Job Coach
Jackson	Alesia	Bachelor's Degree	Classroom Paraprofessional
Jackson	Stephanie	High School	Classroom Paraprofessional
James	Monique	High School	Classroom Paraprofessional
Jeffers	Raven	Bachelor's Degree	Classroom Paraprofessional
Johnson	Antoniea	High School	Classroom Paraprofessional
Johnson	Ara	Bachelor's Degree	Teacher Assistant
Johnson-Law	LaJoy	Associate's Degree	Classroom Paraprofessional
Jones	Dionne	High School	Classroom Para/LPN
Jones	Kawan	Bachelor's Degree	Teacher
Jones	Matthew	Bachelor's Degree	Classroom Paraprofessional
Joyner	Quearlsha	Some College	Classroom Paraprofessional
Kaplan	Gary	Bachelor's Degree	School Nurse Lead
Kargbo	Mariamama	48 + College Credits	Classroom Para/LPN
Kenner	Tonique	High School	Classroom Paraprofessional
King	Claudette	High School	Classroom Paraprofessional
Kirkland	Karlyn	Associate's Degree	Classroom Paraprofessional
Knight	David	Bachelor's Degree	IEP Coordinator
Koller	Alex	Master's Degree	Speech Language Pathologist
LaFaver	Lucas	Master's Degree	Teacher

Lamore	Lauren	Master's Degree	Instructional Support Teacher
Lane	Shante	Master's Degree	House Manager
Lawson	Emily	Bachelor's Degree	Teacher Assistant
Leonard	Olivia	Master's Degree	Teacher
Lewis	Steve	Bachelor's Degree	Teacher Assistant
Lewis	Whitnee	Bachelor's Degree	Classroom Paraprofessional
Lewter	James	Bachelor's Degree	Classroom Paraprofessional
Licuanan	Lourdes	Master's Degree	Director of Therapeutic Services
Lomax	Marc	Some College	Classroom Paraprofessional
Long	Justin	Bachelor's Degree	Behavior Assistant
Love	Ariel	Bachelor's Degree	Classroom Paraprofessional
Mack	Melette	Bachelor's Degree	Classroom Paraprofessional
Manning	Alexa	Bachelor's Degree	Teacher Assistant
Mansaray	Fanta	Bachelor's Degree	Teacher Assistant
Marcum	Alyssa	Master's Degree	Teacher
Martin	Latoya	High School	Classroom Paraprofessional
Mason	Marcell	Bachelor's Degree	Classroom Paraprofessional
Massaquoi	Matthew	High School	Classroom Paraprofessional
Matthews	Shandell	Associate's Degree	Transportation Coordinator
May	Jessica	Master's Degree	Occupational Therapist
Mayes	Christopher	Bachelor's Degree	Classroom Paraprofessional
McCullough	Brittany	Bachelor's Degree	Classroom Paraprofessional
McFadden	Nicale	Bachelor's Degree	Teacher Assistant
McIlwain	Chelsea	Bachelor's Degree	Classroom Paraprofessional
McKenzie	Chiquita	High School	Classroom Paraprofessional
McKinney	Christina	High School	Classroom Paraprofessional
Melbourne-Smith	Lisa	Master's Degree	Teacher
Merrill	Kyle	Master's Degree	Teacher
Middleton	Jasmine	High School	Classroom Paraprofessional
Miley	Zachary	Bachelor's Degree	Classroom Paraprofessional
Mims	Brittani	Bachelor's Degree	Teacher Assistant
Moore	Kathleen	Bachelor's Degree	House Administrative Assistant
Murchison	Lakecia	Bachelor's Degree	Teacher Assistant
Murray	Cathy	High School	Classroom Paraprofessional
Myers	Eboney	High School	Admissions/School Program Asst
Mzee	Fatma	High School	Classroom Paraprofessional
Newkirk	Kelsey	Bachelor's Degree	Teacher
Nickens	Jawaad	High School	Classroom Paraprofessional
Olszyk	Elizabeth	Bachelor's Degree	Classroom Paraprofessional
Onuoha	Uzoma	Bachelor's Degree	Classroom Paraprofessional
Orozco	Julie	Bachelor's Degree	School Nurse
Osunwekomi	Abike	High School	Classroom Paraprofessional
Ottenritter	Laura	Master's Degree	Social Worker
Ozoa	Janette	Master's Degree	Speech Language Pathologist

Pagett	Lauren	Master's Degree	House Manager
Palmer	Andrea	48 + College Credits	Classroom Paraprofessional
Parson	Kenniyia	Bachelor's Degree	Teacher Assistant
Parsons	John	Bachelor's Degree	Teacher
Payne	Aaric	Bachelor's Degree	Classroom Paraprofessional
Payne	Dannetta	Bachelor's Degree	Classroom Paraprofessional
Pearson	Nakia	Bachelor's Degree	Administrative Front Desk Assistant
Perella	Shayna	Bachelor's Degree	Teacher
Petty	Arlene	High School	Classroom Paraprofessional
Porter	Nikki	Associate's Degree	Classroom Paraprofessional
Quinn	Jessica	Bachelor's Degree	Teacher
Reckner	Theresa	Bachelor's Degree	Adaptive PE Teacher
Richardson	Kiara	High School	Classroom Paraprofessional
Roberts	Ciara	High School	Classroom Paraprofessional
Robinson-Davis	Pamela	Master's Degree	Classroom Paraprofessional
Root	Angela	Bachelor's Degree	Classroom Paraprofessional
Rosenberg	Beth	Master's Degree	Occupational Therapist
Sanders	Lekeita	High School	Classroom Paraprofessional
Saunders	Rahneeka	Bachelor's Degree	Adaptive PE Teacher Assistant
Seiler	Sharon	Master's Degree	Social Worker
Session	Jennine	48+ College Credits	Classroom Paraprofessional
Sherman	Christina	Master's Degree	Teacher Assistant
Short	Katherine	Master's Degree	Speech Language Pathologist
Sitcovsky	Jessica	Doctorate	Assistant Principal
Smith	Jasmine	Bachelor's Degree	Classroom Paraprofessional
Smith	Jeanna	Bachelor's Degree	House Administrative Assistant
Smith	Justin	Some College	Classroom Paraprofessional
Smith	Melvin	Bachelor's Degree	Classroom Paraprofessional
Smith	Sherelle	Master's Degree	Speech Language Pathologist
Soper	Amanda	Master's Degree	Assistive Technology Specialist
Spencer	Justin	Bachelor's Degree	Classroom Paraprofessional
Steinbach	Kathryn	Bachelor's Degree	Teacher Assistant
Stokes	Dominique	Some College	Classroom Paraprofessional
Stokes	Shandra	Associate's Degree	Classroom Paraprofessional
Switzer	Jasmine	High School	Classroom Paraprofessional
Tanks	Mary	Associate's Degree	Classroom Paraprofessional
Taylor	Christie	Bachelor's Degree	Job Coach
Thompson	Joni	Master's Degree	Music Therapy Teacher
Thompson	Lisa	Bachelor's Degree	Classroom Paraprofessional
Timmons	Kiesha	High School	Classroom Paraprofessional
Todino	Jennnifer	Bachelor's Degree	Teacher
Turner	Candice	Bachelor's Degree	School Nurse
Vailes	Alexis	Bachelor's Degree	Classroom Paraprofessional
Vargas	Ingrid	High School	Classroom Paraprofessional

Voltz	Christie	Master's Degree	Assistant Principal
Wainwright	Donnell	Associate's Degree	Job Coach
Wallace	Lache	High School	Classroom Paraprofessional
Watson	Jessica	Bachelor's Degree	Teacher
Watson	Kwaneisha	High School	Classroom Paraprofessional
Watt	Melissa	48+ College Credits	Classroom Paraprofessional
Weems	Tamara	Bachelor's Degree	Classroom Paraprofessional
Wells	Willie	High School	Job Coach
Whittenburg	Amanda	Bachelor's Degree	Classroom Paraprofessional
Wiggleton	Priscilla	High School	Classroom Paraprofessional
Williams	Andrea	Bachelor's Degree	Teacher
Williams	LaTasha	Bachelor's Degree	Job Coach
Williams	Ronnese	Bachelor's Degree	Classroom Paraprofessional
Williams-Hampton	Kamau	Bachelor's Degree	Classroom Paraprofessional
Williams-Tillman	Zakiya	High School	Classroom Paraprofessional
Wilson-Murphy	Sarah	Associate's Degree	Classroom Paraprofessional
Womack	Shaina	Bachelor's Degree	Classroom Paraprofessional
Wood	Rahsaan	High School	Classroom Paraprofessional
Yancey	Melissa	High School	Classroom Paraprofessional
Yeager	Paul	Master's Degree	Teacher

B. Board of Trustees Roster

Name	Affiliation(s)	Address	Board Title	Current Term
Peggy O'Brien, PhD	Director of Education, Folger Library DC Public Schools, Chief of Public and Family Engagement	DC Resident	President	September 2014-September 2017
Charles Henstenburg	Casey Trees Endowment, organized 110 community volunteers, Active PTO founding member for St. Coletta, Professional background <i>includes</i> <i>National Accounting Manager, Otis</i> <i>Spunkmeyer, Inc.,</i> <i>A.T. Kearney Inc. and International</i> <i>Procurement Advisory Corp.</i>	DC Resident	Secretary	November 2015-November 2017
Francis Campbell	ANC Commissioner	DC		May 2016-May 2019

	DCPS Paraprofessional	Resident		
Ed Ebinger, PhD	Deputy Branch Head, Mine Warfare	DC Resident	Parent Representative	February 2015-February 2018
Donald Denton	Coldwell Banker	DC Resident	Treasurer	September 2014-September 2016
Donnell Lewis	President/Creative Director <i>One Creative Source</i>	DC Resident	Parent Representative	September 2015-September 2018
Francis Slaughter	Director and Teacher Capitol Hill Cooperative Nursery School	DC Resident	Education Committee	February 2013-February 2016

C. Unaudited Year-End 2015-16 Financial Statement

School Name St. Coletta Special Education Public Charter School **Contact** Kathy Rowland

Fiscal Year FY 2016 **Phone** 202-350-8647

Projected Student Enrollment 250

DESCRIPTION **Budget Amounts** **Notes**

REVENUES

Per Pupil Charter Payments	13,663,461	Based on FY 15 UPPFF Budget Sheet from PCSB
Federal Entitlements / Grants	170,000	
Income From Private Grants / Donations		
School Activity Fees		

Other Income 3,427,706

TOTAL REVENUES: \$17,261,167

EXPENSES

Personnel Salaries and Benefits

***# Of Full
Time
Employ-
ees***

***# Of Part Time
Employees***

Administration Salaries
Custodian Salaries
Maintenance Salaries
Security Salaries
Transportation Salaries
Food Service Salaries
Instructional Salaries
Special Education Salaries
After School Service Salaries
Employee Benefits
Payroll Taxes / Fees



Subtotal Personnel Costs: **\$0** **0** **0**

Direct Student Costs

Staff Development Costs
Textbooks
Instructional Supplies / Materials
Library / Media Center Materials
Instructional Computers / Materials
Other Instructional Equipment
Instructional Furnishings / Supplies
Student Assessment Materials
Contracted Instructional / Student Services
Miscellaneous Student Costs

Subtotal Direct Student Costs: **\$0**

Occupancy Expenses

Rent / Lease
Mortgage Payments
Building Supplies / Materials
Building Equipment Purchase
Building Equipment Rental / Lease
Building Equipment Maintenance / Repairs
Building Maintenance / Repairs
Utilities (Electric / Gas / Water)
Janitorial Supplies
Contracted Building Services

Subtotal Occupancy \$0
Expenses:

Office Expenses

Office Supplies /
Materials
Office Equipment Purchase
Office Equipment Rental / Lease
Office Equipment Maintenance / Repairs
Telephone / Telecommunications
Legal Fees
Accounting / Auditing Fees
Printing / Copying
Postage / Shipping
Advertising
Other

Subtotal Office ----- \$0
Expenses:

General Expenses

Insurance
Licenses / Permits
Bank Fees
Entertainment
Local Travel
Out Of Town Travel
Food Service
After School Service Expense
Management Fee 17,261,167

St. Coletta Special
Education Public
Charter School has a
Management
Agreement in place to
operate the Charter
School

Administration Fee
Board Of Education Oversight Fee
Other General Expense

Subtotal General ----- \$17,261,167
Expenses:

TOTAL EXPENSES: ===== \$17,261,167

EXCESS (OR \$0
DEFICIENCY)

St. Coletta Special Education Public Charter School has a Management Agreement in place to operate the Charter School

D. Approved 2016-2017 Budget

School Name St. Coletta
Special
Education
Public Charter
School

Contact Kathy Rowland

Fiscal Year FY 2017

Phone # 202-350-8647

Projected Student Enrollment 250

<u>DESCRIPTION</u>	<u>Budget Amounts</u>	<u>Notes</u>
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REVENUES

Per Pupil Charter Payments	13,794,361	Based on FY 16 UPPFF Budget Sheet from PCSB
Federal Entitlements / Grants	170,000	
Income From Private Grants / Donations		
School Activity Fees		
Other Income	3,814,538	

TOTAL REVENUES: \$17,778,899

EXPENSES

Personnel Salaries and Benefits

<i># Of Full Time Employees</i>	<i># Of Part Time Employees</i>
---------------------------------	---------------------------------

Administration Salaries		
Custodian Salaries		
Maintenance Salaries		
Security Salaries		
Transportation Salaries		
Food Service Salaries		
Instructional Salaries		
Special Education Salaries		
After School Service Salaries		
Employee Benefits		
Payroll Taxes / Fees		



Subtotal Personnel \$0 0 0
Costs:

Direct Student Costs

Staff Development Costs
Textbooks
Instructional Supplies / Materials
Library / Media Center Materials
Instructional Computers / Materials
Other Instructional Equipment
Instructional Furnishings / Supplies
Student Assessment Materials
Contracted Instructional / Student Services
Miscellaneous Student Costs

Subtotal Direct Student -----
Costs: \$0

Occupancy Expenses

Rent / Lease
Mortgage Payments
Building Supplies / Materials
Building Equipment Purchase
Building Equipment Rental / Lease
Building Equipment Maintenance / Repairs
Building Maintenance / Repairs
Utilities (Electric / Gas / Water)
Janitorial Supplies
Contracted Building Services

Subtotal Occupancy -----
Expenses: \$0

Office Expenses

Office Supplies /
Materials
Office Equipment Purchase
Office Equipment Rental / Lease
Office Equipment Maintenance / Repairs
Telephone / Telecommunications
Legal Fees
Accounting / Auditing Fees
Printing / Copying
Postage / Shipping
Advertising
Other

Subtotal Office -----
Expenses: \$0

General Expenses

Insurance
Licenses / Permits
Bank Fees
Entertainment
Local Travel
Out Of Town Travel
Food Service
After School Service Expense
Management Fee 17,778,899

St. Coletta Special
Education Public
Charter School has a
Management
Agreement in place to
operate the Charter
School

Administration Fee
Board Of Education Oversight Fee
Other General Expense

Subtotal General Expenses: \$17,778,899

TOTAL EXPENSES: \$17,778,899

EXCESS (OR DEFICIENCY) \$0

E. Other

1. St. Coletta career-based training sites
2. Professional Development Outcomes 2015-2016

1. Narrative Summary for Career-Based Training School Year 2015-2016

During the 2015-2016 school year teachers administered the *St. Coletta Vocational Task Analysis Assessment Tool* to one hundred thirteen (N=113) students whose ages ranged from 15-22 and who are participating in the Career Based Training Program at St. Coletta, in order to re-establish baseline data for the Alternate Accountability Framework (AAF).

St. Coletta teachers focused on measuring a student's ability to acquire career-based training tasks within two quarters of an assigned career-based training site offered at school and community-based locations.

St. Coletta Training Sites 2015-2016**Community Career-Based Training Sites (Group)**

- DC Central Kitchen
- Department of Labor
- Food Delivery Service

- Fused Glass Assistants
- Goodwill
- Mail Delivery (Human Resources)
- Martha's Table: Outfitters (Anacostia location)
- New York Pizza
- So Others Might Eat (SOME)
- St. Coletta Mobile Fashion Truck (Crystal City, Union Market and Washington Harbor)
- USDA Headquarters Cafeteria
- YMCA Anthony Bowen

School Career-Based Training Sites (Group)

- Administrative Helpers
- Basic Mail Delivery
- Cafeteria Monitors
- Janitorial Service
- Landscapers
- Laundry
- Lunch Preparers
- Lunch Distributors
- Recyclers
- Stocking

School Career-Based Training Sites (Individual)

- Art Assistant (3)
- AT Lab Assistant (1)
- Bus Duty Assistant (3)
- Facilities Assistant (1)
- Front Office Shredding Assistant (1)
- Fused Glass Assistant (2)
- H4/5 Kitchen Assistant (2)
- Landscaping (Horticulture) Assistant (2)
- Music Assistant (2)
- Office Assistant (2)
- Physical Education Assistant (3)
- Physical Therapy Assistant (2)
- Recycling Assistant (1)
- Stocking Assistant (1)
- Therapeutic Services Assistant (3)

2. Narrative Summary for Professional Development/Assessment and Instruction: School Year 2015-2016

- During the 2015-2016 school year, Professional Development Training continued to focus on effective data collection methods and instructional strategies for students with significant disabilities. New professional staff completed an on-line ABA (Applied Behavior Analysis) program through Maximum Potential Kids, Inc. They completed modules on a variety of ABA elements including prompt hierarchy, discrete trial instruction, shaping, errorless teaching, reinforcement and task analysis. These training sessions, led by Board Certified Behavior Analyst (BCBA) staff, also provided supports to teachers by enhancing paraprofessional staff with effective data collection in the classroom. Training was also conducted on data driven goal development, which focused on writing appropriate and effective IEP goals and objectives. Training on Structured Teaching, an evidence- based practice that focuses on the set up of a student's physical learning environment, use of visual supports, and structured tasks related to IEP goals, was provided to all teachers.
- LEA Title I funds were applied for behavior support staff to increase their knowledge of ABA practices through a Registered Behavior Tech program. One behavior staff gained his BCaBA (Board Certified Assistant Behavior Analyst). They will be supervised by our Board Certified Behavior Analysts to provide more support and assistance to teachers and staff in the classroom in providing supports to students with behavior intervention plans.
- Throughout the school year, professional development continued to focus on teaching functional literacy and math skills for students with significant disabilities. A two day training entitled Teaching Literacy Skills to Students with Significant Disabilities was conducted by Susan Norwell, MA in Special Education, for teachers and selected therapists. The *Learning Language and Loving It* certification program through The Hanen Center was conducted for new teachers by previously by previously trained staff. All teachers received training on *Evidenced Based Practices for Teaching Math* to support numeracy skill development. These trainings include effective supports for students with severe cognitive impairments. In August 2015, new teachers, therapists and paraprofessionals were introduced to a variety of teaching strategies such as an overview of functional academic and life skills instruction, Howard Gardner's theory on Multiple Intelligences, the Reggio-Emilia approach to learning, theme-based instruction and project-based learning.
- Professional and paraprofessional staff continued to receive training on a variety of instructional supports for students with significant disabilities. In August 2015, staff training topics included multi-sensory approach to learning, incorporating the philosophy of Multiple Intelligences in classroom activities, supporting students using adapted equipment such as switches and communication devices, creating structured tasks, and adapting books to meet varied levels of learners.
- Through the use of Title I funds, several teachers attended the CEC Conference (Council for Exceptional Children) and several therapists attended the Closing the Gap conference. Four professional staff attended training on the 4 Block Literacy Model, a method of teaching reading skills to students with significant disabilities.
- Training on how to implement a functional life skills curriculum continued school wide. New staff received training in August 2015 on theme-based teaching, project based learning and linking instruction to meaningful community based instructional activities. Throughout the school year, paraprofessionals received training on how to support student instruction during group activities and how to effectively use communication devices to foster active engagement. School nurses provided trainings in Health and Wellness and how to support students with medical needs in the classroom. During August 2015, all new staff also received training on how to support students with alternate feeding needs and strategies for toilet training. Positive Behavior Supports training was conducted with all new staff in August 2015.

Additionally, sessions on conflict resolution, responding to student behaviors and supporting students in crisis were led by school social workers and behavior specialists.

- Training continued throughout the school year on using Assistive Technology to support students in the classroom. The Assistive Technology specialist and other related providers held trainings on using switches, adapted computer equipment, interactive computer programs, and a variety of communication methods such as picture communication and voice output devices. Five new iPads and three interactive TV monitors were purchased with LEA Title I funds to provide additional classrooms with opportunities for students to engage and participate in adapted computer based activities during instructional lessons. Paraprofessional staff received training from the Instructional Support Teacher and Assistive Technology Specialist on how to adapt books to engage students more effectively during literacy lessons and the Assistive Technology Specialist and Instructional Support Teacher provided training and support in adapting computer based literacy activities used on large screen interactive monitors and classroom iPads. Several teachers attended OSSE led training on using Assistive Technology in the classroom in February, 2016.
- Staff development continues to focus on training teachers on informal and formal measures to assess student progress. All new teachers received training on Educational Assessments and the Eligibility Process in August 2015. Training on the Assessment of Basic Language and Learning Skills (ABLLS-R) was provided during staff development for all teachers in House 1, House 2, and House 3. Teachers reviewed the testing procedures and materials and discussed how to best implement with their students. New teachers in received training on the TEACCH Transition Assessment Profile (TTAP) in August 2015 and it was reviewed throughout the school year with select teachers to support them in implementing the assessment tool.
- Developing appropriate goals and objectives for student Individual Education Plans (IEP) was provided during a staff development session in May 2016. Training focused on effective goal planning using formal and informal assessments to make data-driven to support a student's instructional program. Instructional leaders provided examples of functional goals to be embedded in functional activities throughout the school day. Teachers provided training to classroom staff on effective data collection to support accurate tracking of student progress.
- New teachers were provided initial training on how to utilize SEDS (EasyIEP) during training in August 2015 and training was ongoing for all teachers throughout the school year. Training focused on guiding and assisting teachers to ensure IEPs were completed within DCPS' required timelines for review and that all IEPs were finalized within mandated timelines. Instructional leaders and the Vocational Coordinator provided support for teachers in transition plan development and conducting student-led IEP meetings.
- Training was conducted in August 2015 for all new teachers on the Common Core State Standards (CCSS). Throughout the year there is ongoing support and guidance for teachers to increase effective alignment of state standards to student IEPs through informal meetings and teacher tutoring sessions.
- Teacher tutoring continued to support all teachers in a variety of instructional contexts. Trainings were available on effective lesson plan development, IEP goal writing, effective data collection methods, analyzing student progress and using a wide range of adapted materials in the classroom to support student engagement. On a monthly basis, teachers would review and discuss student progress with their supervisors to determine strategies for ensuring they were effectively meeting the needs of their students.
- Training in critical competencies on prompt hierarchy, specific verbal praise, active engagement, data collection, and structured tasks continued with new staff. Behavior specialists and instructional

supervisors conducted trainings during each new hire orientation throughout the school year. Behavior staff and supervisors followed up with staff observations in the classroom to ensure effective implementation of the targeted skill areas.

- The “Sheltered English Instructional Approach” training continues to be provided for all teachers with students who speak English as a second language in order to provide appropriate and effective adaptations within the classroom.