



**2016-17**  
**Five-Year Charter Review Report**

**DC Scholars**  
**Public Charter School**

**November 23, 2016**

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

The District of Columbia Public Charter School Board (DC PCSB) staff conducted a charter review of the DC Scholars Public Charter School (DC Scholars PCS) according to the standard required by the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq.*<sup>1</sup>

DC Scholars PCS has adopted the Performance Management Framework (PMF) as its goals and student academic achievement expectations and, as further described below, has substantially met the standard for a five-year review. In addition, the school has not 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 5-0 to continue the school's charter without conditions. One member recused herself from the vote.

## **CHARTER REVIEW STANDARD**

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."<sup>2</sup> 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.<sup>3</sup>

If DC PCSB determines that a school has committed a material violation of applicable law or of its charter, 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

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<sup>1</sup> D.C. Code § 38-1802.12(a)(3).

<sup>2</sup> D.C. Code § 38-1802.12(a)(3).

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

principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

**BACKGROUND INFORMATION ABOUT SCHOOL**

**School Overview**

DC Scholars PCS, authorized by DC PCSB, began operation in 2012 to initially serve pre-kindergarten-3 (PK3) through third grade, and to grow to serve students through eighth grade by school year (SY) 2017-18. In SY 2016-17, the school is serving its first seventh grade class and its enrollment has grown each year. The school operates a single campus at a single location at 5601 East Capitol Street, SE in Ward 7. In 2011 the school signed a 40-year lease with the District of Columbia and renovated the building as its permanent home.

<b>Enrollment by Year of Operation</b>					
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Number of Students</b>	183	299	389	446	507 <sup>4</sup>
<b>Grade Levels</b>	PK3-3	PK3-4	PK3-5	PK3-6	PK3-7

The model for DC Scholars contains five crucial components: (1) teacher and leader development, (2) a strong culture, (3) effective instruction, (4) family and community commitment, and (5) operational excellence. In SY2015-16 the student population was 100% Black non-Hispanic. 62.3% of the population is at-risk<sup>5</sup> one of the highest percentages of any DC public charter school. DC Scholars PCS is committed to delivering rigorous instruction and serving as a community for its students and families.

The school’s mission is as follows:

<sup>4</sup> Enrollment cap is 502.

<sup>5</sup> The current definition for at-risk of academic failure is based on existing proxy measures that includes students who are homeless, in the District’s foster care system, qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or high school students that are one year older, or more, than the expected age for the grade in which the students are enrolled.

Please see this link for the memo:  
<http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/At-Risk%20UPSFF%20Memo%20FAQ%2010-6.pdf>

DC Scholars PCS prepares students to attend and succeed academically in high school and college and provides them with a foundation of life skills required to become productive members of their communities.

As part of this 5-year review, DC PCSB conducted a Qualitative Site Review<sup>6</sup> (QSR) of DC Scholars in February 2016. The QSR team scored a high percentage of the 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. The QSR team noted that students and teachers were kind and respectful to one another and it was clear that routines were established and adhered to by the students. Teachers clearly explained to students what they would be learning, effectively modeled learning activities for students, and made no content errors while delivering instruction.

### Management of the School

From 2012 – 2016, Scholar Academies, headquartered in Philadelphia, PA, provided management services for DC Scholars PCS along with a network of schools located in the District of Columbia, Philadelphia, PA, Trenton, NJ, and Memphis, TN. In May 2016, the management organization announced its plans to dissolve in an effort “to empower the [regional schools] to become their own, independent management organizations.” As a result, beginning on May 13, 2016, Scholar Academies began implementing a transition plan to prepare each region to become independent.

In Washington, DC, Scholar Academies had provided management services to both DC Scholars PCS and DC Scholars Stanton Elementary (Stanton Elementary), which is operated by the District of Columbia Public Schools (DCPS). A new non-profit management company, DC Scholars Community Schools, was incorporated in June 23, 2016 to provide management services to both DC Scholars PCS and Stanton Elementary; and on July 18, 2016, DC Scholars PCS amended its charter with DC PCSB to reflect its new management contract and changes to its governing structure.<sup>7</sup> According to the management contract, DC Scholars Community Schools’ primary responsibilities are to provide school leadership

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<sup>6</sup> Please see the DC Scholars PCS QSR attached as Appendix A

<sup>7</sup> Please see the DC Scholars Governance Amendment attached as Appendix B

management, program and operation assistance, data collection, and talent management, which it began providing for school year 2016-17. DC Scholars Community Schools and DC Scholars PCS are legally and financially distinct entities with separate boards.

## **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 renewal analysis if they were included in a school's charter or charter amendment approved by the DC PCSB Board.

In March 2016, DC Scholars PCS amended its charter to replace its original goals with a goal related to meeting thresholds on DC PCSB's Performance Management Framework (PMF). Per DC PCSB policy and the school's 2016 amendment, the new goals superseded all previous goals and established goals for all years since the school's founding.

As per the school's charter agreement amendment of March 2016:

The School Corporation has selected as its goals and academic achievement expectations for its pre- kindergarten 3 (PK3) through eighth grade programming the Early Childhood, Elementary, and Middle School Performance Management Framework.

Due to the fact that the Performance Management Framework (PMF) underwent substantial changes during the 2012-13 and 2016-17 timeframe and the school grew one grade per year, the school and DC PCSB staff negotiated the criteria that would, when analyzed holistically, determine whether the school met its goals and student achievement expectations. Specifically, in school years 2012-13 and 2013-14, DC PCSB had two frameworks, the Early Childhood (EC) PMF for grades PK3-2 or for schools ending in grade 3, such as DC Scholars PCS in 2013-14, and the Elementary School/Middle School (ES/MS) PMF for grades 3-8. The frameworks were combined in school year 2014-15 into one PK-8 PMF.

Also 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.<sup>8</sup>

As stated above, DC Scholars PCS adopted the PMF as Goals policy, and therefore agreed to the following for its fifth year review:

Fifth-Year Charter Review: In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF 1 as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years (two of the most recent four years from the 2014-15 review cycle through the 2017-2018 review cycle) in operation to be deemed as having met its goals and student academic achievement expectations during this review.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures. (p.2)

The school also agreed to the following provision to measure its early childhood grades in school year 2013-14 and to not have its 2012-13 scores count as that year the PMF was in pilot phase:

If a school previously chose to adopt the EC or AE PMF the following will be used to measure goal attainment for the 2013-14 school year:

- Each measure within the framework will be considered an individual charter goal. A School will be considered to have met its goals if it meets or exceeds the floor for each individual measure as per the corresponding Policy & Technical Guide. (p.4)

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<sup>8</sup> 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>

The table below is based on the charter agreement amendment executed on April 6, 2016. In this agreement amendment DC PCSB and the school determined how the PMF as goals would be considered each year that is included in its first high stakes review.

<b>Goals and Academic Expectations</b>	<b>Met?</b>
<p>1 In 2012-13, for grades PK3-3, each measure within the [EC] framework will be considered an individual charter goal. A School will be considered to have met its goals if it meets or exceeds the floor for each individual measure as per the corresponding Policy &amp; Technical Guide.</p>	<b>N/A<sup>9</sup></b>
<p>2 a. In 2013-14, for grades PK3-2, each measure within [EC] framework will be considered an individual charter goal. A school will be considered to have met its goals if it meets or exceeds the floor for each individual measure as per the corresponding Policy &amp; Technical Guide.</p>	<b>Substantially</b>
<p>b. In 2013-14, DC Scholars PCS will be deemed to have met its goals and expectations at its fifth year review if it earns at least 40% of the possible PMF points on the Elementary School (ES) PMF in two of the most recent four years.</p>	
<p>3 In 2014-15, DC PCSB will not score or tier the PK3-8 PMF. The school's performance on each measure will be displayed separately without percentages of total points.</p>	<b>N/A</b>

<sup>9</sup> <http://www.dcpsb.org/sites/default/files/report/PMF%20as%20Goals%5B1%5D.pdf>

**Goals and Academic Expectations**

**Met?**

In 2015-16, DC Scholars PCS will be deemed to have met its goals and expectations at its fifth year review if it earns at least 40% of the possible PMF points on the [PK-8] PMF in two of the most recent four years from the 2014-15 review cycle through the 2018-19 review cycle.

**Yes**

**Assessment: DC Scholars PCS substantially met its goals and academic achievement expectations.** The school met the provision of scoring at least 40% on two of the most recent three scored years for grades 3-8 on the PMF (SY 2013-14 and SY 2015-16). The school only reached the 40% or its equivalent in one year (SY 2015-16) for its early childhood grades as it did not meet the floor of every indicator in the EC PMF (missing two out of ten in SY 2013-14). Consequently, DC Scholars PCS substantially, rather than fully, met its goals and academic achievement expectations.

The following tables provide an overview of the school’s PMF performance by exploring in detail each component of the PMF. The performance of all grades (PK-6) are displayed under each indicator since the school is one campus. In addition to the quantitative data, qualitative evidence observed by DC PCSB as part of its Qualitative Site Review is included after the tables.

Grade Levels	2012-13 EC PMF Pilot	2013-14 PMF	2014-15 PMF	2015-16 PMF
Early Childhood (EC) PMF: Grades PK –2 (or grade 3 for schools ending in grade 3)	N/A - There was no Early Childhood PMF, as it was in the pilot stage for SY2012-13. Met the floor of 7 of 9 measures on the Pilot EC PMF	Met the floor of 8 out of 10 measures on EC PMF	The PK3-8 PMF was not scored or tiered in 2014-15	<b>65.1%</b> on the PK3-8 PMF  <b>Tier 1</b>
Elementary (ES) PMF: Grades 3 - 6	N/A - The school ended in grade 3 and was measured by the EC PMF.	Grades: 3 - 4 <b>50.9%</b> on the ES/MS PMF  <b>Tier 2</b>		
Grades	PK3 – 3	PK3 - 4	PK3 - 5	PK3 - 6

## Student Progress and Achievement Measures

### **Literacy**

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

<b>PK Literacy Targets</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy on the Teaching Strategies GOLD assessment.	N/A (Pilot EC framework) 94.6% of students met this goal.
2013-14	PK Pre-Literacy: Every Child Ready Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year.  Floor <sup>10</sup> : 60 Target <sup>11</sup> : 100	<b>Yes.</b> 81.3% of students met this goal.
2014-15		Display only 80.4% of students met or exceeded the publisher’s expectations.
2015-16		Display only 79.5% of students met or exceeded the publisher’s expectations.

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

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

K-2 Literacy Targets		
Year	Target	Target Met?
2012-13	60% of kindergarten students will score on grade level or higher in reading on the Fountas and Pinnell assessment.	N/A Pilot EC framework 88.0% of students met this goal.
	60% of first through second-grade students will score on grade level or higher in reading on the Fountas and Pinnell assessment.	N/A Pilot EC framework 27.0% of students met this goal.
2013-14	Student Achievement/Progress: Fountas & Pinnel Percent of students who met or exceeded the expectations for growth or achievement at the end of the year.  Floor: 50 Target: 90	<b>No.</b> 46.2% of students met this goal.
2014-15	Student Achievement/Progress: AIMSweb Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year  Floor: 30 Target: 70	Display only 64.7% of students met or exceeded the publisher's expectations.
2015-16	NWEA Measures of Academic Progress Median percentile of student growth compared to national student performance  Floor: 30 Target: 70	Display only 27.0% of students met or exceeded the publisher's expectations.

## Reading Proficiency

DC Scholars\_PCS overall and subgroup reading proficiency for its tested grades on the state assessment was above the state average from 2012-13 through 2013-14. The school is held harmless for the PARCC scores in 2014-15. In 2015-16 the school increased the number of students scoring 3+<sup>12</sup> from the previous year by more than ten percentage points and the number of students scoring 4+ by about two percentage points. However, the scores remained below the state average.

Reading proficiency outcomes across most subgroups exceeded the state average in 2015-16. The reading proficiency scores for female students were lower than the state average in 2013-14. The scores for male students were lower than the state average in 2015-16.

DC Scholars PCS Reading Proficiency								
	2012-13 Grade 3		2013-14 Grades 3 - 4		2014-15 PMF was not scored or tiered Grades 3 - 5		2015-16 Grades 3 - 6	
	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State
All Students	53.3% n=15	43.7%	47.4% n=57	47.0 %	3+ 38.6% 4+ 17.0% n=88	3+ 48.5% 4+ 25.2%	3+ 51.8% 4+ 19.3% n=114	3+ 52.1% 4+ 27.3%
Black Non Hispanic Students	53.3% n=15	No data	45.5% n=55	38.2 %	3+ 38.6% 4+ 17.0% n=88	3+ 40.7% 4+ 16.6%	3+ 51.8% 4+ 19.3% n=114	3+ 44.8% 4+ 19.3%

<sup>12</sup> The PARCC assigns scores of 1 – 5. The PMF reports on students who received a 3 (approaching expectations), students who received a 4 (meets expectations), and students who receive a 5 (exceeds expectations). 3+ is the percentage of students who scored a 3 or above. 4+ is the percentage of students who scored a 4 or above.

DC Scholars PCS Reading Proficiency								
	2012-13 Grade 3		2013-14 Grades 3 - 4		2014-15 PMF was not scored or tiered Grades 3 - 5		2015-16 Grades 3 - 6	
	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State
Students with Disabilities	n < 10	17.1%	9.1% n=11	19.8 %	3+ 27.3% 4+ 9.1% n=22	3+ 14.1% 4+ 4.4%	3+ 32.1% 4+ 3.6% n=28	3+ 18.5% 4+ 6.0%
Economically Disadvantaged	53.3% n=15	No data	47.4% n=57	37.2 %	3+ 38.6% 4+ 17.0% n=88	3+ 38.3% 4+ 15.0%	3+ 51.8% 4+ 19.3% n=114	3+ 43.7% 4+ 18.1%
Male	n < 10	No data	50.0% n=34	42.4 %	3+ 34.7% 4+ 14.3% n=49	3+ 43.6% 4+ 21.5%	3+ 44.3% 4+ 16.4% n=61	3+ 46.1% 4+ 23.0%
Female	n < 10	No data	43.5% n=23	51.6 %	3+ 43.6% 4+ 20.5% n=39	3+ 53.5% 4+ 29.0%	3+ 60.4% 4+ 22.6% n=53	3+ 58.1% 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. DC Scholars PCS reading MGP was above 50 every year that this measure applied for their PMF.

<b>DC Scholars PCS Reading MGP</b>			
	2013-14 Grades 3 - 4	2014-15 PMF was not scored or tiered Grades 3 - 5	2015-16 Grades 3 - 6
All Students	53.0	55.0	52.7
Black Non Hispanic Students	50.5	55.0	52.7
Students with Disabilities	n < 10	58.0	41.1
Economically Disadvantaged	53.0	55.0	OSSE did not publish a rate
Male	54.0	63.0	46.0
Female	n < 10	52.0	57.2

Qualitative Evidence DC PCSB conducted a Qualitative Site Review of DC Scholars PCS and reported the following evidence related to ELA instruction.

Students in reading classes were often invited to explain their thinking and find evidence from the model text. During the writing blocks students had extension opportunities if they completed their classwork. Teachers invited students in the reading classes to debate their responses to demonstrate their comprehension. The QSR team noted several examples of student writing. Students worked on analytic essays based on literary text. There was also evidence of student writing posted in the hallway based on an informational text passage on Abraham Lincoln. Teachers read aloud to students during many of the literacy lessons and facilitated rich discussions about what students were reading.

## Math

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

PK Math Growth Targets		
Year	Target	Target Met?
2012-13	The school did not have a math assessment for PK this year.	N/A
2013-14	PK Math: Every Child Ready  Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year.  Floor: 60 Target: 100	<b>Yes.</b>  86.0% of students met this goal.
2014-15		Display only  89.3% of students met or exceeded the publisher's expectations.
2015-16		Display only  77.2% of students met or exceeded the publisher's expectations.

K-2 Math Targets		
Year	Target	Target Met?
2012-13	60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.	N/A Pilot EC framework 75.0% of students met this goal.
	60% of kindergarten through second grade students will make 0 or greater NCE in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.	N/A Pilot EC framework 90.0% of students met this goal.
2013-14	Student Achievement/Progress: AIMSweb Percent of students who met or exceeded the expectations for achievement at the end of the year.  Floor: 50 Target: 90	<b>No.</b>  49.6% of students met this goal.
2014-15	Student Achievement/Progress: AIMSweb Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year.  Floor: 30 Target: 70	Display only  67.3% of students met or exceeded the publisher's expectations.
2015-16	NWEA Measures of Academic Progress Median percentile of student growth compared to national student performance  Floor: 30 Target: 70	Display only  The school's median was 36.0.

## Math Proficiency

DC Scholars PCS's overall and subgroup math proficiency was above the state average for 2012-13 and 2013-14. DC Scholars PCS's overall performance was higher than the state average for 2012-13 through 2015-16. The scores notably increased from 2014-15 to 2015-16 on the Math PARCC. The number of students scoring 4+ went up by more than 20%.

DC Scholars PCS Math Proficiency								
	2012-13 Grade 3		2013-14 Grades 3 - 4		2014-15 PMF was not scored or tiered Grades 3 - 5		2015-16 Grades 3 - 6	
	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholar s PCS	State
All Students	66.7% n=15	43.0%	70.2% n=57	53.1%	3+ 62.5% 4+ 22.4% n=88	3+ 54.5% 4+ 27.9%	3+ 72.8% 4+ 48.2% n=114	3+ 54.8% 4+ 30.6%
Black Non Hispanic Students	66.7% n=15	No data	70.9%	44.4%	3+ 62.5% 4+ 22.4% n=88	3+ 46.8% 4+ 20.0%	3+ 72.8% 4+ 48.2% n=114	3+ 47.0 4+ 22.2%
Students with Disabilities	n < 10	18.9%	45.5% n=11	n < 25	3+ 40.9% 4+ 13.6% n=22	3+ 19.6% 4+ 5.8%	3+ 53.6% 4+ 25.0% n=28	3+ 23.3% 4+ 9.0%
Economically Disadvantaged	66.7% n=15	No data	70.2% n=57	44.3%	3+ 62.5% 4+ 22.4% n=88	3+ 45.9% 4+ 18.6	3+ 72.8% 4+ 48.2% n=114	3+ 47.1% 4+ 21.8%

DC Scholars PCS Math Proficiency								
	2012-13 Grade 3		2013-14 Grades 3 - 4		2014-15 PMF was not scored or tiered Grades 3 - 5		2015-16 Grades 3 - 6	
	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholar s PCS	State
Male	n < 10	No data	61.8% n=34	52.1%	3+ 59.2% 4+ 22.4% n=49	3+ 52.8% 4+ 27.6%	3+ 65.6% 4+ 41.0% n=61	3+ 52.9% 4+ 29.5%
Female	n < 10	No data	82.6% n=23	54.0%	3+ 66.7% 4+ 35.9% n=39	3+ 56.2% 4+ 28.2%	3+ 81.1% 4+ 56.6% n=53	3+ 56.8% 4+ 31.7%

## Math Growth

DC Scholars PCS's math MGP was below the fiftieth percentile in 2013-14. It went up to 64.5 in 2014-15 and was 63 in 2015-16. DC Scholars PCS's subgroup math outcomes were above the state average for all years. It was more than double the state average for Black students, students with disabilities, and economically disadvantaged.

<b>DC Scholars PCS Math MGP</b>			
	2013-14	2014-15 PMF was not scored or tiered	2015-16
All Students	42.5	64.5	63.0
Black Students	42.5	64.5	63.0
Students with Disabilities	n < 10	45.0	60.5
Economically Disadvantaged	42.5	64.5	OSSE did not publish a rate
Male	61.0	69.0	59
Female	n < 10	59.0	64

## Qualitative Evidence

DC PCSB conducted a Qualitative Site Review of DC Scholars PCS and reported the following evidence related to Math instruction.

Teachers used small group instruction in the math classes to focus on emphasizing key skills and reinforce learning. Most classrooms also utilized stations where students used computer programs such as iReady to further develop their skills. In multiple math observations, the teachers modeled content using math manipulatives and real-world examples. One teacher had each student check in with her individually to make sure they got all of their problems right on a math sheet involving multiplying decimals. The teacher walked the student through the problems, asked them to explain their work, and helped them correct their work.

## School Environment Measures

School environment measures for grades PK-6 are designed to show the school’s climate and parent satisfaction. Overall, DC Scholars is showing improvement in this area. However, the school has lower than average re-enrollment rates for three of four years. Its suspension rates, while not part of their goals and student achievement expectations are higher than the sector average. The school’s prekindergarten program scores well on the observation tool used to measure all early childhood classrooms in DC.

### Classroom Assessment Scoring System (CLASS)

DC Scholars PCS met all targets related to the CLASS<sup>13</sup> and has shown consistent improvement on each measure, ending with its best performance in 2015-16.

<b>CLASS Performance Targets</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2013-14	The school will score a rating equal to or greater than 3 on the Emotional Support domain of the CLASS Assessment.	<b>Yes</b> The score was 5.3.
2014-15		<b>Yes</b> The score was 5.6.
2015-16		<b>Yes</b> The score was 6.0.
2013-14	The school will score a rating equal to or greater than 3 on the Classroom Organization domain of the CLASS Assessment.	<b>Yes</b> The score was 5.0.
2014-15		<b>Yes</b> The score was 5.4.
2015-16		<b>Yes</b> The score was 5.9.
2013-14	The school will score a rating equal to or greater than 1 on the Instructional Support domain of the CLASS Assessment.	<b>Yes</b> The score was 2.0.
2014-15		<b>Yes</b> The score was 2.5.
2015-16		<b>Yes</b> The score was 2.8.

<sup>13</sup> All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB’s floor for this indicator is one, with a target of four.

Attendance

DC Scholars PCS’s in-seat attendance rate (ISA) was below the sector average for 2012-13. The ISA was the same as the state average in 2013-14, slightly below the state average in 2014-15 and then above the state average in 2015-16.

<b>DC Scholars PCS In-Seat Attendance</b>								
	2012-13 Grades PK3 - 3		2013-14 Grades PK3 - 4		2014-15 Grades PK3 - 5		2015-16 Grades PK3 - 6	
	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State	DC Scholars PCS	State
All Students	89.7%	91.3%	92.1%	92.1%	92.7%	92.8%	94.0%	93.5%

Re-enrollment

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

DC Scholars’ PCS’s re-enrollment rate has steadily increased over the last three years and was only slightly below the charter sector rate last year.

<b>DC Scholars Re-enrollment Rate</b>						
	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16	
	DC Scholars PCS	Charter Sector	DC Scholars PCS	Charter Sector	DC Scholars PCS	Charter Sector
All Students	72.6%	80.4%	75.9%	82.4%	80.4%	82.8%

## **SECTION TWO:**

### **COMPLIANCE WITH THE SCHOOL'S CHARTER AND APPLICABLE LAWS**

The SRA requires DC PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”<sup>14</sup> The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school’s compliance with various requirements from 2012-13 to the time of this report’s publication.

<b>Compliance Item</b>	<b>Description</b>	<b>School’s Compliance Status 2012-13 to present<sup>15</sup></b>
<b>Fair enrollment process</b>  D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2012-13
<b>Notice and due process for suspensions and expulsions</b>  D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process <sup>16</sup> and the school must distribute such policies to students and parents.	Compliant since 2012-13

<sup>14</sup> D.C. Code § 38.1802.12(c).

<sup>15</sup> See Inspired Teaching PCS 2011-12 – 2014-15 Compliance Reports, attached to this report as Appendix E.

<sup>16</sup> See *Goss v. Lopez*, 419 U.S. 565 (1975).

<b>Compliance Item</b>	<b>Description</b>	<b>School's Compliance Status 2012-13 to present<sup>15</sup></b>
<p><b>Student health and safety</b></p> <p>D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651</p>	<p>The SRA requires DC charter schools to maintain the health and safety of its students.<sup>17</sup> To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools:</p> <ul style="list-style-type: none"> <li>- have qualified staff members that can administer medications;</li> <li>- conduct background checks for all school employees and volunteers; and</li> <li>- have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.</li> </ul>	<p>Compliant since 2012-13</p>
<p><b>Equal employment</b></p> <p>D.C. Code § 38-1802.04(c)(5)</p>	<p>A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.</p>	<p>Compliant since 2012-13</p>
<p><b>Insurance</b></p> <p>As required by the school's charter</p>	<p>A DC charter school must be adequately insured.</p>	<p>Compliant since 2012-13</p>
<p><b>Facility licenses</b></p> <p>D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.</p>	<p>A DC charter school must possess all required local licenses.</p>	<p>Compliant since 2012-13</p>

<sup>17</sup> D.C. Code § 38.1802.04 (c)(4)(A).

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

**Procurement Contracts**

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

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.

<b>Year</b>	<b>Qualifying contracts executed by school</b>	<b>Corresponding documentation submitted to DC PCSB</b>	<b>Purchases executed by the school not subject to bid/submission to DC PCSB</b>
2012-13	12	3	0
2013-14	6	5	2
2014-15	3	3	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 Act<sup>18</sup> (IDEA) and Section 504 of the Rehabilitation Act of 1973.<sup>19</sup> The following section summarizes DC Scholars PCS’s 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 DC Scholars PCS’ special education compliance are summarized below. As of August 2016, OSSE had not yet conducted any On-Site Monitoring of the school.

#### **(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.<sup>20</sup> 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 2013-2014 performance).

DC Scholars PCS’s Annual Determination compliance performance is detailed in the table below.<sup>21</sup>

<b>Year</b>	<b>Percent compliant with audited special education federal requirements</b>	<b>Determination Level</b>
2012	84%	Meets Requirements
2013	82%	Meets Requirements
2014	84%	Meets Requirements

<sup>18</sup> 20 U.S.C. §1413(a)(5).

<sup>19</sup> 29 U.S.C. §794

<sup>20</sup> As required by federal regulation 34 CFR § 300.600(c).

<sup>21</sup> See DC Scholars PCS annual determination reports, attached to this report as Appendix F.

(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). DC Scholars PCS is evaluated in its timeliness in adhering to initial evaluation, reevaluation, and early childhood transition timelines. The school’s compliance outcomes in these areas are detailed in the tables below. The school has since cured all identified points of noncompliance.

<b>Quarterly Findings – April 2012 through March 2013</b>				
	<b>1st Quarter</b>	<b>2nd Quarter</b>	<b>3rd Quarter</b>	<b>4th Quarter</b>
<b>Early Childhood Transition Timelines</b>	Compliant	Compliant	Compliant	Compliant
<b>Initial Evaluation Timeline</b>	Compliant	Compliant	Not compliant	Compliant
<b>Reevaluation Timeline</b>	Compliant	Compliant	Compliant	Compliant

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

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

<b>Quarterly Findings – April 2015 through March 2016</b>				
	<b>1st Quarter</b>	<b>2nd Quarter</b>	<b>3rd Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Early Childhood Transition Timelines</b>	Compliant	Compliant	Compliant	Compliant
<b>Initial Evaluation Timeline</b>	Compliant	Compliant	Compliant	Compliant
<b>Reevaluation Timeline</b>	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 October 2016, the Blackman Jones Database shows DC Scholars PCS has no untimely HODs or SAs. One new complaint was filed in October 2016 and is awaiting a resolution session.

**SECTION THREE:**  
**FISCAL MANAGEMENT AND ECONOMIC VIABILITY**  
**DC SCHOLARS PCS**

**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.<sup>22</sup>

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

**Summary of Findings**

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

This assessment is based on audited financial statements for fiscal years (FY) 2013 through 2015. During this period, both enrollment and revenues have increased and the school has built a meaningful reserve position. DC Scholars 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. DC Scholars PCS does not warrant any concerns for economic viability or fiscal mismanagement based on the information currently available to DC PCSB.

As described above, DC Scholars PCS had a management agreement for academic and business services with Scholar Academies (a non-profit organization); this agreement, originally for a term from FY 2012 through FY2017, was terminated at the end of FY2016 when Scholar Academies dissolved. For these services DC Scholars PCS paid a management fee of 10% of the school's per pupil charter payments from DC. In FY 2015, the value of these services was \$668,478.

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<sup>22</sup> See D.C. Code § 38-1802.13(b).

In August of 2015, the school and the Charter School Incubator Initiative (CSII), a non-profit corporation, formed 5601 East Capitol, LLC. The school is a member of the LLC and has a 99% interest in it, based on an initial capital contribution of \$1.8 million. The other 1% interest is held by CSII, the managing member, based on an initial capital contribution of approximately \$18,000. In September 2015, the newly formed 5601 East Capitol LLC committed \$17.5 million to the renovation of the property located at 5601 East Capitol Street, SE.

### **Financial Overview**

The following table provides an overview of DC Scholars PCS’s financial information over the school’s first three years of operations. Between FY2013 and FY2015, both enrollment and revenues more than doubled and the school’s Change in Net Assets grew by nearly 500% to \$3.3 million. Overall, the school has exhibited strong financial results as it continues to grow its program in a fiscally responsible manner.

<b>Financial Highlights</b>			
	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Maximum Enrollment<sup>23</sup></b>	286	340	394
<b>Audited Enrollment</b>	183	299	391
<b>Total Revenue</b>	\$3,752,668	\$5,711,249	\$8,292,278
<b>Operating Surplus/(Deficit)<sup>24</sup></b>	\$229,878	\$740,246	\$2,042,886
<b>Unrestricted Cash Balances</b>	\$327,139	\$1,087,832	\$2,375,465
<b>Number of Days of Cash on Hand<sup>25</sup></b>	33	79	137

<sup>23</sup> Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school’s targeted or budgeted enrollment, but provides a good proxy for the school’s enrollment expectations over time.

<sup>24</sup> Operating Surplus/Deficit is total revenue minus total expenses.

<sup>25</sup> 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.

<b>Financial Highlights</b>			
	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Net Asset Position<sup>26</sup></b>	\$557,257	\$1,295,503	\$3,338,389
<b>Primary Reserve Ratio<sup>27</sup></b>	0.16	0.26	0.53

### **Fiscal Management**

Overall fiscal management includes the school’s liquidity, debt burden, cost management and internal controls. Together, these factors reflect the effectiveness of school leaders and the school’s board in managing school finances.

DC Scholars PCS’s fiscal management appears to be sound: liquidity is strong; the school has adequate ability to service new debt; and costs are effectively managed. While internal controls are adequate, they require strong focus. These areas are discussed in more detail 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 ratio<sup>28</sup> 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.

The school’s current ratio has not dropped below 2.0 in its history, indicating that the school’s short-term liquidity is strong. The school’s cash on hand, which was at

<sup>26</sup> Net Asset Position equals total assets minus total liabilities.

<sup>27</sup> Primary Reserve Ratio equals total net assets divided by total annual expenses.

<sup>28</sup> A school’s current ratio is its current assets divided by current liabilities.

adequate levels in 2013, grew dramatically in both 2014 and 2015, an indicator of strong liquidity.

	<b>Indicator of Concern</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Current Ratio</b>	<0.5	2.4	2.6	6.7
<b>Number of Days of Cash on Hand</b>	<30	33	79	137

A final measure of liquidity is solvency<sup>29</sup>, 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 DC Scholars 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 DC Scholars PCS, we expect that the school would be able to meet its operating obligations and the costs of closure; the school would have approximately \$2.3 million in cash remaining after discharging all liabilities. In FY 2016, the school entered into an LLC which has made commitments of \$17.5 million for the renovation of a building leased from the District of Columbia. In the event of closure of DC Scholars PCS, the LLC would lose contributed capital, but the school would have no further obligations impacting the school’s ability to pay outstanding obligations.

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 ratio<sup>30</sup> and the modified debt service ratio<sup>31</sup>. 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 also interest and rent obligations. For this metric, a ratio greater than 15% is a cause for concern.

<sup>29</sup> Except when the school owns a facility, solvency equals current assets plus receivables with a high probability of collection, minus liabilities and closure expenses.

<sup>30</sup> Debt Ratio equals the total liabilities divided by the total assets.

<sup>31</sup> Modified Debt Service Ratio equals the sum of the current portion of long-term debt, interest, and rent divided by the total revenues

DC Scholars PCS’s debt ratio and the modified debt service ratio declined through year-end 2015 and evidence the school’s ability to pay both short- and long-term obligations. In August of 2015, the school and the Charter School Incubator Initiative (CSII), a non-profit corporation, formed 5601 East Capitol, LLC. The school is a member of the LLC and has a 99% interest in it, based on an initial capital contribution of \$1.8 million. The other 1% interest is held by CSII, the managing member, based on an initial capital contribution of approximately \$18,000. In September 2015, the newly formed 5601 East Capitol LLC committed \$17.5 million to the renovation of the property. The school plans to consolidate the activities of the LLC with those of the school, which will significantly increase the level of these ratios going forward.

<b>Debt Burden</b>				
	<b>Indicator of Concern</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Debt Ratio</b>	>0.92	0.33	0.31	0.10
<b>Modified Debt Service Ratio</b>	>15%	n/a – metric introduced FY14	6.6%	3.9%

### Cost Management

The following table provides an overview of the school’s spending decisions over the past three years. Since DC Scholars PCS began operations in FY 2013, expenses have grown 77%, significantly less than the 121% growth in revenues. Scholar Academies, a non-profit entity, provided staffing and management services to DC Scholars PCS in exchange for a management fee of 10% of the per-pupil payments from DC. This expense is included in general expenses in the table below. In 2015, this fee totaled \$668,738. In general, costs appear to be effectively managed at the school.

<b>Cost Management</b>			
	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Salaries and Benefits</b>	\$1,863,066	\$2,706,574	\$3,643,483
<b>Direct Student Costs</b>	\$654,509	\$826,442	\$987,426
<b>Occupancy Expenses</b>	\$581,317	739,619	619,583
<b>Office Expenses</b>	\$44,485	\$15,716	\$65,703
<b>General Expenses</b>	\$379,413	\$682,652	\$933,197
<b>Operating Surplus/(Deficit)</b>	\$229,878	\$740,246	\$2,042,886

<b>As a Percent of Revenue</b>				
	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>FY15 Sector Average</b>
<b>Salaries and Benefits</b>	49.6	47.4	43.9	56.1
<b>Direct Student Costs</b>	17.4	14.5	11.9	8.9

<b>As a Percent of Revenue</b>				
	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>FY15 Sector Average</b>
<b>Occupancy Expenses</b>	15.5	13.0	7.5	16.0
<b>Office Expenses</b>	1.2	0.3	0.8	N/A <sup>32</sup>
<b>General Expenses</b>	10.1	12.0	11.3	9.7
<b>Operating Surplus/(Deficit)</b>	6.1	13.0	24.6	9.3

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<sup>32</sup> Included in general expenses

Internal Controls

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

Audits of DC Scholars PCS establish that the school has adhered to GAAP. Unqualified audit opinions were provided for all years and there were no material weaknesses or other findings identified. DC Scholar PCS’s A-133 audits, which were required because the school received at least \$500,000 in federal funds, identified one significant deficiency in controls in logging reimbursements for school lunches. While a significant deficiency indicates a weakness in internal controls, it does not rise to the level of a material weakness. Nevertheless, the school must address any audit findings in a timely manner.

Internal Controls			
	Audit Year		
	2013	2014	2015
<p><b>Modified Statement Opinion.</b> The auditor issues an opinion letter on the basis financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the financial statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be qualified, adverse or disclaimed.</p>	No	No	No
<p><b>Statement Material Weakness.</b> A deficiency in internal control over financial reporting, such that there is a reasonable possibility that a material financial misstatement will not be prevented or detected and corrected in a timely manner.</p>	No	No	No
<p><b>Statement Non-Compliance.</b> The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a material effect on the determination of financial statement amounts.</p>	No	No	No
<p><b>Qualified Program Opinion (A-133).</b> When expenditures of federal funds are greater than \$750,000, the auditor</p>	No	No	No

Internal Controls			
	Audit Year		
	2013	2014	2015
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.			
<b>Program Material Weakness (A-133).</b> In planning and performing the audit of major Federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material noncompliance.	No	No	No
<b>Findings &amp; Questions Costs.</b> The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective actions plans noting the responsible party.	0	0	1
<b>Unresolved Prior Year Findings.</b> The auditor discloses prior year audit findings that have not been corrected.	0	0	0
<b>Going-Concern Issue.</b> The auditor indicates the financial strength of the school is questioned.	No	No	No
<b>Debt-Compliance Issue.</b> The auditor discloses that school was not in compliance with certain debt covenants. A debt-compliance issue may preclude insolvency.	No	No	No

## **Economic Viability**

Measures of economic sustainability include earnings and cash flows, reserve, and trends in both enrollment and revenue. Together, these measures assess the risk that the school will be unable 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).<sup>33</sup> In general, DC PCSB recommends that a school have positive annual operating results and cash flows.

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

	<b>Indicator of Concern</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Operating Surplus/Deficit</b>	<0	\$229,878	\$740,246	\$2,042,886
<b>Earnings before Depreciation</b>	<0	\$463,072	\$1,011,180	\$1,857,327

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

DC Scholars PCS’s net asset position increased nearly 500% between 2013 and 2015 as the school continues to have operating surpluses and add to reserves. Similarly, the primary reserve ratio has increased significantly during the period.

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<sup>33</sup>EBAD is the change in net assets plus amortization and depreciation, a measure of operating cash flows.

	<b>Indicator of Concern</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Net Asset Position</b>	<0	\$557,257	\$1,295,503	\$3,338,389
<b>Primary Reserve Ratio</b>	<0	0.16	0.26	0.53

The final measures of economic stability 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.

DC Scholars 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.

<b>Enrollment Over Time</b>				
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Enrollment</b>	183	299	391	446
<b>Growth in Enrollment</b>	N/A	63.4%	30.8%	14.1%
<b>Growth in Revenues</b>	N/A	52.1%	45.2%	N/A

# Appendix A



March 31, 2016

Robert Weinberg, Board Chair  
DC Scholars PCS  
5601 E. Capitol St. SE  
Washington, DC 20019

Dear Mr. Weinberg,

The Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 DC Scholars Public Charter School between February 1 – 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 instruction.

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

Sincerely,



Naomi DeVeaux  
Deputy Director

Enclosures  
cc: Carlie Fisherow

DC PUBLIC CHARTER SCHOOL BOARD

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# Qualitative Site Review Report

**Date:** March 31, 2016

**Campus Name:** DC Scholars Public Charter School

**Ward:** 7

**Grade levels:** PK - 6

**Enrollment:** 446

**Reason for visit:** School eligible for 5-year Charter Review

**Two-week window:** February 1 – 12, 2016

**Number of observations:** 26

## Summary

DC Scholars PCS was designed to sustain strong academic achievement. The school describes its program as one that delivers rigorous instruction and embeds the expectation that scholars can achieve academic success. The mission of DC Scholars Public Charter School (DC Scholars PCS) is as follows: DC Scholars PCS prepares students to attend and succeed academically in high school and college and provides them with a foundation of life skills required to become productive members of their communities. Throughout the observations there was evidence of an academic focus and an emphasis on becoming college ready. There were college banners throughout the hallways and in each classroom. Teachers referred to the students as scholars and referenced unique college mascots when addressing the class and through motivational chants during the observations.

The Qualitative Site Review (QSR) team used the Charlotte Danielson *Framework for Teaching* to score observations in two domains: Classroom Environment and Instruction. The QSR team scored 81% of the observations as distinguished or proficient in the Classroom Environment domain. The strongest areas of performance in this domain were Creating an Environment of Respect and Rapport and Managing Classroom Procedures. Students and teachers were kind and respectful to one another and it was clear that routines were established and adhered to by the students. The QSR team scored 75% of the observations as distinguished or proficient in the Instruction domain, including 89% of observations as proficient or distinguished in the Communicating with Students component. Teachers clearly explained to students what they would be learning, effectively modeled learning activities for students, and made no content errors while delivering instruction.

## Specialized Instruction for Students with Disabilities

Prior to the two-week window, DC Scholars PCS provided answers to specific questions posted by DC PCSB regarding the provision of instruction to students with disabilities in the Special Education Questionnaire. The Special Education Consultant who served on the team observed services being provided using various models including inclusion classrooms, a self-contained classroom, and pull out session. In the inclusive classrooms both a general education and special education teacher collaborated to provide instruction and academic supports to students with and without disabilities. In these observations the station-teaching model was utilized where teachers were teaching different content to two different groups. The special education teachers did not limit their support and services to

students receiving special education services, rather they were observed providing instruction, feedback, and support to all of the students in their class. In the co-taught classrooms instruction and support took the form of one-on-one, small group, and whole group activities. In the self-contained classroom and pull out sessions, students seemed at ease with their teachers and were eager to learn and participate.

Instruction for English Language Learners

The school does not currently have any English Language Learners in its student body.

## CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes DC Scholars PCS’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>The mission of DC Scholars Public Charter School is as follows: DC Scholars PCS prepares students to attend and succeed academically in high school and college and provides them with a foundation of life skills required to become productive members of their communities.</p>	<p>The QSR team saw evidence that DC Scholars PCS is meeting its mission. Teachers delivered content in whole group, small group, and one-on-one environments. During class discussions teachers encouraged students to express if they agreed, disagreed, or had a question about what other students were saying. If students disagreed they were asked to explain why. Teachers offered support and facilitated small group work when needed. There were frequent references to being ready for college. Teachers discussed career opportunities with students and college memorabilia filled the classrooms and hallways. Students were encouraged to use “complete college sentences” when answering questions and were placed in small groups named “Reading for College.”</p> <p>Students were kind to one another and in most cases respectful to the teacher. Students earned character points for good behavior and were asked to track the teacher and their classmates when they were speaking. There were “PETS” posters throughout the building which represented using please, excuse me, thank you, sorry and you’re welcome.</p>
Goals:	
<p>PMF Goal #1: Student Progress – Academic Improvement over time</p> <p>Effective instruction supporting student academic progress and achievement in reading and math.</p>	<p>Students in reading classes were often invited to explain their thinking and find evidence from the model text. The teachers used small group instruction in the reading and math classes to focus on emphasizing key skills and reinforce learning. Most classrooms also utilized stations where students used computer programs such as iReady to further develop their skills. Some classrooms had visible goal trackers marking individual student goals and progress.</p>

<b>Mission and Goals</b>	<b>Evidence</b>
<p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards</p> <p>Moving students to advanced levels of proficiency in reading and math</p>	<p>During the writing blocks students had extension opportunities if they completed their classwork. Teachers invited students in the reading classes to debate their responses to demonstrate their comprehension. In several math observations students were encouraged to explain their answers and their mathematical thinking to their peers or to the teacher. Several teachers used discussion prompts to respond directly to their peers and build off of students answers. In several observations the teachers used high level questioning to push student thinking. There were posters in some of the classrooms charting students’ progress on the ANet and NWEA MAP assessments.</p>
<p>PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success</p> <p>Promotion of reading proficiency by third grade and math proficiency by eighth grade</p>	<p>The QSR team noted several examples of student writing. Students worked on analytic essays based on literary text. There was also evidence of student writing posted in the hallway based on an informational text passage on Abraham Lincoln. Teachers read aloud to students during many of the literacy lessons and facilitated rich discussions about what students were reading. Teachers posted displays in the classrooms and the hallways monitoring students’ growth in reading and math. The teachers used a variety of instructional groupings in the reading and math class to support student learning. Students regularly used computer programs to assist with their learning in reading and math. In the multiple math observations, the teachers modeled content using math manipulatives and real-world examples. DC PCSB will evaluate quantitative data to assess if the school met this goal during the review process.</p>
<p>PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement</p> <p>Culture of learning and support in the classrooms</p>	<p>There were many school-wide systems in place to support student achievement and the culture of learning and support in the classrooms. The classrooms observed were generally full. Students were asked to sit in the STAR position – “Sit up straight; Track the speaker; Ask questions; Raise your hands.” There were class pledges and student generated classroom rules posted throughout the classrooms. One of the pledges stated, “I am intelligent, I am hardworking, I am a scholar today, I pledge to be a leader. Tomorrow I will make history.” Some students had “PARCC All-Star” sweatshirts, several others had t-shirts with a “Principal All-Star” logo. There were several attendance boards celebrating individual</p>

Mission and Goals	Evidence
	<p>students with perfect attendance and class averages for the past two weeks. During the observations teachers encouraged students to speak directly to one another to solve problems and gave students choice when selecting their learning activities. DC PCSB will evaluate quantitative data to assess if the school met this goal during the review process.</p>
<p>Governance:</p>	<p>A DC PCSB staff member joined the DC Scholars Board of Trustees meeting via conference call on February 3, 2016. A quorum was present. Several members of the Board were present in person and via phone. The focus of the meeting was talent strategy and strategic planning (with a focus on planning future Board meetings and helping make them more efficient). A stated goal is to help Board meetings be more strategic, so they are planning to send video presentations to the Board prior to the meetings going forward so that they can digest data ahead of the meeting and then use the meeting for more discussion. The Board reviewed the Regional Dashboard of school performance including academics, culture, talent, finance and enrollment. The school discussed its understanding of the PMF and plans for improving its score. They spent the remainder of the meeting discussing talent retention and strategy going forward.</p>

## THE CLASSROOM ENVIRONMENT<sup>1</sup>

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

The Classroom Environment	Evidence Observed	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	The QSR team scored 85% of the observations as distinguished or proficient. Teachers and students showed each other respect through listening, taking turns while talking, and responding to established hand signals with various meanings. Students respectfully disagreed with each other about the meanings of events in different stories. They articulated their points with the facilitation of the teacher. Teachers said, “Good job, nice work, way to go!” Teachers praised students for exemplary work and encouraged students through classroom chants and cheers.	Distinguished	12%
		Proficient	73%
	The QSR team rated 12% of the observations as basic. In a few observations students were unkind to one another with no response from the teacher. In another observation the teacher made disparaging comments to some students when they forgot a step when solving a problem. In one observation the teacher was respectful to most of the students but was not respectful towards the students who were disrupting the class.	Basic	12%
	The QSR team rated less than 10% of the observations as unsatisfactory.	Unsatisfactory	3%
<b>Establishing a Culture for Learning</b>	The QSR team rated 81% of the observations as distinguished or proficient. During these observations the teachers pushed students by	Distinguished	4%

<sup>1</sup> Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>saying, “I know my scholars can handle this” or “your answer is good, but not great. I know you can do better.” Teachers often waited for a majority of students to volunteer to answer before continuing with the lesson. Students worked diligently without prompting from the teacher in most of these observations. Students often used sign language to communicate that they agreed with someone’s answer. Students also praised their classmates when they got the answer correct.</p>	Proficient	77%
	<p>The QSR team rated 19% of the observations as basic. These observations included: teachers not holding all students to the same expectations, students refusing to cooperate with the teacher, students talking instead of learning, or students making excuses for why their work wasn’t done.</p>	Basic	19%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	Unsatisfactory	0%
<b>Managing Classroom Procedures</b>	<p>The QSR team rated 77% of the observations as distinguished or proficient. In the majority of observations, teachers used cheers to help students transition from the rug to centers and from centers to lining up. Students moved quickly through transitions with minimal time lost. In cases where students did not transition quickly, teachers gave warnings such as “You have one minute to log off” or had students repeat the transitions.</p>	Distinguished	0%
		Proficient	77%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 23% of the observations as basic. In one observation the teacher did not have a system for passing out materials and getting students on task resulting lost instruction time. In other observations some students who were not working directly with the teacher were off-task or needed reminders or consequences to get on task.</p>	Basic	23%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	Unsatisfactory	0%
Managing Student Behavior	<p>The QSR team rated 81% of the observations as distinguished or proficient. Some teachers gave class points for good behavior and used the online Class Dojo system to assign individual points to students who were on task. The teachers circulated the classroom and used proximity and other strategies to manage behavior. The teachers allowed students to do extra classroom chants if they behaved well. In some distinguished observations students corrected their peers when they were misbehaving.</p>	Distinguished	12%
		Proficient	69%
	<p>The QSR team rated 19% of the observations as basic. In one observation the teacher was unsuccessful at getting some students to pay attention and get back on track. Individual students did not comply with the teachers requests and disrupted the class in other observations.</p>	Basic	19%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	Unsatisfactory	0%

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 75% of the observations as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p><b>Communicating with Students</b></p>	<p>The QSR team rated 89% of the observations as distinguished or proficient. In most observations teachers clearly presented material and instructions for the whole class as well as small group work in centers. Teachers asked students to repeat directions and content. In another observation the students shared with the teachers what they were going to learn in each center before moving to the centers. In another observation the teacher explained the importance of measurement and gave many real-world examples. Teachers also modeled tasks for the students to ensure they were clear about how to complete them.</p>	Distinguished	8%
	<p>The QSR team rated 12% of the observations as basic. In one observation a teacher made a minor content error when explaining a project causing students to become confused. In another observation the teacher’s directions about a classroom activity were not clear and students needed additional clarification.</p>	Basic	12%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	Unsatisfactory	0%
	<p><b>Using Questioning/Prompts</b></p>		Distinguished

Instruction	Evidence Observed	School Wide Rating	
<b>and Discussion Techniques</b>	<p>The QSR team rated 62% of the observations as distinguished or proficient. In the majority of observations, teachers asked open-ended questions, asked students to explain their answers, and facilitated discussions between students. Teachers encouraged students to discuss journal writing or ideas in turn and talk environments. Teachers also asked students to do this during small group work in centers. Students were reminded to answer questions in complete sentences.</p>	Proficient	50%
	<p>The QSR team rated 38% of the observations as basic. During some observations students worked independently with no opportunities for discussion or dialogue. In other observations teachers posed questions with one-word answers and did not provide opportunities for discussion.</p>	Basic	38%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	Unsatisfactory	0%
<b>Engaging Students in Learning</b>	<p>The QSR team rated 73% of the observations as distinguished or proficient. The students worked in small groups, independently on computers, and as whole groups. The lessons were well paced and students often had the opportunities to reflect on their learning orally and in writing. Students were engaged in activities in learning centers such as measuring objects, discussing text, creating illustrations or choosing a task that most interested them. The teachers used turn and talks to give students an opportunity to share what they learned with their classmates. Students had choices to engage in extra work if they finished the assigned tasks early.</p>	Distinguished	0%
		Proficient	73%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 27% of the observations as basic. In one observation, the students had no choice in their work and nothing to do after completing the assigned worksheet. Some classroom activities took longer than necessary to complete and some students had long periods of idle time.</p>	Basic	27%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	Unsatisfactory	0%
<p><b>Using Assessment in Instruction</b></p>	<p>The QSR team rated 77% of the observations as distinguished or proficient. In the majority of observations, teachers did constant checks for understanding: asking directly, having students repeat content, having students give hand signals if they agreed or disagreed, and allowing ample time for students to ask questions if needed. These teachers also individualized their feedback to help students with specific questions. One teacher had each student check in with her individually to make sure they got all of their problems right on a math sheet involving multiplying decimals. The teacher walked the student through the problems, asked them to explain their work, and helped them correct their work.</p>	Distinguished	4%
	<p>The QSR team rated 23% of the observations as basic. In these observations the teachers asked questions but did not make adjustments when students were confused by the material. In one observation there were few attempts to assess student understanding and the feedback was not individualized.</p>	Basic	23%
		Proficient	73%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team rated none of the observations as unsatisfactory.	Unsatisfactory	0%

**APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

**APPENDIX II: INSTRUCTION OBSERVATION RUBRIC**

<b>Instruction</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Communicating with Students</b>	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant 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
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

# Appendix B

## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

### Charter Actions Requiring a Vote

- Approve a Charter Application (15 yrs)
- Approve a Charter Renewal (15 yrs)
- Approve Charter Continuance (5 or 10 yrs)
- Approve a Charter Amendment Request
- Give a Charter Notice of Concern
- Lift the Charter Notice of Concern
- Commence Charter Revocation Proceedings
- Revoke a Charter
- Board Action, Other \_\_\_\_\_

### Non-Voting Board Items

- Public Hearing Item
- Discussion Item
- Read into Record

### Policies

- Open a New Policy or Changes to a Policy for Public Comment
- Approve a New Policy
- Approve an Amendment to an Existing Policy

**PREPARED BY: Laterica Quinn, Equity and Fidelity Specialist**

**SUBJECT: Charter Amendment: DC Scholars Public Charter School – Revised Governance Structure**

**DATE: July 18, 2016**

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*The DC Public Charter School Board ("DC PCSB") held a public hearing on this proposed amendment at the start of its board meeting on July 18, 2016. If DC PCSB received any public comments, prior to voting on this amendment the board will deliberate to determine whether or not to proceed with a vote at the same meeting, or delay the vote until its next public meeting on September 19, 2016.*

### **Recommendation**

DC PCSB staff recommends that the Board approve the charter agreement amendment request of DC Scholars Public Charter School ("DC Scholars PCS"), and approve DC PCSB Board Chair Darren Woodruff to sign the amendment on behalf of the Board.

### **Proposal**

DC Scholars PCS proposes to amend its governance structure by separating from its existing management company, Scholar Academies. If approved, this amendment will be effective beginning in school year ("SY") 2016-17, and the school will transfer its charter management responsibilities to a new entity, DC Scholars Community Schools, and implement its revised bylaws (Attachment B) and articles of incorporation (Attachment D) to reflect the organizational changes.

## **Rationale**

Scholar Academies currently provides management services for a network of charter schools located in the District of Columbia, Philadelphia, PA, Trenton, NJ, and Memphis, TN. In May 2015, the management organization announced its plans to dissolve in an effort "to empower the [regional schools] to become their own, independent management organizations." As a result, beginning in July 2015, Scholar Academies began implementing a strategic transition plan to prepare each region to become independent.

In Washington, DC, Scholar Academies provides management services to DC Scholars PCS and DC Scholars Stanton Elementary ("Stanton Elementary"), which is operated by District of Columbia Public Schools ("DCPS"). To ensure a clear distinction between the operations of the two separate entities, DC Scholars determined it needed to establish a new, independent school management organization that has its own Board of Directors to provide management services to DC Scholars PCS. Effective June 23, 2016, the school acquired a 501 (c)(3) tax exempt status for its new management organization, DC Scholars Community Schools, which will provide similar management services to those currently provided by Scholar Academies, including school leadership management, program and operation assistance, data collection, and talent management. Additionally, on June 28, 2016, DC Scholars PCS's Board approved redlined revisions to the school's bylaws (Attachment B) that reflect the aforementioned organizational changes. In early July, the school worked closely with DC PCSB staff to negotiate a finalized version of its revised bylaws, which may be found at Attachment C.

According to the school's charter agreement amendment application, the boards of both Scholar Academies and DC Scholars PCS believe the development of a local school management organization will enable DC Scholars PCS to provide a more tailored instructional program to the students and families it serves in the District.

On May 17, 2016, the DC Scholars PCS board established a Transition Committee that is responsible for ensuring a smooth transfer of management responsibilities from Scholar Academies to the newly proposed DC Scholars Community Schools. The Transition Committee meets weekly to ensure steady progress throughout this process. It has already provided formal notification of the proposed governance change to all of its key internal and external stakeholders, including parents, students, teachers, and community members.

DC Scholars PCS does not anticipate this governance change having any significant impact on the school's budget or its leadership. Per its charter agreement amendment application, DC Scholars PCS's existing school director, Rebecca Crouch, will remain in her role as principal. Also, Carlie John Fisherow, who currently leads Scholar Academies' management functions in DC, will become an employee of and lead DC Scholars, Inc. Although the school anticipates additional costs due to the initial transfer of management services and shared contracts from a multi-city entity to DC, these will be one-time costs that should not affect DC Scholars PCS's long-term financial planning. Furthermore, by transitioning to a local

management company, the school expects its management expenses will be reduced over time compared to the current costs of Scholar Academies' services.

While amending the school's charter agreement for this governance change, DC PCSB and DC Scholars PCS have also agreed to remove the school's discipline policy from the charter agreement. This will give the school more flexibility in adjusting their discipline policies annually to fit the needs of their students and address school culture. DC PCSB staff review discipline policies each year during Compliance Review.

### **Background**

DC Scholars PCS is currently in its fourth year of operation serving 441 students in grades PK3 through sixth grade at a single campus located in Ward 7. The school is adding a grade each year and will eventually serve students through eighth grade by SY 2017-18. According to its mission, "DC Scholars PCS prepares students to attend and succeed academically in high school and college, and provides them with a foundation of life skills required to become productive members of their communities." On March 22, 2016, DC Scholars PCS was approved by DC PCSB's board to adopt the Performance Management Framework as its goals and student academic achievement expectations. The school was untiered in SY 2015-16, due to DC PCSB's hold harmless policy. DC Scholars PCS will undergo its 5-Year Review in school year 2016-17.

### **Attachments to this Proposal:**

Attachment A: School's Request to Amend Charter

#### *Separate Documents*

Attachment B: DC Scholars Revised Bylaws – Redlined Version (<http://bit.ly/29ynCsu>)

Attachment C: DC Scholars Revised Bylaws – Clean Version

Attachment D: DC Scholars Articles of Incorporation (<http://bit.ly/29ltLUU>)

Attachment E: Charter Agreement Amendment

## ATTACHMENT A

### School's Request to Amend Charter

#### Part I: General Information

**\*All applicants must complete this section\***

**SUBMITTED BY:** **Bob Weinberg, DC Scholars PCS**

**SUBJECT:** **Charter Amendment Request for:** (Mark all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Mission or Education Philosophy   | <input type="checkbox"/> Replication/Operation of additional campus(es)* *(w/ no changes to grade configurations) |
| <input type="checkbox"/> Goals and Academic Achievement Expectations   | <input type="checkbox"/> LEA Status for Special Education   |
| <input type="checkbox"/> Grade Levels to be Served   | <input type="checkbox"/> Voluntary Closure of a Campus or Grade Level(s)  |
| <input checked="" type="checkbox"/> Governance Structure (e.g., hiring/dismissal of management companies or changes in bylaws) | <input type="checkbox"/> Campus location (Part D1)  |
| <input type="checkbox"/> Enrollment Ceiling  | <input type="checkbox"/> Curriculum, standards, or assessment   |

**SUBMISSION DATE:** **6/10/2016**

#### **SCHOOL BACKGROUND**

*Please address the following questions in their entirety. This information provides helpful background to the PCSB Board as it reviews these requests.*

##### Overview of School Performance

1. Provide the following information about your Local Education Agency (LEA) by campus:
  - a) Campus name(s) and location(s): **DC Scholars PCS 5601 East Capitol St. SE Washington, DC 20019**
  - b) Year opened: **2012**
  - c) Grade levels served (Currently and at maturation of charter agreement, if applicable): **PK3-6<sup>th</sup> Grade Current, Charter outlined to serve 8<sup>th</sup> at full enrollment**
  - d) Date that charter will be eligible for possible renewal: **5 Year Renewal in 2016-17**

2. Please select the performance indicators below that describe the school's current performance\*: (Mark all that apply)
  - Currently rated Tier 1, or met at least 2/3 of targets on the most recent Accountability Plan, EC, or Adult PMF.
  - School is not currently under corrective action.
  - Has historically met enrollment projections w/in 80% of target.
  - School has been in operation for 3+ years.
  - School is currently accredited. **Completed Accreditation in April and received a positive report with a recommendation to the Accreditation board for approval. Accreditation Board vote will take place in the summer.**

\*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: **Enter text.**

#### **PROPOSAL**

**DC Scholars PCS** submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on\_\_\_\_\_, 20\_\_\_\_ (leave blank if this has not been determined).

1. Please describe the requested change (provide detail on the selection above). Please describe any planning that is already underway to prepare for the proposed change(s).

**After a strategic review, the Scholar Academies' Board of Trustees decided that the educational achievement of our students will be better served by granting regional autonomy to the communities we serve. As a result, the Scholar Academies' Board is commencing a process to empower the regions to become their own, independent management organizations. Scholar Academies currently provides management services to DC Scholars.**

**The Scholar Academies' Board, including DC Scholars PCS's Board Chair, Bob Weinberg, believes that students, families and our teams will receive a more tailored instructional program if school management is decentralized and moved to leadership in Washington, DC. In 2015, in an effort to provide more targeted programmatic support and attention to our schools, Scholar Academies appointed regional home office teams in Memphis, Philadelphia and DC. The past year has demonstrated that this shift is positive on many levels. The decision to transfer management responsibility fully to the regional teams is a continuation of the process that started last July. The Scholar Academies' national home office will strategically and methodically transfer resources, assets, data, historical information and services to the DC regional team.**

**Because Scholar Academies provides management services to DC Scholars PCS and DC Scholars Stanton Elementary, a DCPS school, we need to set up a new SMO (school management organization) with its own Board of Directors. We are in the process of preparing articles of incorporation, drafting bylaws and applying for 501(c)(3) tax exempt status for a new entity to be named DC Scholars Community Schools**

**The DC Scholars PCS Board plans to enter into a new management agreement with DC Scholars Community Schools as its new management company. DC Scholars Community Schools will provide similar services to those currently provided by Scholar Academies with respect to school leadership management, program and operations assistance, data, and talent. DC Scholars PCS will contract for back office services with a local, high-quality provider after conducting an RFP process.**

2. How will the amendment(s) selected above support or enhance the school's mission?

**The mission of DC Scholars PCS will remain the same. DC Scholars PCS prepares students to attend and succeed academically in high school and college. DC Scholars provides students with a foundation of life skills required to become productive members of their communities. Having management services provided by an SMO in Washington, DC will ensure that we are able to respond quickly to school and community needs, tailor our program to meet scholars in Washington, DC and concentrate our efforts on leadership, fundraising, resources, programs and professional development, all of which will propel our school forward.**

3. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

**The board has not, as yet, voted to approve the proposed charter amendment. The DC Scholars PCS board held a meeting on April 27, 2016, regarding Scholar Academies' decision to dissolve. At its meeting in May, 2016, the DC Scholars PCS Board voted to establish a Transition Committee to address issues related to**

**transition and the formation of a new entity. The DC Scholars Board expects to approve the charter amendment designating DC Scholars Community Schools as its management company in the near future.**

4. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Please describe any notable support for or opposition to the proposed amendment(s).

**Scholar Academies issued an official statement in May regarding its decision to dissolve. This news was shared with leadership teams in May and has been followed up with weekly newsletters to leaders at DC Scholars PCS and Stanton ES since May 20<sup>th</sup>. Additionally, DC Scholars PCS School Director, Rebecca Crouch and Chief of Staff, Tiffany Johnson, are non-voting members of the DC Scholars Board Transition Committee. The Transition Committee has held two meetings (May 31<sup>st</sup> and June 7<sup>th</sup>). We will be holding weekly meetings during the summer to implement the transition of management responsibilities. We also met with Scott Pearson and Naomi DeVeaux on Tuesday, June 7<sup>th</sup>. It was confirmed at that meeting that the appropriate path forward is to set up a new independent entity to provide management services to DC Scholars PCS. Information regarding the transfer of management responsibilities will be shared with teachers and staff on June 10<sup>th</sup> and in a letter to families the week of June 13<sup>th</sup>. As to the ANC, DC Scholars PCS hosts the ANC's meetings. We have built a good relationship with the ANC over the last year and will inform our local ANC chairperson next week of the change in management companies and appear at the next ANC meeting to provide a briefing on our plans.**

## **Section E. Charter Amendment – Governance Structure**

(Including, but not limited to, executing and terminating contracts with management companies)

**\*ONLY complete this section if applying to amend Governance Structure.**

**For Approval:** *A school should use this section to amend the governance structures established in the following attachments to its charter agreement: Articles of Incorporation, Bylaws, and the description of the proposed rules and policies for governance and operation of the proposed school (usually, Attachment A). These changes range broadly and may include changing the school's legal name (thus requiring a conforming change to its submitted articles of incorporation) or engaging or severing a relationship with a management company. A school does not need to amend its charter when hiring a new school leader or board chair. According to the School Reform Act, a public charter school shall be governed by a Board of Trustees in a manner consistent with the charter granted to the school. PCSB will generally approve changes to governance structure as long as the school's Board of Trustees members are acting as fiduciaries of the School and operate in accordance with the School Corporation's articles of incorporation and bylaws. PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization and take this into consideration when approving a significant departure from the current governance structure, especially if the change will positively or negatively impact the school's financial health.*

1. What is the school's current governance structure and what changes are you proposing to make?

**Note:** Attach a red-lined Articles of Incorporation, Bylaws, or description of the governance structure attached to the charter agreement (usually Attachment A). If the school is only amending Attachment A and does not have the document, it should provide a new document that includes a comprehensive description of the board's relationship to school personnel and any management organization it is contracting with or seeks to be approved to contract with, and any policies or procedures related to these relationships. This description should elaborate on the structure established in the school's Articles of Incorporation and outlined in its Bylaws.

**We are not proposing to change the governance structure in any significant manner. We are proposing to transfer charter management responsibilities from Scholar Academies to a new entity -- DC Scholars Community Schools**

2. Explain the school's rationale for changing its governance structure. How will the new structure ensure that the school is effectively governed?

**The Scholar Academies' Board, including DC Scholars PCS Board Chair, Bob Weinberg, believes that students, families and our teams will receive a more tailored instructional program if school management is decentralized and moved to leadership in Washington, DC. In 2015, in an effort to provide more targeted programmatic support and attention to our schools, Scholar Academies appointed regional home office teams in Memphis, Philadelphia and DC. The past year has demonstrated that this shift has proved to be positive on many levels. The decision to transfer management responsibility fully to the regional teams is a continuation of the process that started last July. The DC Scholars PCS Board plans to enter into a new management agreement with DC Scholars Community Schools as the new management company. DC Scholars Community Schools will provide similar services to those currently provided by Scholar Academies in terms of school leadership management, program and operations assistance, data, and talent. DC Scholars PCS will contract for back office services with a local, high-quality provider after conducting an RFP process.**

3. How will the proposed change impact the school's leadership and finances? What are the anticipated expenses, and how will the school finance these expenses?

**Note:** In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).

**The change in management companies will not have any notable or long term change on the school's leadership or finances. Principal Rebecca Crouch will remain School Director for the Elementary School. Carlie John Fisherow, who is currently leading Scholar Academies' management function in DC, will become an employee of and lead the new DC-based management entity. We anticipate some transition costs as we move services and shared contracts from a multi-city entity to DC, but these will**

**be one-time costs. We believe that having a local management company will enable us to reduce management expenses.**

## Attachment B

### DC Scholars PCS Revised Bylaws – Redlined Version

AMENDED AND RESTATED BYLAWS OF DC  
SCHOLARS PUBLIC CHARTER SCHOOL, INC.  
A DISTRICT OF COLUMBIA NONPROFIT CORPORATION

ARTICLE I  
NAME AND LOCATION

Section 1.01. Name:

The name of this organization shall be the DC Scholars Public Charter School, Inc. (the "Corporation" or the "School").

Section 1.02. Location:

The temporary address of the Corporation is 600 New Hampshire Avenue, NW, Washington, DC 20037.

ARTICLE II  
PURPOSES AND ENROLLMENT

Section 2.01. Purposes:

The purposes of the Corporation shall be:

- 2.1.1 To establish, support, manage and supervise personnel and services to provide educational based programs of academic instruction to children, ages 3-19, from the District of Columbia's most disadvantaged neighborhoods, without regard to race, creed, color, sex or national origin.
- 2.1.2 To provide a nurturing educational environment for students who have the potential and desire to excel in high quality pre-college programs.
- 2.1.3 To develop extracurricular activities to supplement the Corporation's educational initiatives.
- 2.1.4 To operate and maintain a not-for profit corporation organized exclusively for charitable, scientific and educational purposes, whose activities shall be conducted in such manner that no part of its reserve funds shall inure to the benefit of any member, trustee, officer or other individual.

Section 2.02 Enrollment:

As per § 38-1802.06 of The District of Columbia School Reform Act of 1995 (the "Act"), student enrollment in the school shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition rate as described in § 38-1802.06(e) of the Act. The corporation shall not discriminate in the enrollment process, or in any way limit enrollment, based on a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs. The corporation will limit enrollment to specific grade levels as outlined in the corporation's charter. If there are more applications to enroll in the school from students who are residents of the District of Columbia than there are spaces available, students shall be admitted using a random selection process, except that a preference in admission is given to an applicant who is a sibling of a student already attending or selected for admission to the school.

**ARTICLE III**  
**BOARD OF TRUSTEES**

Section 3.01. Powers:

Unless otherwise provided by statute, all powers vested by law in the Corporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Trustees ("Board").

Section 3.02. Number, Election, Term and Qualifications of Trustees:

- 3.2.1 The first Board shall consist of the founding members. Thereafter, and pursuant to § 38.1802.05(c) of the Act, members at large will be selected according to their desire to serve. Vacancies will be posted at the site of the Corporation.
- 3.2.2 The Board shall consist of an odd number of trustees, with not more than fifteen (15) trustees. Any natural person, at least twenty-one (21) years of age, and vitally interested in the educational advancement and well-being of youth, shall be eligible to be selected as a trustee. The Board shall consist of: (i) a majority of trustees shall be residents of the District of Columbia; ~~and~~ (ii) two (2) trustees shall be parents of one or more students at the school; ~~and (iii) three (3) trustees shall not simultaneously serve as trustees, board members, directors, officers or employees of or have a financial interest in DC Scholars Community Schools ("Community Schools").~~ The Board shall not include honorary trustees.
- 3.2.3 In the case of the first Board of a public charter school to be elected or selected after the date on which the school is granted a charter, the election or selection of the two (2) trustees who are parents of one or more students who attends the charter school shall occur on the earliest practicable date after classes at the school have commenced. Until such a date, any other members who have been elected or selected shall serve as an interim Board. Such an interim Board may exercise all of the powers, and shall be subject to all of the duties, of a Board.
- 3.2.4 The terms of members of the Board shall be staggered so that each year, to the extent possible, one-third (1/3) of the trustees shall be elected. Subject to the provisions of the Act, each trustee shall serve for a term of three (3) years and until his/her successor shall have been elected and qualified or until his/her earlier death, resignation or removal.
- 3.2.5 No trustee shall hold office for more than two (2) consecutive three-(3) year terms. A trustee who is elected or appointed to serve a partial term of less than three (3) years may be elected to serve two (2) consecutive full terms in addition to such partial term.
- 3.2.6 Any person who has served two (2) consecutive three-(3) year terms as a trustee of the Corporation shall be eligible for election as a trustee without limitation because of his/her previous service, if at least one-(1) year has passed since the expiration of his/her second consecutive three-(3) year term

in office.

- 3.2.7 No person who is a member of the Board of School Directors of a School District with which the Corporation has entered into a Charter may serve as a trustee.

Section 3.03. Vacancies:

Vacancies occurring on the Board, including those by resignation or removal, and any vacancy created by an increase in the number of trustees shall be filled by the affirmative vote of a majority of the remaining trustees on the Board, even though they constitute less than a quorum of the Board. A trustee elected to fill a vacancy shall hold office only until the next annual meeting of the Corporation at which time he/she shall be elected to hold office for the remainder of the original trustee's term.

Section 3.04. Resignation or Removal:

A trustee may resign at any time by tendering his/her resignation in writing to the Corporation. His/her resignation shall become effective upon receipt by the Corporation at its principal place of business. The Board, by a two-thirds (2/3) affirmative vote, may, but shall not be required to, remove any trustee from office who has failed to attend four consecutive meetings of the Board. Resignation or removal of the Chairman shall also constitute his/her resignation or removal as a trustee. Resignation or removal of a trustee shall also constitute his/her resignation or removal as an officer and as a member of any committee of the Board, as applicable.

Section 3.05 Failure to Organize or Neglect of Duty:

A trustee may be removed, by a two-thirds (2/3) vote of the Board, if he/she fails to perform his/her duties; neglects assigned duties as assigned by the Chairman for more than 30 days; or commits fraud, or is found guilty of a felony.

Section 3.06. Compensation of Trustees and Committee Members:

Trustees and members of all committees shall receive no compensation for any services rendered in those capacities.

Section 3.07. Transactions with Trustees, ~~and Officers:~~ and Community Schools:

- 3.7.1 Any transactions between the Corporation and one or more of its trustees or officers, or between the Corporation and any other corporation, partnership, association or other organization in which one or more of its trustees are directors, trustees, or officers or have a financial interest, shall comply with the conflict of interest policy which has been approved by the Board from time to time.
- 3.7.2 Except for 3.08.1, no trustee shall, as a private person, engage in any business transaction with the Corporation, be employed in any capacity by the Corporation, or receive from the Corporation any pay for services



(including the annual meeting) at such place and time as shall be approved by resolution of the Board.

Section 4.03 Open Meetings:

All official actions and all deliberations by a quorum of the Board shall take place at a meeting open to the public, except in cases where executive sessions are authorized. Generally speaking, the Board may conduct in executive session meetings or portions of meetings devoted solely to matters involving (a) discussions of employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or discipline of any specific prospective or current or former employee; (b) discussions of employment labor relations or arbitration; (c) discussions of the purchase or lease of real property; (d) consultation with the Corporation's attorney or other professional advisors regarding litigation or potential litigation; (e) discussions of confidential information regarding current, prospective or former students; (f) discussions of the Corporation's business which if conducted would violate a lawful privilege or lead to the disclosure of information or confidential material protected by law or agreement with one or more independent third parties.

Section 4.04. Special Meetings:

Special meetings of the Board may be called at any time by the Chairman and shall be called upon receipt of the written request of four or more trustees. The business to be transacted at any special meeting shall be limited to those items of business set forth in the notice of the meeting.

Section 4.05. Quorum:

Except as provided in Section 3.03 of ~~this~~ Article III, a majority of trustees shall constitute a quorum for the transaction of business by the Board. Except as provided in Section \_\_\_\_\_ of Article III, the act of a majority of the trustees present and voting at a meeting at which a quorum is present shall be the act of the Board. After a quorum has been established at a meeting of the Board, the subsequent withdrawal of a trustee from the meeting so as to reduce the number of trustees present to fewer than the number required for a quorum shall not affect the validity of any action taken by the Board the meeting or any adjournment thereof. A majority of the trustees present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to those who are not present at the time of adjournment.

Section 4.06 Board and Board Committee Action Without a Meeting:

Any action which may be taken at a meeting of the Board or a Board committee may be taken without a meeting prior to such action, if a consent in writing setting forth such action is signed by all of the members of the Board or committee, as the case may be, and is filed in the minutes of the proceedings of the Board or of the Committee.

Section 4.07. Minutes:

Minutes of each meeting of the Board and, as the case may be, the Committee of the Board shall be taken by the Secretary or his designee and be disseminated to each Board member as soon as practical after the conclusion of the meeting.

## ARTICLE V GOVERNANCE AND PLANNING

### Section 5.01. Planning Process:

The provisions of the Act related to formation and development of Charter Schools in the District of Columbia mandate that the Board of a charter school governs the operations of the school. Written policies related to programs, administrative constraints (prudence and ethical limitations binding upon staff), governance, executive linkage, and assurance of staff performance are required. Accordingly, specific, affirmative votes by a majority of the members of the Board shall be used in order to take action on the following subjects:

- 5.1.1 Approval of the school calendar prior to the start of each school year.
- 5.1.2 Approval of textbooks or courses of study.
- 5.1.3 Appointment or dismissal of school administrators.
- 5.1.4 Adopting the annual budget.
- 5.1.5 Purchasing or selling land.
- 5.1.6 Locating new buildings or changing the location of old ones.
- 5.1.7 Creating or increasing indebtedness.
- 5.1.8 Designating depositories for school funds.
- 5.1.9 Entering into non-staff contracts that have a value equal to or greater than \$10,000.
- 5.1.10 Fixing salaries or compensation of administrators, teachers or other employees of the charter school.
- 5.1.11 Designating one of the Disinterested Trustees to represent the Corporation in any discussion or communication with the D.C. Public Charter School Board ("PCSB") relating to a material issue that has been raised by PCSB with respect to Community Schools. The Disinterested Trustee who is designated by the Board for the foregoing purpose shall not have any authority to bind or commit the Board or the Corporation to any matter discussed with PCSB.

## ARTICLE VI OFFICERS OF THE CORPORATION

Section 6.01. Officers:

The officers of the Corporation shall consist of the Chairman, the Secretary and the Treasurer. Such officers shall be Board members and shall hold office for the term of one year or until their successors are elected and qualified. Additional offices may be created at any Board meeting and filled by action of the Board.

Section 6.02. Vacancies:

A vacancy in office because of death, resignation, or removal shall be filled by the Board for the unexpired term of such office.

Section 6.03. Resignation or Removal of Officers:

An officer of the Corporation may resign at any time by tendering his/her resignation in writing to the Chairman of the Board. The resignation becomes effective immediately upon receipt. An officer may be removed at any time with or without cause by a vote of not less than two-thirds (2/3) of the Board at any meeting of the Board.

Section 6.04. Chairman:

The Chairman shall preside at all meetings of the Board and shall appoint all committees and their chairperson in accordance with these bylaws. The Chairman must be a member of the Board with vote and shall serve as an ex-officio member of all committees.

Section 6.05. Secretary:

The Secretary shall keep all of the records of the Corporation except the financial records, record the minutes of the meetings of the Corporation, send out all notices of meetings, and perform such other duties as may be prescribed by the Board. The Secretary must be a member of the Board.

Section 6.06. Treasurer:

The Treasurer is responsible for maintaining an accurate accounting of the financial transactions of the Corporation and shall insure that a true and accurate accounting is presented to and made available to the Board. The Treasurer must be a trustee, and at the discretion of the Board, may be required to be bonded.

The Treasurer shall oversee the receipt of all funds including local, state and federal funds and privately donated funds. The Treasurer shall also oversee payments out of the same on proper orders approved by the Board, signed by the Chairman. The Treasurer may pay out such funds on orders which have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the school will receive a discount or other advantage.



Section 6.07. Other Officers:

The Board may elect one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and such other officers having such duties and responsibilities as the Board shall deem advisable. Such officers need not be members of the Board.

**ARTICLE VII**  
**COMMITTEES**

Section 7.01. Executive and Other Committees:

7.01.1 The Board may, by resolution adopted by a majority of the trustees in office, establish an Executive Committee and one or more other committees, each committee to consist of two or more trustees of the Corporation. The Chairman shall designate all members and chairpersons of such committees, and may designate one or more trustees as alternate members of any committee who may replace any absent or disqualified member at any meeting of the committee. In the absence or disqualification of a member, and the alternate or alternates, if any, designated for such member, of any committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not the member or members constitute a quorum, may unanimously appoint another trustee to act at the meeting in the place of any such absent or disqualified member. Each committee of the Board shall serve at the pleasure of the Board.

7.1.2. The Executive Committee shall have and exercise all of the powers and authority of the Board in the management of the business and affairs of the corporation, except that the Executive Committee shall not have any power or authority as to the following:

7.1.2.1. The filling of vacancies in the Board.

7.1.2.2. The adoption, amendment or repeal of the bylaws.

7.1.2.3. The amendment or repeal of any resolution of the Board.

7.1.2.4. Action on matters committed by the bylaws or a resolution of the Board exclusively to another committee of the Board.

7.1.3. No committee of the Board, other than the Executive Committee, shall, pursuant to resolution of the Board or otherwise, exercise any of the powers or authority vested by these bylaws or the Act in the Board as such, but any other committee of the Board may make recommendations to the Board or Executive Committee concerning the exercise of such powers and authority.

7.1.4. The establishment of any committee of the Board and the delegation thereto

of power and authority shall not alone relieve any trustee of the fiduciary duty of such trustee to the Corporation.

7.1.5. A majority of the trustees in office designated to a committee, or trustees designated to replace them as provided in this section, shall be present at each meeting to constitute a quorum for the transaction of business and the acts of a majority of the trustees in office designated to a committee or their replacements shall be the acts of the committee.

7.1.6 Each committee shall keep regular minutes of its proceedings and report such proceedings periodically to the Board.

7.1.7 The Chairman shall be a member of all committees ex officio, with vote.

Section 7.02. Special Committees:

Special committees may be created as required, by the Chairman of the Board. The purpose, duties, number of members and reporting requirement of the committee shall be specified in the creation of the committee.

Section 7.03. Committee Members Term of Office:

Each member of committee shall be appointed for a year (unless otherwise specified in these bylaws), and shall continue in office until the next annual meeting of the Board and until his/her successor is appointed unless the committee of which he/she is a member shall be sooner terminated by the Board or until his/her death, resignation or removal as a committee member or board member, whichever first occurs.

Section 7.04. Committee Meetings:

Meetings of any committee of the Board may be called by the chairperson of such committee by giving notice of such meeting setting forth its time and place, delivered personally or by mail or telephone to the residence or place of business of the committee member as listed in the CEO's office at least two days prior to such meeting. Unless otherwise provided in these bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 7.05. Resignation or Removal of Committee Members:

A member of any committee may resign at any time by tendering his resignation in writing to the Chairman. Resignation as a Board member shall also constitute resignation as a member of any committee of the Board. The Board may, by a majority vote, remove any member from a committee, with or without cause, and may also remove any such member for failing to attend four consecutive meetings of a committee.

Section 7.06 Advisory Board:

The Chairman may create such advisory boards and appoint to them such persons as it deems appropriate. Persons serving in such advisory capacity shall not exercise any of the powers granted to the Board in these bylaws.

**ARTICLE VIII**  
**GENERAL**

Section 8.01. Fiscal Year:

The fiscal year of the Corporation shall begin on the first of July and end on the 30th of June in each year.

Section 8.02. Seal:

The seal of the Corporation shall have the name of the Corporation between two concentric circles and the words "Incorporated" and "Non-Profit Corporation" together with the year and state of incorporation.

Section 8.03. Registered Office:

The registered office of the Corporation shall be at 600 New Hampshire Ave, NW, Washington, DC 20037 (temporary address).

Section 8.04. Audit:

The Treasurer of the Corporation shall be required periodically and no less than once a year to employ a certified public accountant to audit the accounts of the Corporation.

Section 8.05. Execution of Contracts:

The Board may authorize any officer, employee or agent, in the name of and on behalf of the Corporation, to enter into any contract or execute and deliver any instrument, and such authority may be general or coined to specific instances. Unless so authorized by the bylaws or by the Board, no officer, employee or agent shall have any power to bind the Corporation by any contract or, engagement or to pledge its credit or to render it liable pecuniary for any purpose or in any amount. Any contract equal to or exceeding \$25,000 must follow the processes outlined in § 38-1802.04 the Act, as well as Section 5.01.9.

Section 8.06. Commercial Paper:

All checks, drafts and other orders for the payment of money out of the funds of the Corporation, and all notes or evidences of indebtedness of the Corporation, shall be executed on behalf of the Corporation by such officer or officers, or employee or employees, as the Board may, by resolution, from time to time determine.

Section 8.07. Deposits:

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may from time to time select or as may be selected by any officer or employee of the Corporation to whom such power may from time to time be delegated by the Board; and for the purpose of such deposit, any officer, or any employee to whom such power may be delegated by the Board, may endorse, assign and deliver checks, drafts and other orders for the payment of money which is payable to the order of the Corporation.

**ARTICLE IX**  
**INDEMNIFICATION**

Section 9.01 Indemnification and Insurance:

The Corporation shall, to the fullest extent permitted by law, indemnify any present or former trustee, officer, employee or agent or any person who may have served at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement, actually and reasonably incurred by him or her in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative, or investigative (other than an action by or in the right of corporation), to which he or she

may be or is made a party by reason of being or having been such trustee, officer, employee or agent if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. However, there shall be no indemnification in respect of any claim, issue or matter as to which he or she shall have been adjudged to be liable to the Corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

The Corporation shall have the power to purchase and maintain insurance to indemnify the Corporation and its trustees and officers to the full extent such indemnification is permitted by law.

The Corporation shall pay expenses (including attorneys' fees) incurred by an officer or trustee in defending any civil, criminal, administrative or investigative action, suit or proceeding in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such officer or trustee to repay such amount if it shall ultimately be determined that he or she is not entitled to be indemnified by the Corporation under this Article. Such expenses (including attorneys' fees) incurred by other employees and agents may be paid upon such terms and conditions, if any, as the Board deems appropriate.

In no case, however, shall the Corporation indemnify, reimburse, or insure any person for any taxes imposed on such individual under chapter 42 of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended ("the Code"). Further, if at any time the Corporation is deemed to be a private foundation within the meaning of § 509 of the Code then, during such time, no payment shall be made under this Article if such payment would constitute an act of self-dealing or a taxable expenditure, as defined in §4941 (d) or § 4945(d), respectively, of the Code.

If any part of this Article shall be found in any action, suit, or proceeding to be invalid or ineffective, the validity and the effectiveness of the remaining parts shall not be affected.

Section 9.02 Interpretation:

The provisions of this Article are intended to constitute bylaws authorized by D.C. Code § 29-301.13.

**ARTICLE X**  
**LIMITATION OF TRUSTEE LIABILITY**

Section 10.01 Personal Liability of Trustees:

10.1.1 General Rule: A trustee of the Corporation shall not be personally liable for monetary damages for any action taken or any failure to take any action, except to the extent that exemption from liability for monetary damages is not permitted under the laws of the Act, § 38-1802.04.17 as now or hereafter in effect. The provisions of this Subsection (10.01) are intended to exempt the trustees of the Corporation from liability for monetary damages to the maximum extent permitted under the Act, § 38-180 or under any other law now or hereinafter in effect.

10.1.2 Specific Rules Under the District of Columbia School Reform Act of 1995:

Without limitation of Subsection (a) above, a trustee of the Corporation shall not be personally liable for the monetary damages for any action taken or any failure to take any action, unless: (i) the act or omission constitutes gross negligence, (ii) constitutes an intentional tort, or (iii) is criminal in nature. The provisions of the preceding sentence shall not exempt a trustee from the responsibility or liability of a trustee pursuant to any criminal statute, or the liability of a trustee for the payment of taxes pursuant to local state or federal law.

10.1.3 Standard of Care: Justifiable Reliance: A trustee shall stand in a fiduciary relation to the Corporation and shall perform his or her duties as a trustee, including duties as a member of the Board and any committee of the Board upon which the trustee may serve, in good faith, in a manner the trustee reasonably believes to be in the best interests of the Corporation and with such care, including reasonable inquiry, skill and diligence as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, a trustee shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by any of the following:

10.03.3.1 One or more officer or employees of the Corporation whom the trustee reasonably believes to be reliable and competent in the matters presented.

10.03.3.2 Counsel, public accountants or other persons as to matters which the trustee reasonably believes within the professional or expert competence of such person.

10.03.3.3 A committee of the Board upon which the trustee does not serve, duly designated in accordance with law, as to matters within its designated authority, which committee the trustee reasonably believes to merit confidence.

10.01.4 Acting in Good Faith: A trustee shall not be considered to be acting in good faith if the trustee has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted.

10.01.5 Consideration of Factors: In discharging the duties of their respective positions, the Board, committees of the Board and individual trustees may, in considering the best interests of the Corporation, consider the effects of any action upon employees, upon suppliers and customers of the Corporation, and upon committees in which offices or other establishments of the Corporation are located, and all other pertinent factors. The consideration of those facts shall not constitute a violation of subsection 10.01.3.

Section 10.02. Presumption:

Absent breach of fiduciary duty, lack of good faith or self-dealing, actions taken as a trustee or any failure to take any action shall be presumed to be in the best interests of the Corporation.

Section 10.03. Modification or Repeal:

The provisions of this Article may be modified or repealed in accordance with the procedures for amending these bylaws; provided, however, that any such modification or repeal shall not have any effect upon the liability of a trustee relating to any action taken, any failure to take any action, or events which occurred prior to the effective date of such modification or repeal.

**ARTICLE XI**  
**CHARITABLE PURPOSE OF CORPORATION**

Section 11.01. Purpose:

This Corporation is organized exclusively for charitable, religious, educational and scientific purposes, including, for such purposes the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code.

Section 11.02. Earnings:

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the preceding paragraph, Section 11.01.

Section 11.03. Political Activity:

No substantial part of the activities of the Corporation shall be involved in the carrying out of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

Section 11.04. Corporate Activity:

Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a Corporation exempt from Federal income tax under Section 501(c)(3) of the Code or (b) by a Corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

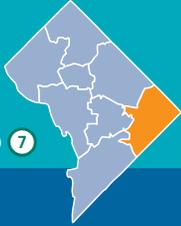
Section 11.05. Dissolution:

Should the charter for the school be revoked or not renewed by the authorizing entity, the distribution of assets upon dissolution shall be in accordance with § 29-301.48 and § 38-1802.13a of the Act. Any assets to be distributed pursuant to a plan of distribution under § 29-201.48(3) of the Act, shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

**ARTICLE VII**  
**AMENDMENTS**

These bylaws may be altered, amended, supplemented or repealed only by majority vote of the Board.

# Appendix C



### School Profile (2013–14)

**Board Chair:**  
Mieka Wick

**First School Year:** 2012–13

**Principal:**  
Rebecca Crouch

**Grades Served:**



Will grow to eighth grade

Before Care  After Care

**Percentage of Highly Qualified Teachers:** 98%

**Student-to-Teacher Ratio:** 10 to 1

**School Mission/Purpose:**

DC Scholars PCS prepares students to attend and succeed academically in high school and college, and provides them with a foundation of life skills required to become productive members of their communities.

### PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

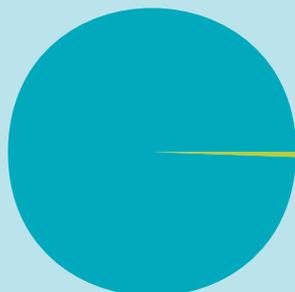
*\* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

**Unique School Characteristics**

- Member of Scholar Academies' network of high-performing schools
- Whole-school approach to academics and culture to close the achievement gap
- More instruction time, increased parent engagement, and character education drive achievement

### Student Demographics (2012–13)

**Total Enrollment:** 183



African American	99.5%	English Language Learners: 0.5%
Hispanic/Latino	0.5%	Low Income: 96.0%
White	0.0%	Special Education: 9.3%
Asian/Pacific Islander	0.0%	
Native American/Indian	0.0%	
Other	0.0%	

### Transportation



**Metro/Bus Service\***  
Capitol Heights Metro Station/96, 97

\*Please check [www.wmata.com](http://www.wmata.com) for updates.

(2012–13)

### Grades measured: PK3–3

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> <li>60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy on the Teaching Strategies GOLD assessment.</li> </ul>	94.6% of students met this goal.	Yes
<ul style="list-style-type: none"> <li>60% of kindergarten through second-grade students will make 0 or greater NCE in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.</li> </ul>	90.0% of students met this goal.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> <li>60% of kindergarten students will score on grade level or higher in reading on the Fountas and Pinnell assessment.</li> </ul>	88.0% of students met this goal.	Yes
<ul style="list-style-type: none"> <li>60% of first through second-grade students will score on grade level or higher in reading on the Fountas and Pinnell assessment.</li> </ul>	27.0% of students met this goal.	No
<ul style="list-style-type: none"> <li>60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.</li> </ul>	75.0% of students met this goal.	Yes
<ul style="list-style-type: none"> <li>55% of third-grade students will score proficient or advanced in reading on the DC-CAS.</li> </ul>	53.3% of students met this goal.	No
<ul style="list-style-type: none"> <li>45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS.</li> </ul>	66.7% of students met this goal.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> <li>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</li> </ul>	The average daily attendance was 90.8%.	Yes
<ul style="list-style-type: none"> <li>On average, kindergarten through third-grade students will attend school 92% of the days.</li> </ul>	The average daily attendance was 92.3%.	Yes

**TOTAL TARGETS MET**

**7** OF **9**



## DC Scholars PCS

5601 East Capitol Street SE  
Washington, DC 20019

202-559-6138  
www.dcscholars.org

### TIER SCORES

2011	2012	2013	2014
N/A	N/A	N/A	<b>50.9%</b>

65%  
35%

**2**

### School Profile (2014–15)

#### School Mission / Purpose

DC Scholars PCS prepares students to attend and succeed academically in high school and college, and provides them with a foundation of life skills required to become productive members of their communities.

#### Unique School Characteristics

- Member of Scholar Academies' network of high-performing schools
- Whole-school approach to academics and culture to close the achievement gap
- More instructional time, increased parent engagement, and character education drive achievement

#### Board Chair

Mieka Wick

#### Principal

Rebecca Crouch

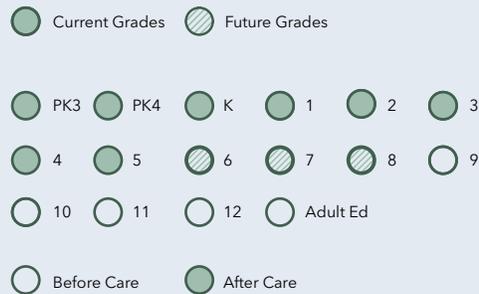
#### First School Year

2012-13

#### School Hours

7:45 a.m. – 3:50 p.m.

#### Grades Served

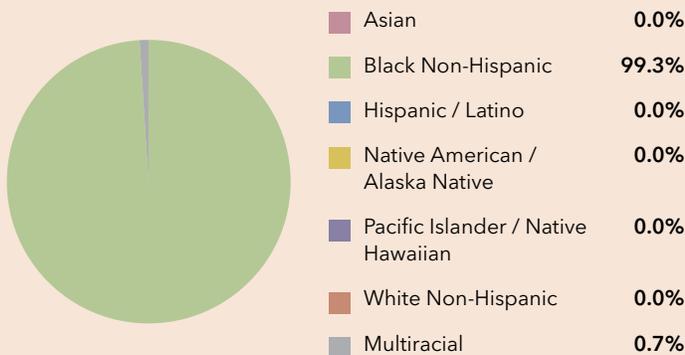


### Tier Explanations

- 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 3-12, PCSB has implemented 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.

### Student Demographics (2013–14)



**Total Enrollment**  
299

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
>60%\*\*

**Special Education**  
9.4%

\*\* Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

### Transportation



**Metro / Bus Service \***  
Capitol Heights; 96, 97

\*Please check [www.wmata.com](http://www.wmata.com) for updates

# DC Scholars PCS

## 2014 School Performance Report

(2013–14)

### Grades Measured: 3–4



Points Earned  
out of  
Points Possible

Percent of  
Possible  
Points

#### Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		11.5 out of 20.0	57.5%
Growth on DC CAS Mathematics over time		6.3 out of 20.0	31.5%

#### Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading Proficient and Above		2.7 out of 10.0	27.0%
Advanced only		0.3 out of 2.5	12.0%
DC CAS Mathematics Proficient and Above		6.0 out of 10.0	60.0%
Advanced only		1.2 out of 2.5	48.0%

#### Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		2.9 out of 15.0	19.3%
--	--	-----------------	-------

#### Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		10.0 out of 10.0	100.0%

**TOTAL SCORE**

**TIER 2**

50.9 out of 100

**50.9%**

For a more detailed explanation of the indicators, see our technical guide.



# DC Scholars PCS

5601 East Capitol Street SE  
Washington, DC 20019

202-559-6138  
www.dcscholars.org



## School Profile (2015-16)

**Board Chair**  
Mieka Wick

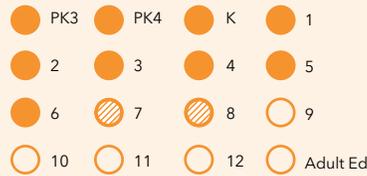
**Executive Director**  
Lars Beck

### Grades Served

● Current Grades    ● Future Grades

**Principal**  
Rebecca Crouch

**First School Year**  
2012-13



## Score Explanations

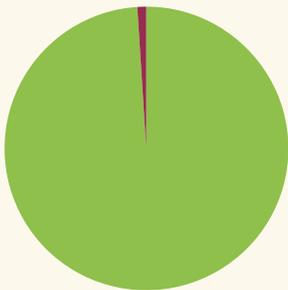
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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**  
389



Asian	0.0%
Black Non-Hispanic	99.7%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
>60%\*

**Special Education**  
12.9%

**At-Risk Population**  
66.3%

\* Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

## A Note from the School

DC Scholars PCS prepares students to attend and succeed academically in high school and college by providing them with a foundation of life skills required to become productive members of their communities. Opened in 2013 as a PK-3 new-start public charter school in DC's Ward 7, DC Scholars now serves grades PK3-6 while sustaining strong academic achievement. Our school not only delivers rigorous instruction, but also serves as a community of joy where our students thrive, and it embeds the expectation that scholars can, and will, achieve academic success.

# DC Scholars PCS

## 2015 School Performance Report

(2014–15)

### Grades Measured: PK3-5



#### 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

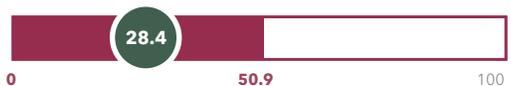


PARCC: Mathematics

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.*

# DC Scholars PCS

## 2015 School Performance Report

(2014–15)

### Grades Measured: PK3–5



#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

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



##### PK Math: Every Child Ready (ECR)

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



##### PK Social Emotional Learning: Positive Behavior Rating Scale (PBR)

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



##### K-2 Reading: AIMSweb™

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



##### K-2 Math: AIMSweb™

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





# DC Scholars PCS

5601 East Capitol Street SE  
Washington, DC 20019

202-559-6138  
www.dcscholars.org



## School Profile (2016-17)

### Board Chair

Robert Weinberg

### Executive Director

Carlie Fisherow

### Grades Served

● Current Grades ● Future Grades

● PK3 ● PK4 ● K ● 1

● 2 ● 3 ● 4 ● 5

● 6 ● 7 ● 8 ● 9

○ 10 ○ 11 ○ 12 ○ Adult Ed

### Principal

Rebecca Crouch (ES)  
Tanesha Dixon (MS)

### First School Year

2012-13

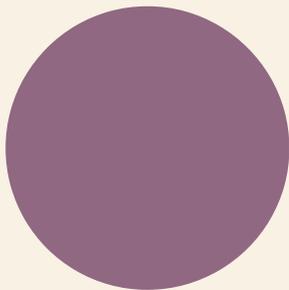
## Tier Explanations

- 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**  
446



Asian	0.0%
Black Non-Hispanic	100.0%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
>60%\*

**Special Education**  
13.0%

**At-Risk Population**  
62.3%

\* Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

## A Note from the School

DC Scholars PCS prepares students to attend and succeed academically in high school and college by providing them with a foundation of life skills required to become productive members of their communities. Opened in 2013 as a PK-3 new-start public charter school in DC's Ward 7, DC Scholars now serves grades PK3-7 while sustaining strong academic achievement. Our school not only delivers rigorous instruction, but also serves as a community of joy where our students thrive, and it embeds the expectation that scholars can, and will, achieve academic success.

# DC Scholars PCS

## 2016 School Quality Report

(2015–16)

### Grades Measured: PK3–6



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



9.9 out of 17.5

56.6%

Growth on the state assessment in mathematics



14.4 out of 17.5

82.3%

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

PARCC: English Language Arts

Approaching College and Career Ready and Above



3.9 out of 7.5

52.0%

College and Career Ready



1.7 out of 5.0

34.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



5.5 out of 7.5

73.3%

College and Career Ready



3.8 out of 5.0

76.0%

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

3rd Grade English Language Arts

College and Career Ready



3.7 out of 10.0

37.0%

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



8.1 out of 9.0

90.0%

Re-enrollment

Percent of students eligible to re-enroll



4.8 out of 9.0

53.3%

Teacher Interaction Observations: Classroom Assessment

Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.7 out of 4.0

92.5%

Instructional Support



1.6 out of 4.0

40.0%

**TOTAL SCORE**

**TIER 1**

65.1 out of 100

**65.1%**

# DC Scholars PCS

## 2016 School Quality Report

(2015–16)

### Grades Measured: PK3–6



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

##### PK Pre-Literacy: Every Child Ready (ECR)

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



##### PK Math: Every Child Ready (ECR)

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



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

Median percentile of student growth compared to national student performance



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

Median percentile of student growth compared to national student performance



# Appendix D

# DC Scholars 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	PK3-4th
Ward	7
Address	5601 East Capitol Street, SE Washington, DC 20019
Contact	202-559-6138 <a href="http://www.dcscholars.org">www.dcscholars.org</a>
Type	Public Charter School

### STUDENT CHARACTERISTICS

#### Total Enrollment (#)

183 Students

#### Enrollment by Race/Ethnicity (%)

<i>Asian</i>	
Black non-Hispanic	100
Hispanic / Latino	< 1
<i>Multiracial</i>	
<i>Native American / Alaskan</i>	
<i>Pacific / Hawaiian</i>	
<i>White non-Hispanic</i>	

#### Enrollment by Subgroup (%)

Free or Reduced Lunch	96
Limited English Proficiency	1
Special Education	9
<i>by level</i>	
Level 1	71
Level 2	21
Level 3	
Level 4	7

## ATTENDANCE

### In-Seat Attendance Rate (%)

**This School** 90  
City Average \* 93

#### 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...



## 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.

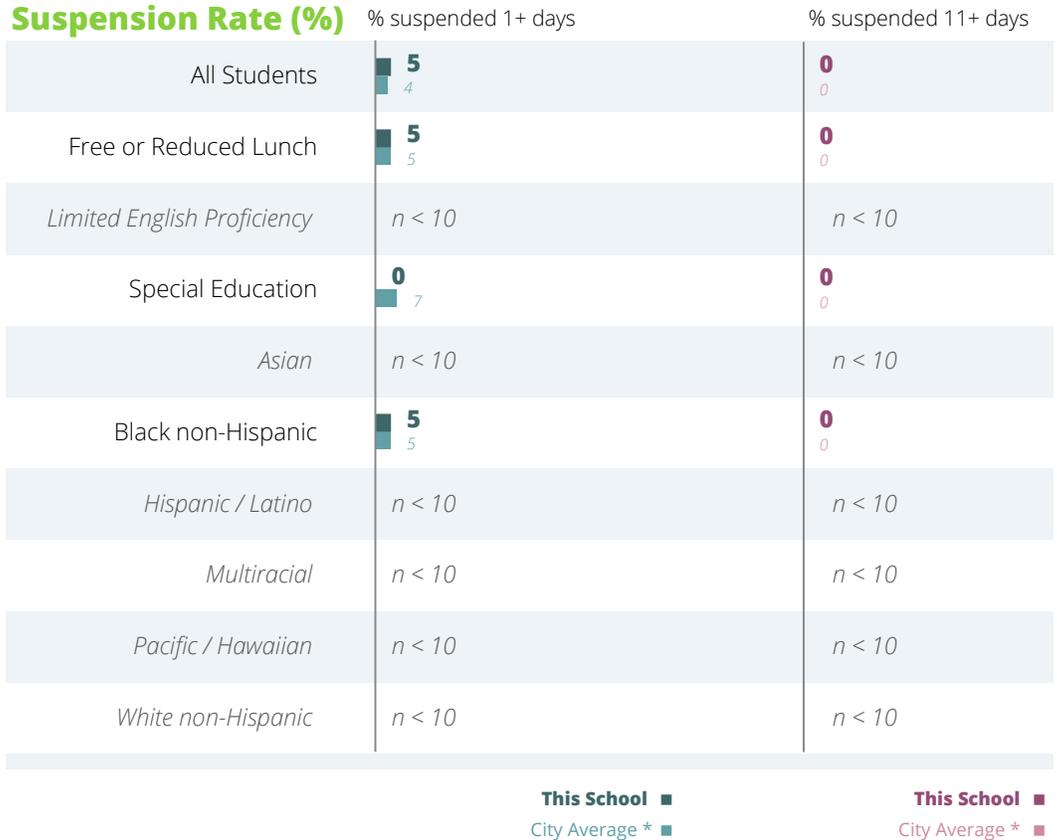
### Total Expulsions (#)

**This School** 0

### Expulsion Rate (%)

**This School** 0.00  
City Average \* 0.02

### 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 ACHIEVEMENT

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS Proficiency Rate	Mathematics		Reading	
	2011-12	2012-13	2011-12	2012-13
All Students		<i>n</i> < 25		<i>n</i> < 25
Free or Reduced Lunch		<i>n</i> < 25		<i>n</i> < 25
Limited English Proficiency		<i>n</i> < 25		<i>n</i> < 25
Special Education		<i>n</i> < 25		<i>n</i> < 25
Asian		<i>n</i> < 25		<i>n</i> < 25
Black non-Hispanic		<i>n</i> < 25		<i>n</i> < 25
Hispanic / Latino		<i>n</i> < 25		<i>n</i> < 25
Multiracial		<i>n</i> < 25		<i>n</i> < 25
Pacific / Hawaiian		<i>n</i> < 25		<i>n</i> < 25
White non-Hispanic		<i>n</i> < 25		<i>n</i> < 25

**This School** ■
**This School** ■  
City Average ■
City Average ■

## STUDENT GROWTH

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS Growth Percentiles	Mathematics			Reading		
	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students			<i>n</i> < 25			<i>n</i> < 25
Free or Reduced Lunch			<i>n</i> < 25			<i>n</i> < 25
Limited English Proficiency			<i>n</i> < 25			<i>n</i> < 25
Special Education			<i>n</i> < 25			<i>n</i> < 25
Asian			<i>n</i> < 25			<i>n</i> < 25
Black non-Hispanic			<i>n</i> < 25			<i>n</i> < 25
Hispanic / Latino			<i>n</i> < 25			<i>n</i> < 25
Multiracial			<i>n</i> < 25			<i>n</i> < 25
Pacific / Hawaiian			<i>n</i> < 25			<i>n</i> < 25
White non-Hispanic			<i>n</i> < 25			<i>n</i> < 25

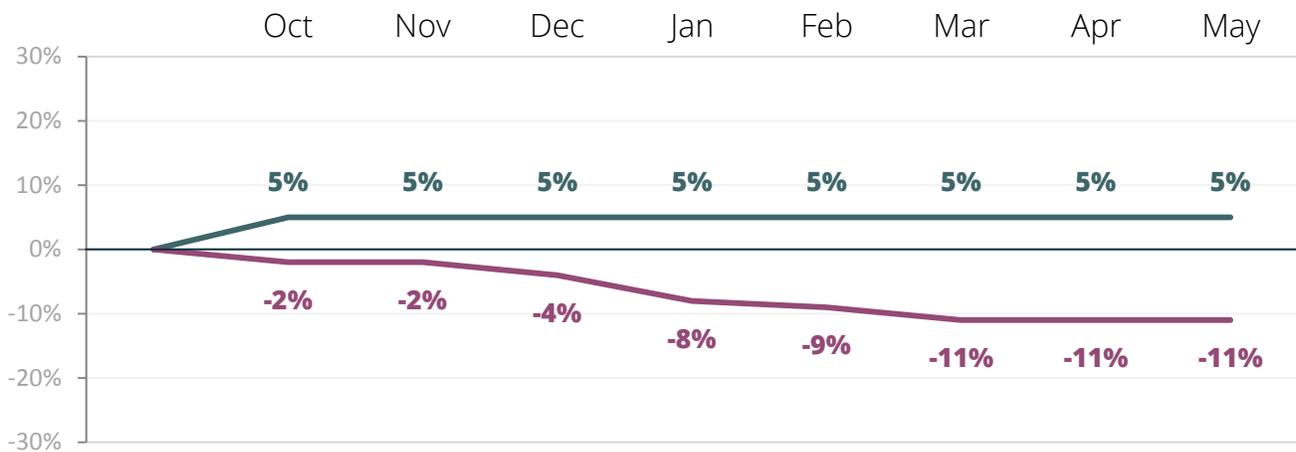
**This School** ■
**This School** ■  
City Average ■
City Average ■

**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**  
183 Students



**Net Cumulative Change (%)**  
-6%

— % of Students Entering  
— % of Students Withdrawing

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

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Entry</b>	2%	3%	3%	4%	5%	5%	6%	6%
<b>Withdrawal</b>	-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.

# DC Scholars 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)

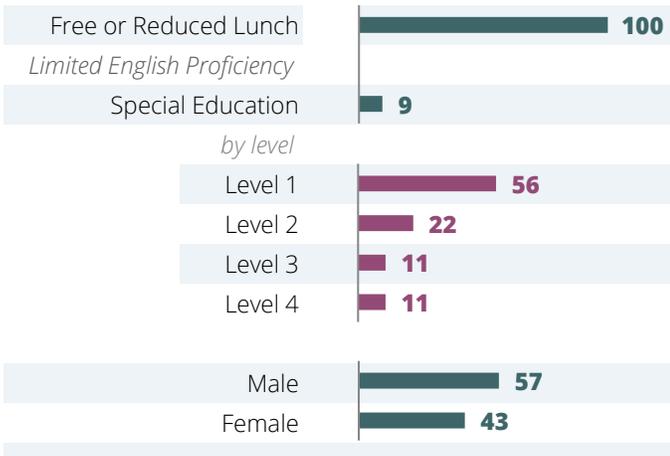
Grades	PK3-5th
Ward	Ward 7
Address	5601 E Capitol SE Washington, DC 20011
Contact	202-559-6138 <a href="http://www.dcscholars.org">http://www.dcscholars.org</a>
Type	Public Charter School

### STUDENT CHARACTERISTICS

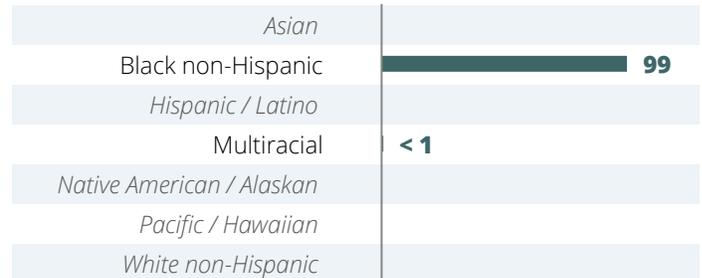
#### Total Enrollment (#)

299 Students

#### Enrollment by Subgroup (%)

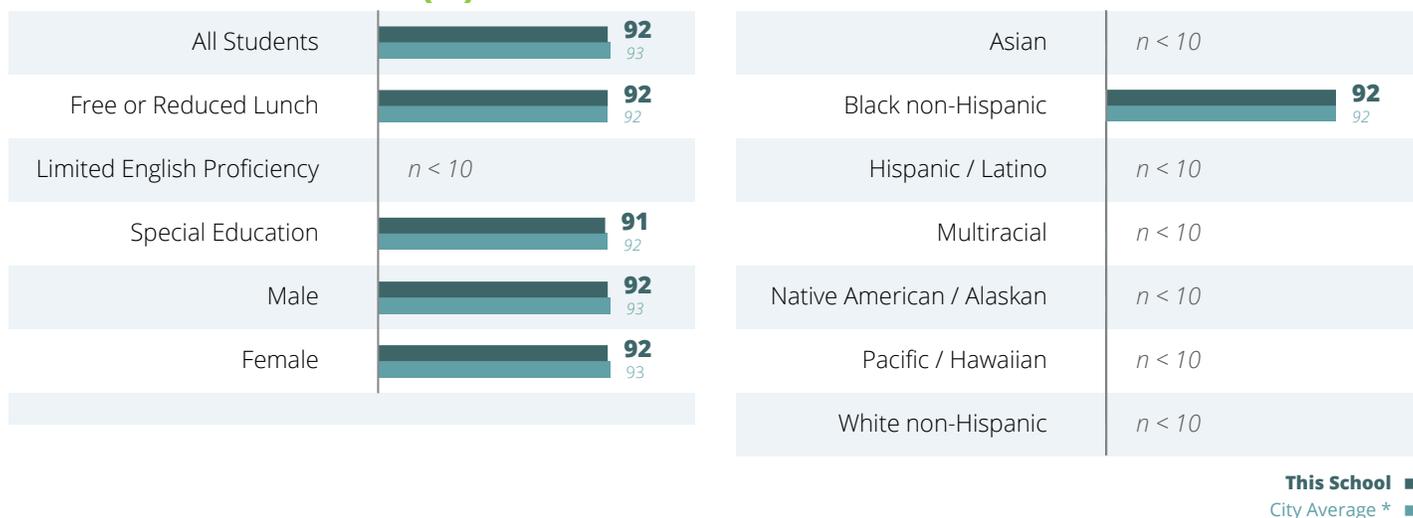


#### Enrollment by Race/Ethnicity (%)



## ATTENDANCE

### In-Seat Attendance Rate (%)



## DISCIPLINE

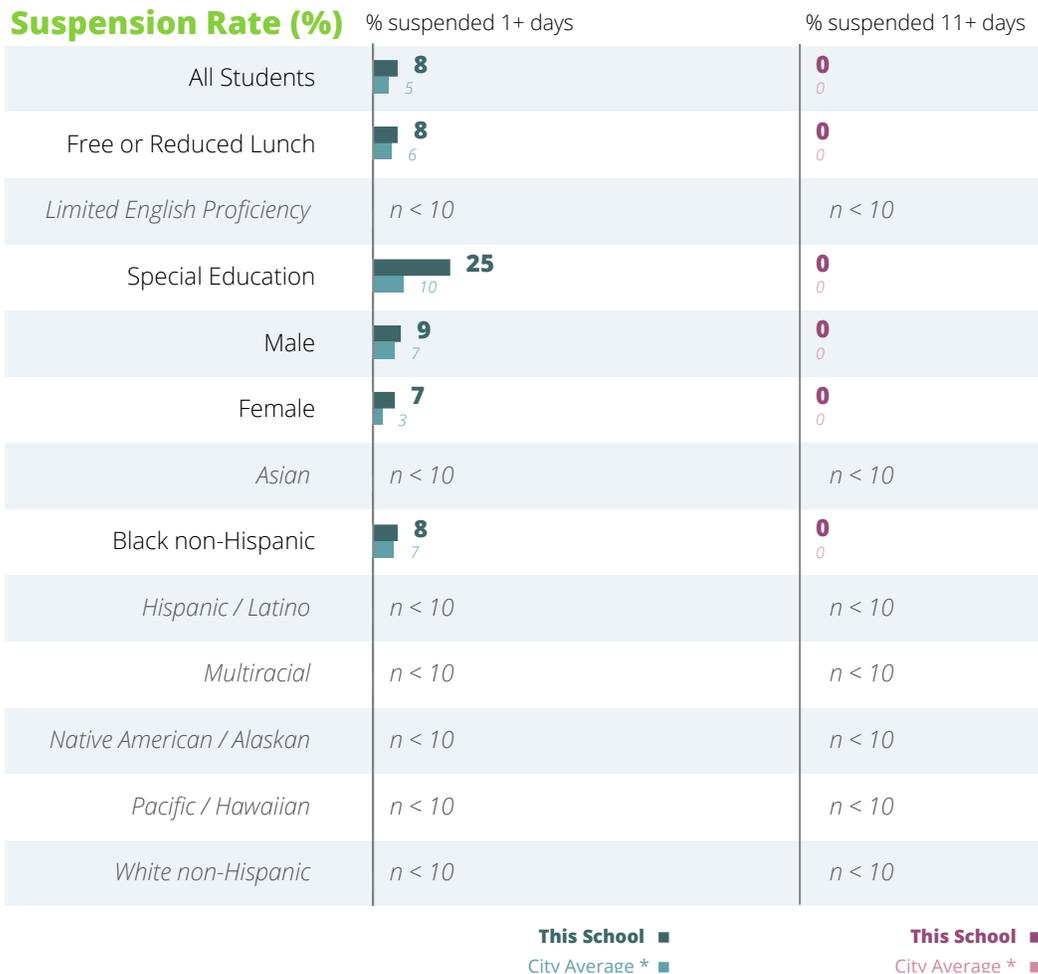
### Total Expulsions (#)

**This School** 0  
City Average \* 9

### Expulsion Rate (%)

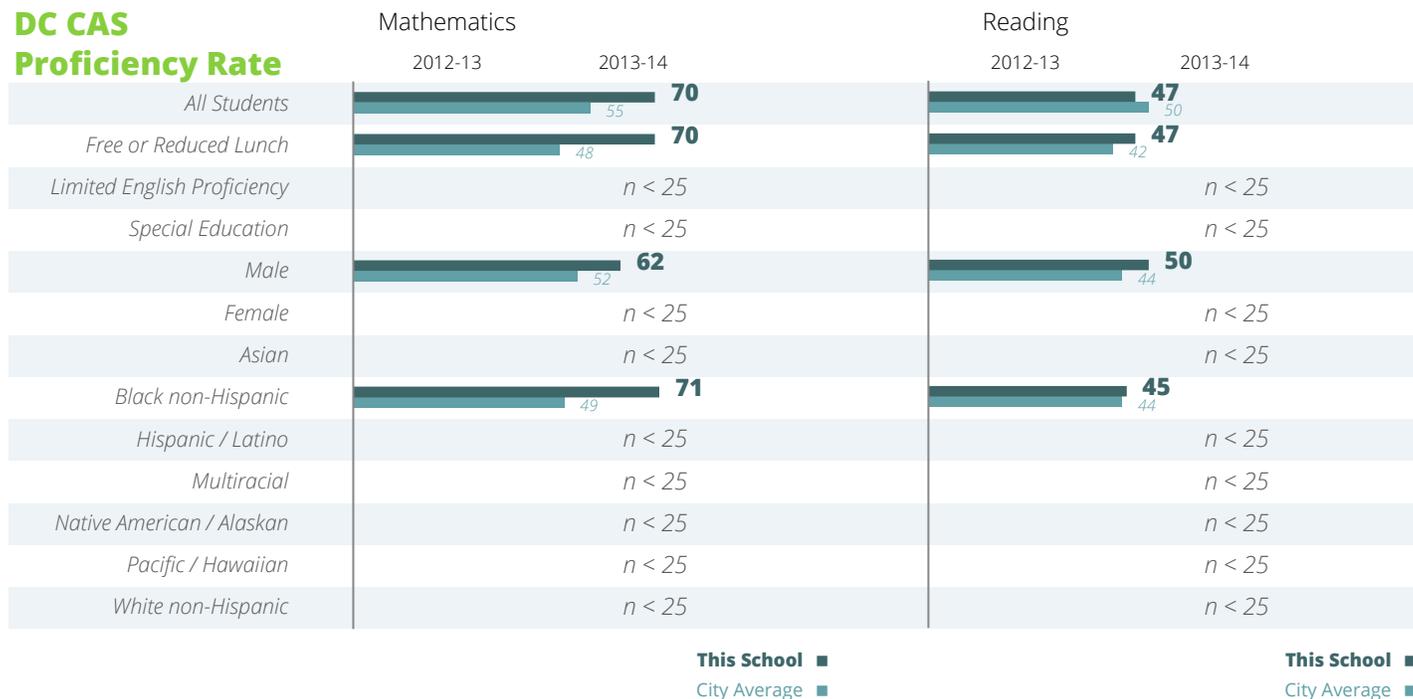
**This School** 0.00  
City Average \* 0.02

### Suspension Rate (%)



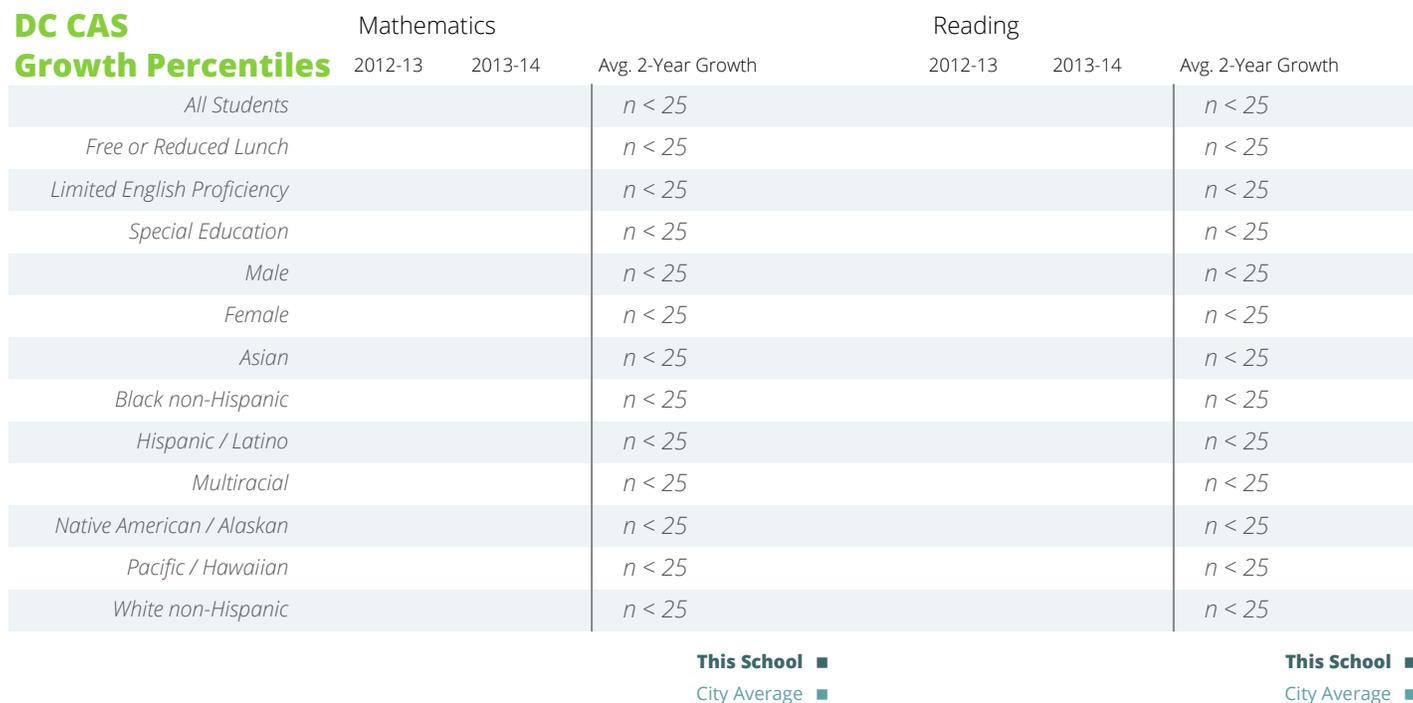
## STUDENT ACHIEVEMENT

### DC CAS Proficiency Rate



## STUDENT GROWTH

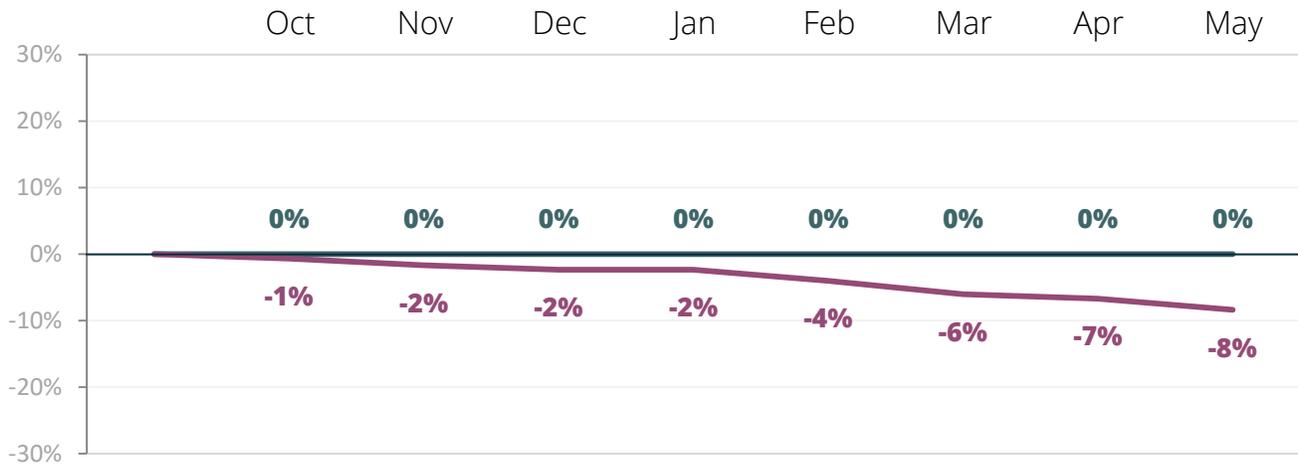
### DC CAS Growth Percentiles



**STUDENT MOVEMENT**

**Mid-Year Entry and Withdrawals (%)**  
*This School*

**Total Enrollment**  
299 Students



**Net Cumulative Change (%)**

-8%

— % of Students Entering  
— % of Students Withdrawing

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

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Entry</b>	1%	2%	2%	3%	4%	4%	5%	5%
<b>Withdrawal</b>	-1%	-2%	-3%	-4%	-4%	-5%	-5%	-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.

# DC Scholars PCS

## 2014-15 Equity Report

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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 2015-16)

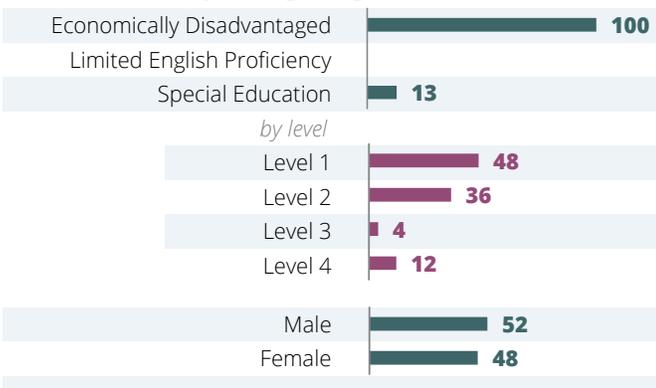
Grades	PK3 - 6
Ward	7
Address	5601 East Capitol Street SE Washington, DC 20019
Contact	202-559-6138 www.dcscholars.org
Type	Public Charter School

### STUDENT CHARACTERISTICS

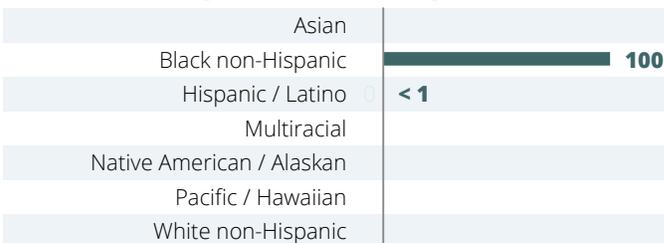
#### Total Enrollment (#)

389 Students

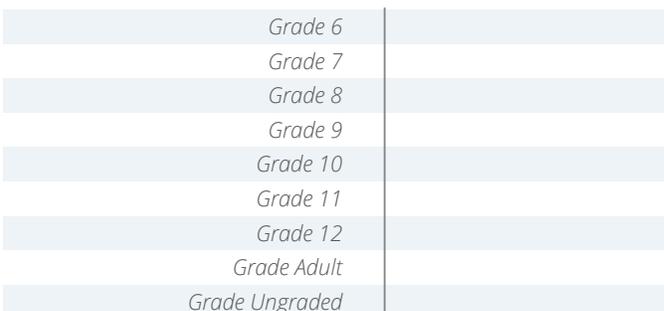
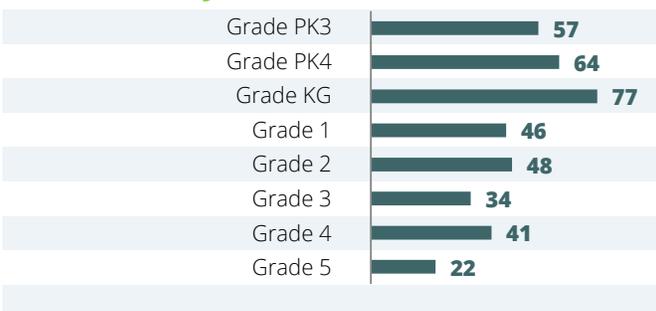
#### Enrollment by Subgroup (%)



#### Enrollment by Race/Ethnicity (%)

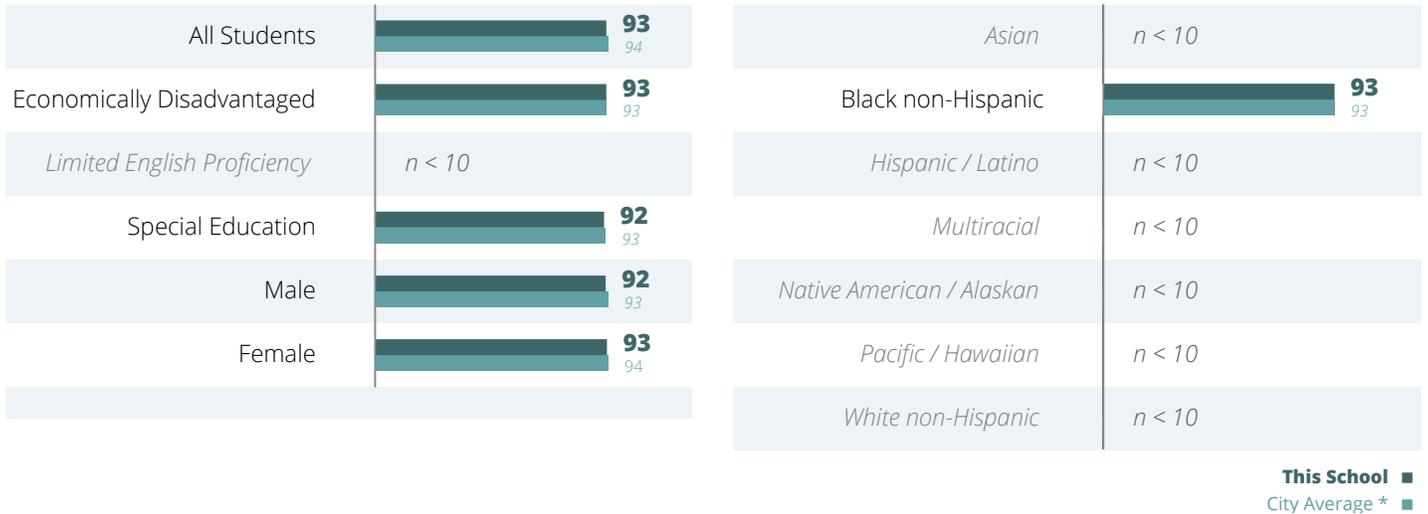


#### Enrollment by Grade (#)

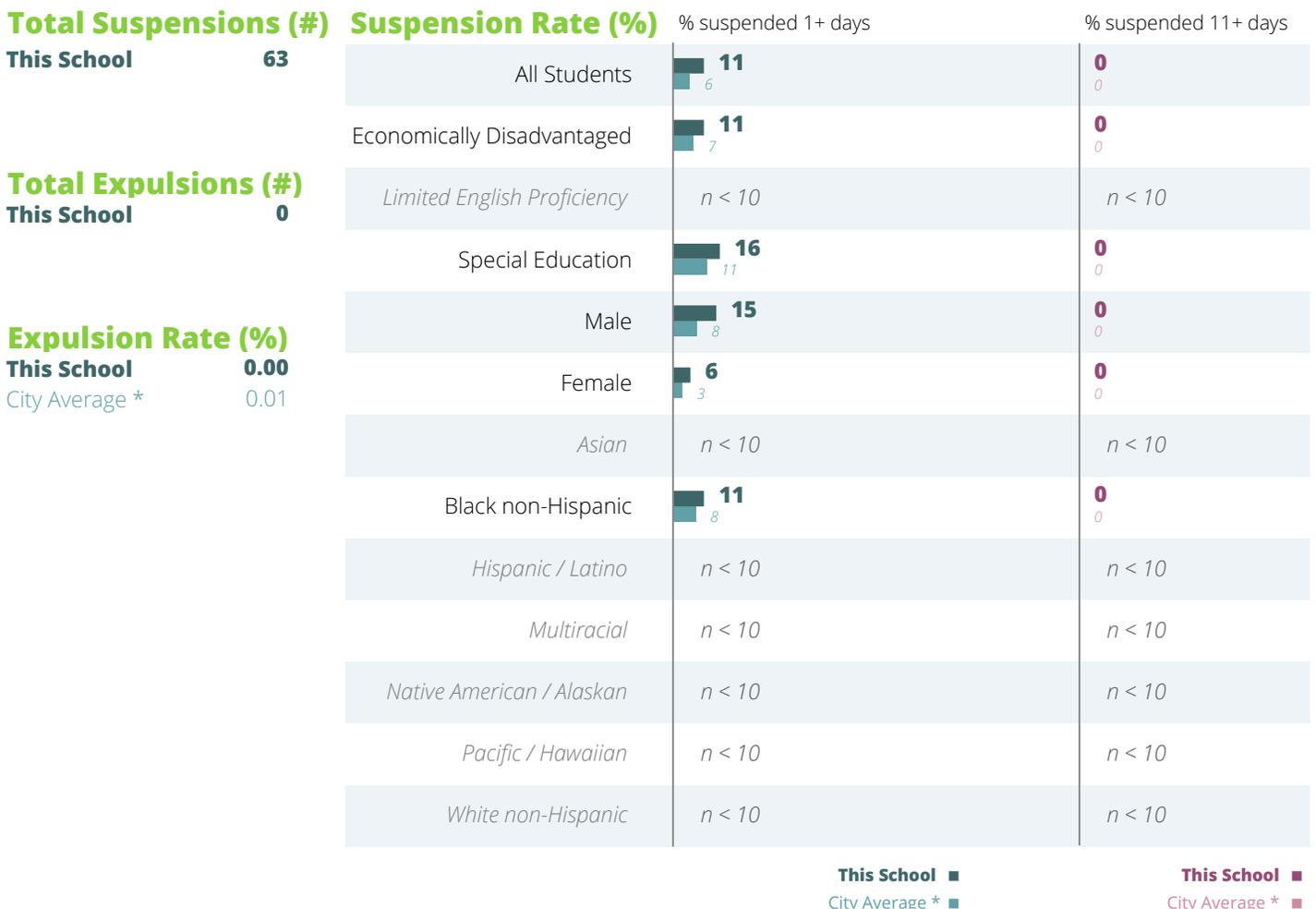


## ATTENDANCE

### 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	13 21	25 32	34 26	28 20	0 2
Economically Disadvantaged	13 25	25 36	34 25	28 13	0 1
Limited English Proficiency	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
Special Education	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
Male	12 24	29 31	37 24	22 19	0 3
Female	13 18	21 32	31 27	36 21	0 2
Asian	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
Black non-Hispanic	13 24	25 35	34 25	28 14	0 1
Hispanic / Latino	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
Multiracial	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
Native American / Alaskan	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
Pacific / Hawaiian	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
White non-Hispanic	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>

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	28 28	33 24	22 23	17 21	0 4
Economically Disadvantaged	28 35	33 28	22 23	17 14	0 1
Limited English Proficiency	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
Special Education	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
Male	35 34	31 25	20 21	14 17	0 3
Female	21 22	36 24	23 25	21 24	0 6
Asian	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
Black non-Hispanic	28 33	33 27	22 23	17 16	0 1
Hispanic / Latino	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
Multiracial	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
Native American / Alaskan	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
Pacific / Hawaiian	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>
White non-Hispanic	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>	<i>n &lt; 25</i>

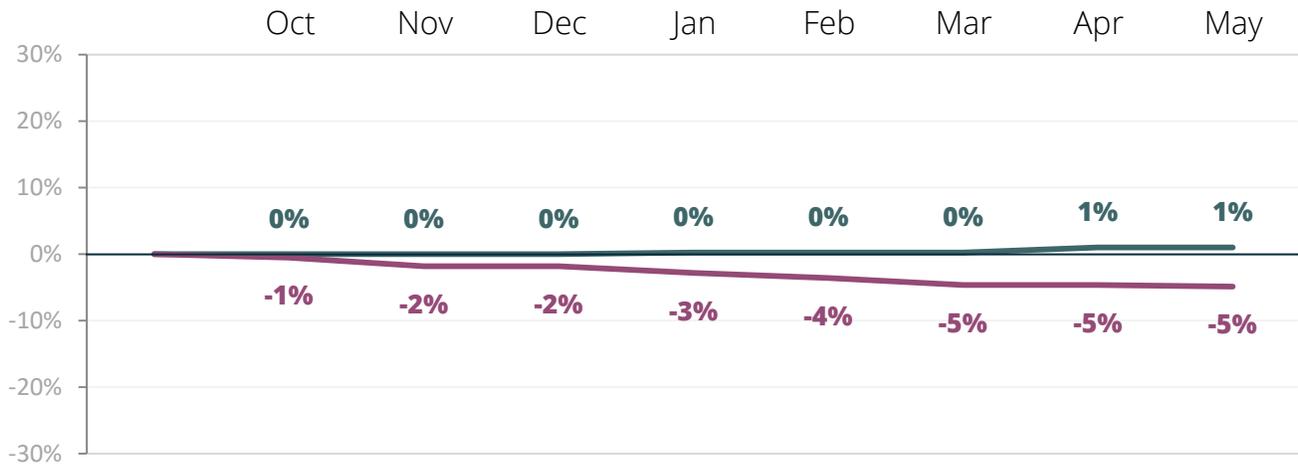
This School ■  
City Average ■

\* 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](http://results.osse.dc.gov) to view a school's NCSC results.

**STUDENT MOVEMENT**

**Mid-Year Entry and Withdrawals (%)**  
*This School*

**Total Enrollment**  
389 Students



**Net Cumulative Change (%)**

**This School** -4%  
City Average \* -1%

— % of Students Entering  
— % of Students Withdrawing

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

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Entry</b>	1%	1%	2%	3%	3%	4%	4%	4%
<b>Withdrawal</b>	-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](http://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 E



**DC Scholars Public Charter School  
COMPLIANCE REVIEW REPORT  
2012-2013**

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



**DC Scholars Public Charter School  
COMPLIANCE REVIEW REPORT  
2012-2013**

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



**DC Scholars Public Charter School**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

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



**DC Scholars PCS**  
**COMPLIANCE REVIEW REPORT**  
**2013-2014**

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



**DC Scholars PCS**  
**COMPLIANCE REVIEW REPORT**  
**2013-2014**

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



**DC Scholars PCS**  
**COMPLIANCE REVIEW REPORT**  
**2013-2014**

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

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

For LEA/Campus: *DC Scholars PCS*

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	Compliant	7/25/14	✓
School Calendar	Compliant	7/25/14	✓
Monthly Financial Statements - June	Compliant	7/31/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✗
Auditor Engagement Letter	Compliant	8/15/14	✓
Fire Drills	Compliant	8/20/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✗
Annual Report SY2013-2014	Compliant	10/6/14	✓
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	✓
Student Handbook	Compliant	10/10/14	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/17/14	✓

Annual Teacher and Principal Evaluation Reflection (LEA)	<b>Compliant</b>	10/28/14	✓
Quarterly Financial Statements - 1st	<b>Compliant</b>	10/31/14	✓
Audited Financial Statements	<b>Compliant</b>	11/3/14	✓
Audited Financial Statements - FAR Data Entry Form	<b>Compliant</b>	11/7/14	✓
Fire Drills	<b>Compliant</b>	12/5/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	<b>Compliant</b>	12/17/14	✓

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

For LEA/Campus: DC Scholars PCS

Requirement	Compliance Status	Due	On Time
Contracts	<b>2 Submitted</b>	3 days after contract is awarded	<b>2 of 2</b>

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
9/3/14	DC Scholars PCS	ACS	IT services and equipment	9/13/14		<b>Compliant</b>
9/3/14	DC Scholars PCS	Springboard	Afterschool services	9/13/14	\$150,000	<b>Compliant</b>

2014-15 Compliance Review Requirements

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

2014-15 Compliance Review Requirements

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

2014-15 Compliance Review Requirements

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

2014-15 Compliance Review Requirements

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

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

DC Scholars 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	✓
School Calendar	Compliant	9/16/15	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/15	✓
Student/Family Handbook	Compliant	10/8/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
Certificate of Insurance	Compliant	10/8/15	✓
Litigation Proceedings Calendar	Compliant	10/8/15	✓
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Child Find Policy	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
Employee Handbook: Employment Policies	Compliant	10/8/15	✓
Accreditation	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	✓
Title IX	Compliant	10/8/15	✓
ELL	Compliant	10/8/15	✓
Staff Preference	Compliant	10/8/15	✓
SPED-Continuum of Services	Compliant	10/8/15	✓
Board Roster	Compliant	10/21/15	✓
Annual Report	Compliant	10/29/15	✓
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/15	✓
Audited Financial Statements 2014-2015	Compliant	12/1/15	✓
Audited Financial Statements - FAR Data Entry Form 2014-2015	Compliant	12/1/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	12/15/15	✓
Basic Business License	Compliant	N/A	✓
DC Non-Profit Status	Compliant	N/A	✓

**SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary**  
**DC Scholars PCS**

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

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

Expenditures over \$25,000 (submitted as part of the audited financial statements)						
Vendor Name	Services Provided	Value	Submitted for Bid?	Explanation, if No	If Renewal, when was contract bid?	DC PCSB Review Notes
Scholar Academies	Management Fees & Related Party	\$ 694,027	N	management contract		
Independence Blue Cross	Health Insurance	\$ 382,289	N	benefits are provided through CMO contract with provider		While broker-procured services do not need to be bid, DC PCSB requires that the school submit evidence that the broker solicited such services from a range of providers.
Hord Coplan Macht, Inc.	Shadd Project	\$ 366,206	N	these were not expenses of DCS PCS; they were investment in 5601 E. Capitol St. LLC and were bid by the LLC		The school should contact DC PCSB to discuss its rationale for this exemption.
DC Treasurer	Rent	\$ 295,163	N	operating lease		
DC Public Charter School Board	Authorizer Fees	\$ 291,879	N	authorizer fees		
Revolution Foods, Inc.	Food Program	\$ 249,420	N	renewal	Jun-12	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
MCN Build	Shadd Project	\$ 236,036	N	these were not expenses of DCS PCS; they were investment in 5601 E. Capitol St. LLC and were bid by the LLC		The school should contact DC PCSB to discuss its rationale for this exemption.
Springboard Education in America	Afterschool Program	\$ 178,000	Y			
ACS International Resources	IT Consulting and Equipment	\$ 130,657	Y			
Charter School Incubator Initiative	Shadd Project	\$ 90,995	N	these were not expenses of DCS PCS; they were investment in 5601 E. Capitol St. LLC and were bid by the LLC		The school should contact DC PCSB to discuss its rationale for this exemption.
People Animals Love	FY14 Payables	\$ 78,248	N	remaining balance from previous contract		The school should contact DC PCSB to discuss its rationale for this exemption.

Bolana Capitol Enterprises, Inc.	Janitorial	\$ 73,430	Y			
RelComm	Computers & Network Equipment	\$ 54,876	N	part of larger E-Rate grant with funds left over from 2012		
Eileen Haley	Speech Pathologist	\$ 48,645	N	renewal	Aug-13	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Brailsford & Dunlavy	Shadd Project	\$ 42,753	N	these were not expenses of DCS PCS; they were investment in 5601 E. Capitol St. LLC and were bid by the LLC		The school should contact DC PCSB to discuss its rationale for this exemption.
ETES End-to-End Solutions	Special Ed Services	\$ 42,187	N	renewal	Sep-13	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Therapy Source	Special Ed Services	\$ 38,640	N	renewal	Sep-13	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Telephonix, Inc.	Network Cabling & Installation	\$ 38,016	N	part of larger E-Rate grant with funds left over from 2012		
RICOH	Copier Lease	\$ 29,808	N	multi-year contract	Sep-12	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Office Depot	Office Supplies	\$ 27,431	N	aggregate purchases of <\$25K each		

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

Submitted Contracts (submitted to Epicenter throughout the fiscal year)							
Vendor Name	Services Provided	Value	Submission Date	Award Date	Contract Effective Date	Bid Appropriately?	Timely Submitted?
ACS	IT services and equipment	\$ 25,000.00	9/3/2014	7/31/2014	9/13/2014	Y	Untimely
Bolana Inc.	Janitorial Services Agreement	\$ 60,000.00	4/4/2014	3/28/2014	4/14/2014	Y	Untimely
Springboard	Afterschool services	\$ 150,000.00	9/3/2014	8/22/2014	9/13/2014	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"> <li>-Breakout of current assets and current liabilities from long-term assets and liabilities; and</li> <li>-Breakout of restricted and unrestricted cash balances.</li> </ul> <p>Income Statement</p> <ul style="list-style-type: none"> <li>-Actuals reported on a monthly basis and all activity year-to-date;</li> <li>-Comparison of the actuals to the budget over the same year-to-date reporting period;</li> <li>-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.</li> </ul> <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"> <li>-Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why)</li> <li>-Data Report</li> <li>-Appendices (staff roster; board roster; financials)</li> </ul>	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"> <li>-Breakout of current assets and current liabilities from long-term assets and liabilities; and</li> <li>-Breakout of restricted and unrestricted cash balances.</li> </ul> <p>Income Statement</p> <ul style="list-style-type: none"> <li>-Actuals reported on a monthly basis and all activity year-to-date;</li> <li>-Comparison of the actuals to the budget over the same year-to-date reporting period;</li> <li>-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.</li> </ul> <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	<p>Board makeup must include:</p> <ul style="list-style-type: none"> <li>-Odd number of voting members</li> <li>-Greater than 3 but no more than 15</li> <li>-Majority of members residing in DC (include address OR city of residence)</li> <li>-2 parent members (voting members)</li> </ul> <p>*Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement</p>	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	<p>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.</p> <p>*In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint</p>	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	<p>An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members</p> <p>-should confirm staff's understanding of their obligation for reporting sexual abuse of students</p>	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"> <li>-how the LEA transitions students from Part C to Part B (if applicable to your student population)</li> <li>-public awareness and universal screening</li> <li>-identification/referral</li> <li>-evaluation and assessment</li> <li>-serving the student</li> </ul> <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"> <li>-sexual harassment</li> <li>-equal opportunity</li> <li>-drug-free workplace</li> <li>-staff complaint Resolution Process</li> <li>-whistle blower Policy (best practice, not mandatory)</li> </ul>	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"> <li>-Breakout of current assets and current liabilities from long-term assets and liabilities; and</li> <li>-Breakout of restricted and unrestricted cash balances.</li> </ul> <p>Income Statement</p> <ul style="list-style-type: none"> <li>-Actuals reported on a monthly basis and all activity year-to-date;</li> <li>-Comparison of the actuals to the budget over the same year-to-date reporting period;</li> <li>-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.</li> </ul> <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"> <li>-Breakout of current assets and current liabilities from long-term assets and liabilities; and</li> <li>-Breakout of restricted and unrestricted cash balances.</li> </ul> <p>Income Statement</p> <ul style="list-style-type: none"> <li>-Actuals reported on a monthly basis and all activity year-to-date;</li> <li>-Comparison of the actuals to the budget over the same year-to-date reporting period;</li> <li>-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.</li> </ul> <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"> <li>-Breakout of current assets and current liabilities from long-term assets and liabilities; and</li> <li>-Breakout of restricted and unrestricted cash balances.</li> </ul> <p>Income Statement</p> <ul style="list-style-type: none"> <li>-Actuals reported on a monthly basis and all activity year-to-date;</li> <li>-Comparison of the actuals to the budget over the same year-to-date reporting period;</li> <li>-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.</li> </ul> <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 F



**ENCLOSURE 2**

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

<b>LEA:</b>	DC Scholars Public Charter School
<b>Final Percentage Rating:</b>	84%
<b>Determination Level:</b>	Meets Requirements

**SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED**

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

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> <li>• Timely submission of A-133 Report (if applicable) – 4</li> <li>• Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4</li> <li>• Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4</li> <li>• Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4</li> <li>• Material weaknesses identified by the Auditor in the annual independent audit – 4</li> <li>• Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4</li> </ul>	3.5	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> <li>• 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 2012 grant cycle</li> </ul>	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> <li>• LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely</li> </ul>	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> <li>• LEA did not meet minimum “n” size for disability subgroup</li> </ul>	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"> <li>LEA was not issued any findings of noncompliance from FFY 2012 that were due for correction in FFY 2013</li> </ul>	N/A	N/A
		<ul style="list-style-type: none"> <li>BONUS: LEA has no longstanding noncompliance from FFY 2011, 2010 and 2009</li> </ul>	N/A	
<b>Total Number of Points Achieved</b>				13.5
<b>Total Possible Points from Applicable Elements</b>				16
<b>Percentage of Points Achieved from Applicable Elements</b>				84%

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**

<b>LEA:</b>	DC Scholars Public Charter School
<b>Final Percentage Rating:</b>	82%
<b>Determination Level:</b>	Meets Requirements

**SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED**

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
<b>1</b>	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> <li>• Indicator 4b – N/A</li> <li>• Indicator 9 – N/A</li> <li>• Indicator 10 – N/A</li> <li>• Indicator 11 – in compliance</li> <li>• Indicator 12 – N/A</li> <li>• Indicator 13 – N/A</li> </ul>	1	1
<b>2</b>	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> <li>• Not all data are submitted timely</li> </ul>	0	4
<b>3a</b>	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Student-level <ul style="list-style-type: none"> <li>• LEA did not receive a report in FFY 2013 as the result of an on-site monitoring visit</li> </ul>	N/A	N/A
<b>3b</b>	Dispute resolution findings	LEA has 26-50 students with IEPs <ul style="list-style-type: none"> <li>• No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance</li> </ul>	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> <li>• Timely submission of A-133 Report (if applicable) – 4</li> <li>• Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4</li> <li>• Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4</li> <li>• Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4</li> <li>• Material weaknesses identified by the Auditor in the annual independent audit – 4</li> <li>• Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4</li> </ul>	3.5	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> <li>• Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grants cycle</li> </ul>	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> <li>• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and LEA reported on MOE to OSSE timely</li> </ul>	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> <li>• LEA did not meet minimum “n” size for disability subgroup</li> </ul>	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"> <li>100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance</li> </ul>	2	2
		<ul style="list-style-type: none"> <li>BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012</li> </ul>	1	
<b>Total Number of Points Achieved</b>				15.5
<b>Total Possible Points from Applicable Elements</b>				19
<b>Percentage of Points Achieved from Applicable Elements</b>				82%



**ENCLOSURE 2**

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

<b>LEA:</b>	DC Scholars Public Charter School
<b>Final Percentage Rating:</b>	84%
<b>Determination Level:</b>	Meets Requirements

**SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED**

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
<b>1</b>	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> <li>Indicator 4b – N/A</li> <li>Indicator 9 – N/A</li> <li>Indicator 10 – N/A</li> <li>Indicator 11 – 0%-74% compliance rate</li> <li>Indicator 12 – N/A</li> <li>Indicator 13 – N/A</li> </ul>	0	2
<b>2</b>	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> <li>FFY 2014 child count data submitted timely</li> <li>FFY 2014 Phase I and Phase II applications submitted timely</li> <li>FY 2015 IDEA Maintenance of Effort (MOE) submitted timely</li> </ul>	3	3
<b>3a</b>	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> <li>LEA did not receive a report in FFY 2014 as the result of an on-site monitoring visit</li> </ul>	N/A	N/A
<b>3b</b>	Dispute resolution findings	<ul style="list-style-type: none"> <li>No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance</li> </ul>	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> <li>• Timely submission of A-133 Report (if applicable) – 4</li> <li>• Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 2</li> <li>• Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4</li> <li>• Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4</li> <li>• Material weaknesses identified by the Auditor in the annual independent audit – 4</li> <li>• Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4</li> </ul>	3.75	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> <li>• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2014 grants cycle</li> </ul>	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> <li>• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement</li> </ul>	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	<ul style="list-style-type: none"> <li>• Reading assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup</li> <li>• Math assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup</li> </ul>	N/A	N/A

		<b>LEA performance results on Next Generation Assessments in reading and math (Partnership for Assessment of Readiness for College and Careers (PARCC) and the National Center and State Collaborative (NCSC) Alternative Assessment):</b>	<b>Math</b>	<b>Reading</b>
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c <sup>1</sup>	Proficiency rates are calculated based on the following performance levels: <ul style="list-style-type: none"> <li>• PARCC Level 4: Percentage of students who met expectations</li> <li>• PARCC Level 5: Percentage of students who exceeded expectations</li> <li>• NCSC Level 3: Percentage of students who met expectations</li> <li>• NCSC Level 4: Percentage of students who exceeded expectations</li> <li>• N/A — LEA did not meet minimum “n” size for disability subgroup</li> </ul>	N/A	N/A
<b>8</b>	Evidence of correction of findings of noncompliance that were issued in FFY 2014 and due for correction in FFY 2015, including progress toward full compliance	<ul style="list-style-type: none"> <li>• The LEA did not receive any findings of noncompliance from FFY 2014 that were due for correction in FFY 2015.</li> </ul>	N/A	N/A
<b>Total Number of Points Achieved</b>				11.75
<b>Total Possible Points from Applicable Elements</b>				14
<b>Percentage of Points Achieved from Applicable Elements</b>				84%

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