

2016-17
Five-Year Charter Review Report
Creative Minds International
Public Charter School

November 23, 2016

DC Public Charter School Board
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BOARD VOTE and KEY FINDINGS

The DC Public Charter School Board (DC PCSB) staff has conducted a charter review of Creative Minds International Public Charter School (Creative Minds PCS) according to the standard required by the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq.*¹

Creative Minds PCS fully met 11 goals, partially met two, and did not meet one of its 14 goals and student academic achievement expectations. The school has neither materially violated the law nor its charter, and is in strong fiscal health.

Based on these findings, on November 21, 2016 the DC PCSB Board voted 6-0 to continue the school's charter without conditions.

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."² As part of this review, DC PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.³

If DC PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance, or revoke the school's charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

¹ D.C. Code § 38-1802.12(a)(3).

² D.C. Code § 38-1802.12(a)(3).

³ D.C. Code § 38-1802.12(c).

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

Creative Minds PCS began operation in 2012 under authorization from the DC Public Charter School Board (DC PCSB), originally serving students in grades pre-kindergarten-3 through second grade under a charter that allowed them to serve through grade 5.

According to its charter, Creative Minds PCS is designed to provide a supportive and positive environment for learning. This design includes the use of the International Primary Curriculum (IPC) for part of the day in all grade levels. "The IPC is a comprehensive, thematic, creative curriculum for 3 to 12 year olds, with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning."⁴ Schools in more than 90 countries use this global approach to learning.

The school serves a racially and socioeconomically diverse population of students. Creative Minds has a commitment to include all students with different backgrounds and learning styles. Last school year the school's special education population comprised 29.5% of the overall student population. The percent of students receiving level 3 services was 2.9% and the percent of students receiving level 4 services was 24.3%. This is higher than the sector average. Creative Minds PCS spent its early years in a temporary facility and is now located on the Armed Forces Retirement Home Campus in Northwest Washington, DC.

The school's mission is:

... to offer students a positive learning experience within a comprehensive education program that involves a highly engaged international, project-based curriculum, includes the arts, and integrates standards-based literacy and math instruction in supportive small classrooms.

The school has undergone a number of charter amendments in its first few years of operation. On December 3, 2014 DC PCSB voted to amend the school's charter agreement to contain new goals and academic achievement expectations. DC PCSB granted the school an enrollment increase on January 22, 2014. On May 18,

⁴ Please see <http://www.greatlearning.com/ipc/the-ipc/what-is-ipc>

2015, the school was approved to expand its program to operate a middle school program to serve grades 6-8.⁵ The school changed its goals and achievement expectations again on February 22, 2016 to refine the language and include their new math assessment.

Creative Minds PCS is growing one grade per year and is currently serving students in pre-kindergarten through sixth grade. The table below shows the school’s enrollment.

Enrollment					
Year	2012-13	2013-14	2014-15	2015-16	2016-17
Grade Levels	PK3 - 2	PK3 - 3	PK3 - 4	PK3 - 5	PK3 -6
Number of Students	105	137	181	237	341

As part of this 5-year review, DC PCSB conducted a Qualitative Site Review (QSR)⁶ in March 2016. The QSR team scored a high percentage of observations as “distinguished” or “proficient” in the two domains of the review: classroom environment and instruction. This strong qualitative assessment reinforces the conclusion that the school should have its charter continued without conditions. All members of the QSR team noted the positive and respectful interactions throughout the school and amongst all members of the school community. Teachers provided students with choices, both in terms of the center-time work they engaged in, as well as how they wanted to demonstrate their learning. Most students were intellectually engaged in open-ended learning tasks throughout the grade levels.

⁵ The school currently serves all grades at one campus located at a single facility.
⁶ Please see the Creative Minds PCS Qualitative Site Review attached as Appendix A.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

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

Creative Minds PCS originally proposed 11 goals and academic expectations in its charter, executed in 2012. However, at the start of its third year of operation, the school asked for and the DC PCSB Board approved a set of revised goals. The Board approved further goal revisions a year later in February 22, 2016. The chart below includes all of school’s 14 goals over the past four years and summarizes DC PCSB staff’s determinations of whether Creative Minds PCS met its goals and academic expectations. These determinations are further detailed in the body of this report. Despite the multiple edits to goals, many of the revisions reflect changes in assessments or targets and the goals can still be compared across years. Some goals were abandoned, while others were introduced. During the course of this five-year period, the school had 14 goals, of which it met 11, partially met two, and did not meet one.

	Goals and Academic Expectations	Met?
1	<p>Literacy for Pre-Kindergarten</p> <p>a. In 2012-13 and 2013-14 students will have strong English language arts and literacy skills, demonstrated by reading and comprehending developmentally appropriate material and demonstrating proficiency based on individualized student goals and informal and formal assessments.</p> <p>b. In 2014-15 and 2015-16 at least 80% of Pre-Kindergarten students will meet or exceed widely held expectations per the growth report from the fall to the spring administration of the GOLD assessment.</p>	Yes

	Goals and Academic Expectations	Met?
2	<p>Literacy Grades K-2</p> <p>a. In 2014-15 at least 75% of Kindergarten through fifth grade students will either demonstrate one year of progress (instructional levels) between fall and spring administrations of the Developmental Reading assessment as determined by the attached growth chart as per the approved Early Childhood Performance Management Framework assessment list.</p> <p>b. In 2014-15 on a yearly basis, at least 75% of Kindergarten through second grade students will score on grade level or higher (instructional level) on the Developmental Reading Assessment. (K = Level 3; 1st grade = Level 16; 2nd grade = Level 28; 3rd grade = Level 38; 4th grade = Level 44; 5th grade = Level 50).</p> <p>c. In 2015-16 on a yearly basis, at least 75% of Kindergarten through second grade students will either demonstrate one year of progress (instructional levels) between fall and spring administrations of the Developmental Reading assessment as determined by the attached growth chart or score on grade level or higher (instructional level) on the Developmental Reading Assessment. (K = Level 3; 1st grade = Level 16; 2nd grade = Level 28).</p>	Yes

	Goals and Academic Expectations	Met?
3	<p>English Language Arts grades 3-5</p> <p>a. In 2014-15 students in testing grades will meet or exceed the state average for the respective grade levels on the state assessment for English Language Arts. If 50% or more of students qualify as Special Education the following target will apply in place of the previous target: The percent of students scoring proficient or advanced on the state assessment in reading in grades 3-5 will meet or exceed the state average for Special Education in English Language Arts.</p> <p>b. In 2015-16 the percent of students scoring proficient or advanced on the state assessment in reading in tested grades will meet or exceed the state average in English Language Arts. If 50% or more of students qualify as Special Education the following two targets will apply in place of the previous target: The percent of special education students scoring proficient or advanced on the state assessment in reading in grades 3-8 will meet or exceed the state average for Special Education in English Language Arts. The percent of non-special education students scoring proficient or advanced on the state assessment in reading in grades 3-8 will meet or exceed the state average for non-special education students in English Language Arts.</p>	Yes
4	<p>Math Pre-Kindergarten</p> <p>a. In 2012-13 and 2013-14 students will acquire a solid foundation in mathematics concepts, computation, and problem-solving, demonstrated by proficiency based on individualized student goals and informal and formal assessments.</p> <p>b. In 2014-15 and 2015-16 at least 80% of Pre-Kindergarten students will meet or exceed widely held expectations per the growth report from the fall to the spring administration of the GOLD assessment.</p>	Yes

	Goals and Academic Expectations	Met?
5	<p>Math grades K-5</p> <p>a. In 2012-13 and 2013-14 students will acquire a solid foundation in mathematics concepts, computation, and problem-solving, demonstrated by proficiency based on individualized student goals and informal and formal assessments.</p> <p>b. In 2014-15 and 2015-16 at least 75% of Kindergarten through fifth grade students will make 0 or greater Normal Curve Equivalence (NCE) for growth or score above a stanine 5 on the G-Made Assessment.⁷</p>	Partially Met
6	<p>Math grades 3-5</p> <p>a. In 2014-15 students in testing grades will meet or exceed the state average for their respective grade levels on the state assessment for mathematics. If 50% or more of students qualify as Special Education the following target will apply in place of the previous target: The percent of students scoring proficient or advanced on the state assessment in math in grades 3-5 will meet or exceed the state average for Special Education in math.</p> <p>b. In 2015-16 the percent of students scoring proficient or advanced on the state assessment in math in tested grades will meet or exceed the state average in math. If 50% or more of students qualify as Special Education the following two targets will apply in place of the previous target: The percent of special education students scoring proficient or advanced on the state assessment in math in grades 3-8 will meet or exceed the state average for Special Education in Math. The percent of non-special education students scoring proficient or advanced on the state assessment in reading in grades 3-8 will meet or exceed the state average for non-special education students in math.</p>	Partially Met

⁷ The school will not have data for their goal for 2015-16. Starting in 2016-17 the goal will be: "At least 70% of all students in grades K-5 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math based on NWEA MAP national norms by June of each year." (Note: staff recommendation is that this change begin in 2016-17). The school will report NWEA MAP data for 2015-16.

	Goals and Academic Expectations	Met?
7	<p>International Awareness/Foreign Language</p> <p>a. In 2012-13 and 2013-14 Creative Minds PCS will successfully implement the International Primary Curriculum. As a result:</p> <ul style="list-style-type: none"> • Students will demonstrate cross-cultural understanding and sensitivity. • Students will demonstrate understanding of other cultures and places in the world through their research and projects. <p>Students will be offered instruction in Spanish and other foreign languages based on surveys assessing parents' preferences for specific languages. As a result:</p> <ul style="list-style-type: none"> • Students will be motivated to continue learning a foreign language over the years they attend Creative Minds PCS. • Students will have basic skills in a language pursued at the school. • Students will participate in after-school foreign-language instruction. <p>b. In 2014-15 and 2015-16 students in all grade levels served at Creative Minds International PCS will spend at least 10% of instructional time each year in visual, performing arts, and foreign-language based activities.</p>	Yes
8	<p>Arts Education and Integration into the Curriculum</p> <p>In 2012-13 and 2013-14 Creative Minds PCS will have a strong arts program with a growing number of teachers teaching each art form (music, dance, theater, and visual arts). Students will engage in the different areas of learning in the arts outlined by the District of Columbia Arts Standards. The arts will be integrated into the school's project-based curriculum to enhance students' access to learning through different modalities (i.e., visual, kinesthetic, and auditory).</p>	Yes

	Goals and Academic Expectations	Met?
9	<p>DIR/Floortime model (Social Emotional)</p> <p>In 2012-13 and 2013-14 students make progress in social/emotional, cognitive and developmental areas of learning by mastering the nine milestones presented in the DIR/Floortime model. Assessment results will be tracked under each area of development in individual student portfolios until the student masters all nine levels (between ages 3-11, depending on individual developmental differences).</p>	No
10	<p>Attendance (Positive Classroom and School Learning Environments)</p> <p>In 2012-13 and 2013-14 students will be actively engaged in learning the majority of the time.</p> <p>School staff members and students will have positive interactions on a regular basis.</p> <ul style="list-style-type: none"> • Students will have multiple opportunities for success through the variety of activities offered at the school. • Students will attend school regularly. 	Yes
11	<p>School Operations (Collaborative Decision-Making and Community Involvement)</p> <p>In 2012-13 and 2013-14 Creative Minds PCS will maintain an active Board of Trustees who attend monthly meetings and support the school.</p> <p>The school will have an active Parent-Teacher-Student Association (PTSA) that collaborates with and supports the school leadership team.</p> <p>Parents will demonstrate a positive opinion of the school and recommend it to others.</p> <p>The school will be supported by and collaborate with community organizations to provide additional services to students and their parents.</p>	Yes

	Goals and Academic Expectations	Met?
12	<p>Financial Integrity (Financial Sustainability)</p> <p>In 2012-13 and 2013-14 Creative Minds PCS will maintain a positive financial position.</p> <p>Creative Minds PCS will use practices that ensure its financial integrity.</p> <p>Creative Minds PCS will anticipate long-term financial threats and opportunities.</p>	Yes
13	<p>Fundraising</p> <p>In 2012-13 and 2013-14 Creative Minds PCS will fundraise effectively. School leaders will assess whether potential grant opportunities are being appropriately identified and pursued.</p>	Yes
14	<p>Accreditation</p> <p>In 2014-15 and 2015-16 Creative Minds International PCS will start the International Primary Curriculum (IPC) accreditation process in its 3rd year of operation (school year 2014-15) with the goal of completing the accreditation process by the school's sixth year of operation, school year 2017-18.</p>	Yes

Performance Management Framework

In school years 2012-13 and 2013-14, DC PCSB had two frameworks, one for grades PK3-2 called the Early Childhood (EC) PMF and one for grades 3-8 called the Elementary School/Middle School (ES/MS) PMF. The frameworks were merged together in school year 2014-15 into a PK3-8 PMF. In that same year, the state switched to the Partnership for the Assessment of Readiness for College and Career (PARCC) assessment. To allow schools an opportunity to adjust to the new assessment, 2014-15 PARCC outcomes will not be included in charter review analyses. However DC PCSB does display the PARCC results in this review report and other measures including EC achievement measures, re-enrollment and attendance rates will be considered in this report.

The only year the school received a score for the PK3-8 PMF was in SY2015-16.

Grade Levels	2012-13 Accountability Plan	2013-14 PMF	2014-15 PMF	2015-16 PMF
PK3 – 2	Met 7 out of 7 measures on their accountability plan	Met the floor of 12 out of 12 measures on EC PMF	PMF not scored or tiered	52.6% on the PK – 8 PMF Tier 2
3 – 8	N/A because the school did not serve these grades	N/A because the school did not serve these grades	PMF not scored or tiered	
Grade Levels	PK3-2	PK3-3	PK3-4	PK3-5

Goal 1: Literacy for Prekindergarten

Assessment: **Creative Minds PCS met this goal.** The school met all of its PK literacy targets each year.

PK Literacy Progress and Achievement		
Year	Target	Target Met?
2012-13	Students will have strong English language arts and literacy skills, demonstrated by reading and comprehending developmentally appropriate material and demonstrating proficiency based on individualized student goals and informal and formal assessments.	Yes. 98.1% of students met this target.
2013-14		Yes. 100.0% of students met this target.
2014-15	At least 80% of Pre-Kindergarten students will meet or exceed widely held expectations per the growth report from the fall to the spring administration of the GOLD assessment.	Yes. 98.5% met or exceeded the publisher's expectations for growth.
2015-16		Yes. 98.8% met or exceeded the publisher's expectations for growth.

Goal 2: Literacy for grades K-2

Assessment: **Creative Minds PCS met this goal.** The school met all of its K-5 literacy targets each year.

K-5 Literacy Progress and Achievement		
Year	Target	Target Met?
2012-13	Students will have strong English language arts and literacy skills, demonstrated by reading and comprehending developmentally appropriate material and demonstrating proficiency based on individualized student goals and informal and formal assessments.	Yes. 78.1% of the students met this target.
2013-14		Yes. 93.1% of the students met this target.
2014-15	At least 75% of Kindergarten through fifth grade students will demonstrate one year of progress (instructional levels) between fall and spring administrations of the Developmental Reading Assessment as determined by the attached growth chart as per the approved Early Childhood Performance Management Framework assessment list.	Yes. 75% of the students met this target.
	On a yearly basis, at least 75% of Kindergarten through second grade students will score on grade level or higher (instructional level) on the Developmental Reading Assessment. (K = Level 4; 1 st grade = Level 18; 2 nd grade = Level 28; 3 rd grade = Level 38; 4 th grade = Level 44; 5 th grade = Level 50).	Yes. 85.5% of the students met this target.

K-5 Literacy Progress and Achievement		
Year	Target	Target Met?
2015-16	On a yearly basis, at least 75% of Kindergarten through second grade students will either demonstrate one year of progress (instructional levels) between fall and spring administrations of the Developmental Reading assessment as determined by the attached growth chart or score on grade level or higher (instructional level) on the Developmental Reading Assessment. (K = Level 3; 1 st grade = Level 16; 2 nd grade = Level 28).	Yes. 85.3% of the students met this target.

Goal 3: English Language Arts grades 3-5

Assessment: **Creative Minds PCS met this goal.** The school met all of its 3-6 tested grades targets each year.

Year	Target	Target Met?
2014-15	<p>Students in testing grades will meet or exceed the state average for their respective grade levels on the state assessment for English Language Arts.</p> <p>If 50% or more of students qualify as Special Education the following target will apply in place of the previous target: The percent of students scoring proficient or advanced on the state assessment in reading in grades 3-5 will meet or exceed the state average for Special Education in English Language Arts.</p>	<p>Yes.</p> <p>The school met this target by exceeding the state average for 4+ on the PARCC.</p> <p>60% of students in grades 3 and 4 qualified as Special Education and the school exceeded the state average for Students with Disabilities.</p>

Year	Target	Target Met?
2015-16	<p>The percent of students scoring proficient or advanced on the state assessment in reading in tested grades will meet or exceed the state average in English Language Arts.</p> <p>If 50% or more of students qualify as Special Education the following two targets will apply in place of the previous target:</p> <p>The percent of special education students scoring proficient or advanced on the state assessment in reading in grades 3-8 will meet or exceed the state average for Special Education in English Language Arts.</p> <p>The percent of non-special education students scoring proficient or advanced on the state assessment in reading in grades 3-8 will meet or exceed the state average for non-special education students in English Language Arts.</p>	<p>Yes.</p> <p>The school met this target by exceeding the state average for 4+ on the PARCC.</p> <p>46% of the students qualified as Special Education so only the first target applies.</p>

State Assessment Analysis

In 2014-15 the state introduced a new statewide assessment, Partnership for the Assessment of Readiness for College and Career (PARCC), to measure students in grades 3-8 in English language arts and math. This test replaces the previous state assessment, DC Comprehensive Assessment System (DC CAS) in reading and math and DC's writing assessment, as the statewide assessment for English and math proficiency. Due to these changes, DC PCSB holds schools harmless for its performance on measures using PARCC data in 2014-15. However, scores that show the school is achieving at or above the state average and scores on non-PARCC-related measures such as attendance and re-enrollment will be taken into consideration for 2014-15.⁸

The overall proficiency rates for all students were higher than the state average on the state assessment. In addition, Black non-Hispanic students, students with disabilities, and female students had higher proficiency levels than the state averages for those subgroups in both years that the state assessment was given. The percentage of students with disabilities scoring 3+⁹ or 4+ on the state assessment was at least double the state average in SY2015-16. The 2015-16 PARCC data, however, also show that White students and economically disadvantaged students performed below the state average when compared to those subgroups.

⁸ Through the 2017-2018 review cycles, DC PCSB will provide flexibility in the use of the 2014-15 Partnership for Assessment of Readiness for College and Careers (PARCC) scores in calculating a school's PMF score. However, DC PCSB will continue to use non-PARCC-related PMF measures...as well as prior year DC CAS results to determine school performance during a charter review and renewal.
<http://www.dcpsb.org/sites/default/files/report/PMF%20as%20Goals%5B1%5D.pdf>

⁹ The school will not have data for their goal for 2015-16. Starting in 2016-17 the goal will be: "At least 70% of all students in grades K-5 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math based on NWEA MAP national norms by June of each year."

Creative Minds PCS Reading Proficiency						
	2013-14 Grade 3		2014-15 Grade 3 and 4 PMF not scored or tiered		2015-16 Grades 3, 4, and 5	
	Creative Minds PCS	State	Creative Minds PCS	State	Creative Minds PCS	State
All Students	83.3% n=12	44.0%	3+ 65.4% 4+ 38.5% n=26	3+ 65.4% 4+ 25.0%	3+ 56.5% 4+ 32.6% n=46	3+ 51.8% 4+ 27.7%
Black Non Hispanic Students	n<10	35.1%	3+ 63.6% 4+ 27.3% n=11	3+ 39.7% 4+ 16.5%	3+ 50.0% 4+ 20.0% n=20	3+ 44.2% 4+ 19.7%
Hispanic Students	n<10	36.4%	n<10	3+ 45.7% 4+ 19.6%	3+ 41.7% 4+ 25.0% n=12	3+ 51.4% 4+ 24.2%
White Students	n<10	90.2%	n<10	3+ 90.7% 4+ 75.0%	3+ 78.6% 4+ 57.1% n=14	3+ 90.8% 4+ 73.5%

Creative Minds PCS Reading Proficiency						
	2013-14 Grade 3		2014-15 Grade 3 and 4 PMF not scored or tiered		2015-16 Grades 3, 4, and 5	
	Creative Minds PCS	State	Creative Minds PCS	State	Creative Minds PCS	State
Asian Students	n<10	n<25	n<10	n<10	n<10	3+ 80.4% 4+ 56.0%
Multiracial Students	n/a	n<25	n/a	3+ 77.4% 4+ 62.4%	n<10	3+ 80.8% 4+ 62.7%
English Language Learners	n/a	36.8%	n<10	3+ 38.5% 4+ 14.3%	n<10	3+ 42.4% 4+ 16.8%
Students with Disabilities	n<10	n<25	3+ 57.1% 4+ 14.3% n=14	3+ 13.6% 4+ 4.4%	3+ 40.0% 4+ 20.0% n=20	3+ 19.4% 4+ 6.7%
Economically Disadvantaged	n<10	33.9%	n<10	3+ 37.2% 4+ 14.4%	3+ 35.0% 4+ 15.0% n=20	3+ 43.3% 4+ 18.5%

Creative Minds PCS Reading Proficiency						
	2013-14 Grade 3		2014-15 Grade 3 and 4 PMF not scored or tiered		2015-16 Grades 3, 4, and 5	
	Creative Minds PCS	State	Creative Minds PCS	State	Creative Minds PCS	State
Male	n<10	39.2	3+ 58.3 4+ 33.3 n=12	3+ 43.0 4+ 21.6	3+ 47.8 4+ 13.0 n=23	3+ 46.5 4+ 23.8
Female	n<10	48.9%	3+ 71.4% 4+ 42.9% n=14	3+ 52.2% 4+ 28.3%	3+ 65.2% 4+ 52.2% n=23	3+ 57.2% 4+ 31.6%

Reading Growth

An MGP (median growth percentile) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance. In 2014-15 the school's Median Growth Percentile (MGP) was at average, but in school year 2015-16, the results were more than 10 points lower.

Creative Minds PCS Reading MGP			
	2013-14 Grades 3	2014-15 PMF was not scored or tiered Grades 3 - 4	2015-16 Grades 3 - 5
All Students	n/a	52.5	38.0

DC PCSB does not report data when fewer than ten students are in a subgroup. There were fewer than ten students in each subgroup so we did not publish a table for this data.

Qualitative Evidence

Notes from the Qualitative Site Review of Creative Minds PCS support the quantitative data showing that the school is meeting its reading goals.

The QSR team observed reading instruction in several settings, including a Special Education pullout, a reading/writing block, and literacy centers. Teachers used high-level vocabulary with the majority of students, often prompting the use of the same vocabulary by students. These teachers also explained what the words meant through the context of the material.

Goal 4: Math for Prekindergarten

Assessment: **Creative Minds PCS met this goal.** The school met all of its PK and math targets.

PK Math Progress		
Year	Target	Target Met?
2012-13	Students will acquire a solid foundation in mathematics concepts, computation, and problem-solving, demonstrated by proficiency based on individualized student goals and informal and formal assessments. The school administered the GOLD assessment.	Yes. 90.8% of students met this target.
2013-14		Yes. 96.9% of students met this target.
2014-15	At least 80% of Pre-Kindergarten students will meet or exceed widely held expectations per the growth report from the fall to the spring administration of the GOLD assessment.	Yes. 98.5% of students met this target.
2015-16		Yes. 97.6% of students met this target.

Goal 5: Math for grades K-5

Assessment: **Creative Minds PCS partially met this goal.** The school met its math goals in two of its four years of operation. It chose not to administer a formal standardized math assessment in SY2012-13. In 2014-15, after two years of administering the GMADE, the school chose not to administer it again, in favor of a new assessment. However, analyzing the data from their new assessment, NWEA MAP, the school did not meet its target.

K-5 Math Progress		
Year	Target	Met?
2012-13	Students will acquire a solid foundation in mathematics concepts, computation, and problem-solving, demonstrated by proficiency based on individualized student goals and informal and formal assessments. The school administered the GMADE assessment in 2013-14 but not in 2012-13.	No data – the school did not administer an assessment for this goal.
2013-14		Yes. 98.3% of students met this target.

K-5 Math Progress		
Year	Target	Met?
2014-15	At least 75% of Kindergarten through fifth grade students will make 0 or greater Normal Curve Equivalence (NCE) for growth or score above a stanine 5 on the G-Made Assessment.	Yes. 96.4% of students met this target.
2015-16	<p>a. At least 75% of Kindergarten through fifth grade students will make 0 or greater Normal Curve Equivalence (NCE) for growth or score above a stanine 5 on the G-Made Assessment.</p> <p>b. At least 70% of all students in grades K-5 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math based on NWEA MAP national norms by June of each year.</p> <p>(Note: DC PCSB staff recommendation was for this change to begin in 2016-17. However, these are the only data we have for math.)</p>	<p>No.</p> <p>The school did not administer this assessment in 2015-16.¹⁰</p> <p>67.3% of students met the NWEA MAP target.</p>

¹⁰ Creative Minds PCS only administered NWEA MAP in 2015-16 so we included that data in the report even though the charter agreement called for GMADE data.

Goal 6: Math for grades 3-5

Assessment: **Creative Minds PCS partially met this goal.** The school did not meet the targets by exceeding the state average either year. In 2014-15 the school had a SPED population greater than 50% and the school exceeded the state average for Students with Disabilities.

3-5 Math Achievement		
Year	Target	Met?
2014-15	<p>Students in testing grades will meet or exceed the state average for their respective grade levels on the state assessment for mathematics.</p> <p>If 50% or more of students qualify as Special Education the following target will apply in place of the previous target: The percent of students scoring proficient or advanced on the state assessment in math in grades 3-5 will meet or exceed the state average for Special Education in math.</p>	<p>Yes.</p> <p>The school did not meet this target by exceeding the state average for 4+ on the PARCC.</p> <p>60% of students grades 3 and 4 qualified as Special Education and the school exceeded the state average for Students with Disabilities.</p>
2015-16	<p>The percent of students scoring proficient or advanced on the state assessment in math in tested grades will meet or exceed the state average in math.</p> <p>If 50% or more of students qualify as Special Education the following two targets will apply in place of the previous target:</p> <p>The percent of special education students scoring proficient or advanced on the state assessment in math in grades 3-8 will meet or exceed the state average for Special Education in math.</p> <p>The percent of non-special education students scoring proficient or advanced on the state assessment in math in grades 3-8 will meet or exceed the state average for</p>	<p>No.</p> <p>The school did not meet this target by exceeding the state average for 4+ on the PARCC.</p> <p>46% of the students qualified as Special Education so only the first target applies.</p>

3-5 Math Achievement		
Year	Target	Met?
	non-special education students in math.	

The overall proficiency rates for all students taking the state assessment were higher than the state average for 3+ but lower than the state average for 4+. Regarding the subgroup proficiency data, Black students, Students with Disabilities, and Female students had higher proficiency levels than the state averages for those subgroups. As with reading proficiency, the rate at which students with disabilities scored 3+ and 4+ on math was at least double that of the state average. But, the 2015-16 PARCC data show that White students, Hispanic students, and Economically Disadvantaged students performed below the state averages for those subgroups.

Creative Minds PCS – Grades 3 - 5 Math Proficiency						
	2013-14 Grade 3		2014-15 Grade 3 and 4 PMF not scored or tiered		2015-16 Grades 3, 4, and 5	
	Creative Minds PCS	State	Creative Minds PCS	State	Creative Minds PCS	State
All Students	41.7% n=12	47.4%	3+ 57.7% 4+ 26.9% n=26	3+ 55.0% 4+ 29.2%	3+ 57.8% 4+ 26.7% n=45	3+ 57.2% 4+ 33.2%
Black Non Hispanic Students	n<10	35.1%	3+ 63.6% 4+ 27.3% n=11	3+ 39.7% 4+ 16.5%	3+ 50.0% 4+ 20.0% n=20	3+ 44.2% 4+ 19.7%

**Creative Minds PCS – Grades 3 - 5
Math Proficiency**

	2013-14 Grade 3		2014-15 Grade 3 and 4 PMF not scored or tiered		2015-16 Grades 3, 4, and 5	
	Creative Minds PCS	State	Creative Minds PCS	State	Creative Minds PCS	State
Hispanic Students	n<10	36.4%	n<10	3+ 45.7% 4+ 19.6%	3+ 41.7% 4+ 25.0% n=12	3+ 51.4% 4+ 24.2%
White Students	n<10	90.2%	n<10	3+ 90.7% 4+ 75.0%	3+ 78.6% 4+ 57.1% n=14	3+ 90.8% 4+ 73.5%
Asian Students	n<10	n<25	n<10	n<10	n<10	3+ 80.4% 4+ 56.0%
Multiracial Students	n/a	n<25	n/a	3+ 77.4% 4+ 62.4%	n<10	3+ 80.8% 4+ 62.7%
English Language Learners	n/a	36.8%	n<10	3+ 38.5% 4+ 14.3%	n<10	3+ 42.4% 4+ 16.8%

Creative Minds PCS – Grades 3 - 5
Math Proficiency

	2013-14 Grade 3		2014-15 Grade 3 and 4 PMF not scored or tiered		2015-16 Grades 3, 4, and 5	
	Creative Minds PCS	State	Creative Minds PCS	State	Creative Minds PCS	State
Students with Disabilities	n<10	n<25	3+ 57.1% 4+ 14.3% n=14	3+ 13.6% 4+ 4.4%	3+ 40.0% 4+ 20.0% n=20	3+ 19.4% 4+ 6.7%
Economically Disadvantaged	n<10	33.9%	n<10	3+ 37.2% 4+ 14.4%	3+ 35.0% 4+ 15.0% n=20	3+ 43.3% 4+ 18.5%
Male	n<10	39.2%	3+ 58.3% 4+ 33.3% n=12	3+ 43.0% 4+ 21.6%	3+ 47.8% 4+ 13.0% n=23	3+ 46.5% 4+ 23.8%
Female	n<10	48.9%	3+ 71.4% 4+ 42.9% n=14	3+ 52.2% 4+ 28.3%	3+ 65.2% 4+ 52.2% n=23	3+ 57.2% 4+ 31.6%

Math Growth

As with reading, math growth declined in 2015-16 going from 75.5 to 42.1.

Creative Minds PCS Math MGP			
	2013-14 Grades 3	2014-15 PMF was not scored or tiered Grades 3 - 4	2015-16 Grades 3 - 5
All Students	n/a	75.5	42.1

DC PCSB does not report data when fewer than ten students are in a subgroup. There were fewer than ten students in each subgroup, so we did not publish a table for this data.

Qualitative Evidence

Notes from the Qualitative Site Review¹¹ of Creative Minds PCS support the quantitative data finding that the school has met this goal.

In many math observations, teachers and students built a solid understanding of mathematical concepts and problem solving through the use of manipulatives. In upper grades students represented place value on paper with drawings and discussed how they arrived at their answers.

Goal 7: International Awareness/Foreign Language

- a. In 2012-13 and 2013-14, Creative Minds PCS will successfully implement the International Primary Curriculum (IPC). As a result:
Students will demonstrate cross-cultural understanding and sensitivity.
Students will demonstrate understanding of other cultures and places in the world through their research and projects.**

¹¹ Please see the Qualitative Site Review attached as Appendix A.

Students will be offered instruction in Spanish and other foreign languages based on surveys assessing parents' preferences for specific languages. As a result:

Students will be motivated to continue learning a foreign language over the years they attend Creative Minds PCS. Students will have basic skills in a language pursued at the school.

Students will participate in after-school foreign-language instruction.

b. In 2014-15 and 2015-16, students in all grade levels served at Creative Minds International PCS will spend at least 10% of instructional time each year in visual, performing arts, and foreign-language based activities.

Assessment: **Creative Minds PCS met this goal.** While the school did not provide quantitative data, DC PCSB observed classrooms through its Qualitative Site Reviews which provided evidence of goal attainment.

Goal 8: Arts Education and Integration into the Curriculum

In 2012-13 and 2013-14 Creative Minds PCS will have a strong arts program with a growing number of teachers teaching each art form (music, dance, theater, and visual arts). Students will engage in the different areas of learning in the arts outlined by the District of Columbia Arts Standards. The arts will be integrated into the school's project-based curriculum to enhance students' access to learning through different modalities (e.g., visual, kinesthetic, and auditory).

Assessment: **Creative Minds PCS met this goal.** While the school did not provide quantitative data, DC PCSB observed classrooms through its Qualitative Site Reviews which provided evidence of goal attainment.

Qualitative Evidence for goals 7 and 8

Notes from the Qualitative Site Review¹² of Creative Minds PCS support the quantitative data.

¹² Please see the Qualitative Site Review attached as Appendix A.

QSR observers noted that the school effectively implements IPC as evidenced by student work and posters about current themes displayed throughout the building, as well as in class discussions. Staff and students work on thematic project-based activities and infuse personal goals (integrity, respect, cooperation, resilience, communication, adaptability, thoughtfulness, inquiry) in all aspects of the curriculum and school culture. Teachers referred to these personal goals during whole group instruction, centers, classroom management, and one-on-one when consoling a child, "You are resilient, right?"

The QSR team observed the arts in specials classes, integrated into centers and IPC units, and throughout the hallways. Students sang and danced in music class. The teacher showed students different instruments including a piccolo, flute, and a ukulele. Students also participated in miming activities in the drama class. Students practiced mirroring the teacher and pretended to go up and down elevators and escalators.

Goal 9: DIR/Floortime model (Social Emotional)

In 2012-13 and 2013-14, students make progress in social/emotional, cognitive and developmental areas of learning by mastering the nine milestones presented in the DIR/Floortime model. Assessment results will be tracked under each area of development in individual student portfolios until the student masters all nine levels (between ages 3-11, depending on individual developmental differences).¹³

Assessment: Creative Minds PCS did not meet this goal. The school did not collect data related to this goal.

Goal 10: Attendance (Positive Classroom and School Learning Environments)

¹³ The school removed this goal through a charter agreement amendment after SY 2013-14.

In 2012-13 and 2013-14, students will be actively engaged in learning the majority of the time. School staff members and students will have positive interactions on a regular basis.

Students will have multiple opportunities for success through the variety of activities offered at the school.

Students will attend school regularly.

Assessment: **Creative Minds PCS met this goal.** School schedules¹⁴ show that students have access to a variety of activities offered at the school. The attendance rates are above the state averages.

Creative Minds PCS In-seat Attendance								
	2012-13 PK3 – Grade 2		2013-14 PK3 – Grade 3		2014-15 PK3 – Grade 4		2015-16 PK3 – Grade 5	
	Creative Minds PCS	State	Creative Minds PCS	State	Creative Minds PCS	State	Creative Minds PCS	State
All Students	93.3%	91.0%	95.0%	91.9%	94.8%	92.6%	94.5%	93.5%

Goal 11: School Operations (Collaborative Decision-Making and Community Involvement)

In 2012-13 and 2013-14 Creative Minds PCS will maintain an active Board of Trustees who attend monthly meetings and support the school.

The school will have an active Parent-Teacher-Student Association (PTSA) that collaborates with and supports the school leadership team.

Parents will demonstrate a positive opinion of the school and recommend it to others.

The school will be supported by and collaborate with community organizations to provide additional services to students and their parents.

¹⁴ Please see the school schedules attached as Appendix B.

Assessment: **Creative Minds PCS met this goal.** DC PCSB reviewed the board meeting minutes from 2012-13 and 2013-14. During these two years, the Board of Trustees attended monthly meetings with average attendance of 5 to 10 board members.¹⁵ The school also provided evidence of PTSA meetings during these years.

DC PCSB also tracks re-enrollment rates as an indicator of parent satisfaction. The re-enrollment rate for each years is above the sector averages.

Creative Minds PCS Re-enrollment						
	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16	
	Creative Minds PCS	Charter Sector	Creative Minds PCS	Charter Sector	Creative Minds PCS	Charter Sector
All Students	94.1%	80.2%	87.3%	82.3%	93.7%	82.6%

Goal 12: Financial Integrity (Financial Sustainability)

In 2012-13 and 2013-14 Creative Minds PCS will maintain a positive financial position. Creative Minds PCS will use practices that ensure its financial integrity. Creative Minds PCS will anticipate long-term financial threats and opportunities.

Assessment: **Creative Minds PCS met this goal.** Section three of this report provides more detail on the financial integrity of the school. DC PCSB staff finds that Creative Minds PCS is economically viable, has complied with GAAP, and shows strong financial performance and appears to have adequate internal controls.

Goal 13: Fundraising

In 2012-13 and 2013-14 Creative Minds PCS will fundraise effectively. School leaders will assess whether potential grant opportunities are being appropriately identified and pursued.

¹⁵ Please see Appendix C for dates of meetings and lists of the attendees.

Assessment: **Creative Minds PCS met this goal.** The school provided information about grants and fundraising in its annual reports.¹⁶

Creative Minds PCS	
Year	Fundraising
2012-13	Private Donations - \$37, 813.00 Grants - \$220,000.00 Fundraising Events - \$3,234.00
2013-14	Private Donations/Fundraising Events - \$48,775.00

Goal 14: Accreditation

Creative Minds International PCS will start the IPC accreditation process in its third year of operation (SY2014-15) with the goal of completing the accreditation process by the school's sixth year of operation, school year 2017-18.

Assessment: **Creative Minds PCS met this goal.** The school provided emails¹⁷ related to the accreditation process. The school plans to complete the process during school year 2016-17.

¹⁶ Please see the annual reports attached as Appendix D
¹⁷ Please see the emails regarding the school’s accreditation attached at Appendix E

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”¹⁸ The SRA contains a non-exhaustive list of applicable laws. DC PCSB monitors charter schools for compliance with additional laws in annual compliance reviews. This table displays the school’s compliance with various requirements from 2012-13 to the time of this report’s publication.

Compliance Item	Description	School’s Compliance Status 2012-13 to present¹⁹
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2012-13
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process ²⁰ and the school must distribute such policies to students and parents.	Compliant since 2012-13

¹⁸ D.C. Code § 38.1802.12(c).

¹⁹ See Creative Minds PCS 2012-13 – 2015-16 Compliance Reports, attached to this report as Appendix H.

²⁰ See *Goss v. Lopez*, 419 U.S. 565 (1975).

Compliance Item	Description	School's Compliance Status 2012-13 to present¹⁹
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	<p>The SRA requires DC charter schools to maintain the health and safety of its students.²¹ To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools:</p> <ul style="list-style-type: none"> - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations. 	Compliant since 2012-13
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2012-13
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2012-13
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2012-13

²¹ D.C. Code § 38.1802.04 (c)(4)(A).

Compliance Item	Description	School's Compliance Status 2012-13 to present¹⁹
<p>Proper composition of board of trustees D.C. Code § 38-1802.05</p>	<p>A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.</p>	<p>Compliant since 2012-13</p>
<p>Accreditation Status D.C. Code § 38-1802.02(16)</p>	<p>A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.</p>	<p>Compliant since 2012-13</p>

Procurement Contracts

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

Because DC PCSB's [Submission of Procurement Contracts and Board of Trustees' Meeting Minutes Policy](#) was amended in September 2014, schools were not held accountable to compliance with the policy for 2014-15.

Year	Qualifying contracts executed by school	Corresponding documentation submitted to PCSB	Purchases executed by the school not subject to bid/submission to DC PCSB
2012-13	7	7	0
2013-14	9	7	1
2014-15	14	13	3

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act²² (IDEA) and Section 504 of the Rehabilitation Act of 1973²³. The following section summarizes Creative Minds PCS' special education compliance from 2012-13 to the present.

OSSE Special Education Compliance Reviews

The DC Office of the State Superintendent of Education (OSSE) monitors charter schools' special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE's findings of Creative Minds PCS' special education compliance are summarized below. As of

²² 20 U.S.C. §1413(a)(5).

²³ 29 U.S.C. § 794

August 2016, OSSE had not yet published any On-Site Monitoring report regarding the school's compliance.

(1) Annual Determinations

As required by a federal regulation, OSSE annually analyzes each LEA's compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.²⁴ Each year's report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports. In 2015, OSSE published its 2013 Annual Determination reports (based on the school's 2013-14 performance).

Creative Minds PCS's Annual Determination compliance performance is detailed in the table below.²⁵

Year	Percent compliant with audited special education federal requirements	Determination Level
2011-12	94%	Meets Requirements
2012-13	88%	Meets Requirements
2013-14	93%	Meets Requirements

(2) Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEAs' compliance in four areas of timeliness: (1) Early Childhood Transition (for students entering pre-kindergarten at age two and turning three); (2) Initial Evaluation; (3) Reevaluation; and (4) Secondary Transition (for students at age 16 and up). Creative Minds PCS is evaluated in its timeliness in adhering to initial evaluation, reevaluation, and early childhood transition timelines. **Creative Minds PCS has been fully compliant in these areas.**

²⁴ As required by federal regulation 34 CFR § 300.600(c).

²⁵ See Creative Minds PCS annual determination reports, attached to this report as Appendix I.

Quarterly Findings – April 2012 through March 2013				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Early Childhood Transition Timelines	Compliant	Compliant	Compliant	Compliant
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2013 through March 2014				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Early Childhood Transition Timelines	Compliant	Compliant	Compliant	Compliant
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2014 through March 2015				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Early Childhood Transition Timelines	Compliant	Compliant	Compliant	Compliant
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2015 through March 2016				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Early Childhood Transition Timelines	Compliant	Compliant	Compliant	Compliant
Initial Evaluation Timeline	Compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Blackman Jones Implementation Review

Pursuant to IDEA and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEA’s timely implementation of Hearing Officer Determinations (HODs) and Settlement Agreements (SAs). As of August 2016, the Blackman Jones Database shows Creative Minds PCS has no untimely HODs or SAs.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

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

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.²⁶

The results of DC PCSB's review Creative Minds PCS's financial records are presented below.

SUMMARY OF FINDINGS

Creative Minds PCS is economically viable, has complied with GAAP, and appears to have strong financial performance and adequate internal controls.

The data reviewed as a part this review dates back to the 2013 fiscal year (FY), the school's first year of academic operation. During this period, both enrollment and revenues have increased. At the same time, the school has built a meaningful cash reserve. Creative Minds PCS has been identified as a high fiscal-performing school by DC PCSB each year, and indicators of economic viability are positive. This designation indicates the school's ability to balance its growth objectives with financial stability. Creative Minds PCS does not warrant any concerns for economic viability or fiscal mismanagement based on the information currently available to DC PCSB.

FINANCIAL OVERVIEW

The following table provides an overview of Creative Minds PCS's financial information over the school's first three years of operations. Between FY2013 and FY2015, enrollment and revenue have grown by 72% and 79% respectively. During the same period the school has built a strong Net Asset Position of more than \$1 million. Overall, the school has exhibited strong financial results as it continues to grow its program in a fiscally responsible manner.

²⁶ See D.C. Code § 38-1802.13(b).

Financial Highlights			
	2013	2014	2015
Maximum Enrollment²⁷	105	135	183
Audited Enrollment	105	137	181
Total Revenue	\$2,568,745	\$3,247,450	\$4,598,226
Operating Surplus/(Deficit)²⁸	\$257,123	\$254,140	\$538,399
Unrestricted Cash Balances	\$290,174	\$275,646	\$1,418,932
Number of Days of Cash on Hand²⁹	45	31	126
Net Asset Position³⁰	\$256,488	\$510,628	\$1,049,027
Primary Reserve Ratio³¹	0.11	0.16	0.24

FISCAL MANAGEMENT

Overall fiscal management considers the school's liquidity, debt burden, cost management and internal controls. Together, these factors reflect the effectiveness of school leaders and the school's board in managing school finances. Creative Minds PCS's fiscal management appears to be sound: liquidity is strong; the school has adequate ability to service new debt; costs are effectively

²⁷ Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment, but provides a good proxy for the school's enrollment expectations over time.

²⁸ Operating Surplus is total revenue minus total expenses.

²⁹ Cash on hand equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school's ability to pay debts and claims as they come due.

³⁰ Net Asset Position equals total assets minus total liabilities.+

³¹ Primary Reserve Ratio equals total net assets divided by total annual expenses.

managed; and the internal control environment appears to be strong. These areas are discussed further below.

Liquidity

Liquidity refers to the school’s ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school’s viability. Two indicators of a school’s liquidity are its current ratio³² and its days of cash on hand. The current ratio is indicative of a school’s ability to satisfy its immediate financial obligations. When the current ratio is less than one, the school’s ability to meet these obligations is in doubt. The second measure, days of cash on hand, reflects a school’s ability to continue to satisfy its financial obligations in the event of unexpected cash delays. Typically, 90 days of cash or more is recommended. Less than 30 days of cash is a liquidity concern.

While Creative Minds PCS’s current ratio has varied over the last three years, it has been at least 1.1, indicating that the school’s short-term liquidity is adequate. Creative Mind PCS’s cash on hand, while above 30 days of cash on hand in 2013 and 2014, grew to more than four times that in 2015. While this increase is largely due to an increase in accounts payable, the metric provides evidence of continued improvements in overall liquidity.

Liquidity				
	Indicator of Concern	2013	2014	2015
Current Ratio	<0.5	1.2	1.7	1.1
Number of Days of Cash on Hand	<30	45	31	126

³² A school’s current ratio is its current assets divided by current liabilities.

A final measure of liquidity is solvency³³, the school's ability to pay outstanding obligations, including amounts due to vendors, employees and lenders in the event that the school's charter is revoked. DC PCSB reviewed Creative Minds PCS's 2015 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close Creative Minds PCS, we expect that the school would not be able to meet its operating obligations. Including estimated closure costs, the school would likely have a modest shortfall in meeting obligations due to vendors, employees, and the current portion of the loan for school renovations. Further, Creative Minds PCS would have insufficient cash to pay off the long term portion of this debt. Given the overall academic, operational, and financial health of the school, however, this shortfall is not an area of immediate concern.

Debt Burden

As part of the evaluation of a school's long-term viability, DC PCSB considers a school's debt burden. In particular, DC PCSB reviews two debt ratios – the debt service ratio³⁴ and the modified debt service³⁵ ratio. A debt service ratio measures the sustainability of debt payments. A ratio greater than 0.92 is a cause for concern. The modified debt service ratio, as introduced in FY14, includes not only debt, but interest and rent obligations. For this metric, a ratio greater than 15% is a cause for concern.

In 2015, Creative Minds PCS entered into a loan agreement with the DC Office of Public School Financing and Support to finance up to \$2.0 million in renovations of a newly leased facility. While this increased the debt ratio, it remains at acceptable levels. The modified debt service ratio slightly exceeded the indicator of concern in 2015 but the ratio is expected to fall to within acceptable range in future years as enrollment increases.

³³ Except when the school owns a facility, solvency equals current assets plus receivables with a high probability of collection, minus liabilities and closure expenses.

³⁴ Debt Service Ratio equals the total debt divided by the total assets.

³⁵ Modified Debt Service Ratio equals the sum of the current portion of long-term debt, interest, and rent divided by the total revenues.

Debt Burden				
	Indicator of Concern	2013	2014	2015
Debt Ratio	>0.92	0.55	0.37	0.75
Modified Debt Service Ratio	>15%	N/A – metric introduced in FY14	10.0%	16.3%

Cost Management

The following table provides an overview of the school’s spending decisions over the past three years. Since Creative Minds PCS began operations in the FY2013 school year, expenses have grown 76%, less than the 79% growth in revenues. The most significant increase in expenses has been for personnel salaries and benefits, reflecting an investment in human capital. Costs appear to be effectively managed at the school.

Cost Management			
	2013	2014	2015
Salaries and Benefits	\$1,004,618	\$1,891,415	\$2,465,283
Direct Student Costs	\$333,855	\$528,229	\$653,861
Occupancy Expenses	\$386,486	\$506,730	\$603,329
Office Expenses	\$65,267	\$63,698	\$60,192
General Expenses	\$125,396	\$183,238	\$277,162
Operating Surplus/(Deficit)	\$257,123	\$254,140	\$538,399

As a Percent of Revenue				
	2013	2014	2015	FY15 Sector Average
Salaries and Benefits	39.1	55.2	53.6	56.1
Direct Student Costs	13.0	15.4	14.2	8.9
Occupancy Expenses	15.1	14.8	13.1	16.0
Office Expenses	2.5	1.9	1.3	N/A ³⁶
General Expenses	4.9	5.4	6.0	9.7
Operating Surplus/(Deficit)	10.0	7.4	11.7	9.3

³⁶ Included in general expenses

Internal Controls

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

Audits of Creative Minds PCS establish that the school has adhered to GAAP. The school's auditors issued unqualified audit opinions for all years and there were no material weaknesses or other findings identified. Creative Minds PCS appears to have a strong internal control environment.

Internal Controls			
Audit Year			
	2013	2014	2015
Modified Statement Opinion. The auditor issues an opinion letter on the basic financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be <i>qualified, adverse, or disclaimed</i> .	No	No	No
Statement Material Weakness. A material weakness is a deficiency in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented or will not be detected and corrected in a timely manner.	No	No	No
Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No

Internal Controls			
Audit Year			
	2013	2014	2015
<p>Qualified Program Opinion (A-133). When expenditures of federal funds are greater than \$750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major Federal programs. A <i>qualified opinion</i> indicates instances of noncompliance.</p>	No	No	No
<p>Program Material Weakness (A-133). In planning and performing the audit of major Federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material noncompliance.</p>	No	No	No
<p>Findings & Questions Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.</p>	0	0	0
<p>Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.</p>	0	0	0
<p>Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.</p>	No	No	No

Internal Controls			
Audit Year			
	2013	2014	2015
Debt-Compliance Issue. The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No

ECONOMIC VIABILITY

Measures of economic sustainability include earnings and cash flows, reserves, and trends in both enrollment and revenue. Together, these measures assess the risk that the school will be able to continue operations. The first set of indicators address earnings and cash flow, specifically the school’s “operating result” – how much its total annual revenues exceed its total annual expenditures—and earnings before depreciation (“EBAD”)³⁷ In general, DC PCSB recommends that a school have positive annual operating results and cash flows.

Based on these measures, Creative Minds PCS’s performance has been strong. Both operating earnings and EBAD are strong and have grown during the period under review.

	Indicator of Concern	2013	2014	2015
Operating Surplus/Deficit	<0	\$257,123	\$254,140	\$538,399
Earnings before Depreciation	<0	\$337,566	\$538,887	\$587,229

Additional measures of economic viability include the school’s net asset position and primary reserve ratio. DC PCSB would be concerned with net assets reserves below zero and recommends that schools accrue reserves equal to 25% to 50% of operating expenditures.

³⁷EBAD is the change in net assets plus amortization and depreciation a measure of operating cash flows.

Creative Minds PCS’s net asset position has more than tripled between 2013 and 2015 as the school continues to run operating surpluses and add to reserves. Similarly, the primary reserve ratio has increased significantly during the period. While the ratio is slightly below recommended levels, the growth rate indicates that there is little risk to the school’s sustainability.

	Indicator of Concern	2013	2014	2015
Net Asset Position	<0	\$256,488	\$510,628	\$1,049,027
Primary Reserve Ratio	<0	0.11	0.16	0.24

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school’s ability to attract students and receive DC and Federal funds for operations. Stable or growing enrollment and revenue indicates that the school is likely to remain financially stable, barring any extraordinary circumstances. Declining enrollment, however, may be cause for concern.

Creative Minds PCS’s growth in enrollment and revenues indicate that it is likely that the school will be able to attract students and continue to serve the community.

Enrollment over Time				
	2012-13	2013-14	2014-15	2015-16
Enrollment	105	137	181	237
Growth in Enrollment	N/A	30.5%	32.1%	30.9%
Growth in Revenues	N/A	26.4%	41.6%	N/A

Appendix A



March 31, 2016

Melanie Bowen, Board Chair
Creative Minds Public Charter School
3700 North Capitol Street NW
Washington, DC 20011

Dear Ms. Bowen:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2015-16 school year for the following reason:

- School eligible for 5-year Charter Review during 2016-17 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Creative Minds Public Charter School between February 1 and February 12, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Creative Minds PCS.

Sincerely,


Naomi DeVeaux
Deputy Director

Enclosures
cc: Golnar Abedin

Qualitative Site Review Report

Date: March 31, 2016

Campus Name: Creative Minds Public Charter School

Ward: 1

Grade levels: PK3 - 5

Enrollment: 237

Reason for visit: School eligible for 5-year Charter Review in SY2016-17

Two-week window: February 1-12, 2016

Number of observations: 17

Summary

Creative Minds Public Charter School is designed to provide a supportive and positive environment for learning. This design includes the use of the International Primary Curriculum (IPC) for part of the day in all grade levels. The school's mission states: "The goal of Creative Minds Public Charter School is to offer students a positive learning experience within a comprehensive education program that involves a highly engaged international, project-based curriculum, includes the arts, and integrates standards-based literacy and math instruction in supportive small classrooms." All members of the Qualitative Site Review (QSR) team noted the positive and respectful interactions throughout the school and amongst all members of the school community.

The QSR team used the Charlotte Danielson *Framework for Teaching* to score two domains: Classroom Environment and Instruction. The QSR team scored 88% of observations as distinguished or proficient in the Classroom Environment domain. None of the observations were rated as unsatisfactory. Almost half of the observations in the domain of, "Creating an Environment of Respect and Rapport" were rated as distinguished, the highest rating on the rubric. In these observations teachers demonstrated a high level of care and concern for individual students and students exhibited high levels of respect for their peers and teachers. The QSR team scored 82% of observations as distinguished or proficient in the Instruction domain. Students were given choices, both in terms of the center-time work they engaged in, as well as how they wanted to demonstrate their learning. Most students were intellectually engaged in open-ended learning tasks throughout the grade levels.

Specialized Instruction for Students with Disabilities

Per the school's responses to the *Special Education Questionnaire*, the Creative Minds PCS staff takes "a collaborative approach in determining instructional outcomes for students with disabilities." The QSR team observed four different classrooms where students with disabilities were present, including: 1) a one-on-one pull-out session for literacy with a fifth grade student; 2) an inclusion class of 15 kindergarten students where both a general education teacher and a special education teacher monitored the class; 3) a small-group pull-out session for second grade reading, and 4) a self-contained class of seven fifth grade students during their daily math lesson. In these observations teachers implemented various instructional supports to enhance and support students' learning during instruction. Students demonstrated evidence of prior knowledge at the start of

each lesson before the teachers proceeded to introduce new content. Observers noted differentiation of learning in both inclusion and self-contained instructional settings. Students were given a great deal of choice regarding which activities they would participate in for that day, and how they chose to complete some of their assigned tasks and activities.

The quality of instruction for students with disabilities was strong in most of the observations, however observers also noted that many questions had a single path of inquiry or pre-determined correct answers, teachers did not facilitate discussions among students about the content and did not assess student understanding during the lesson. In one Special Education observation, the teacher mismanaged instructional time, which resulted in them not having enough time to fully explain and facilitate the lesson. Overall students and staff appeared to have a positive rapport with one another. Their communication was respectful and the students with disabilities appeared to be comfortable in their learning environment.

Instruction for English Language Learners

Prior to the two-week window, Creative Minds PCS submitted answers to a questionnaire developed by DC PCSB related to the school's provision of services for the school's English Language Learner (ELL) population. In its responses the school explained that it offers an English as a Second Language (ESL) program that includes Content-Based ESL (CBE) and Pull-out ESL (POE). Creative Minds PCS described co-planning between general educators and the ELL teacher to help focus their instruction on the academic vocabulary students need, as well as their needs in reading comprehension and writing.

The QSR team observed tailored support for ELLs in both CBE and POE. The ELL teacher had a positive rapport with her students and created an environment where students worked respectfully with one another. Students had ample opportunities to practice their oral English language skills, engaging in informal conversations about their families, their hobbies, and recess plans. Students were also given assignments that incorporated the four language domains – reading, writing, speaking, and listening. In one pullout session, students shared screenplays they had written with one another and offered feedback and suggestions to one another.

The ELL teacher used frequent repetition and incorporated key academic vocabulary in her speech to build and correct students' speech and writing. The teacher introduced each session with the purpose and explanation of that day's assignment, thus providing students with clear connections between the student's general education classroom lesson and the POE. The ELL teacher continued to review and informally assess students throughout the task. In one observation the teacher demonstrated high regard for the students' abilities, noting challenging tasks and the students' positive determination to accomplish the assignment. Supports came in the form of sufficient wait time, context clues highlighted in reading exercises, and scaffolding from higher-level comprehension questions. Questions were developed based on student responses and ideas in order to monitor student understanding as well as to increase academic language in students' writing, such as adjectives and metaphors. There were high levels of student participation

in small group pullouts, with students engaged in their tasks even when a reading passage or phonetic exercises were challenging.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes the school’s 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 those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission: The goal of Creative Minds Public Charter School is to offer students a positive learning experience within a comprehensive education program that involves a highly engaged international, project-based curriculum, includes the arts, and integrates standards-based literacy and math instruction in supportive small classrooms.</p>	<p>The QSR team saw strong evidence that Creative Minds PCS is meeting its mission in the vast majority of its classrooms. Throughout the observations, students and teachers worked together on projects connected to the themes from the International Primary Curriculum (IPC). Positive attitudes towards learning, high levels of engagement, numerous opportunities to make choices, and various projects that focus on the arts, literacy, and math were evident. The bulletin boards and work displayed in the hallways explained the themes, the unit questions the students were focusing on, and the work they were doing to investigate the questions. Student work or pictures of students working were often accompanied by quotes from the students. Students led many of the classroom activities and worked in a lively, focused manner during centers. Most classrooms had more than one adult, thus providing students with access to additional support if needed.</p>
<p>Goals: Reading - students will demonstrate strong English language arts and literacy skills, as indicated by: Teaching Strategies GOLD, the developmental reading assessment, and State assessments in reading.</p>	<p>The QSR team observed reading instruction in several settings, including a Special Education pullout, a reading/writing block, and literacy centers. During classroom literacy instruction times, students were reading and writing, but at times without needed support or guidance.</p>

Mission and Goals	Evidence
<p>Math - students will demonstrate a solid foundation in mathematics concepts, computations, and problem solving, as indicated by: Teaching Strategies GOLD, Group Mathematics Assessment and Diagnostic Evaluation, and the State assessment in mathematics.</p>	<p>In many math observations, teachers and students built a solid understanding of mathematical concepts and problem solving through the use of manipulatives. In upper grades students represented place value on paper with drawings and discussed how they arrived at their answers.</p>
<p>Arts and Foreign Languages - students will actively engage in visual, performing arts, and foreign language based learning, as indicated by class schedules, IPC unit plans, and sample work.</p>	<p>The QSR team observed the arts in specials classes, integrated into centers and IPC units, and throughout the hallways. Students sang and danced in music class. The teacher showed students different instruments including a piccolo, flute, and a ukulele. Students also participated in miming activities in the drama class. Students practiced mirroring the teacher and pretended to go up and down elevators and escalators.</p>
<p>International - CMI will successfully implement the International Early Years and Primary Curriculum (IPC), as indicated by: IPC self-review and IPC External Review Rating of developing or mastering.</p>	<p>Observers noted that the school effectively implements IPC as evidenced by student work and posters about current themes displayed throughout the building, as well as in class discussions. Staff and students work on thematic project-based activities and infuse personal goals (integrity, respect, cooperation, resilience, communication, adaptability, thoughtfulness, inquiry) in all aspects of the curriculum and school culture. Teachers referred to these personal goals during whole group instruction, centers, classroom management, and one-on-one when consoling a child, “You are resilient, right?”</p>
<p>Governance</p>	<p>DC PCSB staff reviewed the school’s board minutes from December 14, 2015. A quorum was present. The board</p>

Mission and Goals	Evidence
	discussed middle school planning, including securing an architect and the phases of the proposed renovation. The board also approved the budget for the upcoming renovation.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 88% of the observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team rated 94% of the observations as either distinguished or proficient in this component. High levels of civility, respect, and care characterized the interactions between nearly all staff and students. Teachers praised effort. In most observations there were few to no incidents of disrespectful behavior. In one distinguished observation, two primary students were arguing over a book. The teacher asked them, “Can you guys work this out? I’ll hold the book until you work it out.” The teacher left the table and one student said, “I didn’t like it when you took the book.” The other student said, “I didn’t like it when you grabbed the book.” The teacher came back and asked if the students had worked everything out together. This time the students nodded “yes,” got the book back, and began to read together.</p> <p>Teachers and students shared personal anecdotes and played a class game where all students participated and appeared comfortable taking risks. There was clear evidence in this and many other classrooms that teachers knew their students well and connected to their lives outside of school.</p>	Distinguished	47%
		Proficient	47%
	<p>The QSR team rated less than 10% of observations as basic in this component.</p>	Basic	6%

¹ Different review team members may observe teachers more than once.

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 88% of the observations as distinguished or proficient in this component. Students appeared to be invested in the quality of their work and teachers communicated high expectations for the vast majority of students. These teachers asked students to correct their work, explain their work, and look for resources to help them when they needed it. One student asked how to spell something, and a teacher reminded them of ways they could look it up and find out.	Distinguished	6%
	In one observation the teacher provided multiple opportunities to practice challenging sounds until the student correctly pronounced the words. Students also expressed enthusiasm in another activity and took pride in their work, requesting time to think about their next paragraphs and stating “I thought it would be nice to write a story that happened in the future,” in addition to their current work.	Proficient	82%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 12% of the observations as basic in this component. In these observations the teachers both were neutral about the content and the students' learning, as evidenced by a lack of explanation of purpose for the tasks.</p> <p>In one observation the teacher appeared to be only "going through the motions." The teacher did not engage with students to inquire about or support their learning. Students spent the majority of the observation independently reading with little to no guidance from each other or the teacher. The scheduled word work time lasted only a few minutes for many students who seemed more interested in task completion than grasping the content.</p>	Basic	12%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Classroom Procedures	<p>The QSR team rated 83% of the observations as distinguished or proficient in this component. In these observations students transitioned well into centers or small groups. Teachers had routines for lining up, getting materials, putting things away and moving from center to center. In a distinguished observation the students participated in managing materials by distributing and collecting them effectively and efficiently. The teacher also maximized transition times by playing word games and singing songs.</p>	Distinguished	12%
		Proficient	71%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 17% of the observations as basic in this component. Instructional time in these observations was often lost due to ineffective routines, procedures, and management. In one observation a technical glitch left the teacher with no other evident plan for instructional time. In another observation, classroom routines were not well established. Multiple students could not find their materials for the lesson and the routine for collection of materials at the end of the lesson was not clearly established.</p>	Basic	17%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Student Behavior	<p>The QSR team scored 88% of the observations as distinguished or proficient in this component. In the majority of classrooms, student behavior was appropriate and redirection, when needed, was consistent and respectful to students.</p> <p>If a child had an issue, a teacher promptly addressed it through questioning, redirection to an alternative, or providing the child with a break. Positive rules of conduct were posted in all classrooms with students' signatures. Common rules included: pay attention, be safe, be respectful and thoughtful, use IPC personal goals, have fun!</p>	Distinguished	35%
	<p>In a distinguished observation the teacher noted, "I can tell you are really excited and have a lot of ideas about how to fix this. One student has a good idea, so let's listen." In another distinguished observation, after a scuffle between two students, a third student came to see if they were ok and then pointed to the class rules and asked them, "Did you use our number one rule (safe and gentle bodies)?"</p>	Proficient	53%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 12% of the observations as basic in this component. In these observations monitoring and responding to student misbehavior was inconsistent.</p> <p>In one observation the teacher lost learning time trying to redirect students from talking out of turn, getting up without permission or being off-task. Although the teacher attempted to use a call and response strategy, it was ineffective at getting the students back on task.</p>	Basic	12%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 81% of the observations as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team rated 83% of the observations as distinguished or proficient in this component. Teachers presented material in clear and concise ways and many of them modeled the skill or concept for small groups of students. Some teachers used hands on materials such as dimes, pennies, snap cubes and base ten blocks to explain place value. Students later used these math manipulatives in centers. Teachers used high-level vocabulary with the majority of students, often prompting the use of the same vocabulary by students. These teachers also explained what the words meant through the context of the material.</p> <p>In one distinguished observation, the objective was posted on the board and the teacher began the lesson by asking, "What are we working on today? What are we learning how to do?" Many students responded and were then probed further by the teacher with questions such as, "So what does that mean?" and "What are we doing today to learn that?"</p>	Distinguished	12%
		Proficient	71%

Instruction	Evidence Observed	School Wide Rating	
	<p>The review team rated 17% of observations as basic in this component. In these observations, lessons were procedural and students appeared to be copying the work from the teacher. Some teachers provided little to no explanation about what students would learn either at the onset of the lesson or in a closure. One teacher kept urging students to add more detail in their writing, for example, but did not ever elaborate or provide examples for what that might look like.</p>	Basic	17%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Using Questioning/Prompts and Discussion Techniques</p>	<p>The QSR team rated 77% of the observations as distinguished or proficient in this component. Teachers asked questions in whole group and small group settings to prompt discussions and extend thinking. In several observations teachers created opportunities for students to engage in dialogue without significant prompting from an adult.</p>	Distinguished	6%
	<p>In some observations teachers asked open-ended questions to prompt student thinking. One teacher noted, "That's interesting, why do you think that? Can you explain how you got your answer?" In another observation the teacher would develop questions based on student responses and ideas. After one student shared her Cinderella adaptation of the ball, the teacher asked what would happen next, if some dialogue would happen, if she could incorporate some adjectives to describe the music, the dresses, etc.</p>	Proficient	71%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 23% of the observations as basic in this component. During these observations the teachers' questions were often along a single path of inquiry and did not prompt students to explain their thinking. In one observation the teacher attempted to engage students in the discussion but only a few students participated. One teacher sometimes rushed to respond for the student rather than wait a little longer to see if the student could determine the correct response. In several observations, students with special needs were not provided with or supported to have opportunities to engage in discussion with their peers.</p>	Basic	23%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Engaging Students in Learning</p>	<p>The QSR team rated 88% of the observations as distinguished or proficient in terms of engaging students in learning. Students in these observations were challenged and intellectually engaged by the teacher and by the content. Students were provided choice in materials and tasks were open-ended enough to provide multiple pathways and responses.</p>	Distinguished	6%

Instruction	Evidence Observed	School Wide Rating	
	<p>Primary students engaged in play in centers. Students chose their centers, how long to stay in that center, and in many cases, what to do in that center. The parameters of noting when a center was closed due to capacity was clear to the majority of students and they then had the freedom to make another choice. In one observation students could even choose when to take a quiz on the content. Students had a place to sign up when they felt ready to take the assessment and were given a choice of activities to help them practice the problems before taking the quiz.</p>	Proficient	82%
	<p>The QSR team scored 12% of the observations as basic. In these situations, students were more passive or compliant with the requests of the teachers. The pace of the lesson in one observation was uneven. Students read independently or with a buddy for extended periods of time, but were never asked about their thinking or learning, either in writing or verbally.</p> <p>In another basic observation, students copied what the teacher wrote on the white board. One of the students asked, “Why are you showing us [what to write]?” The teacher replied, “Because we’re brainstorming today.”</p>	Basic	12%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	<p>The QSR team scored 77% of the observations as distinguished or proficient in this component, with the majority receiving a rating of proficient. Student learning was often monitored with some feedback to either small groups or individuals. Teachers used questions and informal assessments throughout the lessons or center activities but few students assessed their own work.</p>	Distinguished	12%
	<p>In several observations, students would bring completed work to the teacher for checking. Some teachers praised correct answers and re-taught a skill for incorrect responses. In a distinguished observation, a student had the role of director and gave feedback to the actors. The teacher also guided the small group to be reflective and plan next steps through questioning.</p>	Proficient	65%
	<p>The QSR team scored 23% of the observations as basic. In some of these observations, there was little evidence during the activity how students' work would be evaluated and the teachers made minimal attempts to engage students in self or peer-assessment. The criteria for assessment were not evident and feedback often was not oriented to future improvement. One teacher told a student to please fix his work but did not indicate what parts to correct or what to do differently.</p>	Basic	23%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
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 situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
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 many 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.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<p>Using Assessment in Instruction</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Appendix B

Monday/Wednesday/Friday Schedule 2014-2015

	Molly (PS-1)	Annie (PS-2)	Maddie (PK-1)	Janina (PK-2)	Liz (K-1)	Emily/Katie (K-2)	Alicia (1-1)	Stephanie (1-2)	Anne (2)	Shoshi/Lisa (3)	Mary (4)
8:45	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
9:00	Music	Spanish/Drama	Chinese (MF)	Circle	Reading	Reading	Reading	Reading	Reading	Reading	Reading
9:15	Spanish/Drama	Music	Centers/ Snack/	Chinese (MF)	Circle	Circle	Chinese (MF)	Read Aloud	Music	Spanish/Drama	Read Aloud
9:30											
9:45	Circle	Circle	Read Aloud/ Circle	Centers/ Snack/ Read Aloud	Math	Math	Read Aloud	Chinese (MF)	Spanish/Drama	Music	Optional recess
10:00	Recess	Recess	Recess	Recess	Math	Math	Math	Math	Math	Math	Math
10:15											
10:30	Read Aloud	Read Aloud	Music/Drama (MW)	Music/Drama (MW)	Recess	Recess	Recess	Recess	lunch	lunch	lunch
10:45											
11:00	Lunch	lunch	Lunch	lunch	IPC	IPC	Lunch	Lunch	Recess	Recess	IPC
11:15											
11:30	Centers/ Snack/ Read Aloud	IPC	IPC	IPC	IPC	IPC	IPC	IPC			
11:45											
12:00	Recess	Recess	Circle	Circle	Circle	Circle	Circle	Circle	Recess	Recess	Circle
12:15											
12:30	Recess	Recess	Circle	Circle	Circle	Circle	Circle	Circle	Recess	Recess	Circle
12:45											
1:00	Recess	Recess	Circle	Circle	Circle	Circle	Circle	Circle	Recess	Recess	Circle
1:15											
1:30	Recess	Recess	Circle	Circle	Circle	Circle	Circle	Circle	Recess	Recess	Circle
1:45											
2:00	Recess	Recess	Circle	Circle	Circle	Circle	Circle	Circle	Recess	Recess	Circle
2:15											
2:30	Recess	Recess	Circle	Circle	Circle	Circle	Circle	Circle	Recess	Recess	Circle
2:45											
3:00	Recess	Recess	Circle	Circle	Circle	Circle	Circle	Circle	Recess	Recess	Circle
3:15											
3:30	DISMISSAL										

Tuesday/Thursday Schedule 2014-2015

	Molly (PS-1)	Annie (PS-2)	Maddie (PK-1)	Janina (PK-2)	Liz (K-1)	Emily/Katie (K-2)	Alicia (1-1)	Stephanie (1-2)	Anne (2)	Shoshi/Lisa (3)	Mary (4)		
8:45	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle		
9:00	Chinese	Centers/IPC	Music	Spanish	Reading	Reading	Reading	Reading	Reading	Reading	Reading		
9:15			Spanish	Music									
9:30	Centers/IPC	Chinese	Spanish	Music	Chinese	Read Aloud	IPC	IPC	IPC	IPC	Recess		
9:45			Centers/IPC	Centers/IPC							Centers/IPC		
10:00			Recess	Recess									Math
10:15											DRAMA (R only)		
10:30													
10:45													
11:00	Read Aloud	Read Aloud	Recess	Recess			Math	Math	Math	Math	Math		
11:15													
11:30	Lunch	Lunch	Read Aloud	Read Aloud	Recess	Recess							
11:45													
12:00	Nap	Nap	Lunch	Lunch	Read Aloud	Chinese	Recess	Recess	Lunch	Lunch	Lunch		
12:15													
12:30					Nap	Nap	Lunch	Lunch	Lunch	Lunch	Recess	Recess	IPC
12:45													
1:00							IPC	IPC	Spanish	Music	Chinese	IPC	
1:15													
1:30					Centers/Small Groups	Centers/Small Groups			Music	Spanish	IPC	Chinese	Recess
1:45	Read Aloud/ Snack	Read Aloud/ Snack					Recess	Recess			IPC	Music	
2:00													
2:15													
2:30					Recess	Recess	Recess	Recess	IPC	IPC			Spanish
2:45													
3:00	Recess	Recess	Circle	Circle	Circle	Circle			Recess	Recess	IPC		
3:15													
3:30	DISMISSAL												

	PS	PS	PS	PK	PK	K	K	1	1	2	2	3	4	5
8:30-8:45	Arrival/ Morning Transition													
8:45-9:00	Morning Choice	Morning Choice	Morning Choice	Morning Choice	Morning Choice	Morning Meeting								
9:00-9:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Math								
9:15-9:30	Centers/ Snack/ Read Aloud	Centers/ Snack/ Read Aloud	Centers/ Snack/ Read Aloud	Centers/ Snack	Centers/ Snack									
9:30-9:45														
9:45-10:00						Recess	Recess	Recess	Recess					
10:00-10:15	Recess	Recess	Recess	Recess	Recess	Reading/ Writing	Reading/ Writing	Reading/ Writing	Reading/ Writing	Enlighten ment	Enlighten ment	Enlighten ment	Enlighten ment	Enlighten ment
10:15-10:30														
10:30-10:45														
10:45-11:00	Bathroom	Bathroom	Bathroom	Bathroom	Bathroom	IPC	IPC	IPC	IPC	Outdoor IPC	Outdoor IPC	Outdoor IPC	Outdoor IPC	Outdoor IPC
11:00-11:15	Enlighten ment Classes	Enlighten ment Classes	Enlighten ment Classes	Enlighten ment Classes	Enlighten ment Classes									
11:15-11:30										Reading/ Writing	Reading/ Writing	Reading/ Writing	Reading/ Writing	Reading/ Writing
11:30-11:45														
11:45-12:00														
12:00-12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch					

	PS	PS	PS	PK	PK	K	K	1	1	2	2	3	4	5		
12:15-12:30										IPC	IPC	IPC	IPC	IPC		
12:30-12:45	Nap	Nap	Nap	Read Aloud	Read Aloud	Recess	Recess	Recess	Recess	Lunch	Lunch	Lunch	Lunch	Lunch		
12:45-1:00																
1:00-1:15				Nap	Nap	IPC	IPC	IPC	IPC	Recess	Recess	Recess	Recess	Recess	Recess	
1:15-1:30																
1:30-1:45				Enlightenment	Enlightenment	Enlightenment	Enlightenment	Enlightenment								
1:45-2:00																
2:00-2:15				Snack	Snack	Snack										
2:15-2:30				Snack	Snack	Snack	Read Aloud/ Circle	Read Aloud/ Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle	IPC	IPC	IPC	IPC
2:30-2:45	Read Aloud/ Circle	Read Aloud/ Circle	Read Aloud/ Circle			Enlightenment (2:25-3:25)	Enlightenment (2:25-3:25)	Enlightenment (2:25-3:25)	Enlightenment (2:25-3:25)	IPC	IPC	IPC	IPC	IPC		
2:45-3:00																
3:00-3:15	Recess	Recess	Recess	Recess	Recess											
3:15-3:30										Closing Circle						
3:30-3:45	Dismissal/ Afternoon Transition															

PS/PK

Payne	M	T	W	R	F
11:11:30	Physical Education	Drama	Music	Chinese	Spanish
11:30-12	Spanish	Chinese	Drama	Music	Physical Education

Arnold	M	T	W	R	F
11-11:30	Drama	Music	Chinese	Spanish	Physical Education
11:30-12	Chinese	Drama	Music	Physical Education	Spanish

Chipman	M	T	W	R	F
11:11:30	Music	Chinese	Spanish	Physical Education	Drama
11:30-12	Drama	Music	Physical Education	Spanish	Chinese

Elcano	M	T	W	R	F
11:11:30	Chinese	Spanish	Physical Education	Drama	Music
11:30-12	Music	Physical Education	Spanish	Chinese	Drama

Handerhan	M	T	W	R	F
11:11:30	Spanish	Physical Education	Drama	Music	Chinese
11:30-12	Physical Education	Spanish	Chinese	Drama	Music

K/1

Orfaly	M	T	W	R	F
2-2:30	Physical Education	Music	Physical Education	Music	Drama
2:30-3	Spanish	Drama	Chinese	Chinese	Spanish

Williams	M	T	W	R	F
2-2:30	Spanish	Drama	Spanish	Chinese	Chinese
2:30-3	Drama	Music	Physical Education	Music	Physical Education

Stephanie	M	T	W	R	F
2-2:30	Chinese	Physical Education	Chinese	Drama	Physical Education
2:30-3	Music	Spanish	Music	Spanish	Drama

Alicia	M	T	W	R	F
2-2:30	Music	Spanish	Music	Physical Education	Spanish
2:30-3	Chinese	Physical Education	Drama	Drama	Chinese

2 nd - Papa	Monday	Tuesday	Wednesday	Thursday	Friday
10-10:45	Chinese	Spanish	Chinese	Spanish	Physical Education
1:30-2:15	Drama	Music	Drama	Physical Education	Music

2 nd - Niemann	Monday	Tuesday	Wednesday	Thursday	Friday
10-10:45	Spanish	Drama	Spanish	Drama	Chinese
1:30-2:15	Music	Physical Education	Music	Chinese	Physical Education

3 rd - Shachar	Monday	Tuesday	Wednesday	Thursday	Friday
10-10:45	Drama	Chinese	Drama	Chinese	Music
1:30-2:15	Physical Education	Spanish	Physical Education	Music	Spanish

4 th - Thomas	Monday	Tuesday	Wednesday	Thursday	Friday
10-10:45	Music	Physical Education	Music	Physical Education	Spanish
1:30-2:15	Chinese	Drama	Chinese	Spanish	Drama

5 th - Delaney	Monday	Tuesday	Wednesday	Thursday	Friday
10-10:45	Physical Education	Music	Physical Education	Music	Drama
1:30-2:15	Spanish	Chinese	Spanish	Drama	Chinese

Appendix C

Goal: In 2012-13 and 2013-14 Creative Minds PCS will maintain an active Board of Trustees who attend monthly meetings and support the school.

Year	Date	Board Members Present	Goal Met?
2012-13	July 23	<ol style="list-style-type: none"> 1. Soumya Bhat 2. Justin Van Fleet 3. Patricia Steele 4. Sarah Spreitzer 5. Gabriel Zinny 	In the board meeting minutes for Q1, the board meeting schedule was announced. A meeting was planned for every month, but there is no attendance record for the year.
2012-13	October 22	<ol style="list-style-type: none"> 1. Michael Altman 2. Soumya Bhat 3. Justin Van Fleet 4. Tom Frankiweicz 5. Patricia Steele 6. Sarah Spreitzer 7. Philippa Tarrant 8. Gabriel Zinny (resigned) 	Board voted to approve the draft meeting minutes of the last board meeting, held on September 17 . The board voted to accept the proposed calendar for 2012-13.
2012-13	November 19	<ol style="list-style-type: none"> 1. Michael Altman 2. Soumya Bhat 3. Justin Van Fleet 4. Tom Frankiweicz 5. Patricia Steele 6. Sarah Spreitzer 7. Philippa Tarrant 8. Prospective board members: Bentley Storm, Sara Melendez, and Anastasia Kessler 	Board voted to approve the draft meeting minutes of the last board meeting, held on October 22 .
2012-13	January 23	<ol style="list-style-type: none"> 1. Michael Altman 2. Tom Frankiweicz 3. Anastasia Kessler 4. Sara Melendez 5. Patricia Steele 6. Philippa Tarrant 	Board voted to approve the draft minutes of the last board meeting, held on December 17 .

		7. Justin Van Fleet	
2012-13	February 26	<ol style="list-style-type: none"> 1. Michael Altman 2. Soumya Bhat 3. Anastasia Kessler 4. Tom Frankiweicz 5. Yami Fuentes 6. Sara Melendez 7. Patricia Steele 8. Sarah Spreitzer 	Board voted to approve the draft minutes of the last board meeting, held on January 23.
2012-13	March 20	<ol style="list-style-type: none"> 1. Philippa Tarrant 2. Soumya Bhat 3. Anastasia Dellaccio 4. Tom Frankiweicz 5. Yami Fuentes 6. Dawn Goodlow 7. Sara Melendez 8. Patricia Steele 9. Sarah Spreitzer 	Board voted to approve the draft minutes of the last board meeting, held on February 26.
2012-13	April 22	<ol style="list-style-type: none"> 1. Soumya Bhat 2. Tom Frankiweicz 3. Yami Fuentes 4. Dawn Goodloe 5. Sara Melendez 6. Patricia Steele 7. Sarah Spreitzer 8. Justin Van Fleet 	Board voted to approve the draft minutes of the previous meeting, March 20.
2013-14	July	No board meeting-postponed until August.	
2013-14	August 28	<ol style="list-style-type: none"> 1. Soumya Bhat 2. Anastasia Dellaccio 3. Tom Frankiewicz 4. Yami Fuentes 5. Sarah Spreitzer 6. Patricia Steele 	Voted to approve the June 24 minutes.
2013-14	September 23	<ol style="list-style-type: none"> 1. Soumya Bhat 2. Anastasia Dellaccio 3. Tom Frankiewicz 4. Yami Fuentes 5. Sarah Spreitzer 6. Patricia Steele 	Voted to approve the August 28 minutes.
2013-14	October 28	<ol style="list-style-type: none"> 1. Soumya Bhat 2. Tom Frankiewicz 3. Yamilett Fuentes 	Voted to approve the September 23 minutes.

		<ol style="list-style-type: none"> 4. Sarah Spreitzer 5. Patricia Steele 6. Anastasia Dellaccio 7. Betty Pair 	
2013-14	November 19	<ol style="list-style-type: none"> 1. Tom Frankiewicz 2. Yamilett Fuentes 3. Anastasia Dellaccio 4. Betty Pair 5. Sarah Spreitzer 6. Patricia Steele 7. Justin Van Fleet 	Voted to approve October 28 minutes.
2013-14	December 9	<ol style="list-style-type: none"> 1. Yamilett Fuentes 2. Anastasia Dellaccio 3. Betty Pair 4. Sarah Spreitzer 5. Patricia Steele 6. Justin Van Fleet 	Voted to approve November 19 minutes.
2013-14	January 27	<ol style="list-style-type: none"> 1. Yamilett Fuentes 2. Tom Frankiewicz 3. Melanie Bowen 4. Bryan Lewis 5. Betty Pair 6. Soumya Bhat 7. Sarah Spreitzer 8. Patricia Steele 9. Justin Van Fleet 	Voted to approve December 9 minutes.
2013-14	February 27	<ol style="list-style-type: none"> 1. Justin Van Fleet 2. Tom Frankiewicz 3. Bryan Lewis 4. Betty Pair 5. Anastasia Dellaccio 6. Jennifer Engels Fisher 	Voted to approve January 27 minutes.
2013-14	March 24	<ol style="list-style-type: none"> 1. Melanie Bowen 2. Tom Frankiewicz 3. Sarah Spreitzer 4. Betty Pair 5. Soumya Bhat 6. Patricia Steele 7. Justin van Fleet 	Voted to approve February 27 minutes.
2013-14	April 30	<ol style="list-style-type: none"> 1. Melanie Bowen 2. Tom Frankiewicz 3. Sarah Spreitzer 4. Betty Pair 5. Soumya Bhat 	Voted to approve March 24 minutes.

		<ol style="list-style-type: none">6. Patricia Steele7. Anastasia Dellaccio8. Jennifer Engels Fisher9. Bryan Lewis10. Justin Van Fleet	
2013-14	May 21	<ol style="list-style-type: none">1. Melanie Bowen2. Sarah Spreitzer3. Betty Pair4. Soumya Bhat5. Patricia Steele6. Justin Van Fleet7. Bryan Lewis	No vote to approve minutes.

Appendix D



Annual Report, 2012-2013

Prepared for the DC Public Charter School Board

3224 16th Street NW
Washington D.C. 20010
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www.creativemindspcs.org

Philippa Tarrant,
Board of Trustees Chair

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I. School Description

A. Mission Statement

The goal of Creative Minds International Public Charter School is to offer students a rigorous education plan that provides them with the skills required for successful participation in a global society. To accomplish our mission, we have designed a highly engaging program based on an international, project –and arts-based curriculum that includes foreign language instruction as well as standards-based literacy and mathematics.

B. School Program

All children residing in the District of Columbia are eligible to apply for entry into Creative Minds International Public Charter School. Entry is determined by a lottery held every year in the spring if the number of applications received is more than the number of spaces available in any given grade.

In 2012-2013, Creative Minds International Public Charter School served 105 students in grades preschool through second grade. The average class size was 15 students in each classroom. Classrooms are led either by a co-teachers or a lead teacher along with one or two classroom assistants depending on the education and social/emotional needs of the students.

The 2012-2013 school year began on August 27, 2012 and ended on June 21, 2013. The school day lasted from 8:45 AM–3:30 PM. Parents had the option of dropping students off at 8:15 AM for free breakfast served by the school. After-care hours were from 3:30 PM–6:00 PM and were offered to all families for a fee on a sliding scale according to eligibility in the National School Lunch Program.

Creative Minds International Public Charter School ran its first summer program for 120 hours between July 8th and August 2nd, 2013. The program included ESY and ELL services for students who receive special education services and students who are English Language Learners (ELL); these students attended summer school free of charge. The summer school program included literacy and math instruction as well as a project and arts-based curriculum and sports.

1. Summary of Curriculum Design and Instructional Approach

Creative Minds International Public Charter School (CMI) implements a research-based, inclusive curriculum. CMI is the only public school in D.C. to implement the **International Early Years and Primary Curriculum**. In addition to rigorous academic goals, the curriculum encourages international awareness. Learning through thematic units, students engage in interactive, hands-on projects that spark curiosity, encourage teamwork and make connections to real-world issues. Six- to eight-week curriculum units combine several academic subjects in an engaging manner that makes learning relevant to real life. The international curriculum supports students in becoming knowledgeable, creative thinkers, ready to participate in a globalized society. Students develop a sense of their own nationality and culture at the same time as developing respect for the nationalities and cultures of others.

CMI **English Language Arts and Mathematics** instruction is based on the **National Common Core Standards**. Through targeted, small group, differentiated instruction, our rigorous ELA and Math groups prepare students to compete nationally with other public and private school students.

The Creative Minds International PCS program incorporates **Dr. Stanley Greenspan's developmental approach** to education in order to support individual learning styles that are explained by differences in the ways children process information. Understanding and supporting each child's unique social and cognitive development is crucial for teachers and parents as together we prepare our students for academic and future success. In addition to **arts-integrated learning** in our academic subjects through the International Primary Curriculum, we promote a well-rounded education that includes **arts education** as an autonomous part of our program. We thus provide our students with music, movement, visual arts and drama classes during the school day and in our extended day programs. **Foreign language classes** in Spanish and Mandarin/Chinese are offered to students during and after school. At Creative Minds International PCS, we teach children about **health and nutrition** in the curriculum. Because we understand the importance of healthy dietary options for our students, we ensure that our school lunches meet or exceed national requirements for healthy meals. We also address our students' wellness through opportunities for **movement and exercise** throughout the school day. Activities include yoga, dance, sensory integration work, and physically active games.

a. International Early Years and Primary Curriculum (IPC)

The IPC is a research-based, inclusive curriculum that integrates:

- Brain research, Howard Gardner’s Multiple Intelligences Theory, and accommodating different learning styles
- The importance of opportunities for individual and group work
- Using an exciting entry point to all units that motivates students to learn
- Tapping into each child’s prior knowledge
- Open-ended questions that invite curiosity
- Assessment activities that require children to represent their own learning
- Parent involvement: explaining what students are working on and how parents can support their children’s work at home

The curriculum has two components: the Early Years program and the Primary Curriculum.

Early Years Program (Ages 3-5)

The International Primary Curriculum Early Years Program consists of projects and arts-based teaching methods based on themes that appeal to young children.

The program is based on the philosophy that helping young children learn—academically, socially, emotionally, and physically—is the real purpose of schools.

The curriculum emphasizes interactive, hands-on projects that spark curiosity, engage students, encourage teamwork, and make connections to children’s lives. The Early Years program taps into students’ interests and strengths, growing their innate love of learning. The curriculum units focus on the following skills:

1. Independence and interdependence: Nurtures child’s own personal goals and their relationships with other children
2. Communicating: Develops skills in communication, including speaking and listening, reading and writing, early numeracy work and the expressive arts
3. Exploring: Develops child’s skills in inquiry

4. Healthy living: Encourages children to understand how to look after themselves and each other

Primary Curriculum (Ages 5-12)

The International Primary Curriculum provides a rigorous, thematic teaching structure designed to engage children of all abilities to be creative thinkers and problem-solvers in a globalized world. Since its introduction in 2000, more than 1,000 schools in 65 countries are using this highly engaging curriculum to teach different academic subjects.

Instructional units bring together the social sciences and arts, enabling children to make links between the subjects in exciting and stimulating ways.

The curriculum is designed so that students:

1. Acquire the essential knowledge, skills, and understanding of a broad range of subjects
2. Engage with their learning through positive experiences so they remain committed to learning throughout their lives
3. Develop the personal qualities they need to be good, contributing citizens
4. Develop a sense of their own nationality and culture at the same time as developing respect for the nationalities and cultures of others

b. Literacy and Mathematics

Creative Minds International PCS literacy and math goals are based on the **National Common Core Standards** adopted by DC Public Schools. By using small groups and targeted instruction, we support students to make progress toward individual academic goals and to meet or exceed U.S. national standards. Because strong literacy skills are imperative to academic success, the program focuses on all students developing strong reading and writing skills. Our mathematics curriculum and instructional materials foster the deep conceptual understanding required for successful future learning in upper grades.

c. Dr. Stanley Greenspan's Developmental Approach to Education

The Creative Minds International PCS program incorporates Dr. Stanley Greenspan's developmental approach to education as presented in *The Learning Tree* (Stanley and Nancy Greenspan, 2010). The tree is used as a metaphor to

describe various individual characteristics involved in the learning process. The roots represent how children process the world around them through their sensory systems (what they hear, see, smell, and touch). The trunk of the tree represents thinking skills used in both relationships and academic learning. The branches represent skills used in academic learning (speaking, reading, writing, math, and organizing). Individual learning rates and styles are explained by differences in the ways children process information. Understanding and supporting each child's unique development in all these areas is crucial for their future academic success. Dr. Greenspan's approach embraces the following principles:

- It is important to know where a child is developmentally in order to plan appropriate educational goals
- Children learn best through engagement and meaningful interactions
- Relationships with teachers and parents are critical to a child's development
- Children's natural interests affect their motivation to learn

With support from the late Dr. Greenspan's son, Jake Greenspan, our teachers are trained to address the various aspects of learning that affect children's academic achievement. From an early age, teachers will assess and assist our students' progress in the key social and cognitive developmental milestones related to learning. For each child, individual goals are identified to maximize his/her ability to think, relate, and communicate at different developmental levels.

d. Arts Education and Integration

Research shows that arts education and integration into the curriculum can lead to cognitive and motivational enhancements in learning. Based on Howard Gardner's Multiple Intelligences Theory and studies of arts-integrated schools, this approach offers inclusive learning opportunities for different types of learners. Students' success in the arts is related to the nature of the instruction, which relies on a combination of both verbal and nonverbal teaching. Arts integration taps into students' visual, kinesthetic, and auditory strengths, engaging them more deeply in learning. Research confirms that students are more motivated to learn through arts-integrated projects that include music, movement, and drama. The International Early Years and Primary Curriculum implemented at our school includes arts-integrated, thematic curriculum units. In addition to arts-integrated learning in our academic subjects, we promote a well-rounded education that includes the arts as an autonomous part of the curriculum.

We thus provide our students with music, movement, visual arts and drama classes during the school day and in our extended day programs.

e. Foreign Language Instruction

To prepare students with the skills required to engage successfully in a globalized world, we will offer students arts-integrated foreign language classes from age three and up. Spanish and Mandarin/Chinese language classes will be offered during the 2012-2013 school year. We plan to expand our program to include additional languages, and have begun teaching French in our after-school clubs.

f. After School Clubs

The objective of our Creative Clubs after-school program is to offer enriching and healthy, discovery-based activities that will complement and support the mission of Creative Minds International PCS curriculum.

The Creative Clubs are offered to all age groups and include a diverse list of structured activities, such as ballet, yoga, chess, Lego Engineering, French or Chinese language instruction, and martial arts. These clubs are taught by CMI teachers as well as outside contractors.

2. Parent Involvement Efforts

Creative Minds is proud to report a high level of parental involvement during its first year of operation. The Creative Families Association (“CFA”) was formed in the summer of 2012 and began by hosting family gatherings prior to the opening of the school in order for students to meet their schoolmates and to begin building a community. The CFA planned and held several events this year in collaboration with CMI, including the following the Fall Celebration in November, 2012, which over 85 out of our 105 students and their families attended. The CFA also hosted a dinner for our teachers to thank them during Teacher Appreciation Week. The End of the Year Picnic was held the last weekend of the school year with a large turnout that included new families enrolling for the 2013-14 school year. The CFA supports teachers by recruiting two Classroom Parents for each class who act as liaisons between the teachers and the parents. The CFA has also participated in school development by raising over \$30,000.

Beginning in February of 2013, CMI began hosting monthly Parent Workshops on various topics, including Child Development, Health and Nutrition, Working with Children’s Challenging Behaviors, and Setting Developmentally

Appropriate Limits. The workshops were organized by the Executive Director in collaboration with a parent volunteer, and presented by well-known experts in each related field. Many parents participated in these workshops and provided positive feedback. The workshops created a safe community where parents could raise their concerns for their children and receive feedback on how to best support their child's health, development, and education, and provided a venue for parents of students with special needs to network and create a support group. The Executive Director and other staff members attended these workshops and shared the school's approach with parents through discussions. A survey was conducted to ensure that topics that parents are interested in are included in the monthly workshops that will be held during the 2013-14 school year.

CMI also prioritizes clear and frequent communication with families. Each class sends home a parent newsletter on a weekly basis that contains information about the academic curriculum as well as exciting news about what is happening in the classroom. The school also publishes a CMI Monthly Newsletter (found on our website at www.creativemindspcs.org) that shares important information such as events and announcements with families, and recognizes key staff members and school accomplishments.

CMI engages in family outreach through other means including its automated calling system and printed flyers and information in the school lobby and on its website. CMI has an international staff who are fluent speakers of various languages and is therefore able to offer parents translation services as required.

In addition to Back to School Night, Parent/Teacher Conferences were held on November 16, 2012, and April 15, 2013, and were attended by 100% of the parents. At conferences, teachers shared important information with parents and families about students' academic and social/emotional development. They also shared explicit strategies for supporting student growth at home to ensure a home-school connection.

I. School Performance

A. Performance and Progress

1. Meeting the Mission

Reflecting on our mission statement, we are confident that CMI has built critical foundations to achieve our mission during its very first year. The instructional and leadership team feel confident that infusing the International Primary Curriculum and the National Common Core Standards-aligned instruction in English Language Arts and Mathematics provides students with rigorous learning experiences that prepares the with skills needed to be

successful in higher education and to participate in an increasingly globalized, international society. The schools has made a strong, successful commitment to teaching the arts, including music and drama, as well as foreign languages, including Spanish and Mandarin/Chinese, in order to create a well-rounded, enriching, and challenging educational program for its students.

Moving into its second year of operation, we will continue to work hard to ensure CMI fully realizes its mission. Through a culture of continuous growth and improvement, the school has taken specific actions to strengthen its academic program.

- a.) Two experienced members of the teaching team, one from our preschool program and one from our elementary grades, will be taking leadership roles and acting as instructional coaches to provide teachers additional opportunities for feedback, and to streamline communication with the Executive Director/Principal.
- b.) A new Director of Student Support Services was hired to supervise special education and ELL services and further support inclusion at our school.
- c.) The new chairs of the Creative Families Association have set up regular meetings with the Executive Director to ensure regular communication between parents and the school administrative team.
- d.) Through support from grants, we have significantly added to classroom and school-wide instructional resources, including:
 - Additional ELL tutoring for students who would benefit from more than the required services, and for parents of ELL students.
 - Common Core aligned Classroom libraries to support rigorous ELA instruction.
 - Enhancing our school-wide Guided Reading Library.
 - Additional Common Core aligned math resources, including student textbooks and math manipulatives.
- e.) We have invested in professional development in areas in which we need to make progress including:
 - Implementation of the IPC's Assessment for Learning program to improve our curriculum-based assessments.
 - Guided Reading and Readers/Writers Workshop training for teachers.
 - Advanced developmental and sensory screening of students who may have special learning or social emotional needs.

- Focus on IPC personal goals (one personal goal/month) as a whole community in order to increase positive communication and interactions and decrease negative student behaviors.

2. Reaching Charter Goals and Academic Achievement Expectations

Creative Minds International Public Charter School had a successful first year of operations and met its academic expectations and accountability targets for student progress and achievement at all grades levels.

Goal 1: Students will demonstrate strong English Language Arts and literacy skills. For preschool and pre-K, this goal was measured by student progress on the GOLD Assessment for Early Childhood. CMI set a goal of having at least 60% of Preschool and preK students meet or exceed widely held expectations of growth between fall and spring administration of the GOLD Literacy assessment. CMI exceeded this goal; according to the spring administration of the GOLD assessment, 98.1% of preschool and preK students meet or exceeded widely held expectations of growth.

For grades K-2, this goal was measured by performance on the DRA assessment. CMI set a goal of having at least 50% of K, first, and second grade students demonstrate one year of growth on the DRA between the fall and spring administration of the DRA. CMI exceeded this goal; according to the spring administration of the DRA assessment, 78.1% of K, 1, and 2 met or exceeded widely held expectations of growth.

Goal 2: Students will demonstrate understanding of math concepts, computation, and problem solving. For preschool and pre-K, this goal was measured by student progress on the GOLD Assessment for Early Childhood. CMI set a goal of having at least 60% of preschool and preK students meet or exceed widely held expectations of growth between fall and spring administration of the GOLD math assessment. CMI exceeded this goal; according to the spring administration of the GOLD assessment, 90.8% of preschool and preK students met or exceeded widely held expectations of growth.

For grades K-2, this goal was measured by student performance on the Common Core aligned curriculum based assessment from GoMath. However, the GoMath assessment is not approved as a valid measure of progress and

achievement, so CMI is not able to accurately report its outcomes for this specific goal.

Goal 3: Students will progress in social/emotional, cognitive, and developmental learning. For preschool and pre-K, this goal was measured by student progress on the GOLD Assessment for Early Childhood. CMI set a goal of having at least 50% of preschool and pre-K students meet or exceed widely held expectations of growth between fall and spring administration of the GOLD Social-Emotional assessment. CMI exceeded this goal; according to the spring administration of the GOLD assessment, early childhood students grew an average of at least two levels in the GOLD system, with the majority of students ending the year in or above their age appropriate level. The school saw particular growth in emotional identification, problem solving, and self-regulation.

For grades K-2, this goal was measured by student performance on the Greenspan Developmental and Sensory Assessment. However, because the assessment is qualitative and does not report a standardized progress measure, the school cannot report out on this goal.

Goal 4: CMI will integrate Arts Education into its curriculum. The school is pleased by its progress toward reaching this goal. It hired a full-time Director of the Arts program, a music teacher, and a part-time drama teacher. All CMI students participated in 3 music and movement classes per week and one drama class per week. In addition, the school's IPC curriculum included arts into its thematic units and integrated arts-based learning activities.

Goal 5: Implementation of the International Early Years and Primary Curriculum and Foreign Language Instruction. To measure progress toward reaching this goal, CMI leadership reviewed the IPC Self-Review and Accreditation Protocol to assess school's movement from "Getting Started" to "Getting Better/Going Deeper" as per the IPC standards. The school successfully integrated the IPC in every classroom in its first year of operation by covering the required number of curriculum units, involving parents, and receiving positive parental feedback. CMI also invested in Professional Development by an IPC expert for teachers who provided 5 days of training. Although the school did not formally conduct the Self-Assessment, it did receive feedback from the IPC consultant who said the school was successfully moving from "Getting Started" to "Getting Better." The school is pleased with its progress with implementing the IPC and has set in place the foundations for developing the program further.

With regard to the implementation of foreign language instruction, the school also allocated significant resources and saw significant progress. The school hired a full-time Spanish teacher and a part-time Mandarin/Chinese teacher, and all CMI students received three Spanish classes and two Mandarin classes per week. It also offered after-school language classes based on parent interest and staff availability including Spanish/Drama, French, and Mandarin.

Goal 6: Providing positive classroom and school learning environments.

CMI leadership used a Classroom Environment Checklist to measure the quality of classroom environment. This checklist included measures for student engagement, checking student understanding, receiving positive feedback, clear communication of expectations, and multiple opportunities for learning. During the 2012-2013 school year, all teachers were rated “Proficient” at a minimum, meaning that the school made significant progress toward reaching this goal.

In the school’s Executive Director evaluation questionnaire, which was completed by over 80% of CMI parents, all respondents reported that the school had been successful in creating a positive learning environment. In addition, CMI received positive feedback regarding the inclusion of students with disabilities. To ensure safe classrooms, CMI hired a part-time nurse and had three staff members trained on medication.

Goal 7: Collaborative decision-making and community involvement. The school was pleased with the high levels of involvement of the Creative Families Association, which held regular meetings, organized several school events, and raised over \$35,000 for the school. Other important indicators for this goals included: over 80% of board members regularly attended board meetings, over 70% of families regularly attended school events, and well-attended parent workshops were held monthly starting in February.

Goal 8: CMI will maintain a positive financial position. The school met this goal by saving over 10% of its budget during its first year, an amount significantly higher than the 2.5% it originally set as a goal. CMI operated within its approved budget in all areas except for substitute teachers and cleaning supplies. At the end of it first year, the school is well positioned financially to ensure it can procure resources and tenure ample staff as it grows in future years.

Goal 9: CMI will anticipate long-term financial threats and opportunities. The Finance Committee of the board was not able to complete the “Assessing

Fiscal Health” benchmarking tool, but the board has partnered with Charter Board Partners to complete a strategic long-term financial plan as well as a report regarding financial threats and opportunities.

Goal 10: CMI will fundraise to supplement its general operating budget.

The school is pleased with its progress towards this goal. It raised \$37,813 through private donations, \$220,00 from grants, and \$3,234 from fundraising events.

3. Discussion of Accountability Plan, Early Childhood

CMI was pleased to report that it met all of the targets on its PCSB Accountability Plan. With regard to the progress targets, the school set a goal of having 50% of its K, 1, and 2 students demonstrate one year of growth between fall and spring administrations of the DRA with specific goals for each grade level based number DRA levels grown or reaching grade level expectations. Overall, 78.1% of K, 1, and 2 students met these growth or grade level expectations.

The school also set a goal that 60% of preschool and prekindergarten students would meet or exceed widely held expectations of growth between the fall and spring administration of the GOLD Literacy and Math assessments. End-of-year assessment data showed that 98.1% of these students reached the literacy goal and 90.8% of students reached the math goal.

The school set an achievement goal of having at least 50% of grade 1 and grade 2 students scoring at grade-level expectations on the DRA by the end of the year. End-of-year DRA data showed that 60% of first graders and 75% of second graders reached the grade level expectations.

The school set an attendance goal of having an average of 88% or more preschool and prekindergarten students in school each day as well as 92% of K, 1, and 2 students. Average attendance data for pre-school and preK was 99.1% and for K, 1, 2 it was 98.7%.

4. Lessons Learned and Actions Taken

We learned a number of important lessons during our first year that we will use to improve our program for the 2013-14 school year.

The CMI Board of Trustees was very successful in doing the work of a founding Board and supporting the Executive Director start the school, supervising and approving the school budget and communicating regularly with our accounting firm to ensure financial accountability, as well as conducting a thorough evaluation of the Executive Director that included teacher and parent surveys. The Board members are transitioning from a founding Board to a strong governing Board. In order to improve Board Governance and recruit additional Board members, the CMI Board will be working with Charter Board Partners for the 2013-14 school year.

In order to support the Head of School who is acting as both Executive Director and Principal for the first few years of operation, we hired a highly qualified Director of Student Services who manages all school-based inclusion and ELL services and is an additional resource to families, students, and staff. We also moved our two most experienced early childhood and elementary teachers into leadership roles; they will spend some of their time coaching their colleagues on best instructional practices.

The Executive Director has learned the importance of frequent communication with the chairs of the Creative Families Association and has begun meeting with them more frequently to improve communication channels for parents.

CMI will begin new reading and mathematics assessments to measure progress as well as achievement for students from kindergarten to third grade in order to meet its school accountability targets on the Early Childhood PMF.

The school leadership team will be working with designated PCSB staff to amend its charter goals to make sure these goals are measureable.

Teachers will be using the same standard newsletters for weekly communication with parents instead of various forms of communication.

In order to improve instructional practice, CMI has purchased classroom libraries, school-wide Guided Reading library, math textbooks for students in Kindergarten through third grade, and additional early childhood and ELL educational resources, including listening centers and books.

To improve teachers' implementation of Dr. Greenspan's unique developmental approach to education, grant funding will support more frequent coaching for

teachers to support the educational and social/emotional growth of their students through support from the Floortime Center.

To ensure that teachers are using research-based methods of instruction, the Guided Reading approach will be implemented in all classrooms. Teachers will receive training during summer professional development in this area.

To improve upon the implementation of the International Primary Curriculum and to assess student learning in this area, the school leadership team and teachers will receive intensive professional development in the Assessment for Learning Program of the IPC during the summer of 2013 and throughout the 2013-14 school year.

5. Unique Accomplishments

In its first year of operation, CMI was fully enrolled and had a waitlist of over 450 students for the 2012-13 school year, and a wait list of 900 students for the 2013-14 school year. CMI was ranked among the top five charter schools based on parental choice, as demonstrated by the number of students on the waitlist.

All grade levels met or exceeded the targets in the school's PCSB accountability plan, with 78.1% of K-2nd grade students meeting or exceeding one year of growth on the DRA reading assessment; 98.1% of preschool and pre-k students meeting or exceeding widely held expectations of growth in literacy, and 90.8% of preschool and pre-k students met or exceeded widely held expectations of growth in mathematics.

The school was able to operate and meet most of its goals with a small administrative team, channeling resources into classrooms and teachers who have the most direct impact on student learning. Classroom sizes ranged between 15-17 students with 2-3 teachers or assistant teachers assigned to each class based on the needs of the students.

CMI provided robust inclusion services to support students with special needs and include them in all aspects of school life, including arts-based performances, building a positive and inclusive school culture and community. Parents of students with special needs provided overwhelmingly positive feedback regarding their children's progress in all aspects of learning and school life, with one parent writing a published article which features CMI.

In addition to a well-rounded, child-centered, and rigorous educational program that includes foreign language instruction, arts-based and project-based learning opportunities, CMI successfully built the Creative Clubs after school program, offering students classes that included foreign languages (Spanish, Mandarin/Chinese, and French), yoga, ballet, visual arts, drama, and music.

98% of students reenrolled for the 2013-14 school year.

Over 50% of the students enrolled in our Summer School program that served all students, including those who required ESY and ELL services.

Through city-wide recruitment, CMI attracted a very diverse student body, including students from various nationalities.

CMI applied for and received the following grants:

- \$10,000 from the Ronald McDonald House of Charities
- \$5000 from Bancroft Foundation
- \$150,000 in Facilities Renovation Grant
- \$10,000 of school supplies and membership in the ToPPP grant
- \$50,000 in SOAR Special Populations Grant for improving Pre-K and ELL student services and instructional materials
- \$28,000 of Special Populations Grant to support Preschool and Pre-K academic achievement

6. List of Donors

The following donors and grantors have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2012-2013 school year:

Maria and Aaron Kohn	Michael Gehman
The Bancroft Foundation	Dawn Goodloe
Ellen Beares	Kara Gotsch
Capital Source Bank	Jim Brines
HP Laptop and MS Office	Julie Kubal
Nadira Clarke	Jeffrey Lerner
Karen Copeland	Tashai H. Little Family
Valerie Craig	Sara Melendez
Definitive Logic Corporation	Michael Altman and Ruth Wieder
Elizabeth Dunning	Rachel Miller
Marilyn and Bernard Kane	Damon Frank and Tori B. Robinson
Fannie Mae	Jamie Zimmerman

DATA COMPONENT – Data Collection Tool compiled with PCSB-provided data

Source Data Point

GENERAL INFORMATION		
School	LEA Name	Creative Minds International PCS
School	Campus Name	Creative Minds International PCS
School	Ages served – adult schools only	0
PCSB	Audited Enrollment Total	105
PCSB	PK3 Audited Enrollment	33
PCSB	PK4 Audited Enrollment	32
PCSB	KG Audited Enrollment	16
PCSB	Grade 1 Audited Enrollment	12
PCSB	Grade 2 Audited Enrollment	12
PCSB	Grade 3 Audited Enrollment	
PCSB	Grade 4 Audited Enrollment	
PCSB	Grade 5 Audited Enrollment	
PCSB	Grade 6 Audited Enrollment	
PCSB	Grade 7 Audited Enrollment	
PCSB	Grade 8 Audited Enrollment	
PCSB	Grade 9 Audited Enrollment	
PCSB	Grade 10 Audited Enrollment	
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	

STUDENT DATA POINTS		
School	Total number of instructional days	180
School	Notes on number of instructional days for grades with different calendars	0
PCSB	Suspension Rate	1.9%
PCSB	Expulsion Rate	0.0%
PCSB	Instructional Time Lost to Discipline	0.0%
PCSB	Promotion Rate (All Grades)	N/A
PCSB	Promotion Rate (KG and higher)	N/A
PCSB	Mid-YearWithdrawal Rate	2.9%
PCSB	Mid-YearEntry Rate	1.9%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	12
School	Teacher AttritionRate	8.0%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	10,000
School	Square footage for entire building	16,936
School	Cafeteria	No
School	Theater/Performing Arts Space	Yes
School	Art Room	Yes
School	Library	No
School	Music Room	Yes
School	Playground	Yes
School	Gym	No

EDUCATION OFFERINGS		
School	Advanced Placement	No
School	Alternative	No
School	Arts Integration/Infused	Yes
School	Career/Technical	No
School	Classical Education School	No
School	College Prep	No
School	Expeditionary Learning	Yes
School	Evening	No
School	Extended Academic Time	No
School	GED	No
School	International Baccalaureate	Yes
School	Language Immersion	No
School	Math, Science, Technology	Yes
School	Montessori	No
School	Online/Blended	No
School	Public Policy/Law	No
School	Reggio Emilia	No
School	Residential Program	No
School	Special Education Focus	No

School	Stand-Alone Preschool	No
School	World Cultures	Yes
School	<p>Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.</p>	<p>Out of a total 12 teachers, 1 will not return in SY 2013-14. We said yes to International Baccalaureate question as this is closest to the International Primary Curriculum (IPC) used at CMIPCS - The International Primary Curriculum provides a rigorous, comprehensive, thematic, creative curriculum for 3-11 year olds, with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning.</p>

Appendix A - Staff Roster

Administration

Golnar Abedin, Ph.D.	Executive Director / Principal
James Lafferty-Furphy, B.Sc, M.A.	Director of Operations
Sebastien Durand, B.Sc.	Operations Manager
Noel Rodriguez, B.A.	Front Desk Coordinator

Classroom Teachers

Molly France, M.A.	PK3 Teacher
Annie Pugliese, B.A.	PK3 Teacher
Julie Bowes, B.A.	PK4 Teacher
Janina Maya Brugada, B.A.	PK4 Teacher
Rebecca Chavers, B.S.	Kindergarten Co-Teacher
Emily Mueller, B.A.	Kindergarten Co-Teacher
Wendi Goldfarb, M.A.	1st Grade Co-Teacher
Rose Weiss, B.A.	1st Grade Co-Teacher
Nayamka Long, M.A.	2nd Grade Teacher

Teacher Assistants

Ruth Chavarria, CDA	Teacher Assistant – PK3
Saba Rodriguez, CDA	Teacher Assistant – PK3
Anne Bowman, M.A.	Teacher Assistant – PK4
Sara Kovacs, B.A.	Teacher Assistant – PK4
Nadia Hibu, CDA	Teacher Assistant – 1st Grade
Katherine Johnson, B.A.	Teacher Assistant – 2nd Grade
Justin Lanciault, B.A.	Teacher Assistant – 2nd Grade

Arts

Ashton Conklin, B.S.	Director of the Arts / Music and Movement Teacher
Maria Rivas, M.A.	Spanish/Drama Teacher
Jessica Zhang, B.A.	Chinese Teacher

SPED Professionals

Penelope Miller, M.A.	Inclusion Teacher
Hannah Shedrick, M.A.	Inclusion Teacher

Other Staff

Keren Yairi, M.A.	ELL Tutor
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Appendix B – Board Roster

During the 2012-2013 school year, the Board of Trustees for Creative Minds International Public Charter School was comprised of the following members:

Philippa Tarrant - **Chair**
3224 16th Street NW
Washington, D.C. 20010

Yamillett Fuentes - **Vice Chair**
Brookings Institution
1775 Mass Avenue, NW
Washington, D.C. 20036

Justin van Fleet - **International
Education and Development**
Brookings Institution
1775 Mass Ave, NW,
Washington, D.C. 20036

Sarah Spreitzer – **Secretary**
Lewis Burke Assoc. LLC
1341 G Street, NW 8th Floor
Washington, D.C 20001

Soumya Bhat - **Treasurer**
Education Finance & Policy Analyst
DC Fiscal Policy Institute
820 First Street, NE Suite 460
Washington, D.C. 20002

Patricia E. Steele - **Parent**
Principal/ Research Consultant
HigherEd Insight, LLC
5335 Wisconsin Ave, NW
Washington, D.C. 20015

Thomas A. Frankiewicz – **Parent**
Program Manager – LMOP
Landfill Methane Outreach Program
Global Methane Initiative
U.S. Environmental Protection
Agency
1200 Pennsylvania Avenue NW
Washington, D.C. 20460

Anastasia Dellaccio - **Parent**
United Nations Foundation
1800 Mass. Ave. NW Suite 400
Washington, D.C. 20036

Sara Melendez
Savage/Meléndez & Associates, LLC
5090 Grimm Drive
Alexandria, VA 2230

EX-OFFICIO

Golnar Abedin - **Executive Director
/ Principal**
Creative Minds International PCS
3224 16th Street NW
Washington, D.C. 20010

Dawn Goodloe - **Parent**
Creative Minds International PCS
3224 16th Street NW
Washington, D.C. 20010

Creative Minds International Public School maintains a network of professional advisors that assist its school leadership and Board of Trustees in many aspects of school management and governance. During 2012-2013 the following were consulted:

ADVISORY COUNCIL MEMBERS

Ashton Conklin – **Music Teacher**
Creative Minds International PCS
3224 16th Street NW
Washington, D.C. 20010

Jake Greenspan - **DIR/Floortime**
The Floortime Center
4827 Rugby Avenue
Bethesda, MD 20814

Brett Orlove, Esq. - **Real Estate Attorney**, Grossberg, Yochelson, Fox & Beyda, LLP
2000 L Street, NW, Suite 675
Washington, D.C. 20036

Linda Krakaur - **Lecturer**
George Mason University
8017 Glenside Drive
Takoma Park, MD 20912

Davina Soleyman -
International/Special Education
Head Teacher (Middle School)
International Sch of Geneva
62 rte de Chêne, 1208 Geneva

Deepa Srikantaiah - **Education Specialist**
Global Partnership for Education Secretariat
900 19th Street, N.W. Suite 600
Washington, D.C. 20006

Appendix C – Unaudited 2012-13 Year-End Financial Statement

Creative Minds International PCS

As of 06/30/13

	Year to Date		
	Actual	Budget	Variance
REVENUE			
Per Pupil Charter Payments	1,567,297	1,556,811	10,486
Per Pupil Summer School	-	-	-
Per Pupil Facilities Allowance	315,000	315,000	-
Federal Entitlements	296,786	245,500	51,286
Other Government Funding/Grants	198,084	33,867	164,217
Private Grants and Donations	49,814	50,000	(186)
Activity Fees	138,622	194,258	(55,636)
Other Income	3,140	143	2,996
TOTAL REVENUES	2,568,744	2,395,580	173,164
ORDINARY EXPENSE			
<i>Personnel Salaries and Benefits</i>			
Administration Salaries	270,188	235,000	35,188
Classroom Teachers Salaries	369,682	292,042	77,640
Teacher Assistants Salaries	195,985	107,500	88,485
Art Teachers Salaries	98,212	87,792	10,420
SPED Professionals Salaries	97,168	183,354	(86,186)
Before/After Care Salaries	54,388	150,000	(95,612)
Other Staff Salaries	38,565	29,635	8,930
Custodial Salaries	-	-	-
Employee Benefits	168,095	207,878	(39,783)
Contracted Staff	56,145	25,000	31,145
Staff Development Expense	52,189	50,250	1,939
Subtotal: Personnel Expense	1,400,619	1,368,451	32,167
<i>Direct Student Expense</i>			
Textbooks	13,805	30,500	(16,695)
Student Supplies and Materials	46,837	31,500	15,337
Library and Media Center Materials	1,978	5,250	(3,272)
Student Assessment Materials	3,273	10,500	(7,227)
Contracted Student Services	133,200	102,320	30,880
Miscellaneous Student Expense	37,226	32,068	5,159
Subtotal: Direct Student Expense	236,320	212,138	24,182
<i>Occupancy Expenses</i>			
Rent	251,218	204,167	47,051
Building Maintenance and Repairs	22,765	5,694	17,071
Utilities	28,615	28,469	146
Janitorial Supplies	3,627	5,694	(2,066)
Contracted Building Services	22,515	39,857	(17,342)

	Subtotal: Occupancy Expenses	328,740	283,881	44,859
Office Expenses				
	Office Supplies and Materials	11,275	13,125	(1,850)
	Office Equipment Rental and Maintenance	21,511	27,550	(6,039)
	Telephone/Telecommunications	19,721	12,600	7,121
	Legal, Accounting and Payroll Services	73,465	72,166	1,300
	Printing and Copying	2,209	2,625	(416)
	Postage and Shipping	1,376	1,575	(199)
	Other	9,175	10,500	(1,325)
	Subtotal: Office Expenses	138,731	140,141	(1,409)
General Expenses				
	Insurance	12,648	15,613	(2,966)
	Transportation	732	5,000	(4,268)
	Food Service	97,535	90,497	7,038
	Administration Fee (to PCSB)	10,261	9,563	698
	Management Fee	-	-	-
	Other General Expense	5,592	19,613	(14,021)
	Unforeseen Expenses	-	-	-
	Subtotal: General Expenses	126,767	140,286	(13,519)
	TOTAL ORDINARY EXPENSES	2,231,176	2,144,896	86,280
NET ORDINARY INCOME		337,568	250,684	86,884
	Depreciation Expense	80,443	44,017	36,426
	Interest Payments	-	-	-
NET INCOME		257,125	206,666	50,458

Appendix D – Approved 2013-14 Budget

Creative Minds International PCS Approved 2013-14 Budget

REVENUE	2013-14	Percent of Total Revenue
Per Pupil Charter Payments	\$1,578,528	51%
Per Pupil SPED	\$455,826	15%
Per Pupil Summer School	\$74,968	2%
Per Pupil Facilities Allowance	\$408,000	13%
Federal Entitlements	\$286,509	9%
Other Government Funding/Grants	\$46,487	2%
Total Public Funding	\$2,850,318	92.7%
Private Grants and Donations	\$50,000	1.6%
Activity Fees	\$169,781	5.5%
Other Income	\$5,252	0.2%
Total Non-Public Funding	\$225,032	7.3%
TOTAL REVENUES	\$3,075,350	

ORDINARY EXPENSE	2013-14	Percent of Total Revenue
<i>Personnel Salaries and Benefits</i>		
Administration	\$344,600	11.2%
Classroom Teachers	\$544,190	17.7%
Teacher Assistants	\$246,780	8.0%
Arts Teachers	\$109,940	3.6%
SPED Professionals	\$100,410	3.3%
Afterschool Staff	\$60,000	2.0%
Custodial	\$0	0.0%
Other Staff	\$52,550	1.7%
Summer School Teachers	\$28,950	0.9%
Employee Benefits & Taxes	\$269,649	8.8%
Contracted Staff	\$35,000	1.1%
Staff Development Expense	\$48,500	1.6%
Subtotal: Personnel Expense	\$1,840,569	59.8%
<i>Direct Student Expense</i>		
Textbooks	\$13,900	0.5%
Student Supplies and Materials	\$44,700	1.5%
Library and Media Center Materials	\$6,950	0.2%
Student Assessment Materials	\$10,425	0.3%
Contracted Student Services	\$125,169	4.1%
Miscellaneous Student Expense	\$28,250	0.9%

Subtotal: Direct Student Expense	\$229,393	7.5%
Occupancy Expenses		
Rent	\$360,360	11.7%
Building Maintenance and Repairs	\$15,435	0.5%
Utilities	\$32,414	1.1%
Janitorial Supplies	\$4,631	0.2%
Contracted Building Services	\$30,490	1.0%
Subtotal: Occupancy Expenses	\$443,329	14.4%
Office Expenses		
Office Supplies and Materials	\$17,375	0.6%
Office Equipment Rental and Maintenance	\$25,100	0.8%
Telephone/Telecommunications	\$10,320	0.3%
Legal, Accounting and Payroll Services	\$78,875	2.6%
Printing and Copying	\$3,475	0.1%
Postage and Shipping	\$2,085	0.1%
Other Office Expense	\$13,900	0.5%
Subtotal: Office Expenses	\$151,130	4.9%
General Expenses		
Insurance	\$21,253	0.7%
Transportation	\$2,500	0.1%
Food Service	\$130,166	4.2%
Administration Fee (to PCSB)	\$14,892	0.5%
Management Fee	\$0	0.0%
Other General Expense	\$18,813	0.6%
Subtotal: General Expenses	\$187,623	6.1%
TOTAL ORDINARY EXPENSES	\$2,852,044	92.7%
NET ORDINARY INCOME	\$223,306	7.3%
Depreciation Expense	\$122,130	4.0%
Interest Expense	\$0	0.0%
NET INCOME	\$101,176	3.3%
CAPITAL BUDGET		
Computers and Materials	\$10,200	0.3%
Classroom Furnishings and Supplies	\$20,000	0.7%
Office Furnishings and Equipment	\$4,500	0.1%
Renovation/Leasehold Improvements	\$0	0.0%
TOTAL CAPITAL BUDGET	\$34,700	1.1%



Annual Report, 2013-2014

Prepared for the DC Public Charter School Board

3224 16th Street NW
Washington D.C. 20010
202 588 0370

www.creativemindspcs.org

Melanie Bowen,
Board of Trustees Chair

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I. School Description

A. Mission Statement

The goal of Creative Minds International Public Charter School is to offer students a rigorous education plan that provides them with the skills required for successful participation in a global society. To accomplish our mission, we have designed a highly engaging program based on an international, project- and arts-based curriculum that includes foreign language instruction as well as standards-based literacy and mathematics.

B. School Program

All children residing in the District of Columbia are eligible to apply for admission into Creative Minds International Public Charter School. Admission is determined by a lottery held every year in the spring if the number of applications received is more than the number of spaces available in any given grade.

In 2013-2014, Creative Minds International Public Charter School served 136 students in grades preschool through third grade. The average class size was 15-17 students in each classroom. Classrooms are led either by co-teachers or a lead teacher along with one or two classroom assistants depending on the educational and social/emotional needs of the students in each class.

The 2013-2014 school year began on August 26, 2013 and ended on June 18, 2014. The school day is from 8:45 AM–3:30 PM. Parents had the option of dropping students off at 8:15 AM for free breakfast served by the school. After-care hours were from 3:30 PM–6:00 PM and were offered to all families for a fee on a sliding scale according to eligibility for the National School Lunch Program.

Creative Minds International Public Charter School also offers a robust afterschool clubs program called Creative Clubs, in which students have the opportunity to further pursue their talents and interests. Clubs include classes in the visual and performing arts, yoga, martial arts, French, Chinese, and other offerings that help build students' social and emotional skills.

Creative Minds International Public Charter School offered a summer school program for 120 hours between June 30 and July 25, 2014. The program included ESY and ELL services for students who receive special education services and students who are English Language Learners (ELL); these students

attended summer school free of charge. The summer school program included literacy and math instruction, as well as a project and arts-based curriculum, sports and weekly field trips.

1. Summary of Curriculum Design and Instructional Approach

Creative Minds International Public Charter School (CMI) implements a research-based, inclusive curriculum. CMI is the only public school in D.C. to implement the **International Early Years and Primary Curriculum (IPC)**. In addition to rigorous academic goals, the curriculum encourages international awareness and personal goals. Learning through thematic units, students engage in interactive, hands-on projects that spark curiosity, encourage teamwork and make connections to real-world issues. Six- to eight-week curriculum units combine several academic subjects in an engaging manner that makes learning relevant to real life. The international curriculum supports students in becoming knowledgeable, creative thinkers, ready to participate in a globalized society. Students develop a sense of their own nationality and culture at the same time as developing respect for the nationalities and cultures of others.

CMI's **English Language Arts and Mathematics** instruction is based on the **National Common Core Standards**. Through targeted, small group, differentiated instruction, our rigorous ELA and Math groups prepare students to compete nationally with other public and private school students.

The Creative Minds International PCS program incorporates **Dr. Stanley Greenspan's developmental approach** to education in order to support individual learning styles that are explained by differences in the ways children process information. Understanding and supporting each child's unique social and cognitive development is crucial for teachers and parents as together we prepare our students for academic and future success.

In addition to **arts-integrated learning** in our academic subjects through the International Primary Curriculum, CMI promotes a well-rounded education that includes **arts education** as an autonomous part of our program. We thus provide our students with music and movement, visual arts, and drama classes during the school day and in our after school Creative Clubs programs. **Foreign language classes** in Spanish and Mandarin/Chinese are offered to students in preschool through 5th grade during and after school.

At Creative Minds International PCS, we teach children about **health and nutrition** as part of the curriculum. Because we understand the importance of healthy dietary options for our students, we ensure that our school lunches

exceed national requirements for healthy meals. We also address our students' wellness through opportunities for **movement and exercise** throughout the school day. Activities include yoga, dance, sensory integration work, and physically active games during and after school.

a. International Early Years and Primary Curriculum (IPC)

The IPC is a research-based, inclusive curriculum that integrates:

- Brain research, Howard Gardner's Multiple Intelligences Theory, and accommodating different learning styles
- The importance of opportunities for individual and group work
- Using an exciting entry point to all units that motivates students to learn
- Tapping into each child's prior knowledge
- Open-ended questions that invite curiosity
- Assessment activities that require children to represent their own learning
- Parent involvement: explaining what students are working on and how parents can support their children's work at home

The curriculum includes the Early Years program and the Primary Curriculum:

Early Years Program (Ages 3-5)

The International Primary Curriculum Early Years Program consists of projects and arts-based teaching methods based on themes that appeal to young children.

The program is based on the philosophy that helping young children learn—academically, socially, emotionally, and physically—is the real purpose of schools.

The curriculum emphasizes interactive, hands-on projects that spark curiosity, engage students, encourage teamwork, and make connections to children's lives. The Early Years program taps into students' interests and strengths, growing their innate love of learning. The curriculum units focus on the following skills:

1. Independence and interdependence: Nurtures child's own personal goals and their relationships with other children
2. Communicating: Develops skills in communication, including speaking and listening, reading and writing, early numeracy work and the expressive arts
3. Exploring: Develops child's skills in inquiry
4. Healthy living: Encourages children to understand how to look after themselves and each other

Primary Curriculum (Ages 5-12)

The International Primary Curriculum provides a rigorous, thematic teaching structure designed to engage children of all abilities to be creative thinkers and problem-solvers in a globalized world. Since its introduction in 2000, more than 1,000 schools in 65 countries are using this highly engaging curriculum to teach different academic subjects.

Instructional units bring together the social sciences and arts, enabling children to make links between the subjects in exciting and stimulating ways.

The curriculum is designed so that students:

1. Acquire the essential knowledge, skills, and understanding of a broad range of subjects
2. Engage with their learning through positive experiences so they remain committed to learning throughout their lives
3. Develop the personal qualities they need to be good, contributing citizens
4. Develop a sense of their own nationality and culture at the same time as developing respect for the nationalities and cultures of others

b. Literacy and Mathematics

Creative Minds International PCS literacy and math goals are based on the **National Common Core Standards** adopted by DC Public Schools. By using small groups and targeted instruction, we support students to make progress toward individual academic goals and to meet or exceed U.S. national standards. Because strong literacy skills are imperative to academic success, the program focuses on all students developing strong reading and writing skills. Our

mathematics curriculum and instructional materials foster the deep conceptual understanding required for successful future learning in upper grades.

c. Dr. Stanley Greenspan's Developmental Approach to Education

The Creative Minds International PCS program incorporates Dr. Stanley Greenspan's developmental approach to education as presented in *The Learning Tree* (Stanley and Nancy Greenspan, 2010). The tree is used as a metaphor to describe various individual characteristics involved in the learning process. The roots represent how children process the world around them through their sensory systems (what they hear, see, smell, and touch). The trunk of the tree represents thinking skills used in both relationships and academic learning. The branches represent skills used in academic learning (speaking, reading, writing, math, and organizing). Individual learning rates and styles are explained by differences in the ways children process information. Understanding and supporting each child's unique development in all these areas is crucial for their future academic success. Dr. Greenspan's approach embraces the following principles:

- It is important to know where a child is developmentally in order to plan appropriate educational goals
- Children learn best through engagement and meaningful interactions
- Relationships with teachers and parents are critical to a child's development
- Children's natural interests affect their motivation to learn

With support from the late Dr. Greenspan's son, Jake Greenspan, our teachers are trained to address the various aspects of learning that affect children's academic achievement. From an early age, teachers assess and assist our students' progress in the key social and cognitive developmental milestones related to learning. For each child, individual goals are identified to maximize his/her ability to think, relate, and communicate at different developmental levels.

d. Arts Education and Integration

Research shows that arts education and integration into the curriculum can lead to cognitive and motivational enhancements in learning. Based on Howard Gardner's Multiple Intelligences Theory and studies of arts-integrated schools, this approach offers inclusive learning opportunities for different types of learners. Students' success in the arts is related to the nature of the instruction, which

relies on a combination of both verbal and nonverbal teaching. Arts integration taps into students' visual, kinesthetic, and auditory strengths, engaging them more deeply in learning. Research confirms that students are more motivated to learn through arts-integrated projects that include music, movement, and drama. The International Early Years and Primary Curriculum implemented at our school includes arts-integrated, thematic curriculum units.

In addition to arts-integrated learning in our academic subjects, we promote a well-rounded education that includes the arts as an autonomous part of the curriculum. We thus provide our students with music and movement, visual arts, and drama classes during the school day and in our extended day programs.

e. Foreign Language Instruction

To prepare students with the skills required to engage successfully in a globalized world, we offer students arts-integrated foreign language classes from age three through 5th grade. Spanish and Mandarin/Chinese language classes were offered during the 2013-2014 school year, and French was offered in our after-school clubs.

f. After School Creative Clubs

The objective of our Creative Clubs after-school program is to offer enriching and healthy, discovery-based activities that will complement and support the mission of Creative Minds International PCS curriculum and allow students to pursue their talents and interests.

The Creative Clubs are offered to all age groups and include a diverse list of structured activities, such as ballet, yoga, chess, Lego Engineering, French or Chinese language instruction, and martial arts. These clubs are taught by CMI teachers as well as outside contractors.

2. Parent Involvement Efforts

a. Creative Families Association (CFA)

Creative Minds is proud to report a high level of parental involvement since its first year of operation. The Creative Families Association ("CFA") was formed in the summer of 2012 and began by hosting family gatherings prior to the opening of the school in order for students to meet their schoolmates and to begin building a community. The CFA planned and held several events in 2013-14 in collaboration with CMI, including the annual Fall Festival in which over 120 out of

our 136 students and their families attended. The CFA also held a successful auction to support the school's fundraising mission. Finally, the CFA held an annual Summer Picnic to welcome new families.

CFA also supports our teachers and staff by volunteering at the school and hosting lunches during Teacher Appreciation Week. The CFA supports teachers by recruiting two Classroom Parents for each class who act as liaisons between the teachers and the parents. The CFA raised nearly \$50,000 in 2013-14 school year that supported the school, teachers and students with the following: After School Creative Clubs scholarships for students who qualify for free or reduced lunch, enhancements to technology, funding for teacher professional development, and field trips for students.

b. CMI Parent Workshops

Beginning in February of 2013, CMI began hosting monthly Parent Workshops on various topics, including Child Development, Health and Nutrition, Working with Children's Challenging Behaviors, and Setting Developmentally Appropriate Limits. The workshops were organized by the Head of School in collaboration with a parent volunteer, and presented by well-known experts in each related field. Many parents participated in these workshops and provided positive feedback. The workshops created a safe community where parents could raise their concerns for their children and receive feedback on how to best support their child's health, development, and education, and provided a venue for parents of students with special needs to network and create a support group. The Head of School and other staff members attended these workshops and shared the school's approach to supporting students with parents through discussions. A survey was conducted to ensure that topics that parents are interested in are included in the monthly workshops that will be held during the 2014-15 school year.

CMI also prioritizes clear and frequent communication with families. Each class sends home a parent newsletter on a weekly basis that contains information about the academic curriculum as well as exciting news about what is happening in the classroom. The school also publishes weekly announcements and a CMI Monthly Newsletter that shares important information such as events and announcements with families, and recognizes key staff members and school accomplishments.

CMI engages in family outreach through other means including its automated calling system and printed flyers and information in the school lobby and on its

website. CMI has an international staff who are fluent speakers of various languages and is therefore able to offer parents translation services as required.

In addition to Back to School Night, Parent/Teacher Conferences were held in November 2013, and April 2014, and were attended by 100% of the parents. At conferences, teachers shared important information with parents and families about students' academic and social/emotional development. They also shared explicit strategies for supporting student growth at home to ensure a home-school connection.

I. School Performance

A. Performance and Progress

1. Meeting our Mission

Reflecting on our mission statement, we are confident that CMI has built critical foundations to achieve our mission during its first two years. The instructional and leadership teams feel confident that infusing the International Primary Curriculum and the National Common Core Standards-aligned instruction in English Language Arts and Mathematics provides students with rigorous learning experiences that prepares the with skills needed to be successful in higher education and to participate in an increasingly globalized, international society. The schools has made a strong, successful commitment to teaching the arts, including visual arts, music and drama, as well as foreign languages, including Spanish and Mandarin/Chinese, in order to create a well-rounded, enriching, and challenging educational program for its students.

Moving into our third year of operation, we will continue to work hard to ensure CMI fully realizes its mission. Through a culture of continuous growth and improvement, the school has taken specific actions to strengthen its academic program.

- a.) CMI has added a Director of Curriculum and Instruction to the leadership team to support the Head of School in the implementation of the curriculum and supervision of teachers. We also have an Early Childhood Coordinator who is an experienced member of the preschool teaching team who supports teachers of our youngest students with instruction and assessment.
- b.) To meet our high standards for inclusive education and serve the needs of our students with special needs and English Language Learners, we have an additional inclusion teacher for

the 2014-15 school year. Our Director of Student Support Services supervises special education and ELL services and further supports inclusion at our school. The Inclusion team now includes the Director of Students Services, two inclusion teachers and an ELL tutor along with service providers in the areas of Speech and Language, Occupational Therapy, Counseling, and Physical Therapy.

- c.) The new co-chairs of the Creative Families Association have set up regular meetings with the Head of School to ensure regular communication between parents and the school administrative team, and to support the school with the transition to it's new facility in the fall of 2015.
- d.) Through support from parents, we have formed a new partnership with the Asia Society to enhance instruction in Mandarin Chinese, and add to our students' cultural experiences by partnering with a school in China.
- e.) Through support from grants, we have continued to add to classroom and school-wide instructional resources, including:
 - Additional ELL tutoring for students who would benefit from more than the required services, and for parents of ELL students.
 - Common Core aligned classroom libraries to support rigorous ELA instruction.
 - Enhancing our school-wide Guided Reading Library.
 - Additional Common Core aligned math resources, including student textbooks and math manipulatives.
- f.) We have invested in professional development in various program areas including:
 - Implementation of the IPC's Assessment for Learning program to improve our curriculum-based assessments.
 - Guided Reading and Readers/Writers Workshop training for teachers.
 - Advanced developmental and sensory screenings of students who may have special learning or social emotional needs.
 - Focus on IPC personal goals (one personal goal/month) as a whole community in order to increase positive communication and interactions and decrease negative student behaviors.

- School-wide Community Meetings every Friday to bring the school community together and share our personal goals, our learning goals and provide opportunities for artistic performances in which students share their talents and grow their presentation skills.

2. Reaching Charter Goals and Academic Achievement Expectations

Creative Minds International Public Charter School has been successful in meeting its academic expectations and accountability targets for student progress and achievement at all grades levels. CMI will be amending its charter goals for the 2014-15 school year in order to make sure they are specific and measureable to meet PCSB requirements for high stakes reviews. The CMI team collaborated with PCSB staff to submit the revised goals in September 2014 for PCSB vote in November. Below is a report of how CMI has been meeting the current goals in our charter:

Goal 1: Students will demonstrate strong English Language Arts and literacy skills. For preschool and pre-K students, this goal was measured by student progress on the GOLD Assessment for Early Childhood. CMI far exceeded this goal: in 2013-14, 100% of preschool and prekindergarten students met or exceeded widely held expectations of growth between fall and spring administration of the GOLD Literacy assessment. This percentage matched the PMF target score and far exceeded the PMF floor of 60%.

For grades K-2, this goal was measured by performance on the Developmental Reading Assessment (DRA). CMI set a goal of having at least 50% of K, first, and second grade students demonstrate one year of growth on the DRA between the fall and spring administration of the DRA. CMI exceeded this goal; in 2013-14, 93% of K, 1, and 2 met or exceeded widely held expectations of growth, far exceeding the PMF floor of 50% and also surpassing the PMF target of 90%.

Goal 2: Students will demonstrate understanding of math concepts, computation, and problem solving. For preschool and pre-K, this goal was measured by student progress on the GOLD Assessment for Early Childhood. CMI exceeded this goal; in 2013-14, 97% of preschool and pre-K students met or exceeded widely held expectations of growth, far exceeding the PMF floor of 60%.

For grades K-2, this goal was measured by student performance on the GMADE assessment. 98% of students reached the growth target on the GMADE, surpassing both the PMF floor of 50% as well as the PMF target of 90%.

CMI 3rd grade students participated in the **District of Columbia Comprehensive Assessment System exam (DC CAS)** for the first time this year. The DC CAS measures students' academic performance based on the DC Content Standards and students are given scores at 4 levels of mastery: Advanced "4", Proficient "3", Basic "2", or Below Basic "1".

See the tables below for more information regarding student performance. Table 2 includes the overall proficiency calculations for all third grade students who took the DC CAS in school year 2013-2014 at CMI and in all public charter schools in DC (more than 13,200 students city wide).

TABLE 1

Subject Test	Number of students tested at CMI	Number Scoring Below Basic "1"	Number Scoring Basic "2"	Number Scoring Proficient "3"	Number Scoring Advanced "4"
Reading	12	0	2	7	3
Math	12	1	6	3	2

TABLE 2

School	Subject Test	Students Tested	Number Proficient + Advanced	% Proficient + Advanced
Creative Minds	Reading	12	10	83.3
PCS Average	Reading	—	—	53.4
Creative Minds	Math	12	5	41.6
PCS Average	Math	—	—	59.6

In 2010, DC adopted new college and career readiness standards (Common Core Standards) and because the DC CAS is only partially aligned to these standards, the 2013-2014 school year was the last year for administration of this assessment. In school year 2014-2015, DC will implement a new assessment,

the Partnership for Assessment of Readiness for College and Careers (PARCC), that is fully aligned to the Common Core State Standards.

Our teachers will be working hard to raise achievement, and they are responding to the more challenging work that is being put in front of them. We will use ongoing assessment results to help us understand what's working and what to improve. In 2014-15 we will be partnering with Achievement Network (ANet). ANet is a nonprofit that helps schools strengthen their practice and culture of using standards and data to accelerate student learning. Their coaches will work alongside our teachers and leadership teams to establish the structures and practices necessary for a successful transition.

Goal 3: Students will progress in social/emotional, cognitive, and developmental learning. For Preschool and Pre-K, this goal was measured by student progress on the Teaching Strategies GOLD Assessment for Early Childhood. 93% of 3 year olds and 100% of 4 year olds met or exceeded widely held expectations of growth between fall and spring administration of the GOLD Social-Emotional assessment. The school saw particular growth in emotional identification, problem solving, and self-regulation.

All CMI teachers received training in Dr. Greenspan's developmental and social-emotional model, incorporating an understanding of where children are among the 9 developmental milestones

Goal 4: CMI will integrate Arts Education into its curriculum. The school is pleased by its progress toward reaching this goal. We have a highly qualified music and movement teacher, and a part-time drama teacher. All CMI students participate in 3 music and movement classes and one drama class per week. In addition, the school's IPC curriculum integrates the arts in its thematic units and through arts-based learning activities. Students performed in a number of musical performances and plays, showing their talents and growing their self-confidence.

Goal 5: Implementation of the International Early Years and Primary Curriculum and Foreign Language Instruction. To measure progress toward reaching this goal, CMI leadership reviewed the IPC Self-Review and Accreditation Protocol to assess school's movement from "Getting Started" to "Getting Better/Going Deeper" as per the IPC standards. The school successfully integrated the IPC in every classroom since its first year of operation by covering the required number of curriculum units, involving parents, and

receiving positive parental feedback. CMI also invested in Professional Development by an IPC expert for teachers who provided multiple days of training during summer professional development and during the school year. The school is pleased with its progress with implementing the IPC and has set in place the foundations for developing the program further and pursuing IPC accreditation by the end of its 6th year of operation.

With regard to the implementation of foreign language instruction, the school allocated significant resources and students showed progress in acquiring the languages taught. The school hired a full-time Spanish teacher and a part-time Mandarin/Chinese teacher, and all CMI students received three Spanish classes and two Mandarin classes per week. It also offered after-school language classes based on parent interest, including Spanish/Drama, French, and Mandarin.

Goal 6: Providing positive classroom and school learning environments.

CMI leadership used a Classroom Environment Checklist to measure the quality of the classroom environment. This checklist included measures for student engagement, checking student understanding, receiving positive feedback, clear communication of expectations, and multiple opportunities for learning. During the 2013-2014 school year, all teachers were rated “Proficient” at a minimum, showing that the school made significant progress toward reaching this goal.

Over 80% of CMI parents participated in a survey that was part of the Head of School’s evaluation, reporting that they believed the school had been successful in creating a positive learning environment. In addition, CMI has received praise and positive feedback regarding the School’s inclusive education model that is serving a number of children with special needs who are historically underserved in the public school system.

Goal 7: Collaborative decision-making and community involvement.

The Creative Families Association (CFA), held regular meetings, organized several school events, and raised nearly \$50,000 for the school. CFA also volunteers to support the school. Over 80% of Board members regularly attended board meetings, and over 70% of families regularly attended school events, including monthly parent workshops.

Goal 8: CMI will maintain a positive financial position. The school met this goal by saving over 10% of its budget during its first year, an amount significantly higher than the 2.5% it originally set as a goal. In its second year of operation,

the school also saved 7.6% of its total budget. CMI operated within its approved budget in all areas except for substitute teachers and cleaning supplies. At the end of its first year, the school is well positioned financially to ensure it can procure resources and tenure ample staff as it grows in future years.

Goal 9: CMI will anticipate long-term financial threats and opportunities.

The Finance Committee of the School's Board of Trustees actively supports the Head of School in monitoring the school's financial health and engages in strategic planning as the School grows to full capacity.

Goal 10: CMI will fundraise to supplement its general operating budget.

The school is pleased with its progress towards this goal. It raised \$37,813 through private donations, \$220,00 from grants, and \$3,234 from fundraising events in the first year, and \$48,775 from private donations and fundraising activities in its second year.

3. Lessons Learned and Actions Taken

The CMI Board of Trustees has been very successful in doing the work of a founding Board and supporting the Head of School, supervising and approving the school budget, as well as conducting the Head of School's annual evaluation. With support from Charter Board Partners, the Board has been transitioning from a founding Board to a strong governing Board. In order to improve Board Governance and recruit additional Board members, the CMI Board will continue working with Charter Board Partners for the 2014-15 school year.

In order to support the Head of School who is acting as both Executive Director and Principal for the first few years of operation, we hired a highly qualified Director of Student Services who manages all school-based inclusion and ELL services and is an additional resource to families, students, and staff. We also moved our two most experienced early childhood and elementary teachers into leadership roles; they spent some of their time coaching their colleagues on best instructional practices.

The Head of School acknowledges the importance of frequent communication with the chairs of the Creative Families Association and met with them more frequently during 2013-14 to improve communication channels for parents.

CMI began new reading and mathematics assessments to measure progress as well as achievement for students from kindergarten to third grade in order to meet its school accountability targets on the Early Childhood PMF.

The school leadership team will be working with designated PCSB staff to amend its charter goals to make sure these goals are measureable.

Teachers will be using the same standard newsletters for weekly communication with parents instead of various forms of communication.

In order to improve instructional practice, CMI has purchased additional materials to supplement classroom libraries, school-wide Guided Reading library, math textbooks for students in Kindergarten through third grade, and additional early childhood and ELL educational resources, including listening centers and books.

To improve teachers' implementation of Dr. Greenspan's unique developmental approach to education, grant funding will support more frequent coaching for teachers to support the educational and social/emotional growth of their students through support from the Floortime Center.

To ensure that teachers are using research-based methods of instruction, the Guided Reading approach will be implemented in all classrooms. Teachers will receive training during summer professional development in this area.

To improve upon the implementation of the International Primary Curriculum and to assess student learning in this area, the school leadership team and teachers received intensive professional development in the Assessment for Learning Program of the IPC during the summer of 2013 and throughout the 2013-14 school year.

4. Unique Accomplishments

In its second year of operation, CMI was fully enrolled and had a waitlist of over 800 students for the 2013-14 school year. CMI was ranked among the top five charter schools based on parental choice, as demonstrated by the number of students on the waitlist.

All grade levels met or exceeded the targets in the school's PCSB accountability plan, with 93% of K-2nd grade students meeting or exceeding one year of growth on the DRA reading assessment; 100% of preschool and pre-k students meeting

or exceeding widely held expectations of growth in literacy, and 97% of preschool and pre-k students met or exceeded widely held expectations of growth in mathematics.

The school was able to operate and meet most of its goals with a small administrative team, channeling resources into classrooms and teachers who have the most direct impact on student learning. Classroom sizes ranged between 15-17 students with 2-3 teachers or assistant teachers assigned to each class based on the needs of the students.

CMI provided robust inclusion services to support students with special needs and include them in all aspects of school life, including arts-based performances, building a positive and inclusive school culture and community. Parents of students with special needs provided overwhelmingly positive feedback regarding their children's progress in all aspects of learning and school life, with one parent writing a published article which features CMI.

In addition to a well-rounded, child-centered, and rigorous educational program that includes foreign language instruction, arts-based and project-based learning opportunities, CMI successfully built the Creative Clubs after school program, offering students classes that included foreign languages (Spanish, Mandarin/Chinese, and French), yoga, ballet, visual arts, drama, and music.

94% of students reenrolled for the 2014-15 school year.

Over 50% of the students enrolled in our Summer School program that served all students, including those who required ESY and ELL services.

Through citywide recruitment, CMI attracted a very diverse student body from various nationalities including students from all 8 DC wards.

CMI applied for and received the following grants during school year 2013-14:

- \$10,000 for school supplies and membership in the ToPPP grant
- \$19,627 OSSE Special Populations Grant
- \$106,137.60 SOAR Act Grant for Increasing Academic Quality
- \$5,250 from the DC Technology Fund

5. List of Donors

The following donors and grantors have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2013-2014 school year:

Michael Altman	Jeffrey and Jennifer Lerner
Young Sue Bae	Aimee Latimer-Zayets
Diane Bickel	Ronald and Tashai Little
Julia Bogolin	John R. Martin
Darren Cambridge	Jocelyne Modine
Capitol Source Bank	Occidental Petroleum Corp.
Nadira Clarke	Peter and Terryann Okoobo
Lleslie and Jimmie Coleman	Thomas Peng
Definitive Logic Corp	AJ Spiegel Foundation
Elizabeth Dunning	Joshua and Meaghan Vergow
Jeff Hayward	Rebecca A. Weiner
Peter V. Hristov	Jamie Zimmerman
Alan Kessler	

DATA COMPONENT – Data Collection Tool compiled with PCSB-provided data
Source Data Point

Question #	Source	Data Point	School Answers (fill in blank fields)
1	PCSB	LEA Name	Creative Minds International PCS
2	PCSB	Campus Name	Creative Minds International PCS
3	School	Ages served – adult schools only	
4.a	PCSB	All Grades	137
4.b	PCSB	PK3	32
4.c	PCSB	PK4	34
4.d	PCSB	KG	32
4.e	PCSB	1	16
4.f	PCSB	2	11
4.g	PCSB	3	12
4.h	PCSB	4	0
4.i	PCSB	5	0
4.j	PCSB	6	0
4.k	PCSB	7	0
4.l	PCSB	8	0
4.m	PCSB	9	0
4.n	PCSB	10	0
4.o	PCSB	11	0
4.p	PCSB	12	0
4.q	PCSB	PG	0
4.r	PCSB	Ungraded	0
5	School	Total number of instructional days 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.	180
6	PCSB	Suspension Rate	1.46%

Question #	Source	Data Point	School Answers (fill in blank fields)
7	PCSB	Expulsion Rate	0.00%
8	PCSB	Instructional Time Lost to Discipline	0.01%
9	PCSB	Promotion rate	98.6%
	PCSB	AVERAGE DAILY MEMBERSHIP The SRA requires annual reports to include a school's average daily membership. PCSB will provide this using three data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.	
10	PCSB	Mid-Year Withdrawals Rate	2.2%
11	PCSB	Mid-Year Entries	1.5%
12	School	Teacher Attrition Rate	14.29%
13	School	Number of Teachers	14

Question #	Source	Data Point	School Answers (fill in blank fields)
		“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.	
14	School	Teacher Salary 1. Average: \$ Range -- Minimum: \$ Maximum: \$	Average: \$47,060 Minimum: \$37,000 Maximum: \$63,000
15	School	Square footage for entire building (list separate facilities separately)	16,936
16	School	Square footage for entire classroom space	11,000
17	School	Cafeteria (Yes/No)	No
18	School	Theater/Performing Arts Space (Yes/No)	Yes
19	School	Art Room (Yes/No)	Yes
20	School	Library (Yes/No)	No
21	School	Music Room (Yes/No)	Yes
22	School	Playground (Yes/No)	Yes
23	School	Gym (Yes/No)	No
24	School	Playing field large enough to hold outdoor sports competitions (Yes/ No)	No
25	School	Integrated/Infused Arts Program (Yes/No) School integrates arts into academic curriculum beyond dedicated art periods.	Yes
26	School	Classical Education School (Yes/No) School integrates classical texts in the Greek and Roman tradition into the curriculum.	No

Question #	Source	Data Point	School Answers (fill in blank fields)
27	School	College Prep Program (Yes/No) School uses a college preparatory curriculum.	No
28	School	Expeditionary Learning Program (Yes/No) School uses the expeditionary learning curriculum as its primary academic focus.	Yes
29	School	Evening Program (Yes/No) School offers a course schedule that allows students to attend classes exclusively in the evening hours. (School may also offer a separate day-time program.)	No
30	School	Extended Academic Time (Yes/No) School has at least 30% more mandatory academic time than the DCPS calendar.	No
31	School	GED Program (Yes/No) School has a program that specifically prepares students for a GED in lieu of a high school diploma. (School can also have a diploma track program.)	No
32	School	Language Immersion Program (Yes/No) School offers a language immersion program or teaches academic content in a language other than English.	No
33	School	Math, Science, Technology Focus (Yes/No)	Yes

Question #	Source	Data Point	School Answers (fill in blank fields)
		School uses math-, science-, or technology-focused curriculum beyond what is required by the Common Core State Standards.	
34	School	Montessori Program (Yes/No) School uses a Montessori instructional approach to learning.	No
35	School	Online/Blended Learning Program (Yes/No) School offers an online-only or blended learning program.	No
36	School	Public Policy/Law Program (Yes/No) School integrates law or public policy into the curriculum.	No
37	School	Reggio Emilia Program (Yes/No) School uses the Reggio Emilia inspired curriculum.	No
38	School	Residential Program (Yes/No) School offers a program for students to stay overnight at the school.	No
39	School	Special Education Focus (Yes/No) A majority of students receive special education services. (Must be more than 50%.)	No
40	School	Stand-Alone Preschool (Yes/No) A preschool/prekindergarten without any upper grades.	No
41	School	World Culture Focus (Yes/No) School integrates world	Yes

Question #	Source	Data Point	School Answers (fill in blank fields)
		cultural awareness (such as Multiculturalism or African heritage) into the curriculum.	
42	School	Dual Enrollment (Yes/ No) School offers dual enrollment with the charter school and a higher education institution.	No
43	School	<p>Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.</p>	<p>Out of a total 14 teachers, 2 will not return in SY 2014-15. We said yes to International Baccalaureate question as this is closest to the International Primary Curriculum (IPC) used at CMIPCS - The International Primary Curriculum provides a rigorous, comprehensive, thematic, creative curriculum for 3-11 year olds, with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning.</p>

Appendix A - Staff Roster

Administration

Golnar Abedin, Ph.D.	Founder / Head of School
James Lafferty-Furphy, B.Sc., M.A.	Director of Operations
Sebastien Durand, B.Sc.	Operations Manager
Natasha Khanna, B.A. M.A.	Communications / Outreach Manager
Yaritza Abrego, B.A.	Front Desk Assistant

Classroom Teachers

Molly France, B.A., M.A.	PK3 Teacher
Annie Pugliese, B.A.	PK3 Teacher
Julie Bowes, B.A.	PK4 Teacher
Janina Maya Brugada, B.A.	PK4 Teacher
Rebecca Chavers, B.S.	Kindergarten Co-Teacher
Liz Orfaly, B.A.	Kindergarten Co-Teacher
Anne Bowman, B.A., M.A.	Kindergarten Teacher
Emily Mueller, B.A.	1st Grade Co-Teacher
Shoshi Shachar, B.A., M.A.	2nd Grade Co-Teacher
Lisa McNally, B.A.	2nd Grade Co-Teacher
Nayamka Long, B.A., M.A.	3rd Grade Teacher

Teacher Assistants

Ruth Chavarria, CDA	Teacher Assistant – PK3
Maribel Ventura	Teacher Assistant – PK3
Saba Rodriguez, CDA	Teacher Assistant – PK3
Tashira Watson, CDA	Teacher Assistant – PK3
Odetta King, B.A.	Teacher Assistant – Kindergarten
Katherine Green, B.A., M.A.	Teacher Assistant – Kindergarten
Luis Contreras,	Teacher Assistant – 1st Grade
Nadia Hibu, CDA	Teacher Assistant – 2nd Grade
Katherine Johnson, B.A.	Teacher Assistant – 3rd Grade
Justin Lanciault, B.A.	Teacher Assistant – 3rd Grade

Arts

Ashton Conklin, B.S.	Director of the Arts / Music and Movement Teacher
Maria Rivas, B.A., M.A.	Spanish / Drama Teacher
Jessica Zhang, B.A.	Chinese Teacher

SPED Professionals

Colleen Freyvogel, B.A., M.A.
Hannah Shedrick, B.A., M.A.

Director of Student Support Services
Inclusion Teacher

Other Staff

Keren Yairi, M.A.

ELL Tutor

Appendix B – Board Roster

During the 2013-2014 school year, the Board of Trustees for Creative Minds International Public Charter School was comprised of the following members:

Melanie Bowen – **Chair**

E.D., Corporate Strategy,
The Advisory Board Company
2445 M. Street NW
Washington, D.C. 20037

Anastasia Dellaccio - **Parent**

United Nations Foundation
1800 Mass. Ave. NW Suite 400
Washington, D.C. 20036

Sarah Spreitzer – **Vice Chair**

Lewis Burke Assoc. LLC
1341 G Street, NW 8th Floor
Washington, D.C 20001

Justin van Fleet

Chief of Staff Office of the UN
Special Envoy for Global Education
Brookings Institution
1775 Mass Ave, NW,
Washington, D.C. 20036

Soumya Bhat - **Treasurer**

Education Finance & Policy Analyst
DC Fiscal Policy Institute
820 First Street, NE Suite 460
Washington, D.C. 20002

Betty Pair

Coldwell Banker Res. Brokerage
3552 11th Street NW
Washington, DC 20010

Thomas A. Frankiewicz – **Secretary**

Program Manager US EPA
1200 Pennsylvania Avenue NW
Washington, D.C. 20460

Jennifer Fisher

Director of Advocacy
Weinfeld Education Group, LLC
104 Northwood Avenue,
Silver Spring, Maryland 20901

Bryan Lewis

President, Veritas, LLC
c/o 3224 16th Street NW
Washington, DC 20010

EX-OFFICIO

Golnar Abedin – **Founder / Head of School**

Creative Minds International PCS
3224 16th Street NW
Washington, D.C. 20010

Creative Minds International Public School maintains a network of professional advisors that assist its school leadership and Board of Trustees in many aspects of school management and governance. During 2013-2014 the following were consulted:

ADVISORY COUNCIL MEMBERS

Ashton Conklin – **Music Teacher**
Creative Minds International PCS
3224 16th Street NW
Washington, D.C. 20010

Jake Greenspan - **DIR/Floortime**
The Floortime Center
4827 Rugby Avenue
Bethesda, MD 20814

Brett Orlove, Esq. - **Real Estate Attorney**, Grossberg, Yochelson, Fox & Beyda, LLP
2000 L Street, NW, Suite 675
Washington, D.C. 20036

Linda Krakaur - **Lecturer**
George Mason University
8017 Glenside Drive
Takoma Park, MD 20912

Davina Soleyman -
International/Special Education
Head Teacher (Middle School)
International Sch of Geneva

Deepa Srikantaiah - **Education Specialist**
Global Partnership for Education Secretariat
900 19th Street, N.W. Suite 600
Washington, D.C. 20006

Appendix C – Unaudited 2013-14 Year-End Financial Statement

PCSB Income Statement - Creative Minds International PCS

As of 6/30/14

	Year to Date		
	Actual	Budget	Variance
REVENUE			
Per Pupil Charter Payments	2,180,573	2,034,354	146,219
Per Pupil Summer School	118,912	74,968	43,944
Per Pupil Facilities Allowance	408,000	408,000	-
Federal Entitlements	261,829	286,509	(24,680)
Other Government Funding/Grants	136,040	46,487	89,554
Private Grants and Donations	53,512	50,000	3,512
Activity Fees	238,705	169,781	68,925
Other Income	25,188	5,252	19,937
TOTAL REVENUES	3,422,759	3,075,350	347,409
ORDINARY EXPENSE			
<i>Personnel Salaries and Benefits</i>			
Administration	304,354	344,600	(40,246)
Classroom Teachers	522,770	544,190	(21,420)
Teacher Assistants	289,282	246,780	42,502
Arts Teachers	110,444	109,940	504
Other Educational Professionals	118,488	100,410	18,078
After Care	80,498	60,000	20,498
Other Staff	71,472	52,550	18,922
Summer School Instructors	38,100	28,950	9,150
Employee Benefits	248,763	269,649	(20,886)
Contracted Staff	53,145	35,000	18,145
Staff Development Expense	44,562	48,500	(3,938)
Subtotal: Personnel Expense	1,881,878	1,840,569	41,309
<i>Direct Student Expense</i>			
Textbooks	12,889	13,900	(1,011)
Student Supplies and Materials	46,576	44,700	1,876
Library and Media Center Materials	1,880	6,950	(5,070)
Student Assessment Materials	6,321	10,425	(4,104)
Contracted Student Services	310,008	125,169	184,839
Miscellaneous Student Expense	19,645	28,250	(8,605)
Subtotal: Direct Student Expense	397,319	229,393	167,925
<i>Occupancy Expenses</i>			
Rent	344,707	360,360	(15,653)
Building Maintenance and Repairs	14,540	15,435	(895)
Utilities	36,266	32,414	3,853
Janitorial Supplies	3,504	4,631	(1,127)
Contracted Building Services	30,111	30,490	(379)
Subtotal: Occupancy Expenses	429,128	443,329	(14,201)
<i>Office Expenses</i>			
Office Supplies and Materials	11,098	17,375	(6,277)
Office Equipment Rental and Maintenance	35,230	25,100	10,130

	Telephone/Telecommunications	11,162	10,320	842
	Legal, Accounting and Payroll Services	67,957	78,875	(10,918)
	Printing and Copying	359	3,475	(3,116)
	Postage and Shipping	1,218	2,085	(867)
	Other	4,632	13,900	(9,268)
	Subtotal: Office Expenses	131,656	151,130	(19,474)
General Expenses				
	Insurance	15,058	21,253	(6,195)
	Transportation	566	2,500	(1,934)
	Food Service	122,525	130,166	(7,641)
	Administration Fee (to PCSB)	15,799	14,892	907
	Management Fee	-	-	-
	Other General Expense	50,967	18,813	32,155
	Unforeseen Expenses	-	-	-
	Subtotal: General Expenses	204,915	187,623	17,292
	TOTAL ORDINARY EXPENSES	3,044,896	2,852,044	192,852
NET ORDINARY INCOME		377,863	223,306	154,557
	Depreciation Expense	104,747	122,130	(17,382)
	Interest Payments	-	-	-
NET INCOME		273,116	\$101,176	\$171,940

Appendix D – Approved 2014-15 Budget

Creative Minds International PCS 2014-15 Budget

APPROVED

REVENUE	2014-15	Percent of Total Revenue
Per Pupil Charter Payments	\$2,091,815	51%
Per Pupil SPED	\$731,587	18%
Per Pupil Summer School	\$141,858	3%
Per Pupil Facilities Allowance	\$556,032	14%
Federal Entitlements	\$49,239	1%
Other Government Funding/Grants	\$164,019	4%
Total Public Funding	\$3,734,550	91.5%
Private Grants and Donations	\$50,000	1.2%
Activity Fees	\$289,542	7.1%
Other Income	\$5,656	0.1%
Total Non-Public Funding	\$345,198	8.5%
TOTAL REVENUES	\$4,079,748	
ORDINARY EXPENSE	2014-15	Percent of Total Revenue
<i>Personnel Salaries and Benefits</i>		
Administration	\$424,498	10.4%
Teachers	\$589,720	14.5%
Teacher Aides/Assistants	\$334,660	8.2%
Arts Teachers	\$148,288	3.6%
Special Education	\$223,862	5.5%
Summer School	\$48,500	1.2%
Before/After Care	\$95,000	2.3%
Other Staff	\$45,000	1.1%
Employee Benefits & Taxes	\$361,977	8.9%
Contracted Staff	\$23,000	0.6%
Staff Development Expense	\$68,000	1.7%
Subtotal: Personnel Expense	\$2,362,506	57.9%
<i>Direct Student Expense</i>		
Textbooks	\$13,575	0.3%
Student Supplies and Materials	\$58,050	1.4%
Library and Media Center Materials	\$4,525	0.1%
Student Assessment Materials	\$12,670	0.3%
Contracted Student Services	\$293,477	7.2%
Miscellaneous Student Expense	\$45,345	1.1%

Subtotal: Direct Student Expense	\$427,642	10.5%
Occupancy Expenses		
Rent	\$505,890	12.4%
Building Maintenance and Repairs	\$17,500	0.4%
Utilities	\$48,125	1.2%
Janitorial Supplies	\$5,250	0.1%
Contracted Building Services	\$43,750	1.1%
Subtotal: Occupancy Expenses	\$620,515	15.2%
Office Expenses		
Office Supplies and Materials	\$18,100	0.4%
Office Equipment Rental and Maintenance	\$41,200	1.0%
Telephone/Telecommunications	\$17,520	0.4%
Legal, Accounting and Payroll Services	\$89,135	2.2%
Printing and Copying	\$4,525	0.1%
Postage and Shipping	\$2,715	0.1%
Other Office Expense	\$9,050	0.2%
Subtotal: Office Expenses	\$182,245	4.5%
General Expenses		
Insurance	\$25,713	0.6%
Transportation	\$2,500	0.1%
Food Service	\$178,503	4.4%
Administration Fee (to PCSB)	\$39,344	1.0%
Other General Expense	\$26,013	0.6%
Subtotal: General Expenses	\$272,073	6.7%
TOTAL ORDINARY EXPENSES	\$3,864,980	94.7%
NET ORDINARY INCOME	\$214,768	5.3%
Depreciation Expense	\$73,572	1.8%
Interest Expense	\$0	0.0%
NET INCOME	\$141,196	3.5%
CAPITAL BUDGET		
Computers and Materials	\$31,600	0.8%
Classroom Furnishings and Supplies	\$10,000	0.2%
Office Furnishings and Equipment	\$9,050	0.2%
Renovation/Leasehold Improvements	\$2,186,205	53.6%
TOTAL CAPITAL BUDGET	\$2,236,855	54.8%

Appendix E

30 August 2016

Accreditation visit details

Dear Nayamka,

I am delighted to confirm that the IPC Accreditation visit will take place **Monday to Thursday 3-6 April 2017**. This letter has details of how the visit will run and also asks for some extra information to be sent to us, as well as the schools' IPC Self-Review report with evidence attached, so we can get a clearer picture of your school. The IPC Self-review report using the attached template, should be sent to me **no later than Monday 20 February 2017**. It would be super if you could send these documents by GoogleDocs.

Additional items to send a month before the visit (by 3 March 2017)

- Details of IPC units being taught during the visit
- A copy of the school's route through the IPC units
- A staff list of roles and responsibilities within the school, also showing how long they have been teaching with the IPC.
- Any other information that you think will help us as we prepare for the visit
- Timetables for all classes (please ensure that there is always a range of year groups working with the IPC during the whole school day at any time. The timetable may have to be collapsed for these four days)
- Timetable with meetings planned in (see below, all to be in days 1-3))

Team base: Could we have a private small office/base in the school where the team can store their materials and meet? We need to be able to access the Internet and have a table and chairs so we can work on the report. Examples of IPC portfolios, newsletters, planning, evidence of assessment data and other evidence can be left for us to examine.

Printed timetables of all the classes pinned to a wall/board.

The first day: We will meet together with you when we arrive at the school and can then have a chance to have a first proper discussion. In addition to that though, it would be really helpful if we can meet with staff that morning before the children arrive, really just to introduce ourselves and explain the purpose of the visit and how it will be conducted...and hopefully alleviating some of the stresses and anxieties that they may have. This will be no more than 10 minutes.

Tour of the school: So that we can orient ourselves, it would be great to have a very quick tour of the school, led by students after the staff meeting.

Daily Meeting with Principal / SLT / IPC leader: I think it would be really helpful if we could meet each day informally just to make sure everything is going smoothly from the school's perspective and to allow us to have follow up discussions based on what we have seen. This will be done at the start and end of each day. This will give you the chance to feedback to us and for us to feedback to you.

Parents' / Children's /Board Meetings: We would also like to speak to as wide a representation of the stakeholders in the school as possible, so we would like to schedule meetings with a sample of the parents / students and if possible to speak to one or two board (or equivalent) members. We can probably fix the exact dates and times for this when we've explored the timetables etc.

Teacher meetings: Again as above, it would be good to schedule meetings with teachers from time to time during the visit.

Fieldwork Education

Improving Learning

We usually like to meet with the below and please draw up a timetable:

- A group of parents (40 minutes) on day 1
- A formal meeting with the head teacher (45 minutes)
- A formal meeting with the IPC leader (45 minutes)
- Different groups of teachers (45 minutes)- immediately after school each day. On day 1 can we meet with a teacher from each year group.
- We will let you know which ones, specialist, or new teachers, for example for the later meetings. This can be added during the visit and this is normal.
- MP 1,2 and 3 children, (30 minutes for each, groups of 6, mix of new children and ones that have been at the school for longer) can meet during breaks or lunchtimes to avoid them missing learning time!
- Representatives of the Board (25 minutes), if you want to involve them. This is not compulsory.
- An assembly.

Classroom Observations: We'll be in and out of classrooms as much as possible, given the timetable and we will be flexible, so the teachers will be visited without a pre-arranged timetable given to them. Ideally it would be super if you could make sure we can see as much IPC in action as possible, this may mean that you 'collapse' your timetable for the few days that we are in school and the children spend more time learning with the IPC than normal. It is important that this learning is spread across the day, so at any time IPC is happening. For the most part this will be to talk to the learners and get a sense of the general life of the class in respect of IPC and use this to inform the evidence gathering process for each of the 9 rubrics. We'll aim to make these as unobtrusive as possible so as to try and not disrupt the student's learning. Ideally if teachers can have planning / IPC portfolios / assessment files easily available would be great as we don't want to disrupt them in the middle of a lesson. We'll likely be in classrooms for around 10-15 minutes at a time. This is flexible though and for some visits this may be shorter. We also aim to visit a class not only the once, but from time to time during the visit and this does not mean we are unhappy with what we have seen. We like to follow through on learning that we have seen and may want to see a plenary as well as the start of a lesson.

Final staff meeting: We would like to schedule a meeting with staff at the end of the visit to pull things together and thank them for their co-operation. And then let them go home and breathe a sigh of relief! There will be no indication of the outcomes of the Accreditation visit at this stage. This would be appropriate on Friday afternoon.

Feedback to staff: The purpose of the visit is to validate the school as a whole rather than individual teachers, so we do not give feedback to teachers at the time of the observation, or to you at any time.

Evenings: During each evening the Accreditation team will meet back at the hotel and consider the evidence we have seen during the day and plan what we will be focus on the next day. So I hope you won't be offended that we can't invite you out to dinner or similar – I hope this doesn't sound antisocial in any way but in the context of an Accreditation visit the evenings are very much a continuation of the working day.

After the Accreditation visit: Once the visit is over, as soon as possible, we will send you a draft report of the introduction for you to check for factual inaccuracies. After this we have a further validation process where we present our findings to the Senior Fieldwork team. After that final part of the process, the school is then informed of the awarding decision.

Fieldwork Education

Improving Learning

Logistics

We will send you the flight details later and please could you arrange transport from the airport for us.

We're looking forward to seeing you very soon. In the meantime, please don't hesitate to contact me if anything isn't clear or if there is anything else you want us to know.

Best regards,
Jane

Head of Self-Review and Accreditation

Appendix F



School Profile (2013–14)

Board Chair:

Philippa Tarrant

First School Year: 2012–13

School Mission/Purpose:

Creative Minds International PCS is the only public school in the District of Columbia that offers the International Primary Curriculum, a highly engaging, diverse curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our goal is to provide students with the foundational skills required for successful participation in a global society.

Executive Director:

Golnar Abedin, Ph.D.

Principal:

Golnar Abedin, Ph.D.

Grades Served:



Will grow to fifth grade

Before Care After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 8 to 1

Unique School Characteristics

- Only DC public charter school implementing the International Primary Curriculum
- Developmentally appropriate, inclusive education
- Arts education and arts integration
- Foreign language instruction

Accountability Plans

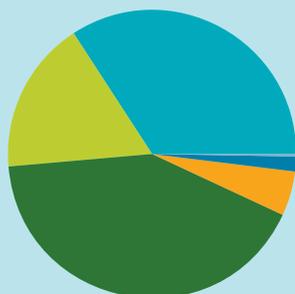
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 105



■ African American	34.3%	English Language Learners: 5.7%
■ Hispanic/Latino	17.1%	Low Income: 36.2%
■ White	41.9%	Special Education: 21.9%
■ Asian/Pacific Islander	4.8%	
■ Native American/Indian	1.9%	
■ Other	0.0%	

Transportation



Metro/Bus Service*
Columbia Heights Metro Station

*Please check www.wmata.com for updates.

(2012–13)

Grades measured: PK3–2

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations of growth between the fall and spring administration of the GOLD Literacy assessment. 	98.1% of students met this goal.	Yes
<ul style="list-style-type: none"> 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations of growth between the fall and spring administration of the GOLD Mathematics assessment. 	90.8% of students met this goal.	Yes
<ul style="list-style-type: none"> 50% of kindergarten through second-grade students will demonstrate one year of growth between fall and spring administrations of the Developmental Reading assessment. 	78.1% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 50% of first-grade students will score a Level 16 or greater on the Developmental Reading assessment. 	66.7% of students met this goal.	Yes
<ul style="list-style-type: none"> 50% of second-grade students will score a Level 28 or greater on the Developmental Reading assessment. 	75.0% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 99.1%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 98.7%.	Yes

TOTAL TARGETS MET

7 OF **7**



Creative Minds International PCS

3224 16th Street NW
Washington, DC 20010

202-588-0370
www.creativemindspcs.org

School Profile (2014–15)

School Mission / Purpose

Creative Minds International PCS is the only public school in the District of Columbia that offers the International Primary Curriculum, a highly engaging, diverse curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our goal is to provide students with the foundational skills required for successful participation in a global society.

Unique School Characteristics

- International Early Years/Primary Curriculum: interactive, project-based learning
- Appropriate education goals that maximize individual learning potential through small-group instruction
- Arts education, arts integration in academic subjects, and foreign language classes

Board Chair

Melanie Bowen

Founder and Head of School

Golnar Abedin, Ph.D.

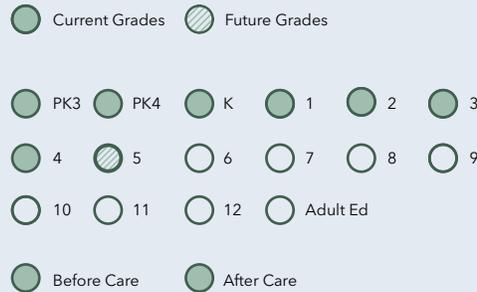
First School Year

2012-13

School Hours

8:45 a.m. – 3:30 p.m.

Grades Served

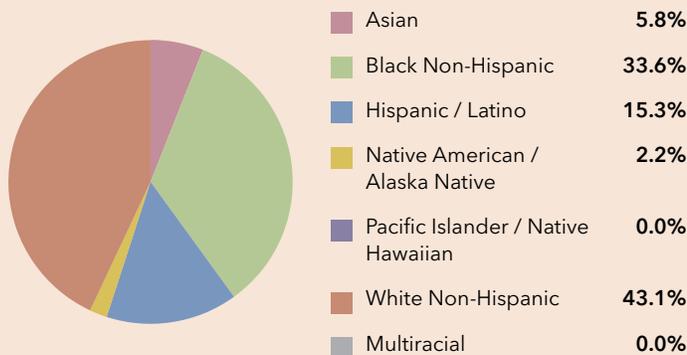


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment
137

English Language Learner
3.6%

Economically Disadvantaged
28.5%

Special Education
23.4%

Transportation



Metro / Bus Service *
Columbia Heights

*Please check www.wmata.com for updates

Creative Minds International PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-3



Pre-Kindergarten (PK3-PK4) Grades (52% of Students)

Student Progress

Literacy / Language - *Creative Curriculum - Teaching Strategies GOLD*



Mathematics - *Creative Curriculum - Teaching Strategies GOLD*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

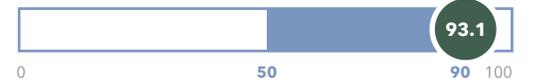
Attendance



K-3 (48% of Students)

Student Achievement / Progress - Grades K-2

Literacy - *Developmental Reading Assessment (DRA)*



Mathematics - *Group Mathematics Assess. and Diag. Evaluation (GMADE™)*



Student Achievement Grade 3: Reading

Proficient and Advanced - *DC CAS*



Advanced Only - *DC CAS*



Student Achievement Grade 3: Mathematics

Proficient and Above - *DC CAS*



Advanced Only - *DC CAS*



Creative Minds International PCS

2014 School Performance Report



K-3 (48% of Students) - Continued

Leading Indicators

Attendance



Re-enrollment





Creative Minds International PCS

3700 North Capitol Street NW
Washington, DC 20011

202-588-0370
www.creativemindspcs.org

School Profile (2015-16)

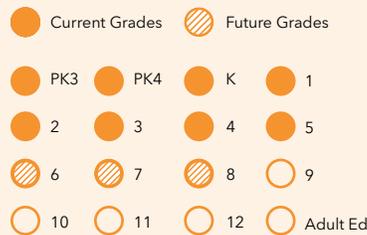
Board Chair

Melanie Bowen

Founder & Head of School

Golnar Abedin, Ph.D.

Grades Served



First School Year

2012-13

Score Explanations

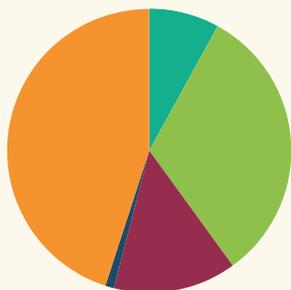
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

Student Demographics (2014-15)

Total Enrollment
181



Asian	7.7%
Black Non-Hispanic	32.6%
Hispanic / Latino	13.8%
Native American / Alaska Native	0.6%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	45.3%
Multiracial	0.0%

English Language Learner
5.5%

Economically Disadvantaged
22.7%

Special Education
33.7%

At-Risk Population
12.2%

A Note from the School

Creative Minds International PCS is a tuition-free school for children located on the Armed Forces Retirement Home Campus in Northwest Washington. CMI is the only public school in the District of Columbia that offers the International Primary Curriculum, a highly engaging, diverse curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our goal is to provide students with the foundational skills required for successful participation in a global society. Our program's unique combination of child-centered, international, and developmental approaches to education are based on extensive research into various aspects of schooling that have the greatest positive effects on academic achievement.

Creative Minds International PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–4



Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

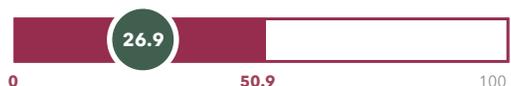


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

Creative Minds International PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–4



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Reading: Developmental Reading Assessment™ (DRA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: Group Mathematics Assessment and Diag. Evaluation (GMADE™)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year





Creative Minds International PCS

3700 North Capitol Street NW
Washington, DC 20011

202-588-0370
www.creativemindspcs.org



School Profile (2016-17)

Board Chair

Melanie Bowen

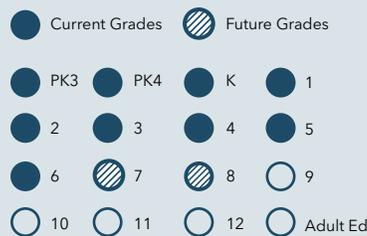
Founder & Head of School

Golnar Abedin, Ph.D.

First School Year

2012-13

Grades Served



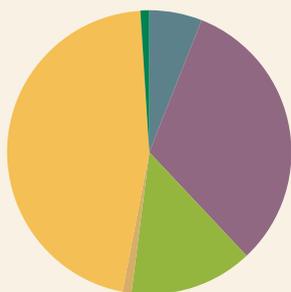
Tier Explanations

- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

For schools serving grades PK-12, DC PCSB uses the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.
* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

Student Demographics (2015-16)

Total Enrollment
237



Asian	6.3%
Black Non-Hispanic	32.1%
Hispanic / Latino	13.9%
Native American / Alaska Native	0.4%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	46.4%
Multiracial	0.8%

English Language Learner
5.5%

Economically Disadvantaged
22.8%

Special Education
29.5%

At-Risk Population
11.0%

A Note from the School

Creative Minds International PCS is a tuition-free school for children located on the Armed Forces Retirement Home Campus in Northwest Washington, DC. We are the only public school in the District of Columbia that offers the International Primary Curriculum, a highly engaging, diverse curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our goal is to provide students with the foundational skills required for successful participation in a global society. Our program's unique combination of child-centered, international, and developmental approaches to education are based on extensive research into various aspects of schooling that have the greatest positive effects on academic achievement.

Creative Minds International PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–5



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts



3.5 out of 17.5

20.0%

Growth on the state assessment in mathematics



5.3 out of 17.5

30.3%

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

Approaching College and Career Ready and Above



4.2 out of 7.5

56.0%

College and Career Ready



2.9 out of 5.0

58.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



4.3 out of 7.5

57.3%

College and Career Ready



2.1 out of 5.0

42.0%

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts

College and Career Ready



4.6 out of 10.0

46.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



8.6 out of 9.0

95.6%

Re-enrollment

Percent of students eligible to re-enroll



9.0 out of 9.0

100.0%

Teacher Interaction Observations: Classroom Assessment

Scoring System (CLASS)

Emotional Support



3.7 out of 4.0

92.5%

Classroom Organization



2.4 out of 4.0

60.0%

Instructional Support



2.0 out of 4.0

50.0%

TOTAL SCORE

TIER 2

52.6 out of 100

52.6%

Creative Minds International PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3-5



Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Reading: Developmental Reading Assessment (DRA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance



Appendix G

Creative Minds International PCS

2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

SCHOOL CHARACTERISTICS (SY 2013-14)

Grades	PK3-3rd
Ward	1
Address	3224 16th Street, NW Washington, DC 20010
Contact	202-588-0370 www.creativemindspcs.org
Type	Public Charter School

STUDENT CHARACTERISTICS

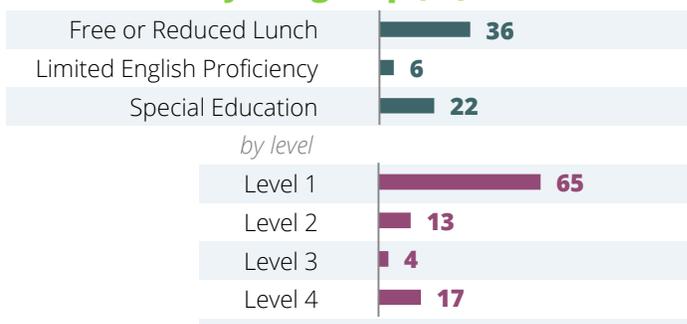
Total Enrollment (#)

105 Students

Enrollment by Race/Ethnicity (%)



Enrollment by Subgroup (%)



ATTENDANCE

In-Seat Attendance Rate (%)

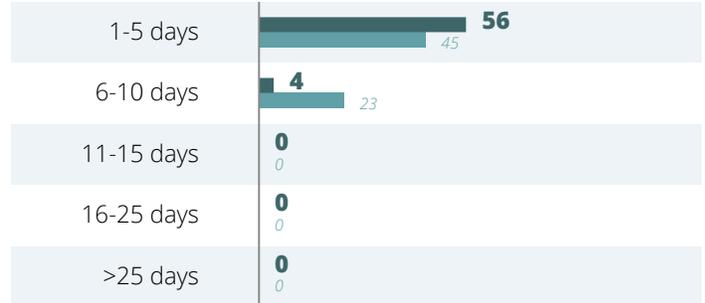
This School 93
City Average * 92

How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

Unexcused Absences (%)

percent of students absent for...



This School ■
City Average * ■

DISCIPLINE

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

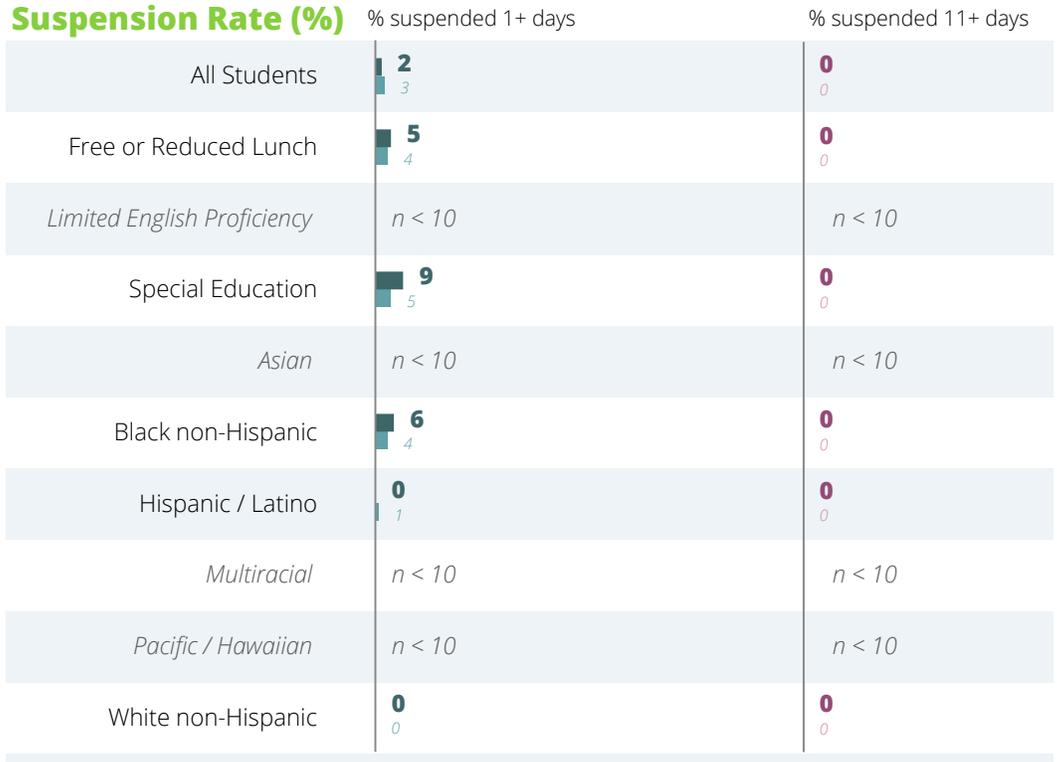
Total Exclusions (#)

This School 0

Expulsion Rate (%)

This School 0.00
City Average * 0.01

Suspension Rate (%)



This School ■
City Average * ■

This School ■
City Average * ■

* The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

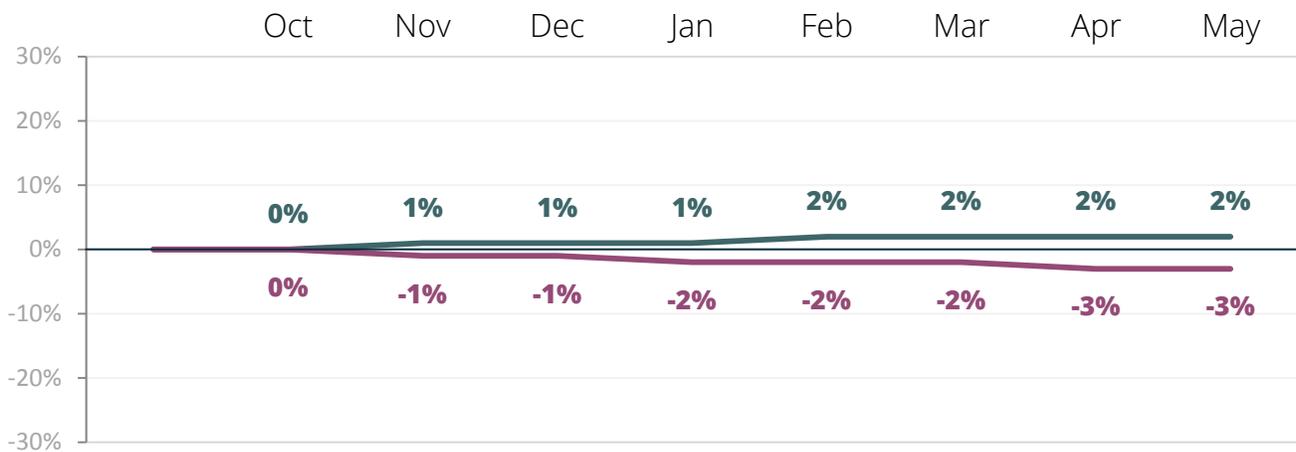
** Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit <http://bit.ly/1djn02G>

STUDENT MOVEMENT

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
105 Students



Net Cumulative Change (%)

-1%

— % of Students Entering
— % of Students Withdrawing

Mid-Year Entry and Withdrawals (%)
*City Average **

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	2%	3%	4%	4%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-6%	-6%	-7%

* The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

APPENDIX

More information. This page contains more detailed information on each of the metrics included in this report.

School Characteristics

School names, addresses, and grades served are reflective of information for the 2013-14 school year.

Student Characteristics

This school's total enrollment was identified using the October 5, 2012 audited enrollment data file. Charter school's enrollments by race/ethnicity, Limited English Proficiency and Free and Reduced Lunch status were determined using a school-verified version of the audited enrollment file. DCPS schools' enrollment by Limited English Proficiency was determined using the audit file itself and Free and Reduced Lunch enrollment was determined through a combination of the audit file and the DCPS end of year student summary file. Special Education enrollment was determined using the 2012-13 Child Count data file. The total number of Child Count Special Education students in this school was divided by the total number of students in the audited enrollment data file. The percent of students in each Level of Special Education was determined using the Child Count data, as well. Note that this metric is not included in reports for DCPS schools. DCPS schools that have been certified for the Community Eligibility Option which allows all students at that school to receive lunch meals at no charge are listed as 99%. All other DCPS school Free and Reduced Lunch rates are calculated based on the students enrolled at that school at the end of SY12-13.

Attendance

In-Seat Attendance metrics divide the total number of students' days present by the total number of students' days enrolled in this school. For DCPS, a full-day was defined as present for at least 60% of the school day in SY 12-13. Beginning in SY 13-14 a full-day is defined as present for at least 80% of the school day. For DCPS schools, the percent of students accumulating unexcused absences is determined using students' school of enrollment on the last day of school in the 2012-13 school year and all unexcused absences, regardless of the school in which the absence was accrued. PCSB absence data are associated with the school in which the absence was incurred. Students' subgroup status is determined by the data files outlined under Student Characteristics. City Average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 5, 2012 audited enrollment data file.

Discipline

Suspension metrics are limited to out-of-school suspensions only. These metrics divide the total number of students with suspensions of 1 or more days and 11 or more days in this school by the total number of students enrolled, as determined by the audit file. Students' subgroup status is determined by the data files outlined under Student Characteristics. City Average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 5, 2012 audited enrollment data file.

DC CAS Proficiency Rates and Median Growth Percentiles

These data are reported according to business rules defined by the Office of the State Superintendent of Education and outlined in its Assessment and Accountability Manual. Unlike other metrics in this report, City Average values are not specific to students enrolled in the grades served by this school.

Student Movement

The percent of students entering and exiting this school is determined by dividing the cumulative number of students entering (or exiting) throughout the year by the total number of students in the October 5, 2012 audited enrollment data file. For DCPS, all withdrawals are counted. Charter school rates only count the withdrawals of students enrolled in that school on October 5, 2012. For DCPS, only unique enrollments are included in this calculation. This means if students are withdrawn then admitted back to the same school they are not counted. For PCSB, each enrollment by a student is counted, regardless if it is unique to the same school. The impact of these differences in reported values is negligible.

Minimum Number of Students

Results are not reported for metrics with a small number of observations both to protect student privacy and guard against the fluctuations that occur naturally in small samples. For DC CAS metrics, the minimum number of students is 25. For all other metrics, the minimum number of students is 10.

Creative Minds International PCS

2013-14 Equity Report

What is an Equity Report? Equity in education refers to all students receiving the same caliber of education regardless of their race, ethnicity, economic status, special education status or other factors.

Equity Reports give our schools, families and communities transparent and comparable information related to equity across all DC schools. This year, Equity Reports are available online so that information is easy to access, understand and use.

The Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) in consultation with charter schools, the Deputy Mayor for Education and NewSchools Venture Fund partnered to create these Equity Reports. Equity Reports are a complement to OSSE's LearnDC School Profiles, DCPS' School Scorecards and PCSB's Performance Management Framework.

SCHOOL CHARACTERISTICS (SY 2014-15)

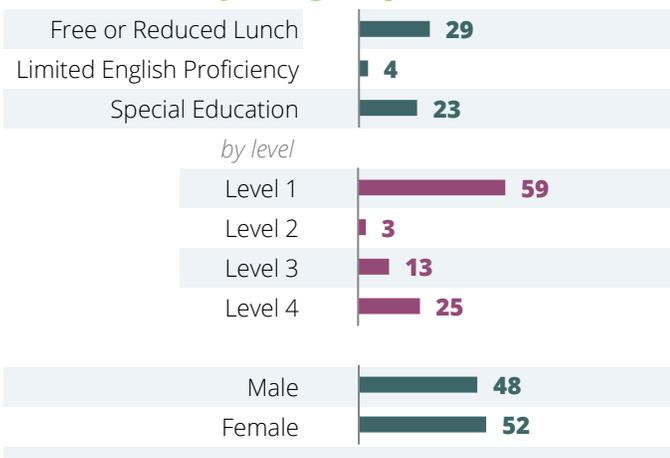
Grades	PK3-4th
Ward	Ward 1
Address	3224 16th St NW Washington, DC 20010
Contact	202-588-0370 http://www.creativemindspcs.org
Type	Public Charter School

STUDENT CHARACTERISTICS

Total Enrollment (#)

137 Students

Enrollment by Subgroup (%)

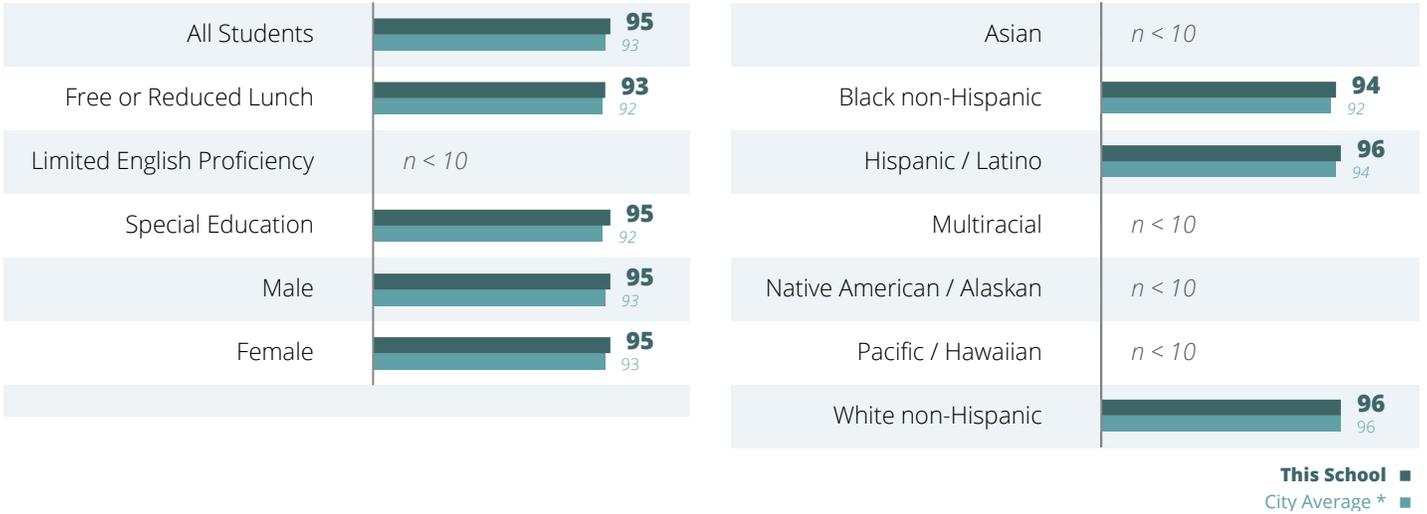


Enrollment by Race/Ethnicity (%)



ATTENDANCE

In-Seat Attendance Rate (%)



DISCIPLINE

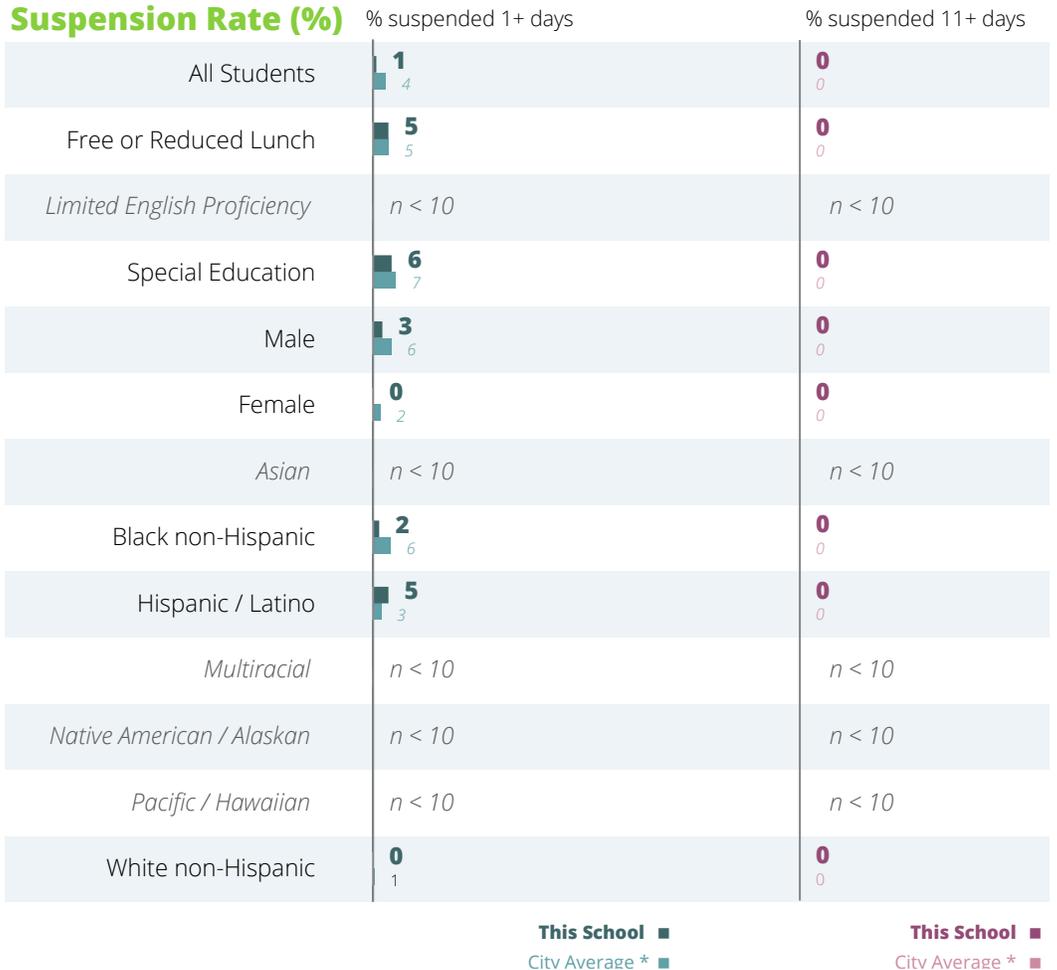
Total Expulsions (#)

This School **0**
City Average * 6

Expulsion Rate (%)

This School **0.00**
City Average * 0.02

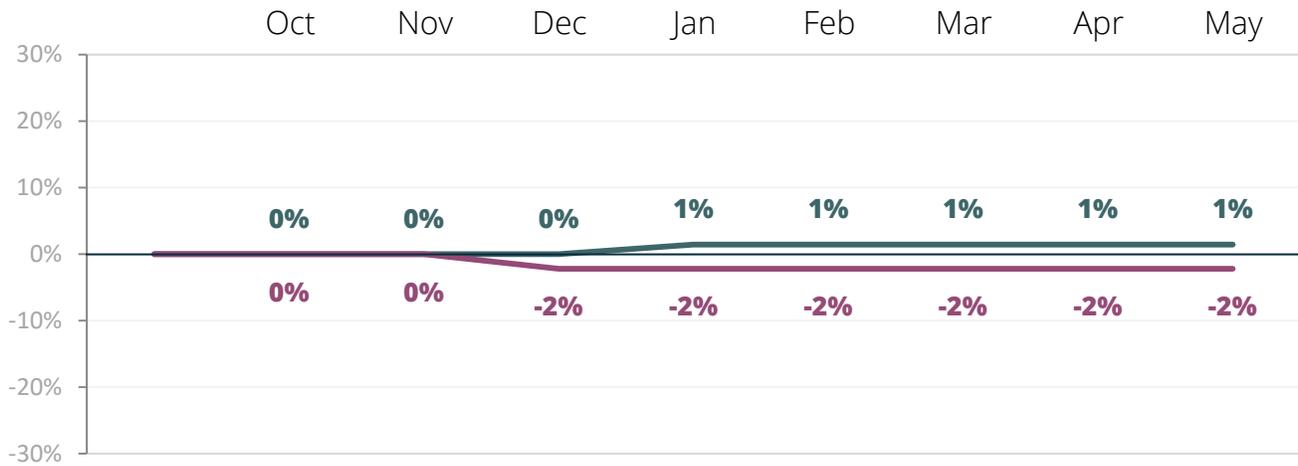
Suspension Rate (%)



STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
137 Students



Net Cumulative Change (%)

-1%

— % of Students Entering
— % of Students Withdrawing

Mid-Year Entry and Withdrawals (%)
*City Average **

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	2%	2%	3%	4%	4%	5%	5%
Withdrawal	-1%	-2%	-3%	-4%	-4%	-5%	-6%	-6%

* The City Averages displayed on this page only include the average of those grades served by this school in school year 2013-14.

APPENDIX

Student Characteristics

Every fall, OSSE counts the number of students present in every public and public charter school. This enrollment audit provides us with a snapshot of the student body, including the total number of students enrolled and their characteristics. The subgroups that are shown here were identified as of particular importance when considering issues of equity, and they will appear throughout this report. This school's total enrollment was identified using the October 7, 2013 audited enrollment data file.

DCPS enrollment information, including race/ethnicity, gender, English Language Learner (ELL) and economically disadvantaged enrollment is determined using the audited enrollment file. DCPS schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 99% economically disadvantaged. All other DCPS schools' economically disadvantaged rates are calculated using the end-of-year enrollment file.

Charter school enrollment information, including race/ethnicity, gender and economically disadvantaged enrollment is determined using the audited enrollment file. English Language Learner (ELL) enrollment for charter schools is determined using the audited enrollment file. Students aged 22 or older who are enrolled in English as a Second Language classes may also be considered to be ELL students by individual public charter schools; however, schools do not receive additional funding for such students and these enrollments not reflected here. Charter schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 99% economically disadvantaged.

For both DCPS and public charter schools, Special Education enrollment is determined using the 2013-2014 Special Education Child Count file and the October 7, 2013 audited enrollment file. The total number of Child Count Special Education students, counting students with Individualized Education Programs (IEPs), is divided by the total number of students in the audited enrollment file. The percentage of students in each Level of Special Education is determined using the Child Count file. as well.

Student Movement

Students may enter or withdraw from a school during the school year. The diverging lines below show the rate at which students entered or withdrew from the school throughout the school year as a proportion of its enrollment at the start of the year. The net change in enrollment shows how much this school's enrollment grew or shrank over the course of the school year.

The definitions of entrance and withdrawal are consistent across all DC schools. The percentage of students entering into and withdrawing from this school is determined by dividing the cumulative number of students entering or withdrawing throughout the year by the total number of students present during the October 7, 2013 enrollment audit. A student enrolled at the time of the audit who withdraws is counted as one withdrawal. A student enrolled at the time of the audit who withdraws and then re-enrolls at the same school is not counted as either a mid-year withdrawal or entrance. A student not enrolled at the time of the audit who then later enrolls is counted as one entrance. A student not enrolled at the time of the audit who enrolls then withdraws is counted as one entrance and one withdrawal.

A student who changes status repeatedly over the course of the school year is counted according to that student's final status, such that a student cannot be attributed multiple entrances or withdrawals. For example, a student enrolled at the time of the audit who withdraws, re-enrolls and then withdraws is counted as one withdrawal. Likewise, a student not enrolled at the time of the audit who enrolls, withdraws and then enrolls is counted as one entrance.

Attendance

All students in a school benefit from a high in-seat attendance rate, or the average percentage of students in the classroom on a given day. Any absence, excused or unexcused, counts against this number.

In-seat attendance rates divide the total number of students' days present by the total number of students' days enrolled in the school.

Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 7, 2013 enrollment audit. Data are not shown for subgroups with less than 10 students.

APPENDIX (CONT.)

Discipline

Suspension rates are calculated by dividing the total number of students with out-of-school suspensions of 1 or more full days (11 or more days in the case of long-term suspensions) in this school by the total number of students enrolled, as determined by the October 7, 2013 enrollment audit. Data are not shown for subgroups with less than 10 students. Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the enrollment audit.

Student Achievement

All students in grades 3-8 and 10 take an end-of-year test called DC CAS. Students who perform on or above grade level in a subject are said to be proficient. View the percentage of students who were proficient in mathematics and reading. Compare historical data to look at how this school's scores have changed over time. Data are not shown for subgroups with less than 25 students. This data is reported according to business rules defined in OSSE's Assessment and Accountability Manual(<http://www.dc.gov/publication/district-columbia-assessment-and-accountability-manual>). DC average values include students enrolled in all tested grades and are not specific to the grades served by this school.

Student Growth

Median Growth Percentile (MGP) is a measure of the average academic growth of students at this school as compared to students at other DC schools. MGP identifies student growth by comparing DC CAS scores of groups of students who performed similarly in the past and creating a school-wide average. Data are not shown for subgroups with less than 25 students.

MGP is based on the growth percentiles of individual students, which range between 0 and 100. A student with a growth percentile of 80/100 would be said to have done better than "80 out of 100 peers" with similar test score history. The higher the growth percentile number, the higher the student growth compared to his peers. Although student growth percentiles range between 0 and 100, MGP averages the scores of all students in a school, so schools' scores tend to cluster in the middle of this range.

This data is reported according to business rules defined in OSSE's Assessment and Accountability Manual (<http://www.dc.gov/publication/district-columbia-assessment-and-accountability-manual>). DC average values include students enrolled in all tested grades and are not specific to the grades served by this school.

Graduation Rate

The graduation rate shows the percentage of students who received a high school diploma within four or five years of entering ninth grade. The five-year graduation rate includes all students who started high school in fall of 2009 and graduated by August 2014. The four-year rate includes all students who started high school in fall of 2010 and graduated by August 2014. Data are not shown for subgroups with less than 10 students.

Graduation rates are calculated by dividing the total number of graduates by an adjusted ninth grade cohort, or the group of students who entered ninth grade four or five years before. Only students who graduate with a regular diploma are counted as graduates for the purposes of the graduation rate. All other outcomes, including General Educational Development (GED) programs and Certificates of Individualized Education Program (IEP) Completion, do not count as graduates.

The number of graduates is determined by graduate files that are certified by DCPS and PCSB. Student subgroups are determined by the October 7, 2013 audited enrollment file according to the rules outlined under student characteristics.

The number of students in the ninth grade cohort is adjusted according to uniform rules set by the US Department of Education. The initial number of students in a cohort is set at the number of students in a school who are entering ninth grade for the first time. Students who transfer into the school are added to the cohort, and students who transfer out, move to another state or country, or are deceased are subtracted from the cohort.

The cohort year is set as four years following the year the cohort entered ninth grade. The same is true of the five-year graduation rate, which is why the most recent available cohort year for this measure lags the four-year rate by one year.

Creative Minds International PCS

2014-15 Equity Report

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SCHOOL CHARACTERISTICS (SY 2015-16)

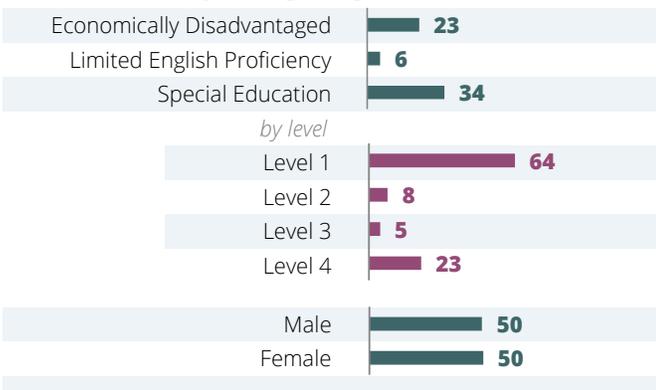
Grades	PK3 - 4
Ward	5
Address	3700 North Capitol Street, NW Washington, DC 20011
Contact	202-588-0370 www.creativemindspcs.org
Type	Public Charter School

STUDENT CHARACTERISTICS

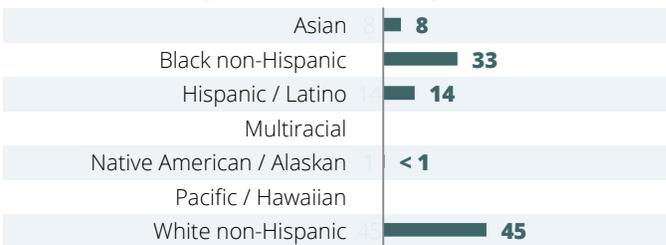
Total Enrollment (#)

181 Students

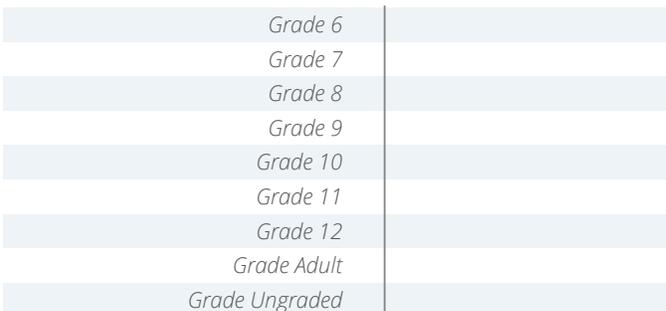
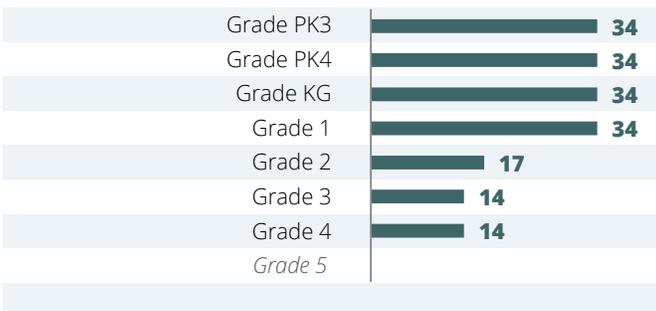
Enrollment by Subgroup (%)



Enrollment by Race/Ethnicity (%)

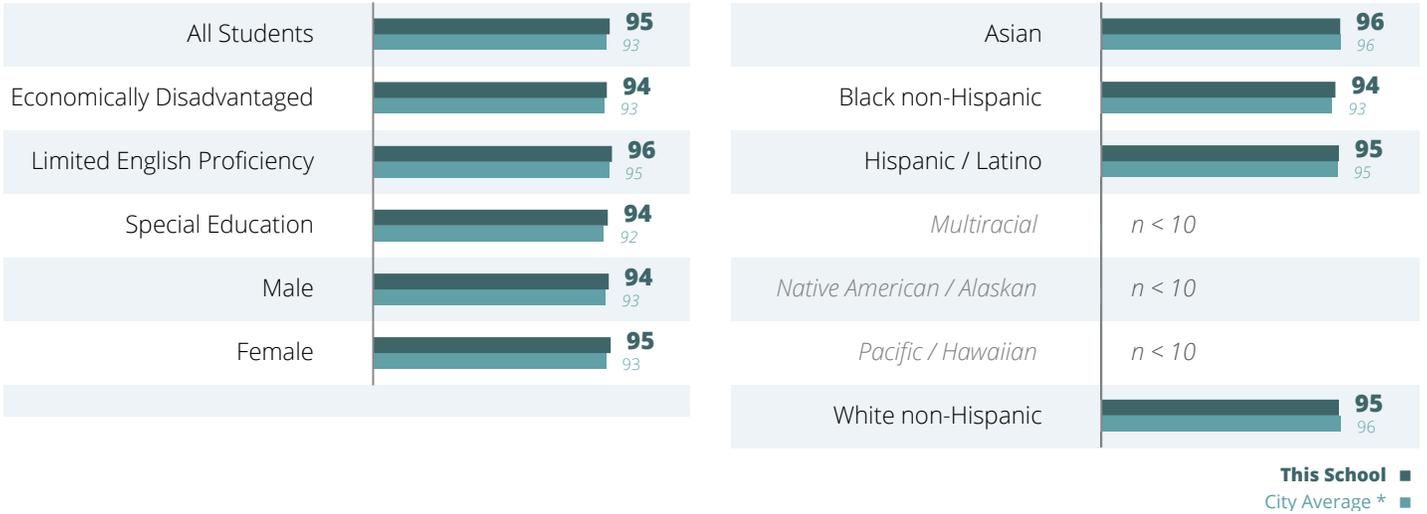


Enrollment by Grade (#)

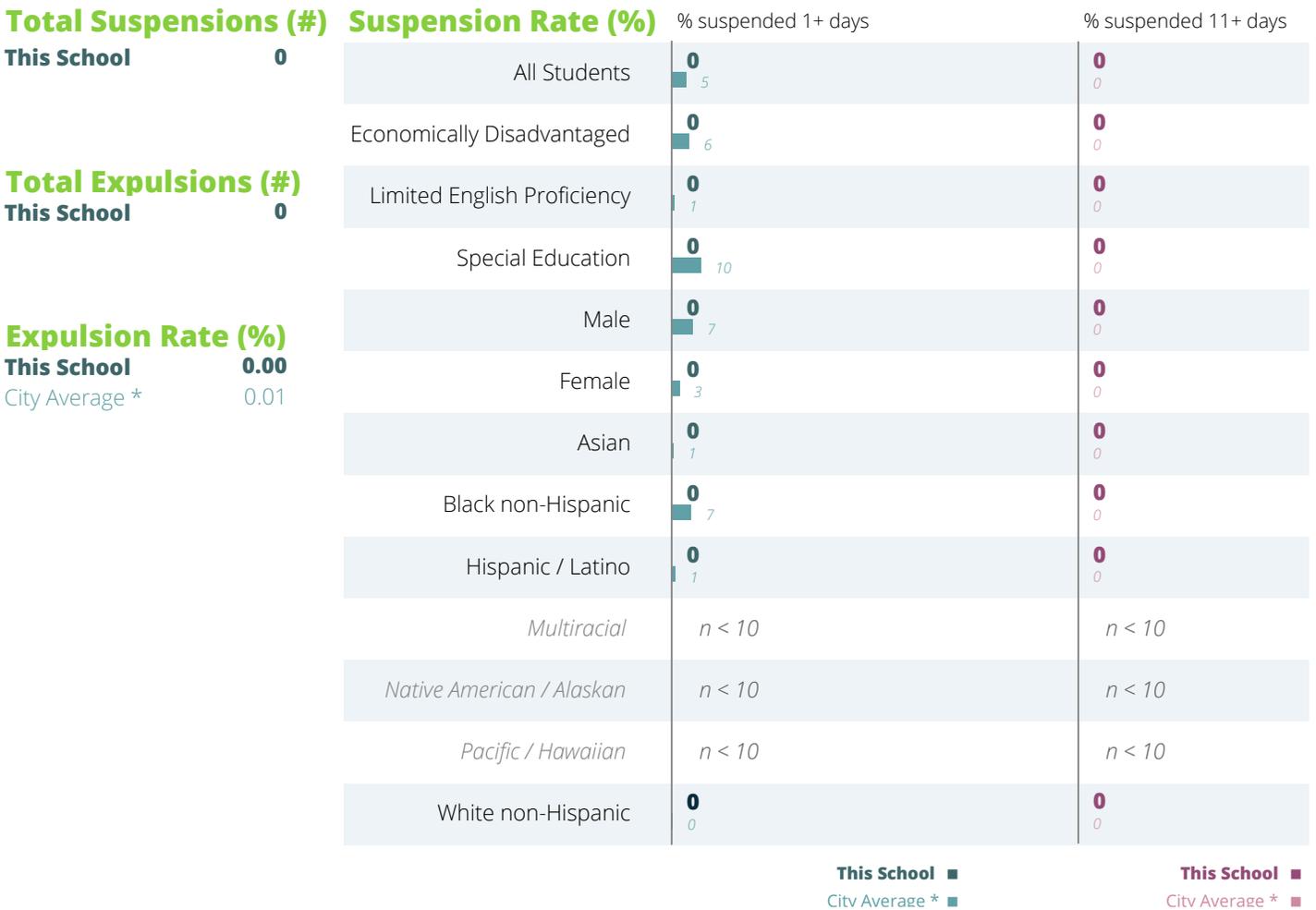


ATTENDANCE

In-Seat Attendance Rate (%)



DISCIPLINE



STUDENT ACHIEVEMENT

**PARCC
Math Results** *

	% Level 1 Did not yet meet expectations	% Level 2 Partially met expectations	% Level 3 Approached expectations	% Level 4 Met expectations	% Level 5 Exceeded expectations
All Students	8 21	35 32	31 26	27 20	0 2
Economically Disadvantaged	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Limited English Proficiency	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Special Education	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Male	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Female	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Asian	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Black non-Hispanic	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Hispanic / Latino	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Multiracial	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Native American / Alaskan	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Pacific / Hawaiian	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
White non-Hispanic	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25

This School ■
City Average ■

**PARCC
ELA Results** *

	% Level 1 Did not yet meet expectations	% Level 2 Partially met expectations	% Level 3 Approached expectations	% Level 4 Met expectations	% Level 5 Exceeded expectations
All Students	15 28	19 24	27 23	31 21	8 4
Economically Disadvantaged	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Limited English Proficiency	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Special Education	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Male	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Female	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Asian	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Black non-Hispanic	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Hispanic / Latino	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Multiracial	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Native American / Alaskan	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
Pacific / Hawaiian	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
White non-Hispanic	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25

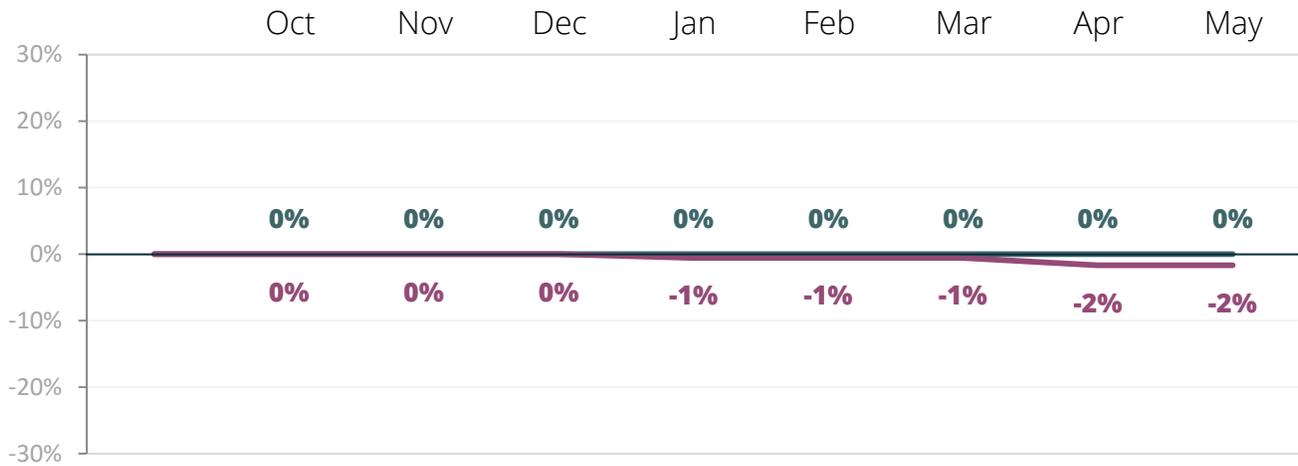
This School ■
City Average ■

* Students with the most significant cognitive disabilities took the National Center and State Collaborative (NCSC) alternative assessment instead of PARCC. NCSC measures student performance on alternate achievement standards aligned to the Common Core State Standards. Go to results.osse.dc.gov to view a school's NCSC results.

STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
181 Students



Net Cumulative Change (%)

This School -2%
City Average * -1%

— % of Students Entering
— % of Students Withdrawing

Mid-Year Entry and Withdrawals (%)
*City Average **

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	1%	2%	3%	3%	4%	4%	4%
Withdrawal	-1%	-2%	-2%	-3%	-4%	-4%	-5%	-5%

* The City Averages displayed on this page only include the average of those grades served by this school in school year 2015-16.

APPENDIX

Attendance

All students in a school benefit from a high in-seat attendance rate, or the average percentage of students in the classroom on a given day. Any absence, excused or unexcused, counts against this number. In-seat attendance rates divide the total number of students' days present by the total number of students' days enrolled in the school. Audited students' subgroup status is determined according to the rules outlined under student characteristics. Students not included in the audit have a separate student characteristic verification process detailed in the Equity Report business rules. Data are not shown for subgroups with less than 10 students. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 6, 2014 enrollment audit.

Discipline

Suspension rates are calculated by dividing the total number of students with out-of-school suspensions of 1 or more full days (11 or more days in the case of long-term suspensions) in this school by the total number of students enrolled, as determined by the October 6, 2014 enrollment audit. Data are not shown for subgroups with less than 10 students. Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the enrollment audit. The total number of suspensions shows the number that occurred throughout the school year to any student enrolled, even if they were not included in the audited enrollment.

The total number of expulsions shows the number that occurred throughout the school year to any student enrolled, even if they were not included in the audited enrollment. Expulsion rates show the percentage of students who were expelled during the school year. Data are not shown for subgroups with less than 10 students. DCPS schools have adopted a discipline code that only allows for expulsion in extreme cases, such as incidents of extreme violence like attacking a student or staff member. DCPS schools have the option of transferring a middle or high school student to a DCPS alternative school for disciplinary reasons, and these transfers are not counted as expulsions. Each charter school creates its own policy for determining appropriate disciplinary action. The charter sector does not currently have one designated alternative school to transfer middle or high school students for long-term disciplinary reasons.

Graduation Rate

The graduation rate shows the percentage of students who received a high school diploma within four or five years of entering ninth grade. The five-year graduation rate includes all students who started high school in fall of 2010 and graduated by August 2015. The four-year rate includes all students who started high school in fall of 2011 and graduated by August 2015. Data are not shown for subgroups with less than 10 students.

Graduation rates are calculated by dividing the total number of graduates by an adjusted ninth grade cohort, or the group of students who entered ninth grade four or five years before. Only students who graduate with a regular diploma are counted as graduates for the purposes of the graduation rate. All other outcomes, including General Educational Development (GED) programs and Certificates of Individualized Education Program (IEP) Completion, do not count as graduates.

The number of graduates is determined by graduate files that are certified by DCPS and PCSB. Student subgroups are determined by the October 6, 2014 audited enrollment file according to the rules outlined under student characteristics.

The number of students in the ninth grade cohort is adjusted according to uniform rules set by the US Department of Education. The initial number of students in a cohort is set at the number of students in a school who are entering ninth grade for the first time. Students who transfer into the school are added to the cohort, and students who transfer out, move to another state or country, or are deceased are subtracted from the cohort.

The cohort year is set as four years following the year the cohort entered ninth grade. The same is true of the five-year graduation rate, which is why the most recent available cohort year for this measure lags the four-year rate by one year.

APPENDIX (CONT.)

Student Achievement

The Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of states including the District of Columbia, worked together to develop a set of new assessments designed to measure students' mastery of the Common Core State Standards in ELA and mathematics, in grades 3-8 and high school. These new PARCC assessments help determine whether students are on-track for college and career readiness. The District implemented the PARCC assessments for the first time during the spring of the 2014-15 school year, replacing the previous DC CAS state assessment. Readers are encouraged to learn more about the PARCC assessments at <http://preview-osse.dc.gov/parcc>. Students with the most significant cognitive disabilities took the National Center and State Collaborative (NCSC) alternative assessment instead of PARCC. NCSC measures student performance on alternate achievement standards aligned to the Common Core State Standards. Go to results.osse.dc.gov to view a school's NCSC results.

Student Characteristics

Every fall, OSSE counts the number of students present in every public and public charter school. This enrollment audit provides us with a snapshot of the student body, including the total number of students enrolled and their characteristics. The subgroups that are shown here were identified as of particular importance when considering issues of equity, and they will appear throughout this report. This school's total enrollment was identified using the October 6, 2014 audited enrollment data file.

For both DCPS and public charter schools, enrollment information, including race/ethnicity, gender, English Language Learner (ELL) and economically disadvantaged enrollment is determined using the audited enrollment file. For English Language Learners, only students between the ages of 3 and 21 are included in these metrics. Schools that have been certified for the Community Eligibility Provision, which allows all students at that school to receive lunch meals at no charge, are listed as 100% economically disadvantaged. All other schools' economically disadvantaged rates are calculated using the audited file.

For both DCPS and public charter schools, Special Education enrollment is determined using the audited enrollment population and an end-of-year special education file. A student's special education level is determined by their highest level of need identified during the school year. The total number of Special Education students, counting students with Individualized Education Programs (IEPs), is divided by the total number of students in the end of year enrollment file. The percentage of students in each Level of Special Education is determined using the audited and end of year file, as well. Only Special Education students between the ages of 3 and 21 are included in this metric.

Student Movement

Students may enter or withdraw from a school during the school year. The diverging lines below show the rate at which students entered or withdrew from the school throughout the school year as a proportion of its enrollment at the start of the year. The net change in enrollment shows how much this school's enrollment grew or shrank over the course of the school year.

The definitions of entrance and withdrawal are consistent across all DC schools. The percentage of students entering into and withdrawing from this school is determined by dividing the cumulative number of students entering or withdrawing throughout the year by the total number of students present during the October 6, 2014 enrollment audit. A student enrolled at the time of the audit who withdraws is counted as one withdrawal. A student enrolled at the time of the audit who withdraws and then re-enrolls at the same school is not counted as either a mid-year withdrawal or entrance. A student not enrolled at the time of the audit who then later enrolls is counted as one entrance. A student not enrolled at the time of the audit who enrolls then withdraws is counted as one entrance and one withdrawal.

A student who changes status repeatedly over the course of the school year is counted according to that student's final status, such that a student cannot be attributed multiple entrances or withdrawals. For example, a student enrolled at the time of the audit who withdraws, re-enrolls and then withdraws is counted as one withdrawal. Likewise, a student not enrolled at the time of the audit who enrolls, withdraws and then enrolls is counted as one entrance.

DC average values for this metric are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the annual enrollment audit.

Appendix H



Creative Minds International Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



Creative Minds International Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



Creative Minds International Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	The school can seek accreditation at a later date; it is in the first year of operation



**Creative Minds International PCS
COMPLIANCE REVIEW REPORT
2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



Creative Minds International PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	



Creative Minds International PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Creative Minds International PCS*

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	Compliant	7/25/14	✓
Fire Drills	Compliant	7/25/14	✓
School Calendar	Compliant	7/25/14	✓
Quarterly Financial Statements - 4th	Compliant	7/31/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/15/14	✓
Auditor Engagement Letter	Compliant	8/15/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Annual Report SY2013-2014	Compliant	9/5/14	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/14	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/1/14	✓
Accreditation	Compliant	10/10/14	✓
Basic Business License	Compliant	10/10/14	✓
Board Meeting Approved Minutes	Compliant	10/10/14	✓
Board Roster	Compliant	10/10/14	✓
Certificate of Insurance	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Child Find Policy	Compliant	10/10/14	✓
Employee Handbook: Employment Policies	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
Litigation Proceedings Calendar	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓

SPED-Continuum of Services	Compliant	10/10/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	10/10/14	✓
Student Handbook	Compliant	10/10/14	✓
Quarterly Financial Statements - 1st	Compliant	10/31/14	✓
Audited Financial Statements	Compliant	11/3/14	✓
Audited Financial Statements - FAR Data Entry Form	Compliant	11/7/14	✓
Fire Drills	Compliant	12/5/14	✓

SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: *Creative Minds International PCS*

Requirement	Compliance Status	Due	On Time
Contracts	14 Submitted	3 days after contract is awarded	14 of 14

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
6/16/14	Creative Minds International PCS	The Literacy Lab	English Language Services	6/26/14	\$28,598	Compliant
8/14/14	Creative Minds International PCS	Ed-Ops	Financial and Accounting Services	8/24/14	\$54,000	Compliant
8/14/14	Creative Minds International PCS	Dynamic Network Solutions	School I.T. Installation, Support and Management	8/24/14	\$12,000.00 plus additional works as needed	Compliant
8/14/14	Creative Minds International PCS	DIR / Floortime	SPED Speech & Language and Occupational Therapy	8/24/14	\$121,000	Compliant
8/14/14	Creative Minds International PCS	Graceful Affairs Catering Company	NSLP Food Service Vendor	8/24/14	\$441,300	Compliant
8/14/14	Creative Minds International PCS	Fresco Cleaning Company	Janitorial and Cleaning Services	8/24/14	\$41,640	Compliant
8/14/14	Creative Minds International PCS	Psychological Assessment Solutions	Psychological Assessments and Therapeutic Intervention Services	8/24/14	\$74,215	Compliant
8/14/14	Creative Minds International PCS	Ethan Mitnick	Leadership Consultant Services	8/24/14	\$25,000	Compliant
8/14/14	Creative Minds International PCS	Align Staffing	Aftercare and Substitute Teachers	8/24/14	\$25,000	Compliant
10/8/14	Creative Minds International PCS	Carefirst BCBS	Health & Life Insurance	10/18/14	\$184,270	Compliant
10/8/14	Creative Minds International PCS	Metlife	Dental Insurance	10/18/14	\$46,000	Compliant
10/8/14	Creative Minds International PCS	Ellis Therapeutic Consultants	Speech & Language, Occupational Therapy and Physical Therapy Services	10/18/14	\$20,000-\$30,000	Compliant
10/8/14	Creative Minds International PCS	APPLE, Inc	Computers / Computing Equipment	10/18/14	\$25,000-\$40,000	Compliant
10/8/14	Creative Minds International PCS	Achievement Network	Student Niche Assessment Provider	10/18/14	\$33,000	Compliant

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	<p>Calendar must include the following:</p> <ul style="list-style-type: none"> -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable <p>*If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p>
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	<p><u>Fire drill schedule</u></p> <ul style="list-style-type: none"> -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	<p><u>2013-14 Annual Report includes:</u></p> <ul style="list-style-type: none"> -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * <p><i>*Adult schools may use alumnae or adult students to satisfy the parent requirement</i></p>
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. OR , an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members <i>*Should confirm staff's understanding of their obligation for reporting sexual abuse of student.</i>

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	<p>An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts:</p> <ul style="list-style-type: none"> • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	<p>Staff/volunteer name, position, indication that background check has been conducted within the past TWO years</p> <p><i>*All volunteers working more than 10 hrs/ week must have background checks</i></p>
Employee Handbook (or submit individual policies)	<p>Includes school board-approved policies around compliance with applicable employment laws including:</p> <ul style="list-style-type: none"> *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	<p>Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process</p>
SPED--Continuum of Services	<p>Description of the school's continuum of services available to students with disabilities (template accurately filled out)</p>
<p>Student Handbook</p> <p>or submit policies:</p> <ul style="list-style-type: none"> *Discipline Policy *Attendance Policy *Safeguard of Student Information 	<p>Discipline Policy</p> <ul style="list-style-type: none"> -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents <p>Attendance Policy</p> <ul style="list-style-type: none"> -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) <p>Safeguard of Student Information Policy--aligns with FERPA regulations</p>
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Creative Minds International PCS

January 22, 2016

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	Compliant	7/28/15	✓
Fire Drill Schedule	Compliant	7/28/15	✓
Auditor Engagement Letter FY2015	Compliant	8/17/15	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Annual Report	Compliant	9/8/15	✓
School Calendar	Compliant	9/16/15	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/15	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	9/30/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Litigation Proceedings Calendar	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
Title IX	Compliant	10/8/15	✓
Child Find Policy	Compliant	10/8/15	✓
Certificate of Insurance	Compliant	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Board Roster	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
Student/Family Handbook	Compliant	10/8/15	✓
Employee Handbook: Employment Policies	Compliant	10/8/15	✓
Accreditation	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	✓
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/8/15	✓
ELL	Compliant	10/8/15	✓
Staff Preference	Compliant	10/8/15	✓
SPED-Continuum of Services	Compliant	10/8/15	✓
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/15	✓
Audited Financial Statements - FAR Data Entry Form 2014-2015	Compliant	12/1/15	✓
Audited Financial Statements 2014-2015	Compliant	12/1/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Basic Business License	Compliant	N/A	✓
DC Non-Profit Status	Compliant	N/A	✓

SY 2015 -2016 DC Public Charter School Board Compliance Review Report - Contract Submission
Creative Minds International PCS

This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).

Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over \$25,000. If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dcpcsb.org.

Expenditures over \$25,000 <i>(submitted as part of the audited financial statements)</i>						
Vendor Name	Services Provided	Value	Submitted for Bid?	Explanation, if No	If Renewal, when was contract bid?	DC PCSB Review Notes
Forrester Construction Company	Facility Renovation Contractor	\$ 2,124,940	Yes		2/21/2014	
The Holy Spirit Association for the Unification of World Christianity	Rent	\$ 499,627	No	PCSB Exempt		
The Floortime Center, LLC	Special Education and Professional Development	\$ 208,387	Yes		6/20/2014	
Carefirst Blue Cross Blue Shield	Medical Benefits	\$ 143,289	No	PCSB Exempt		
Graceful Affairs Catering Company	Food Services	\$ 137,104	No	Chose to extend NSLP contract for another year		While renewals do not need to be bid, they do need to be included in the Contract Excel Spreadsheet (Determination and Findings Form).
Ellis Therapeutic Consultants	Special Education Services	\$ 116,042	Yes		6/20/2014	
Psychological Assessment Solutions, LLC	Special Education Services	\$ 63,498	Yes		6/20/2014	
EdOps	Accounting Services	\$ 54,000	Yes		6/20/2014	
Dynamic Network Solutions	IT Equipment	\$ 50,606	Yes		6/20/2014	
DC Public Charter School Board	Admin Fee	\$ 43,501	No	Exempt		
Fresco, Inc.	Cleaning/Janitorial Services	\$ 40,405	Yes		6/20/2014	
MetLife	Dental and Disability Insurance	\$ 33,354	No	Exempt		
Apple	Laptops	\$ 33,148	No	Sole Source Contract		
The Achievement Network	Student Assessments and Professional Development	\$ 33,000	No	Sole Source Contract		
Clear Real Estate Services	Facilities Project Management Services	\$ 30,104	Yes		2/21/2014	
Capital City PCS	Rent	\$ 29,178	No	PCSB Exempt		
Align Staffing	Substitutes/Support Staff	\$ 25,852	Yes		6/20/2014	

Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts <i>(submitted to Epicenter throughout the fiscal year)</i>							
Vendor Name	Services Provided	Value	Submission Date	Award Date	Contract Effective Date	Bid Appropriately?	Timely Submitted?
Achievement Network	Student Niche Assessment Provider	\$ 33,000.00	10/8/2014	10/3/2014	10/18/2014	Y/ SS	Untimely
Align Staffing	Aftercare and Substitute Teachers	\$ 25,000.00	8/14/2014	8/11/2014	8/24/2014	Y	Timely
APPLE, Inc	Computers / Computing Equipment	\$ 40,000.00	10/8/2014	10/3/2014	10/18/2014	Y/ SS	Untimely
Carefirst BCBS	Health & Life Insurance	\$ 184,270.00	10/8/2014	9/1/2014	10/18/2014	Y	Untimely
DIR / Floortime	SPED Speech & Language and Occupational Therapy	\$ 121,000.00	8/14/2014	8/11/2014	8/24/2014	Y	Timely

Dynamic Network Solutions	School I.T. Installation, Support and Management	\$ 25,000.00	8/14/2014	8/11/2014	8/24/2014	Y	Timely
Dynamic Network Solutions	IT Cabling and Infrastructure	\$ 57,157.00	4/22/2015	4/15/2015	5/2/2015	Y	Untimely
Ed-Ops	Financial and Accounting Services	\$ 54,000.00	8/14/2014	8/11/2014	8/24/2014	Y	Timely
Ellis Therapeutic Consultants	Speech & Language, Occupational Therapy and Physical Therapy Services	\$ 25,000.00	10/8/2014	9/9/2014	10/18/2014	Y	Untimely
Ethan Mitnick	Leadership Consultant Services	\$ 25,000.00	8/14/2014	8/11/2014	8/24/2014	Y	Timely
Forrester Construction Company	Construction/Renovations	\$ 2,048,031.00	2/20/2015	2/13/2015	3/2/2015	Y	Untimely
Fresco Cleaning Company	Janitorial and Cleaning Services	\$ 41,640.00	8/14/2014	8/11/2014	8/24/2014	Y	Timely
Graceful Affairs Catering Company	NSLP Food Service Vendor	\$ 441,300.00	8/14/2014	8/11/2014	8/24/2014	Y/ R	Timely
Metlife	Dental Insurance	\$ 46,000.00	10/8/2014	9/1/2014	10/18/2014	Y	Untimely
Psychological Assessment Solutions	Psychological Assessments and Therapeutic Intervention Services	\$ 74,215.00	8/14/2014	8/11/2014	8/24/2014	Y	Timely
Clear Real Estate Services	Facilities Project Management	\$ 30,000.00	4/8/2014	3/28/2014	4/18/2014	Y	Untimely

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
7/28/2015	2015-16 School Calendar	<p>Calendar must include the following: -minimum 180 days of school (6+ hours)* -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p> <p>*If the school has received permission from PCSB to waive the 6-hour requirement, please make that notation on the school calendar</p> <p>**All Adult Education Programs must include start and end dates for each semester and orientation period</p>	LEA	All Schools
7/28/2015	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2015-2016 school year. This calendar must also include an assurance statement that the number of meetings is no fewer than what is stated in the school's bylaws.	LEA	All Schools
7/28/2015	High School Course Offering	<p>All courses and credits offered to high school students; include graduation requirements</p> <p>Note: All schools should have the minimum DC graduation course requirements (unless already specified otherwise in the school's charter agreement). Any school that wishes to change their graduation requirements to require less than what OSSE mandates must submit a charter amendment request.</p>	Campus	High Schools ONLY
7/28/2015	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/17/2015	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
8/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
8/31/2015	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
8/31/2015	Annual Teacher and Principal Evaluation Reflection (SY 2014-15)	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
9/8/2015	Annual Report	<p>2014-15 Annual Report is one document that includes:</p> <ul style="list-style-type: none"> -Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why) -Data Report -Appendices (staff roster; board roster; financials) 	LEA	All Schools in operation SY 2014-2015

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
9/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2014-2015; PCSB identified schools
9/30/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2013-2014 and those identified in SY 14-15.
9/30/2015	Professional Development Calendar (SY 2015-16), Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	Title 1 Schools
9/30/2015	Adult Education Assessments	Adult education assessment form indicating what assessments the school plans to administer for the current school year. Each adult education program must let PCSB know which assessments the school will be held accountable to for the Adult Education PMF.	Campus	Adult Education Schools
9/30/2015	Early Childhood Assessments	EC Assessment Selection Form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC/ES/MS PMF.	Campus	Early Childhood Schools
10/8/2015	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/8/2015	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools
10/8/2015	Board Roster	Board makeup must include: -Odd number of voting members -Greater than 3 but no more than 15 -Majority of members residing in DC (include address OR city of residence) -2 parent members (voting members) *Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo. *In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint	LEA	All Schools
10/8/2015	Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/8/2015	School Emergency Response Plan	An assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus (1 for each facility)	All Schools
10/8/2015	Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members -should confirm staff's understanding of their obligation for reporting sexual abuse of students	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Child Find Policy	<p>An LEA's Child Find procedures should include, but are not limited to, a written description of:</p> <ul style="list-style-type: none"> -how the LEA transitions students from Part C to Part B (if applicable to your student population) -public awareness and universal screening -identification/referral -evaluation and assessment -serving the student <p>*Child Find Procedures apply to students 21 and under (Adult Education programs should also complete this requirement)</p>	LEA	All Schools (DCPS Dependent LEAs should complete the assurance that they comply with DCPS's Child Find Policies and Procedures)
10/8/2015	Staff Roster & Background Checks	<p>Staff/volunteer name, position, indication that background check has been conducted</p> <p>*All volunteers working more than 10 hrs/ week must have background checks</p>	Campus	All Schools
10/8/2015	Employee Handbook (or submit individual policies)	<p>Includes school board-approved policies around compliance with applicable employment laws including:</p> <ul style="list-style-type: none"> -sexual harassment -equal opportunity -drug-free workplace -staff complaint Resolution Process -whistle blower Policy (best practice, not mandatory) 	LEA	All Schools
10/8/2015	Accreditation	<p>Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation);</p> <p>Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process</p> <p>*ALL schools in operation for five years or more must be accredited or may be subject to board action per PCSB's Accreditation Policy</p>	LEA	All Schools
10/8/2015	SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Student/Family Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy -clear explanation of infractions and what leads to a suspension or expulsion -explanation of manifestation determination process for students with disabilities -due process and appeals procedures for parents if their child is issued a suspension or expulsion *Please note that substantive changes to the discipline policy must be submitted to PCSB as an amendment to the school's charter agreement.</p> <p>Attendance Policy -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) -Grievance Procedure -- process for resolving parent/student complaints -Safeguard of Student Information Policy--aligns with FERPA regulations</p>	LEA	All Schools
10/8/2015	Lease	Lease	Campus (1 for each facility)	New Schools, Schools in a new facility Schools with a new lease agreement
10/8/2015	Staff Preference	<p>Assurance letter stating that enrollment based on staff preference is limited to 10% of the total student population or to 20 students, whichever is less.</p> <p>*If your school does not enact staff preference, please also submit an assurance letter making that clear</p>	LEA	All Schools
10/8/2015	ELL	Assurance letter attesting to and describing the school's compliance with laws and regulations related to the education of English Language Learners.	LEA	All Schools
10/8/2015	ADA	Assurance that the facility is ADA compliant OR if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.	Campus	All Schools
10/8/2015	Title IX	Assurance letter attesting to and describing the school's compliance with laws and regulations related to Title IX.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
10/31/2015	Quarterly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	All schools (except those submitting monthly financials)

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
11/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
12/1/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15.
12/1/2015	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
12/1/2015	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
12/8/2015	2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>	LEA	Schools not participating in MySchoolsDC
12/8/2015	2016-2017 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	Schools not participating in MySchoolsDC
12/8/2015	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

Appendix I



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2012 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Creative Minds Public Charter School
Final Percentage Rating:	94%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – noncompliant Indicator 12 – N/A Indicator 13 – N/A 	0	1
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> All data are submitted timely 	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> LEA did not receive a report in FFY 2012 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	LEA has 26-50 students with IEPs <ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	4	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2012 grants cycle 	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely 	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup 	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> LEA was not issued any findings of noncompliance from FFY 2012 that were due for correction in FFY 2013 	N/A	N/A
		<ul style="list-style-type: none"> BONUS: LEA has no longstanding noncompliance from FFY 2011, 2010 and 2009 	N/A	
Total Number of Points Achieved				16
Total Possible Points from Applicable Elements				17
Percentage of Points Achieved from Applicable Elements				94%

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



Division of Elementary, Secondary and Specialized Education

ENCLOSURE 2
FEDERAL FISCAL YEAR (FFY) 2013 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Creative Minds International Public Charter School
Final Percentage Rating:	88%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> • Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – not in compliance • Indicator 12 – N/A • Indicator 13 – N/A 	0	1
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> • All data are submitted timely 	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Student level <ul style="list-style-type: none"> • LEA did not receive a report in FFY 2013 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	LEA has 51- 100 students with IEPs <ul style="list-style-type: none"> • No dispute resolution complaints were filed against the LEA or 0-8 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	4	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grant cycle 	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and LEA reported on MOE to OSSE timely 	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup 	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> LEA did not receive any findings of noncompliance from FFY 2013 that were due for correction in FFY 2014 	N/A	N/A
		<ul style="list-style-type: none"> BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012 	1	
Total Number of Points Achieved				15
Total Possible Points from Applicable Elements				17
Percentage of Points Achieved from Applicable Elements				88%



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2014 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Creative Minds International Public Charter School
Final Percentage Rating:	93%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – 75% - 89% compliance rate and corrected noncompliance Indicator 12 – N/A Indicator 13 – N/A 	1	2
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> FFY 2014 child count data submitted timely FFY 2014 Phase I and Phase II applications submitted timely FY 2015 IDEA Maintenance of Effort (MOE) submitted timely 	3	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> LEA did not receive a report in FFY 2014 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	<ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	1.5	1.5
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2014 grants cycle 	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement 	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	<ul style="list-style-type: none"> • Reading assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • Math assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup 	N/A	N/A

		LEA performance results on Next Generation Assessments in reading and math (Partnership for Assessment of Readiness for College and Careers (PARCC) and the National Center and State Collaborative (NCSC) Alternative Assessment):	Math	Reading
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c ¹	Proficiency rates are calculated based on the following performance levels: <ul style="list-style-type: none"> • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum “n” size for disability subgroup 	N/A	N/A
8	Evidence of correction of findings of noncompliance that were issued in FFY 2014 and due for correction in FFY 2015, including progress toward full compliance	<ul style="list-style-type: none"> • 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance 	2	2
Total Number of Points Achieved				12.5
Total Possible Points from Applicable Elements				13.5
Percentage of Points Achieved from Applicable Elements				93%

¹ For FFY 2014 IDEA Part B Determinations, OSSE is reporting the performance of each LEA’s students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2014 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year. For FFY 2015 and beyond, OSSE will use each LEA’s SWD performance on the state-wide assessments in alignment with the new accountability system that will be developed pursuant to the Elementary and Secondary Education Act, amended by the Every Student Succeeds Act (ESSA). OSSE will provide LEAs information on how this indicator will be calculated in advance of next year’s determinations.