

Appendix A

APPLICATION FOR CHARTER RENEWAL
OCTOBER 31, 2013



MERIDIAN
PUBLIC CHARTER SCHOOL

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I. Executive Summary

Mission and History of Meridian

Meridian Public Charter School serves almost 600 students in grades P-K3 through 8th grade. **Throughout our history, we have stayed true to our mission**—to instill within our students a passion for learning and to build self-confidence and self-respect through academic achievement. Our school features a Parent Center, newly renovated learning facilities in the heart of Ward 1, and deep relationships with community partners.

Founded in 1999 by a group of individuals who shared a common belief that they could build a school that would substantially improve the lives of the children who reside in the District of Columbia, Meridian was designed to serve as a high-caliber community—and family-led school—with a focus on meeting the needs of *all* students, especially those facing the greatest challenges.

We began as a K-3 school, but quickly realized that students would be better served if they started school earlier and stayed with us through middle school. We added a PK 3 and PK 4 program and continued to add one grade per year to accommodate the progression of our third graders, until we reached 8th grade in 2004.

After a decade in the old Manhattan Laundry building on Florida Avenue in Ward 1, we moved into the newly renovated LEED Silver Certified Harrison Elementary School building in 2012. This new space provides a bright, spacious, and welcoming learning environment for our students. Through a combination of public grants, private donations, and New Market Tax Credit financing we raised close to \$17M for the renovation, which included the addition of a cafeteria, media center, and a gymnasium. The Washington Chapter of the American Institute of Architects awarded the Merit Award for Historic Preservation to our partner, Bowie Gridley Architects, for the renovation of our home.

Fulfillment of Goals and Academic Expectations

Our beliefs in fostering student resiliency and in engaging the whole family in a child’s education have guided our success in our first 14 years. As we will show in the pages that follow, we have met the goals established in our original charter and 2004 charter amendment.

The impact of our approach is also evident in our Performance Management Framework (PMF) scores at both the early childhood and elementary/middle levels. *For the third year in a row, our early childhood program met all seven targets established by our accountability plan in 2011 and 2012 and by the PMF in 2013.*

Moreover, in 2013, our elementary/middle school garnered a score of 62.6% on the PMF, *our best performance to date.* In fact, since the Public Charter School Board (PCSB) introduced the PMF in 2011, our elementary/middle school scores have ranked solidly in Tier 2, and we believe that we are on a trajectory to reach Tier 1 in the near future.

After 14 years of operation, community demand for our program remains very high. We attract students from every ward in the district, and so far in 2013-14, we have enrolled 594 students—27 more students than ever before. Approximately one-third of our student body is Hispanic, and we prioritize inclusion by employing two full-time staff to translate all materials into Spanish.

We are extremely proud of our accomplishments to date, but we know that we will not have achieved our full potential until we become a Tier 1 school where *all* students are proficient or advanced in reading and math, and *all* students are prepared to succeed in high school and in life. Our Board of Trustees and Head of School are committed to a targeted, data-driven effort to make Meridian Public Charter School a model for the District and for the nation.

Our Response to an Unexpected Challenge

In the 2012-13 school year, the Office of the State Superintendent of Education (OSSE) flagged us for possible test integrity violations on the 2012 administration of the DC CAS.

In response, we took immediate action. We hired the well-respected law firm, Arent Fox, to conduct an internal investigation into the alleged test infractions. *The investigation found no evidence of test tampering to corroborate the specific allegations in the OSSE report.*

Arent Fox did find instances, however, where testing procedures, training, and security were insufficient. To address these concerns, we implemented a number of rapid changes.

Prior to administering the 2013 DC CAS in spring 2013:

- We appointed a new test co-chair and removed any personnel flagged in the 2012 OSSE report from the testing process.
- We completed comprehensive OSSE training with all Meridian staff.
- We implemented a “rotating teachers policy,” to ensure that teachers were not administering tests to their own students.
- We improved test storage and security procedures, implementing new chain-of-custody and end-of-day storage protocols.
- We also worked with an outside firm with deep expertise in the charter sector, TenSquare, to ensure external oversight and to strengthen our overall test administration planning, monitoring, and security processes.

Next to the well-being of our children, nothing is more important to us than the integrity of Meridian and the education we provide to all our students. A commitment to reflection and change is one of our core values.

As such, this unexpected challenge also provided an opportunity for us to invest in broader long-term improvements to Meridian. With the assistance of TenSquare, we examined internal policies and practices and developed a comprehensive action plan to strengthen our academic and operational processes across the board.¹ Over the past six months, we have taken several decisive steps to ensure a high-quality educational experience for all our students and families.

We recruited a seasoned, data-driven school leader—through a national search—who brings the expertise required to continue our upward trajectory into Tier 1 status. In July 2013, we hired our new head of school, Tamara Cooper, a Virginia native, who has more than 15 years of education experience as a school and district leader working in diverse socio-economic environments, including most recently as an instructional leader at the Tier I Howard Middle School for Mathematics and Science (MS) . Ms. Cooper holds a BA in English Secondary Education from Norfolk State University, and a M.A. in English Secondary Education as well as an Ed.S. in K-12 Supervision and Administration from Old Dominion University.

We strengthened our Board of Trustees. Our Board Chair, Chris Siddall, is a management consultant and charter school board member of the Tier I Washington Latin school, with extensive experience leading public organizations through periods of transition. Our board is comprised of thirteen members who bring expertise in finance, education, facilities, and organizational development. Our newest members include an educational policy advisor, a seasoned school leader, and a strategist who will advise our leadership team as they continue to improve our educational program and increase student achievement at all levels.²

We conducted a comprehensive management audit. From May-August 2013, we worked in partnership with TenSquare to 1) examine classroom instruction; school culture; professional development; recruitment and retention of faculty; and operations, and 2) develop recommendations to improve our delivery of high-quality education. Our board and new head of school have used these recommendations to help set priorities for the 2013-14 school year. As we build a new long-term strategic plan for Meridian, under the leadership of Ms. Cooper, we are extending the audit to additional areas of school operations to ensure that our plan moving forward accurately reflects our current strengths and areas in need of improvement.

We launched a schoolwide effort to fully integrate Common Core standards. As a national expert and trainer of trainers in Common Core implementation, Ms. Cooper is guiding our integration of the new national standards. We partnered with Owens Solutions to ensure strong alignment of all 3rd – 8th grade English language arts (ELA) and math curricula with Common Core standards. We also initiated a partnership with The Achievement Network (ANet) to ensure that our benchmark assessments are tightly aligned to the standards. ANet provides Common Core-aligned benchmark assessments,

¹ See Appendix A for an update on our Remedial Action Plan submitted to the PCSB in June 2013.

² See Appendix B for full board list.

significant coaching for teachers and staff on incorporating benchmark assessment data into instruction, and practice administration of the DC CAS. These partnerships will enable us to deliver research-based curriculum, better analyze our students' progress, and provide differentiated instruction to all of our students.

We increased our focus on meeting the individual needs of all students. We added a gifted and talented program for students with a demonstrated ability for accelerated learning. We initiated the program at the beginning of the 2013-14 school year with one class of 3rd graders selected based on their Stanford Achievement scores. By creating an additional 3rd grade classroom for our gifted and talented program, we decreased class size in the 3rd grade by nearly 10 students per class. Smaller classes sizes allow us to provide more differentiated instruction to the rest of our 3rd graders, who need extra support as evidenced by our third grade DC CAS proficiency scores. We are also committed to a more intensive focus on our special needs populations to ensure high-quality and appropriate interventions across all grade levels.

We adjusted our school structure to match the identified strengths of our team and meet the needs of our students, as determined by the data. Our test scores have historically been stronger at the middle school level than the elementary level. In order to augment leadership capacity and oversight in pursuit of increased student achievement, we divided our tested grades into separate elementary and middle school programs and hired Darin Knicely, Director of Instruction and Compliance, to oversee our instructional program, intervention systems, and compliance processes. At the middle school level, we departmentalized instruction so teachers now only teach specific subjects based on expertise (e.g. science, social studies, math), instead of teaching all subjects at a particular grade level.

As our application will demonstrate, we believe that Meridian has shown great progress over the last 14 years and has substantially met our charter goals. We have a diverse and talented Board of Trustees, a seasoned school leader and talented staff, and a solid track record of academic achievement and community involvement. Despite our success, we are committed to constant improvement, and we possess an unyielding drive to be the best. We will not stop until we find our way to the top – knowing that we are serving our students, and our families, to the very best of our ability.

II. Fulfillment of Charter Goals and Student Academic Achievement Expectations

The strength of our program, as captured in previous PCSB reviews, has increased over time. Since we amended our charter in 2004, our current goals do not align with the goals in our 5-year review. When evaluated in 2004 under the original goals, we met one of three academic standards. While we met our annual academic targets, we did not demonstrate significant enough improvement in student achievement or meet NCE averages in reading and math. However, we met all four non-academic standards, which

addressed attendance; reenrollment; financial stability; and non-academic target attainment related to parental involvement, discipline, and homework completion.

Our 10-year review was even stronger; we met two of three academic standards by meeting seven of eight targets. The one standard we did not meet was making Adequate Yearly Progress in reading. We met four of four non-academic standards—three addressed attendance, re-enrollment, and financial stability. The fourth assessed six non-academic indicators including parental satisfaction and involvement, student discipline, community service, and teacher satisfaction. We met all six non-academic indicators.

Over the last five years, we believe we have substantially met, and in some cases, exceeded our goals and academic achievement expectations as described in the narrative that follows.

Goal 1: Students will be confident, independent readers.

We believe that we have met this goal, as students’ performance on the DC CAS and other evidence demonstrates.

Elementary and Middle School Proficiency Rates Have Climbed

As shown in Table 1 below, the percent of students scoring proficient and advanced on the DC CAS climbed in 2013 (after slight dips in 2012, when our scores were adjusted by OSSE.) Our middle school program continues to produce slightly higher proficiency rates than our elementary school; however, both elementary and middle school 2013 DC CAS scores in reading are the highest since 2010.

Table 1: Meridian DC CAS Reading Proficiency Percent of Students Scoring Proficient & Advanced		
Year	Elementary	Middle School
2013	54.7%	59.8%
2012	39.1%	54.2%
2011	48.9%	57.6%
2010	67.4%	64.1%
2009	61.4%	71.3%

Though proficiency rates improved significantly in 2013, we continue to work to improve 3rd grade gateway scores (see Table 2 below). Under our new leader, our instructional coach will spend a dedicated block of time in each of our 3rd grade classrooms for a minimum of two times per week. Additionally, Ms. Cooper will lead reading groups to provide students with more direct instructional reading time.

Table 2: Meridian DC CAS Reading 3rd Grade Gateway	
Year	3 rd Grade Proficiency
2013	53.2%
2012	32.5%
2011	37.5%
2010	55.8%
2009	52.08%

Our Median Growth Percentile in Reading has Climbed as Well

Our median growth percentile (see Table 3) in reading has *increased by 6.4 percentage points*. Although our 2013 score of 53.3% was slightly higher than the median for the District, we are committed to identifying student achievement gaps at a more granular level to see increased movement in proficiency levels in years to come.

Table 3: Meridian DC CAS Reading Median Growth Percentile	
Year	MGP
2013	53.3%
2012	52.3%
2011	46.9%

Curriculum and Instruction Aim to Continually Improve Students’ Literacy Skills

Meridian is a literacy-based school, focusing on the importance of building students’ reading comprehension, vocabulary, and fluency by dedicating 120 minutes per day solely to literacy activities. We use Houghton Mifflin’s Nation’s Choice Reading materials to support learning in PK-5th grade and Holt’s Elements of Literature materials in 6th-8th grades.

At the elementary level, our curriculum weaves the core literacy skills of reading, writing, listening, speaking, viewing and presenting together *across all disciplines*. We use a standards-based balanced literacy approach that combines phonemic awareness, whole language, decoding and encoding, critical thinking, and higher-level comprehension skills. We also employ whole group teaching, integrated instruction, differentiated grouping, and guided reading to improve students’ literacy skills.³

³ Our standards-based balanced literacy approach is based on the research of Dr. Richard Allington, Dr. Dorothy Strickland, Dr. Robert Slavin, Dr. Judith A. Langer, and Dr. Sally Shavitz.

Middle school grades (6th-8th) use Holt’s Elements of Literature reading materials to facilitate the standards-based curriculum, by thematically linking informational texts to ensure mastery of all skills and concepts. We differentiate instruction *for all students* so that those who struggle can master grade-level skills, and those who excel can be challenged to accelerate their learning. We employ regular formative assessments to understand where students stand in relation to skills and standard mastery, and to guide remediation and enrichment.

We use Effective, Research-Based Strategies to Meet the Needs of Students Receiving Special Education and English Language Learner (ELL) Services

Special intervention programs and materials are provided for students with disabilities and English language learners, using research-based strategies geared to students with special needs. We employ cooperative learning approaches and variable grouping, for example, in recognition of students’ multiple learning styles and multiple intelligences. We also use Learning Station software to assess student learning and develop appropriate interventions to augment delivery of research-based instructional strategies.⁴

Slightly more than 17% of our students qualify for special education services. And, as shown in Table 4 below, student proficiency scores have increased since 2011.

Table 4: Meridian DC CAS Reading Proficiency Special Education	
Year	Percent of Students Scoring Proficient & Advanced
2013	30%
2012	23.5%
2011	15.4%
2010	21%
2009	27.6%

More than one-third of our students have been designated as English language learners (ELLs), and, as is demonstrated in Table 5 below, proficiency scores for ELLs have more than doubled since 2010.

Table 5: Meridian DC CAS Reading Proficiency ELL	
Year	Percent of Students Scoring Proficient & Advanced
2013	51%
2012	35%
2011	22.2%
2010	25.9%
2009	42.4%

⁴ For more information on Learning Station, visit <http://www.learningstation.com/overview/school-insight>.

As we have demonstrated throughout this section—through both test data and qualitative evidence—we have worked, and continue to work, to improve *all* students’ literacy skills, ensuring that our students “are confident, independent readers.” Our newly created Literacy Committee is in the process of drafting a policy to increase schoolwide literacy. The committee will provide weekly literacy and Common Core aligned strategies which teachers will use as a guide during a 15-minute daily schoolwide block of student sustained silent reading.

Under our new leader, we also identified ten essential skills for reading and math at every grade level and in every subject area. All teachers—from core classes to arts and health—are working to integrate these skills into their curriculum for maximum reinforcement.

Goal 2: Students will be strong, independent writers and speakers.

We believe we have met this goal, as students’ performance on standardized exams and other evidence demonstrates.

Our students’ proficiency scores on the DC CAS Composition assessment (see Table 6 below) have steadily increased, more than doubling since 2010.

Table 6: DC CAS Composition Proficiency 4th and 7th Grade	
Year	Percent of Students Scoring Proficient & Advanced
2013	64%
2012	54%
2011	39%
2010	25%
2009	65%

Students’ Writing and Speaking Skills Improve through Participation in External Competitions

Global Harmony Through Personal Excellence, Inc. sponsors the annual Celebration of Youth essay contest, which is open to all 4th-9th grade DC public school students. Our middle school students participate in the essay contest each year, and they have placed and been recognized for their work through honorable mention several times. The essay themes encourage students to write about their lives in their own voices. Prominent media figures and authors judge the competition, and community members from across the city gather to hear the finalists read their prize-winning essays. This is an amazing opportunity for our students.

During the 2012-13 school year, two of our 8th graders’ essays were selected, out of hundreds of essay submissions from students in the DC metropolitan area, as winners of the One World Education annual writing contest. One student wrote a piece on genetically modified foods and their impact on American health, and another wrote a very personal composition about stuttering. As two of the 12 selected student winners,

they serve as “student ambassadors” for One World Education, and their work has been published on the One World Education website (see www.oneworldeducation.org).

Internal Competitions Hone Students’ Skills

In honor of our diverse student community (and larger parent and family community), our special education teacher, Ms. Walker, coordinates three annual student essay competitions. The Women’s History essay competition, held every March, asks students to write an essay, poem, or story addressing how women have affected their lives. Students must focus on how women have shaped the past and present, and will shape our future. Ms. Walker runs similar competitions in January for Black History Month and in September for Hispanic Heritage Month. Entries are grouped by grade level—3rd - 5th grade and 6th - 8th grade—in all contests.

Targeted Class Projects and Community Partnerships Integrate Writing and Speaking Skills

Seventh and 8th grade English classes, for example, require students to write an essay and complete an oral presentation for each assigned novel. Students typically read between three and five novels per year. Writing and speaking are infused into non-core middle school classes as well—the art curriculum is designed and paced to prioritize standards with direct links to both reading and math. The art teacher incorporates vocabulary into every unit, and students are encouraged to include new vocabulary when expressing ideas and opinions through oral critiques and artist statements, which accompany every visual arts project.

Individual teachers enhance classroom instruction by creating community partnerships that focus on writing and speaking. For instance, in an effort to promote and improve students’ writing skills, a fourth grade class partnered with the Bowie State University chapter of Collegiate 100 Black Women during the 2012-2013 school year. This partnership linked each student with a member of 100 Black Women to create a pen pal program. Over the course of the year, students and their pen pals exchanged several letters practicing free writing.

Goal 3: Students will be able to think critically and solve problems effectively.

This goal was not historically measured separately.

Goal 4: Students will master increasingly sophisticated mathematical concepts and be able to apply those concepts in a variety of settings.

We believe we have met this goal, as indicated by consistent gains in students’ proficiency scores on the elementary and middle school DC CAS as well as other measures.

Elementary and Middle School Math Proficiency Rates Have Climbed

As shown in Table 7 below, student proficiency rates in mathematics have improved steadily since 2011.

Table 7: Meridian DC CAS Math Proficiency Percent of Students Scoring Proficient & Advanced		
Year	Elementary	Middle School
2013	44.5%	72.5%
2012	37.5%	71.2%
2011	36.4%	69.9%
2010	72.4	69.4%
2009	63.3%	74.11%

Eighth grade gateway scores have also steadily increased in each of the past four years (see Table 8 below). Our students leave Meridian prepared for success in high school and in higher-level math.

Table 8: Meridian DC CAS Math Proficiency 8th Grade Gateway	
Year	Percent of Students Scoring Proficient and Advanced
2013	90.5%
2012	85.2%
2011	84%
2010	77.8%
2009	78.6%

Our students perform significantly better on middle school math exams than they do on elementary school exams, and our 8th grades scores are highest. Our middle school instructional team is especially strong, and we are currently working to leverage our 8th grade math teacher’s strengths outside of his classroom. In addition to sharing instructional practices with peers, our math teacher began an accelerated math program for advanced students. The students meet on Saturday, as part of our “Day Six” program, and learn Algebra I so that they enter high school prepared for higher-level math.

Our Median Growth Percentile in Mathematics is Above Average

Our median growth percentile in math (see Table 9 below) has increased 6.7 points since 2011; our 2013 score of 55.9% was slightly higher than the median for the District.

Year	MGP
2013	55.9%
2012	50.3%
2011	49.2%

Curriculum and Instruction are Vertically-Aligned to Continually Improve Students' Mathematics, Reasoning, and Problem-Solving Skills

We use Everyday Mathematics, in conjunction with Houghton Mifflin Mathematics materials in PK-5th grade, and we use Connected Mathematics and Glencoe Mathematics to support 6th-8th grade mathematics learning.

Curriculum materials are based on the National Council of Teachers of Mathematics (NCTM) standards, seek to develop student's mastery of content and process, and strive to enhance teachers' subject-specific expertise. Curricula are vertically-aligned and gradually build students' number sense, operations, patterns, relations, algebra, geometry, measurement, data analysis, statistics, and probability skills—along with strengthening students' problem-solving abilities.

Lessons include time for whole-group instruction as well as small group, partner, or individual activities. Teacher-led instruction is balanced with open-ended, hands-on exploration, long-term projects, and on-going practice. We encourage students to explain and discuss their mathematical thinking in their own words. Opportunities to verbalize their thoughts and strategies enable students to clarify their own thinking and gain insight from others.

Our curriculum works to enable all students to become literate in numeracy by emphasizing the application of mathematics to real world situations. Numbers, skills, and mathematical concepts are not presented in isolation but are linked to situations and contexts that are relevant to students' everyday lives. For example, our music teacher integrates 3rd grade math standards into his curriculum when teaching students about various musical notes. He uses the introduction of quarter and eighth notes to reinforce fractions, which students learn in their math class. We integrate math into other subject areas, as well, and make mathematics a part of ongoing classroom routines, outdoor play, and the spare transitional moments that occur every day.

As a complement to our Literacy Committee, our Numeracy Committee is working to increase student learning through the delivery of weekly skills exercises based on the PARCC assessments. Teachers will enforce these identified skills during our new 15-minute daily schoolwide learning block.

We use Effective, Research-Based Strategies to Meet the Needs of Students Receiving Special Education and English Language Learner (ELL) Services

As mentioned earlier in our charter renewal application, slightly more than 17% of our students receive special education services. As shown in Table 10 below, since 2010 student proficiency rates in this area have improved substantially, almost doubling from 2011 to 2013.

Table 10: Meridian DC CAS Math Proficiency Special Education	
Year	Percent of Students Scoring Proficient & Advanced
2013	31%
2012	23.5%
2011	15.4%
2010	19.5%
2009	34.5%

English language learners comprise 33.3% of our student population. In 2013, ELL student performance increased significantly as well, more than doubling from 2012.

Table 11: Meridian DC CAS Math Proficiency ELL	
Year	Percent of Students Scoring Proficient & Advanced
2013	59%
2012	32.5%
2011	42.1%
2010	39.3%
2009	51.5%

Goal 5: Students will become independent learners and will complete independent papers, reports, and performances, culminating in a high-stakes independent project before they graduate.

We believe we have met and surpassed this goal, as we will demonstrate through the evidence provided below.

Students Complete Independent Work in Elementary School and Perform Increasingly Complex Work through Middle School

As we detail throughout the application, we encourage students to become independent learners at a young age through exploration and hands-on learning, as well as through essays, speaking and poetry contests.

By the time students reach middle school they have become skilled independent learners. And the majority of 7th and 8th grade courses—including non-core subjects—require independent work.

In music, for example, all students must write an independent research paper on an artist assigned by the music teacher, and in art, students must complete a final project. For the past two years, students have used printmaking to create self-portraits. Each final visual art piece requires an artist statement, in which the students explain what they are trying to communicate through their visual artwork.

All 7th grade students create and give multimedia presentations using Microsoft PowerPoint. Presentations serve as a valuable way for students to develop research techniques, share knowledge, and improve their communication skills. Aside from learning the PowerPoint software, students' preparation includes creating a suitable layout, organizing research information, and developing a clear message. Through this assignment, students also learn public speaking skills, as each is required to present his/her PowerPoint in front of the entire middle school. Student work is evaluated on organization, content, presentation, and time management.

Independent Learning Culminates in a High-Stakes Science Fair Project in Eighth Grade

Meridian's annual Science Fair project runs from early November through the end of February, when students present their experiments at an all-school Science Fair open to the entire school community.

Students begin the project by independently researching potential topics and presenting their selection in a Project Proposal. Once approved, students draft a Project Plan providing a step-by-step description of their methodology, materials needed, and data collection mechanisms. The bulk of the project is dedicated to the experiment itself, which students document in a Scientific Notebook that is ultimately included as part of their Science Fair display.

At the conclusion of the experiment, students write 15-page Scientific Papers, which summarize their investigations, analyze the data collected, and state the results of their experiments. The project concludes with an all-school Science Fair, during which 8th-graders present their Scientific Notebook, Scientific Paper, and an independently designed display board to parents, faculty, staff, and students.

Goal 6: (a) The school will create a welcoming environment for student and adult learning; and (b) students will have a positive attitude toward school and learning.

We believe we have met and surpassed this goal, as evidenced by strong attendance rates at both the early childhood and elementary/middle levels and by other qualitative evidence.

We have consistently met our annual attendance target at *all grade levels*, an indication of strong student and family commitment to the Meridian program.

Year	Grades 3-8	PK3 & 4	K-2
2013	95.9%	92.9%	94.3%
2012	94.3%	95.1%	92.9%
2011	97.2%	95%	94%
2010 ⁵	97.6%	97.6%	97.6%

Throughout the years, we have offered a welcoming learning environment for both students and families. With the move to our new school site in 2012, we have further enhanced this environment, creating a warm, inviting space for all our learners, students and adults alike. And, as we shall discuss later in the application, our Parent Center and family outreach activities further extend this welcome.

Two Teams—the Conduct Planning Team and the CARE Team—Ensure that we have a Positive Learning Environment throughout Meridian

To reinforce our welcoming learning environment and positive behavior throughout Meridian, we have developed a Conduct Planning Team that consists of five faculty and staff members. A behavior resource specialist represents student support staff and four faculty members represent multiple grade levels, from PK3-8th grade.

The Conduct Planning Team discusses and recommends behavioral policy to the school leadership team on an annual basis, for incorporation into the student handbook. Prior to the beginning of the 2013-14 school year, for example, the Conduct Team created a new Meridian Behavior Code:

1. We listen and follow directions the first time they are given.
2. We keep our hands, feet, and all other objects to ourselves.
3. We raise our hands and wait to be called upon before we talk.
4. Hallways are Quiet Zones.
5. We walk at all times
6. We clean up after ourselves and put things back where they belong.
7. We take care of all school and personal property.

⁵ In SY 09-10, we did not report attendance by grade levels. Our overall average daily attendance was 97.6%

8. We work together cooperatively and share.
9. If someone is doing something we do not like, we first ask him or her nicely to stop. If they do not stop, we tell a teacher.
10. We will respond positively and respectfully to everyone at all times.

We also built a student support team, referred to as the Care Team, for instances when one or more students behave inappropriately despite clear behavioral expectations.

A teacher can call on the Care Team to explore additional behavioral or academic interventions that may help the student(s) be more responsible. In turn, the Care Team will help develop creative approaches to discipline problems, targeting the specific needs of the individual student. The Care Team includes the teacher dealing with the issue, the school counselor, the administration and several additional staff.

Goal 7: a) Students will treat themselves, other students, staff, and the physical plant with respect; b) Students will work collaboratively and resolve conflicts effectively and safely.

We believe we have met with goal and continue to reinforce its importance, as we will demonstrate with our positive behavior discipline model—which has resulted in limited need for disciplinary action—and through other qualitative evidence.

As we described in Goal 6, we have worked hard to ensure that a welcoming learning environment and positive behavior are reinforced throughout our school. The results of these efforts are reflected in how we are meeting Goal 7. Specifically, since the 2009-10 school year, we have posted a decreasing number of out-of-school suspensions each year, and we maintain a record of zero school expulsions.

Table 13: Meridian Discipline Data 2010-2013	
Year	Number of Out of School Suspensions
2013	59 ⁶
2012	101 ⁷
2011	114 ⁸
2010	148 ⁹

⁶ Data is from Proactive.

⁷ Data is from our SIS PowerSchool.

⁸ Data is from the final DC PCSB discipline report for the SY10-11.

⁹ Data is from the final DC PCSB discipline report submitted for SY09-10.

Respectful Behavior and Collaborative Conflict Resolution are Supported by Three School-Wide Expectations and a Code of Values

We expect everyone to:

- Be respectful and considerate.
- Be responsible.
- Be safe.

Our **Code of Values** reinforces the primary mission of the school, which is rigorous academic learning. The Code, which clearly states all school-wide expectations for student behavior, serves as a guide for parents, students, and staff. The Code identifies **ten character values that are at the center of our school’s approach to character education**: Responsibility; Perseverance; Respect; Compassion; Honesty; Cooperation; Courage; Self-Discipline; Fairness; and Loyalty.

Each morning, Ms. Cooper reads “words of wisdom,” a daily message that encourages everyone to “do and be their best,” from Project Wisdom over the loud speaker.¹⁰

A Number of School-Wide Practices also Support Positive Behavior

Classroom Card System. At the beginning of the day, teachers issue all students green cards, indicating a clean slate for student conduct. Their cards are placed in a pocket wall chart at the front of the classroom. The first time a student violates a classroom rule, the teacher or student replaces the green card with a yellow card as a warning. Upon the second violation, the student is issued an orange card, and a three-five minute time out. After a third violation, a student receives a blue card and loses five minutes of valued time (i.e. non-structured activities). Upon the fourth violation, the student receives a red card, and s/he loses fifteen minutes of time designated by the teacher. The student is also required to write a note to his/her parents describing the nature of the conduct violation. The note must be signed by the next school day. Upon a fifth conduct infraction, the teacher calls home to collaborate on ways to make the year successful for the student.

Teachers maintain a wall chart with every student’s name and a record of who maintains green cards throughout the day. These students are recognized as members of the Green Team.

Class-wide Goal of the Month. At the beginning of the month, each class identifies a specific goal toward which they will strive that month. Once a goal is identified, the classroom teacher helps the class understand how their goal relates to the school-wide goals. For example, if a class chooses to focus on timely homework completion, the teacher will discuss how that relates to the school-wide goal of always trying one’s best.

Student of the Day. At the end of each day, teachers grant Student of the Day Awards to acknowledge and reward students for demonstrating exceptionally responsible behavior,

¹⁰ To learn more about Project Wisdom’s innovative and empowering approach to building students’ character skills, see <https://www.projectwisdom.com/>.

trying their best, cooperating, or showing respect. Award-winning students receive special certificates, and a staff member reads their name over the loud speaker at the end of the day. Students who earn five Student of the Day Awards receive a High Five Meridian Public Charter School Merit Award. High Five students become part of our “Wall of Fame” by placing their handprints on the wall.

Honor Roll Assemblies. We hold quarterly Honor Roll Assemblies to recognize student achievement in 1st - 8th grades. Students receive awards for achieving Honor Roll: silver for students with 3.5 and above GPAs, and gold for those with 4.0 and above GPAs. We also distribute BUG Awards (Breaking Up Grades) to students who improve two letter grades in one subject area and recognize all of our High Five students.

Goal 8: (a) Students will embrace diversity; and (b) The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and board members.

Since our founding in 1999, we have worked hard to ensure that the Meridian community is inclusive and diverse. We believe we have met this goal, as evidenced by our diverse school community and the ways in which our students, staff and board embrace diversity.

We Have a Diverse Student Body

As Tables 14 and 15 show, our student body includes students from all racial/ethnic groups; approximately 60% of our students identify as African American and one-third as Hispanic. We are almost evenly split between male and female students.

Table 14: Meridian Student Demographics Race and Ethnicity					
Year	% African American	% Hispanic	% Caucasian	% Asian	% Other
2014	61.5%	36%	1.4%	0.8%	0.3%
2013	62.3%	35.1%	1.1%	1.2%	.4%
2012	62%	36%	1%	1%	0%
2011	64.9%	33.7%	0.4%	0.4%	0.6%
2010	69.5%	30.1%	0.2%	0.2%	0%

Table 15: Meridian Student Demographics Gender		
Year	% Male	% Female
2014	48%	52%
2013	n/a	n/a
2012	49%	51%
2011	49.2%	50.8%
2010	48.5%	51.5%

We Have a Well-Rounded Board of Trustees and Faculty/Staff Team

Our 13-member Board of Trustees is diverse in racial/ethnic makeup and in professional expertise: 45% are African-American, 45% are White and 10% are Hispanic. Professional expertise includes public school leadership, education policy, investment banking, international business and management consulting.

Our faculty and staff are also diverse: 77% are African-American, 17% are White, and 6% identify as “Other.” Seventy-three percent are female and 23% are male.

Re-enrollment Rates Underscore Meridian Families’ Comfort with and Commitment to our Diverse Community

We work very hard to ensure that our families are informed and feel included in our community. As re-enrollment rates (illustrated in Table 16 below) demonstrate, families appreciate our commitment and continue to enroll their children in Meridian.

To ensure that we reach all families—including our Spanish-speaking families—we employ two full-time staff members who translate *all* school communications, including recruitment materials, into Spanish.

Year	Reenrollment
2013	83.7%
2012	82%
2011	73%
2010	76%

At Meridian, We Have a Tradition of Embracing Diversity and Celebrating our Students’ Heritage through Three School-Wide Programs

Students learn about their own histories and those of their peers through three monthly celebrations: Black History Month, Hispanic Heritage Month, and Women’s History Month.

During the month of February, we celebrate Black History Month; in March, we observe Women’s History Month; and from September 15th-October 15th, we honor Hispanic Heritage Month. For each celebration, we coordinate a series of events centering on a student essay contest and daily trivia. Generally, students write essays and discuss a theme. Past themes include “Most Influential African American Person in American History” and “What Hispanic Heritage Month Means to Me.”

Individual classes also compete in a daily trivia game titled “Who Am I?” Each day, we give one clue about an influential person’s life; students must guess who the individual is and be the first class to call in with the correct response. The class with the most correct responses at the end of the month wins a prize, generally a movie party featuring a time period or person significant to the respective month’s topic.

Goal 9: Students will contribute to their school and community.

We believe we have met and surpassed this goal, as demonstrated by students' multiple contributions to both the larger Washington, DC community and the Meridian community.

Meridian Students Participate in Four School-Wide Community-Service Events

For the past decade, Meridian has partnered with Martha's Table to create a "mini" Help the Homeless Walk. Nearly one in five D.C. residents currently lives in poverty, and we have the third highest poverty rate in the nation. Each November, our faculty and students raise awareness and funding to eradicate homelessness through the Help the Homeless Walk. We work with the Metropolitan Police Department to create a course close to the school. Students walk the course with faculty, staff, and parents chanting, "We want to help the homeless! Help. Help the homeless!" The Event typically attracts close to 500 Meridian students and family members.

We host two annual drives: a Thanksgiving Food Drive and a Winter Coat Drive. Both drives seek donations from the school community and donate all collected items back to Meridian families in need. Those who can contribute donate boxed and canned goods at Thanksgiving and winter coats, hats, scarves, and gloves leading up to winter vacation. Our community members give back, and we facilitate the distribution of items to Meridian families in need in a discreet and caring way.

We also participate annually in the Pennies for Patients program, a national school fundraiser to collect donations for the Leukemia and Lymphoma Society. The campaign, run by the Junior Honor Society, kicks off in January and runs for a couple of months. Students in all grades participate by donating pennies, nickels, dimes, and quarters to a classroom collection.

Student Leaders Donate Their Time to Help Educate Peers and Revitalize the School Community

We organize several diverse student leadership opportunities on a range of issues—including health, environmental, literacy, and arts issues.

The Grassroots Project. The Grassroots Project is an HIV/AIDS prevention program that employs NCAA college athletes to train middle school students to be peer educators. For the past four years, college-age volunteers have worked with our middle school Health and PE classes one day per week for eight weeks. The curriculum uses 20 activities to help students to more effectively communicate with their peers about goal-setting, risk-avoidance, healthy lifestyles and relationships, HIV/AIDS, and drug and alcohol abuse.

Meridian School Garden. We also partner with the Institute for America's Health (IAH) and the Walmart Foundation's WAY (wellness, academics and you) to a Healthier America Model School Initiative. IAH's mission is to inspire, motivate, and educate

youth to make healthy lifestyle choices. By employing innovative methodologies and a whole-child approach, we work with IAH to empower youth to become healthy productive adults and role models for future generations. In early 2013, we received five flower beds for a Meridian School Garden; this school year, students will maintain the garden and faculty will incorporate garden produce into classes, to help K-5th grade students develop healthy eating behaviors.

Reading Buddies. The Reading Buddies program began in 2012-2013, with students in PK-8th grade. We facilitate two variations of our Reading Buddies programs. In the mentor reading program, older students read to younger students, modeling and reinforcing active reading. In the peer reading program, students collaborate, discuss important elements of literature, and develop effective reading skills. Both programs meet weekly.

Student Government. Our Student Government Association (SGA) is a collective of student leaders who make informed decisions about the issues and concerns of the student body. SGA officers lead fundraising ventures and programs to encourage and motivate their peers to be more active in their school and community.

National Junior Honor Society. We began a National Junior Honor Society (NJHS) in 2011-2012 to recognize students who demonstrate excellence in the areas of scholarship, leadership, service, character, and citizenship. Since membership is based on scholastic achievement, students apply after receiving first semester grades and participate from February through the end of the school year. Chapter membership not only recognizes students for their accomplishments, but also challenges them to develop further through active involvement in school activities, community service, and leadership development.

School-wide Performances. Every year, all students perform in three school productions: “Cookies and Cocoa,” our winter performance; a spring concert; and graduation. Each class performs one song in front of the entire school community. Through in-school art classes and after-school independent work with our art teacher, students create artwork and signage for school events. Students work to create various decorations, from snowflakes for our winter concert to hundreds of flowers for our spring concert. They also contribute to the creation of large-scale sculptures and scenery, including several papier-mâché pieces that adorn our library today.

Goal 10: Teachers and staff will be highly qualified and demonstrate high expectations for all students.

We believe we have met this goal, as demonstrated by that the fact that 100% of Meridian teachers are Highly Qualified (according to No Child Left Behind criteria) and through additional qualitative evidence.

All our Faculty and Staff are Highly Qualified

As documented in our Annual Reports to the PCSB, since 2009, *100% of our teachers (classroom, special subject, bilingual/ESL, special education, resource) and classroom aides, as well as our principal and assistant principal, have been Highly Qualified.*

We manage teacher quality through instructional coaching, professional development, and evaluation. School leadership completes classroom observations to determine teacher strengths, weaknesses, areas of improvement, and areas where teachers might be stagnating.

Instructional coaches also work with teachers and administrators to design and implement job-embedded professional development plans for staff members, geared toward improving standards-based and data-driven instruction, effective lesson planning, and the organization of the classroom environment. Professional development plans may include model teaching, co-teaching, peer observations or external professional development activities.

We Prioritize Professional Development for our Staff through Internal and External Professional Development Requirements and Supports

In addition to the individual professional development described above, we offer more in-house professional development to faculty annually. We begin with a one-week Summer Institute and continue with regular meetings throughout the school year.

During the 2013-14 school year, we began building professional learning communities (PLCs) as part of our professional development model. PLCs meet a minimum of once per week, during a common planning period, and they have the opportunity to meet up to five times a week, depending on need. PLCs are typically comprised of grade-level teams who share articles, best practices, and individual ideas. Each PLC establishes its own SMART goals, common assessments, common lesson plan templates, and common interventions, which we then incorporate in a school-wide plan. The plan is a living document, which we adapt based on internal assessment data collected by ANet.

External professional development and training is also a priority, and we set an hour requirement each year, ranging from 20 hours in 2009-2010 to seven hours in 2013-2014. We also recognize the importance of continuing education for our faculty and staff and offer employees a 50% tuition reimbursement for all instruction-based coursework. Employees can receive up to \$2,500 a year to offset the costs of tuition.

Teachers Demonstrate High Expectations for All Students

Under our new leader, teachers post daily learning objectives for all students based on Common Core standards. Learning Objectives are aligned with Hess's Cognitive Rigor Matrix to ensure that students are moving through the spectrum of higher-level tasks and questions. By the end of October, teachers will also create an action plan for each student based on data collected by ANet. Teachers will monitor plans weekly as part of their PLC and adapt plans to reflect students' progress. Ms. Cooper will also monitor implementation through daily walk-throughs in addition to formal evaluations.

Ms. Cooper has restructured the evaluation program at Meridian and introduced it to faculty during a half-day professional development session on October 18, 2013. The new system is predominately based on Marzano's reflective teacher model, which aims to develop reflective practitioners rather than punitively evaluate teachers. The evaluation system includes goal setting conferences, pre-observation conferences, lesson planning, observations, post-conferences, and development of professional development plans. Teachers receive constant feedback on their instruction and improvement.

Goal 11: Families will see themselves as partners in their child's education and will be actively involved in the life of the school.

Meridian was founded as a family-centered school, and we believe we have met and surpassed this goal—as we will demonstrate through qualitative examples of parent involvement and partnership and through quantitative evidence on parent volunteer rates.

Our Parent Center Serves as the Heart of our Parent Engagement Effort

Staffed by Ms. Hilda Marquez, Parent Center Coordinator, and Ms. Makiko Maeyama, Parent Center Liaison,¹¹ the Parent Center offers Meridian families a variety of ways to support their child's learning as well as continue their own. To accommodate our bilingual community, all materials given to families are available in English and Spanish.

Our Parent Center is located at the front of the school, right next to the main office. It is open Monday-Friday from 7:30 am - 3:30 pm for regular business, and we offer several courses and workshops outside of those hours to accommodate a variety of work schedules. The Parent Center also houses several computers, so that family members can check email, conduct research, and look for jobs.

Over the past five years, our Parent Center has organized GED courses, computer training, ESL courses, Hispanic Literacy courses, parenting skills workshops, and Spanish courses. We also provide employment assistance to family members.

¹¹ At the beginning of the 2013-2014 school year, Makiko Maeyma transitioned to the role of School Counselor.

We Empower Parents as Partners by Maintaining Open Lines of Communication and Soliciting Parent Feedback on Major School Decisions

Our “Together for Success” program is designed to help ease communication between parents and school staff, as well as to build the Meridian community. Each classroom has two parents/guardians who serve as classroom representatives. They act as the bridge between parents and the school staff, augmenting communication and sharing any concerns with the Parent Center. Representatives attend Parent Involvement Committee meetings, which are held the second Thursday of every month, and/or the Hispanic Alliance Meetings.

Each winter, we host an Annual Parent Meeting, during which we discuss the school’s budget and ask parents for feedback about fiscal priorities. Parents also review the Parent Involvement Policy and sign the School Commitment Contract at the annual meeting.

Since 2009, we have hosted four annual Family Data Nights for parents and families. Topics change from year to year based on parent interest, although the first session always introduces parents to Common Core standards. Subsequent sessions have covered supporting instruction at home and using technology.

Parent Volunteering Has Steadily Increased

All parents/guardians sign the School Commitment Contract, in which they agree to “volunteer a minimum of 12 hours in Meridian by working in the classroom with [their] child’s teacher or within the school building.” Our Parent Center staff send regular newsletters home reminding parents of their commitment and sharing volunteer opportunities. Faculty and staff track participation and report hours to the Parent Center staff.

Though we recognize that many parents are challenged to volunteer regularly—despite their desire to do so— due to work and other family commitments, records from the past five years (see Table 17 below) show that *parent volunteering has steadily increased since 2009*.

Year	Percent of Meridian Parents Who Volunteered During the School Year	Percent of Volunteers Who Completed 12 Hours of Volunteer Time
2013	48%	90%
2012	40%	82%
2011	28%	56%
2010	32%	74%

The school year culminates with a Life and Family Fiesta held at Harrison Park one Saturday each May. We initially geared this event to reach our Spanish-speaking families, focusing primarily on Latino culture; however, in the 2012-13 school year we adopted an international theme and now celebrate all of the diverse cultures of the Meridian community. Parent volunteers organize the event, which is open to the entire community. The Life and Family Fiesta features international food and music, children's games, and booths run by community partners who welcome families and share information about their services.

Goal 12: The school will be led by a Board of Trustees and a competent, effective leadership team headed by the principal.

We believe we have met this goal as demonstrated by the extensive expertise and commitment of our Board of Trustees and head of school.

Our board has significant expertise in business strategy, organizational capacity building, and real estate, as well as best practices in building leadership, curriculum, and evaluation. Over the past several years, our board successfully guided the school through two major initiatives: the purchase and renovation of a new school facility and the recruitment of and transition to a new head of school.

In 2011-12, we secured, renovated, and moved the Meridian community into our new home in the former Harrison Elementary School building. The facility encapsulates our two greatest priorities: it is a state-of-the-art learning facility designed for maximum student achievement, while also being welcoming and open to our families and community. We raised significant funds for the capital investment and continue to provide excellent fiduciary oversight of the annual budget.

One year later, in 2013, we conducted a national search for a proven school leader who could capitalize on the success of our first 14 years, elevate our program delivery to maximize student achievement, and lead us into our new charter term. We hired Tamara Cooper, a transformational leader with experience at the elementary, middle, and secondary levels. She led several school turnarounds at urban schools throughout Delaware and Virginia and also brings experience with gifted and talented and International Baccalaureate programs. Ms. Cooper mostly recently worked for Pearson Education, where she conducted national trainings for school leaders on implementing Common Core standards, conducting strategic planning, increasing student achievement, developing curriculum, and supporting new teachers.

Conclusion

We are proud of our performance to date and excited about our potential in the years to come. We believe we have demonstrated substantial achievement of our charter goals, and we have targeted plans in place to drive continuous improvement. We are guided by a diverse and talented Board and new leader, all of whom are committed to nothing less than reaching the highest levels of success for our students. We respectfully request that the PCSB renew our charter for another 15 years.

III. Compliance with Applicable Laws

Pursuant to the PCSB’s “2013-2014 Charter Renewal Guidelines,” we want to address one compliance issue to emphasize our commitment to rectifying it:

Since 2010 Meridian PCS has received increased onsite and electronic monitoring by the Office of the Superintendent of Education (OSSE). Through corrective actions focused on isolated infractions, Meridian was able to adjust practice to resolve unique errors in I.D.E.A. implementation. Meridian has and continues to maintain a strong working relationship with OSSE and the PCSB to ensure full compliance. In addition to correcting specific actions, Meridian has invested in professional development through the Special Education Cooperative and in technical assistance from End-to-End Solutions to improve our program and services.

Appendix B

**Narrative Analysis on Meridian Public Charter School Performance
Based on Fifth Year Review Framework**

ACADEMIC PERFORMANCE

A school becomes a candidate for revocation if it fails to meet 2 of the 3 academic standards below:

Criterion #1: The school must attain the majority of the annual academic performance goals.

Meridian Public Charter School has 6 academic targets. Therefore, the school needs to meet 4 of 6 targets. The school has met 4 of 6 targets, and did not meet 2 targets.

Overall, Meridian Public Charter School did meet this criterion.

Criterion #2: The school must show improvement on a majority of academic goals over the most recent two school years.

Meridian Public Charter School has 6 academic targets. Therefore, the school needs to show improvement over the most recent two schools years in 4 of 6 targets. Meridian demonstrated improvement over the two most recent school years in 2 of its academic goals.

Overall, Meridian Public Charter School did not meet this criterion.

Criterion #3: The school must come within 80 percent of the annual Stanford 9 achievement targets in its accountability plan. If the targets are expressed in terms of NCE gain, the school wide average must be 80 percent of the stated goal.

Meridian Public Charter School has 6 targets related to SAT-9 performance, and must come within or exceed 80% of all of them. The school met 4 of them, came within 80% of one of them, and failed to come within 80% of one of them.

Overall, Meridian Public Charter School did not meet this criterion.

OUTCOME: Meridian Public Charter School met 1 of 3 academic standards, and thus fails to meet the standards for academic performance.

**Narrative Analysis on Meridian Public Charter School Performance
Based on Fifth Year Review Framework**

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for revocation if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the annual targets.

Meridian Public Charter School has 6 non-academic targets. The school exceeded 4 targets and met 2 targets.

Overall, Meridian did meet this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

Meridian Public Charter School's fifth-year attendance target was 88%. The school exceeded the target with a 91% attendance rate.

Overall, Meridian did meet this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

Meridian Public Charter School's enrollment numbers do not threaten the fiscal viability of the school.

Overall, Meridian did meet this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Meridian Public Charter School reported re-enrollment rates of 80 and 90% for SY 2003-2004 and 2002-2003, respectively.

Overall, Meridian did meet this criterion.

OUTCOME: Meridian Public Charter School met 4 of the 4 non-academic standards, and thus meets the standards for non-academic performance.

**Narrative Analysis on Meridian Public Charter School Performance
Based on Fifth Year Review Framework**

Summary:

Meridian Public Charter School met most of its SAT-9 targets, but failed to consistently demonstrate improvement in a majority of them and failed to come within 80% of one of them. The school met or exceeded all of its non-academic performance targets. As all of the school's academic targets were based on SAT-9 performance, the school should begin to develop and use valid alternative assessments to demonstrate students' academic performance.

Appendix C

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

DECISION MEMORANDUM

PREPARED BY: Schools Committee and Staff (Tammi Thomas)

SUBJECT: Meridian Public Charter School – Request to Lift the Notice of Conditional Continuance

DATE: January 11, 2006

BACKGROUND

In its monthly meeting held on January 24, 2005, the District of Columbia Public Charter School Board (PCSB) issued a Notice of Conditional Continuance to Meridian Public Charter School, based on its performance for school years 1999-2000 through 2003-2004. PCSB identified the following five conditions for the school to satisfactorily address in order for the Notice of Conditional Continuance to be lifted:

- 1) Provide documentation of the certification of personnel providing direct service to students with special education needs.
- 2) Provide evidence that English as a Second Language staff has the appropriate certification license as required by the No Child Left Behind Act of 2002.
- 3) Provide for an open enrollment process as required by the School Reform Act of 1995, as amended. The school shall submit a description of its enrollment process. Additionally, after the enrollment deadline, provide documentation of the number of vacancies per grade available for the 2005-2006 school year and the number of applications received per grade.
- 4) Provide documentation that the school is fully staffed with “highly qualified” teachers as required by No Child Left Behind Act of 2002.
- 5) Develop and implement a comprehensive middle school design, with appropriate goals for inclusion in the Accountability Plan.

PROPOSAL

Meridian submitted relevant documentation in response to the cited conditions. PCSB staff reviewed the materials related to the identified issues, and has found that the response satisfactorily addresses the conditions for continuance.

STAFF RECOMMENDATION

Staff recommends that Meridian Public Charter School's Notice of Conditional Continuance be lifted and full continuance is granted to Meridian Public Charter School.

DISPOSITION

- | | |
|---------------------------------------|--------------------|
| 1. Approved | Date: _____ |
| 2. Rejected | Date: _____ |
| 3. Original memorandum changed | Date: _____ |
| 4. Final resolution | |

Appendix D

**DC Public Charter School Board
Public Hearing and Board Meeting
January 23, 2006**

Attendance

Board members in attendance: Tom Nida, Chair; Will Marshall, Lawrence Patrick, III, and Jo Baker, Ex-Officio and Secretary

Staff: Tamara Lumpkin, Dawnyela Meredith, Susan Miller, Rachael Orekoya, Nona Richardson, Jackie Scott-English, Carolyn Trice, Jeremy Williams

The board meeting was called to order at 7:45pm

The Public Hearing was recorded first and is recorded in separate minutes.

Approval of Agenda

Agenda was accepted with changes.

Finance Committee

Tom Nida reviewed contracts approved by the Board from December 13, 2005 to January 17, 2006:

- Friendship PCS has a facility management contract with M. David Katz Company in the amount of \$ 82,000.00.
- Two Rivers PCS has an educational services contract with Acelin Learning Solutions, Inc. in the amount of \$36,750.00.
- Howard Road PCS has an educational services contract with The Bell Foundation Inc. in the amount of \$37,593.00.

The report was accepted as read.

SCHOOLS COMMITTEE

Request to Approve Accountability Plan Revisions

W.E. Doar PCS

School representatives present: Julie Doar- Sinkfield, Executive Director, Mary Robbins, Arts Partnership Director, Nadia Casseus, Mark Lerner, Board Chair, and Angela Screen, Board member

Jacqueline Scott-English reported that W.E. Doar PCS added some revisions to their accountability plan to support changes that are being made to the school. W. E. Doar PCS requests to revise early childhood targets related to literacy, performing arts, and increase its target related to special education performance.

Ms. Scott-English stated that PCSB staff recommends approval of W E. Doar PCS's accountability plan.

Lawrence Patrick made a motion to approve W.E. Doar PCS's revised accountability plan; the motion was seconded by Will Marshall; Dora Marcus and Anthony Colon submitted proxy votes in favor of the proposal, by phone, prior to the Board Meeting.

Request to Approve Accountability Plan Revisions
Tri-Community PCS

No representatives from Tri- Community PCS were present.

Jacqueline Scott-English reported that Tri-Community PCS is in its fourth year of operation, the school serves students in pre-k to grade 5. Tri-Community PCS has spent a significant amount of time analyzing academic and non-academic data to drive their instructional delivery. The school proposes to revise an accountability plan target related to performance in math. Specifically, Tri-Community PCS wants to amend their annual target and make it a range of 65% to 75% scoring at or above the 40th percentile. This is significant because 95% of the school's 3rd graders perform at the 40th percentile. Next year all of Tri-Community's students will be in that group so the school would like to address this issue accordingly.

Tri-Community PCS is faced with challenges with regards to facility so the school proposes to amend their target related to re-enrollment. Ms. Scott-English stated that this is significant because the fifth year review framework also has re-enrollment as a target. The school wants to propose a single target for attendance.

Ms. Scott-English stated that PCSB staff recommends approval of Tri-Community's accountability plan revisions.

Lawrence Patrick made a motion to approve Tri-Community PCS's revised accountability plan; the motion was seconded by Will Marshall; Dora Marcus submitted a proxy vote in favor of the proposal, by phone, prior to the Board Meeting.

Request to Approve Accountability Plan Revisions
Sasha Bruce PCS

School representatives present: Vera Johnson, Board Chair, and Stephen Hoyt, Principal.

Jacqueline Scott-English stated that as a part of PSCB's monitoring process, schools in their fifth year of operation receive feedback on their academic, non-academic and organizational performance related to compliance, governance and fiscal management, against the goals in their accountability plan. The purpose of the priority review list is to provide a school with weak performance the opportunity to take corrective action to

improve its outcomes prior to the fifth year review, thus avoiding possible charter revocation the following year.

Ms. Scott-English reported that Sasha Bruce PCS opened in 2000, and the school has experienced several challenges over the years including leadership, resulting in poor performance. The school has had difficulties meeting their academic performance standards. Specifically, of the ten non-academic standards, the school met one. Sasha Bruce PCS could not provide data for seven targets and missed two remaining targets. The school performed poorly in the area of governance, demonstrating fully functioning or exemplary performance in zero of seven categories.

Ms. Scott-English stated that Sasha Bruce PCS has not met any of the standards and thus staff recommends that the school be placed on the priority review list.

Ms. Johnson stated that Sasha Bruce PCS has had previous conversation with PCSB staff and the Board, and the school understands the recommendation and takes it very seriously. She stated that the school recognizes what it needs to do to proceed and keep its charter.

Tom Nida stated that the Board considered Sasha Bruce PCS's accountability plan revision and based on the recommendation, the Board would defer the decision to approve Sasha Bruce PCS's revised accountability plan until March. He stated that the Board wanted to give the school leaders a chance to respond to the recommendation to place it on the priority review list.

Mr. Hoyt stated that he has been principal of Sasha Bruce PCS since mid November 2005, and based on what was stated he is well aware of the situation the school is in. He stated that he can not comment on what took place before he became principal of Sasha Bruce PCS, but he can comment on what the school has been doing since he's been there. Mr. Hoyt stated that the school has hired new SPED teachers and the school has instituted two reading programs. He added that they have already completed training for special education students. Mr. Hoyt stated that 90% of the student's IEP's have been reviewed and they continue to be reviewed.

Mr. Hoyt explained that poor performance scores were due in part to the reading levels of some students. He stated that Sasha Bruce PCS recognizes this and has moved forward in this area. Mr. Hoyt believes that the school will see better results than what has been shown in the past. He stated that the school improvement team holds regular meetings and they have four committees that have been established in climate and activities, curriculum, and discipline. The team provides the meeting minutes, which are reviewed by the school improvement team.

Mr. Hoyt stated that Sasha Bruce PCS has student groups that have taken some ownership and the groups are getting more involved in the school. He stated that he is positive that the improvements will happen over time. Mr. Hoyt assured the Board that improvements will happen this school year. He added that the school is taking the

observations and recommendations very seriously and he does not dispute the recommendation.

Ms. Baker asked about the Sasha Bruce's school improvement status. Dawnyela Meredith responded that she has not met with staff from Sasha Bruce PCS to review their school improvement plan or their proposal for NCLB set aside funds.

Josephine Baker stated that the NCLB proposal was requested in February 2005, and it is unfortunate for a school that has the academic problems that Sasha Bruce PCS has to not have availed itself of the funding. She added that PCSB has been working with Sasha Bruce PCS for close to a year, first with developing the school improvement plan and learning how to implement data driven instruction and provide funds in which to implement the instruction. This has resulted in the school's lack of materials and consultants to help move Sasha Bruce PCS student's forward.

Ms. Baker stated that PCSB's concern is what the school is doing for the students.

Lawrence Patrick made a motion to place Sasha Bruce PCS on the priority review list; the motion was seconded by Will Marshall; Anthony Colon submitted a proxy vote in favor of the proposal, by phone, prior to the Board Meeting.

Request to lift Conditional Continuance

Meridian PCS

No representatives from Meridian PCS were present.

Tammi Thomas reported that in January 2005, the Board issued a Notice of Conditional Continuance based on the school's performance from the charter review framework. The Board identified five conditions for the school to meet in relation to staffing, NCLB, and the development of the comprehensive middle school design. To date, Meridian PCS has submitted all of the documentation that the Board requested. The documents have been reviewed and found satisfactory by PCSB staff.

Ms. Thomas stated that PCSB staff recommended that the Notice of Conditional Continuance for Meridian PCS be lifted.

Will Marshall made a motion to lift the Notice of Conditional Continuance for Meridian PCS; the motion was seconded by Lawrence Patrick; Anthony Colon and Dora Marcus submitted proxy votes in favor of the proposal, by phone, prior to the Board Meeting.

Charter Review

Paul PCS

School representatives present: Robert Mayo, Director of Student Services, Barbara Nophlin, Head of School, and Kathy Bryd, Director of Academic Programs.

Tammi Thomas reported that Paul PCS serves 567 students in grades 6–9. Paul PCS came before the Board after completing five years of operation as a public charter school. To date, after reviewing the schools performance, they have met all of the academic and non-academic performance standards, and the organizational performance standards in relation to governance, compliance and fiscal management.

Will Marshall stated that Paul PCS has done well in meeting the academic standards but the school had trouble hitting the non-academic accountability plan targets. He asked school representatives how they plan on hitting these targets.

Barbara Nophlin stated that a lot of the non-academic targets as well as some of the academic targets that were written in the beginning as a first year charter school were pretty aggressive. She stated that a lot of Paul PCS's proposed targets were not reachable and the school was overzealous in planning its targets. Ms. Nophlin stated that Paul PCS now realizes that they have to be more strategic about their targets, one in particular, the number of suspensions was confusing on the schools part with regards to what the suspensions actually meant. She stated that Paul PCS has implemented a caretaker program and a short and long term in-school suspension program that takes care of the out of school suspension.

Ms. Noplin stated that in calculating the suspensions the school had a lot of students that were placed in in-school suspension for one or two days, but the school did not have a lot of students that were out-of-school suspensions. She added that in some years they calculated in-school suspensions and other years the school calculated out-of-school suspensions. She stated that this was a confusing matter.

Robert Mayo stated that the school was not clear on whether suspensions in the traditional sense started in five days or what the goals or intent of the measure was. He stated that Paul PCS tries to keep the students in the building as much as possible. He stated that the school has a pretty tight character education program and discipline policy. He stated that the school gives opportunities for rewards and positive adjustments, at the same time the school has a progressive sequence of consequences. Mr. Mayo stated that he needed clarity on how to calculate suspensions and what constitutes a suspension, this will help the school in the future.

Barbara Noplin stated that the school's Peer Mediation program is part of the Safe Schools program with DCPS. She stated that Paul PCS staff has been trained for the program along with fifty of the school's students. She stated that the Peer Mediation program will be ready for the next school year and is a natural component of the school's character education.

Mr. Nida asked about Paul PCS's long term plans and the adequacy of the schools current facility. Ms. Nophlin responded that Paul PCS's current facility is adequate for its long term plan.

Ms. Baker asked about Paul PCS's status of curriculum for its fifth grade class. Kathy Bryd responded that Paul PCS currently uses the Montgomery County curriculum for all grades and will also use the curriculum for its fifth grade.

Lawrence Patrick made a motion to grant Conditional Continuance to Paul PCS; Will Marshall seconded the motion and it was unanimously carried by the Board; Anthony Colon and Dora Marcus submitted proxy votes in favor of the proposal, by phone, prior to the Board Meeting.

Mr. Nida added that the school will receive correspondence on the conditions that the school needs to address in order to get approval for Full Continuance.

Charter Review **Tree of Life PCS**

School representatives present: Omar Gobourne, Principal, and Ngozi Williams-Ofori, Executive Director.

Jacqueline Scott-English introduced Tree of Life PCS' principal Omar Gobourne, the Board Chair Carl Hampton and the Executive Director Ngozi Williams-Ofori. Tree of Life PCS is currently located at 2315 18th Place, NE, which is the school's new facility. The school serves 261 students in grades pre-k through 8th, with a general education focus with a talent development middle school model. Tree of Life PCS met the non-academic performance standards and the organizational performance standards related to governance, compliance, and fiscal management based on the 5th year charter review framework. However, the school failed to meet PCSB's academic performance standards.

Lawrence Patrick asked about the current status for Tree of Life PCS's accreditation. Ms. Williams-Ofori responded that MiddleStates will conduct a second site visit to Tree of Life PCS and the school will be up for consideration again in November 2006. The school will know the status of their accreditation during that time.

Ms. Baker asked from the results of the compliance reviews and program development reviews, what the school thinks needs to be completed in order to successfully acquire accreditation.

Ms. Williams-Ofori responded that one issue that was pointed out from the reviews was that the teachers were not making enough direct reference to the school's curriculum in their instruction. She stated that the feedback the school received was left a little nebulous. She stated that there was some confusion on both parts with regards to the schools action plan and participation in developing the action plan. Ms. Williams-Ofori

stated that Tree of Life PCS began its self study process in 2002 with a couple of stakeholder retreats that involved Tree of Life PCS's board members, staff, and parents. She added that the school hopes to be able to clear this matter up pretty easily.

Mr. Patrick asked about the current status of middle school and the adjustments the school has made with regards to the addition of the middle school. Ms. Williams-Ofori responded that the middle school held an orientation for parents and students and as a result, things have run much smoother.

Omar Gobourne added that Tree of Life PCS has a school reform model with regards to the literacy model that gives the school a great deal of support with outside instructors and outside facilitators that provide professional development. He stated that the school provides focus training in the areas of literacy, math, and mentorship. The mentorship teachers help build and structure the middle school and give it a good firm instructional foundation.

Mr. Patrick inquired about professional development and standards based learning. He stated that the results of the program development review noted that Tree of Life PCS had a lot of concepts that were introduced but still required more development of rubrics, using assessment data.

Mr. Gobourne responded that following program development review, the school's instructional leadership team pulled data and extrapolated some more information allowing the team to look at how Tree of Life can proceed in terms of its strategies for using the data. He stated that the school has since had a lot of instruction around standard based instruction, in addition to moving forward and looking at how the school can change the way assessments are looked at to make it a standards based assessment report card.

Mr. Gobourne stated that this aligns itself with the curriculum and also aligns itself with the standards as they are there. He stated that the school has introduced the data and looked at the Sat-9 data, the school has just gotten the DC CASS field data back and will introduce it to Tree of Life PCS teachers. He added that the next step is to talk about performance based assessment and how the school can make it more authentic. Mr. Gobourne stated that teachers understand the importance of power standards and the skills associated with it and how to make sure the curriculum is being taught based on those standards and skills.

Mr. Nida asked about staff attrition and how it is being addressed. Mr. Gobourne responded that the school needed to have a comfortable working climate for its staff. He stated that the results of the program development review showed that Tree of Life PCS's climate has improved. He stated that parents are getting involved and teachers feel like they are stakeholders who have a voice.

Ms. Williams-Ofori added that since Tree of life PCS moved into its permanent facility, there has been a sense of comfort among parents, students and staff.

Will Marshall made a motion to grant Tree of Life PCS Conditional Continuance for their fifth year charter review; the motion was seconded by Lawrence Patrick and unanimously carried by the Board; Anthony Colon and Dora Marcus submitted proxy votes in favor of the proposal, by phone, prior to the Board Meeting.

Charter Review
Capital City PCS

School representatives present: Ann Herr, Executive Director, and Karen Dresden, Principal.

Tamara Lumpkin reported that Capital City PCS serves students in grade pre-k –8th, with a current enrollment of 238 students. Capital City PCS is led by Ann Herr, executive director, and Karen Dresden, principal. The school has met the standards for academic and non-academic organizational performance in accordance with the charter review framework.

Ms. Baker asked about Capital City PCS's current accreditation status. Ann Herr responded that the school was approved for candidacy in 2005, staff has been working on the completion of their self study phase and the school is in the process of approving their goals through MiddleStates.

Ms. Herr stated that Capital City PCS is scheduled to have a candidacy visit that will most likely take place in fall 2006. Ms. Herr stated that the self study is going well and she thinks the process will be very helpful in concert with setting new goals as the school moves forward.

Ms. Baker stated that she would like to know how Capital City PCS is moving forth with its middle school. Karen Dresden responded that the Capital City PCS has done a lot of work with its 7th and 8th grade program. The school started with curriculum because a group of teachers worked on curriculum during the summer so there was an overhaul with the Capital City PCS's 7th and 8th grade curriculum which was aligned with DC standards that were available. She stated that this has helped the school going into the school year with a much stronger curriculum. Ms. Dresden added that staffing was increased, so the school has a low student to teacher ratio. She stated that the school has six staff member that work with the middle school students and the new staffing configuration is working a lot better. The school has also increased social support for students with a strong advisory program, in addition to a middle school after school program for 6th, 7th and 8th grade students.

Ms. Baker asked how the school satisfies the highly qualified teacher component. Ms. Dresden responded that the school has a pool of teachers for the math and science block. The school has a science teacher, a math teacher and a special education teacher that

teach the science and math lab. In the humanities block, Capital City PCS has teachers in each area that co-teach with a special education teacher.

Lawrence Patrick made a motion to grant Conditional Continuance to Capital City PCS; the motion was seconded by Will Marshall and unanimously carried by the Board; Anthony Colon and Dora Marcus submitted proxy votes in favor of the proposal, by phone, prior to the Board Meeting.

Charter Review

New School for Enterprise and Development PCS

School Representatives present: E. Louise White, Principal, Charles Tate, Board President, Matthew Weinstorker, Organizational Facilitator, and Mary Dickson, Board member.

Tammi Thomas reported that New School for Enterprise and Development (NSED) PCS serves 9th through 12th grade. Its board chair is Albert Hopkins, Jr., and E. Louise White is the school's new head master. NSED PCS uses the talent development high school model as well as career academies as the school focus. NSED PCS has met the non-academic performance standards as well as the organizational performance standards as it relates to compliance and fiscal management. However, NSED PCS did not meet the academic performance standard or organizational standards related to governance based on the charter review framework.

Ms. Thomas reported that NSED PCS was issued a Notice of Amended Probation on May 19, 2003. There were five conditions related to that probation. The first was the development and implementation of the school's action plan to meet its five-year targets, the second was related to the education plan and its mission; the third related to the school's assessment tools for its accountability plan performance and data collection, the fourth related to special education; and the fifth related to the alignment of the school's professional development with the talent development model.

Ms. Thomas reported that to date, NSED PCS has three conditions remaining of the five conditions that were outlined, and probation is still in effect.

Mr. Nida stated that NSED PCS has been on the priority review status since 2004, the school has been on probation for longer and probationary objectives have not been completely met.

E. Louise White responded that NSED PCS had not addressed the needs of the students and the school has not laid out a plan. She stated that a preliminary meeting was held with NSED PCS staff since the Notice of Amended Probation was issued by the Board in May 2003. Ms. White stated that there had not been a consistent way in which data had been collected to be utilized to know what the next step should be for the school. She stated that the talent development model from Johns Hopkins was inadequately used.

Ms. White assured the Board that NSED PCS will continue to “analyze its students” and devise a plan in which 160 minutes a week will be spent with the school’s students in groups of ten to twelve, twice a week, learning intensive math. In addition, NSED PCS’s teachers will be trained to deliver an instructional program. She stated that progress will take time and she can not answer for previous headmasters.

Ms. White stated that the NSED PCS’s pathway will utilize the students in taking control of their own learning. The school has to break out of the box and provide an instructional program where the students are able to take control of their own learning. She added that everyone is being held accountable. She stated that teachers will be trained on how to provide an instructional program that changes every four weeks so data can be captured.

Ms. White asked the Board for a deferral in their decision to propose revocation of NSED PCS charter to see if the schools 30-60-90-day plan bears any concrete results.

Charles Tate stated that NSED PCS’s board and staff discussed the schools deficiencies which have been helpful in pinpointing the school’s issues. He stated that the school has struggled with leadership requirements and that the reason for the schools data issue is due to a data gap that happened during a previous school year. Mr. Tate explained that NSED PCS could not go back and put together the data to determine what progress the school made for its accountability plan in 2002-2003.

Mr. Tate stated that the NSED PCS has moved to get the right technology in place and the right training has been provided to staff. He stated that there are two aspects to the data; “training the student achievements and academic performance,” and creating a data driven environment. He added that NSED PCS has been collecting data, analyzing data and a consultant was hired to train staff on how to use the data to create a data driven environment.

Matt Wernsdorfer stated that he has worked with NSED PCS since August 2005, along with three other consultants, who come in and work with the school’s math and english teachers in support of their curriculum. Mr. Wernsdorfer stated that his responsibility is to focus on data and teaming.

Mary Dickson stated that she is happy as a NSED PCS board member to have Ms. White take over as headmaster at NSED PCS and is confident that she can do the things that need to be done at this point. She stated that the school is very close to solving the issues that PCSB have discussed over quite some time.

Mr. Nida stated that the Board’s concern is that the NSED PCS is in its 6th year of operation and the school was put on the priority review status a year ago. He stated that the Board has heard similar presentations from NSED PCS predecessors but the probationary conditions have not been satisfied. NSED PSC has not fulfilled the expectations of its contract. Mr. Nida added that NSED PCS has not submitted an audit report that was due on November 1, 2005.

Mr. Nida stated that there have not been any vast improvements with NSED PCS except for a new principal. PCSB has provided NSED PCS with an on-site monitor and the monitor expressed frustration with her inabilities to be effective at the school because of lack of information and interaction with staff and leadership.

Mr. Nida stated that he is disappointed because NSED PCS is still where they were a year ago. He stated that the school has continued on with lack of performance, lack of achievement and lack of results. Mr. Nida added that given the history of the school and its track record, he would propose that NSED PCS's charter be revoked. He stated that the PCSB will provide in great detail the process for revocation and what needs to be addressed.

Mr. Nida stated that when the school receives a formal letter from PCSB, the school has fifteen days to request a hearing. A hearing will be scheduled thirty days after the request has been received from the school.

Charles Tate responded that NSED PCS has made progress which was documented in the results of the program development review. NSED PCS has paid serious attention to the conditions and increased the amount of time Johns Hopkins spends at the school and highly qualified teachers have been hired. However, NSED PCS has not been able to produce the level of evidence that PCSB staff wants to see.

Will Marshall asked why NSED PCS had such high staff attrition. Charles Tate responded that NSED PCS was unable to compete for highly qualified teachers because of its limited budget.

Lawrence Patrick stated for the record that he is abstaining from voting on the proposal to revoke NSED PCS's charter, due to a personal relationship he has with a NSED PCS employee.

A motion was made to propose revocation of New School for Enterprise and Development PCS's charter; the motion was seconded by Will Marshall; Anthony Colon and Dora Marcus submitted proxy votes in favor of the proposal, by phone, prior to the Board Meeting.

The meeting adjourned at 8:45pm.

Appendix E

**Preliminary Charter Review Analysis
Meridian Public Charter School
Based on Charter Review Framework**

ACADEMIC PERFORMANCE

A school becomes a candidate for the Charter Warning List if it fails to meet 2 of the 3 academic standards below:

Criterion #1: The school must attain the majority of the fourth year academic performance targets.

Meridian PCS's accountability plan includes eight academic performance objectives. The accountability plan includes academic targets relating to DC CAS student proficiency percentages as well as to internal curriculum assessments. In year four, seven of eight annual targets were met.

Meridian Public Charter School has met this criterion.

Criterion #2: Students must attain no less than a school-wide average of middle performance levels (50-70% of questions answered correctly) on the DC CAS reading and math assessments.

Meridian PCS achieved the middle performance level in reading (60.2%) and in math (60.2%) on the DC CAS.

Meridian Public Charter School has met this criterion.

Criterion #3: The school currently meets the State Education Agency's standard for AYP in reading and math.

Meridian PCS did not make AYP in reading or math for school year 2007-2008. The school is currently in Restructuring Year 1.

Meridian Public Charter School did not meet this criterion.

OUTCOME: Meridian Public Charter School met two of three academic standards. Meridian PCS met the standards for academic performance.

**Preliminary Charter Review Analysis
Meridian Public Charter School
Based on Charter Review Framework**

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for a Charter Warning if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the annual targets.

Meridian met eight of eight non-academic performance goals for the 2007-2008 school year.

Meridian Public Charter School met this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

Meridian met the attendance target set in their accountability plan. The school increased their attendance rate from 92% in year one to 93% in year four.

Meridian Public Charter School met this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

Meridian PCS enrollment levels are sufficient to sustain the economic viability of the school.

Meridian Public Charter School met this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Meridian PCS's average re-enrollment rate is 84.5% for the 2006-2007 and 2007-2008 school years.

Meridian Public Charter School met this criterion.

OUTCOME: Meridian Public Charter School met four of the four non-academic standards, and thus met the standards for non-academic performance.

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Meridian Public Charter School
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ORGANIZATIONAL PERFORMANCE - GOVERNANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	3
PCSB Action	4
Annual Reporting	4
Adequate Resources	3
Implementation of School Design	3
Leadership	2
Operating within Bylaws	4

OUTCOME: Meridian Public Charter School demonstrated performance levels ranging from limited/partial development to exemplary performance level therefore meeting this standard for organizational performance.

**Preliminary Charter Review Analysis
Meridian Public Charter School
Based on Charter Review Framework**

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates a low or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	4
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	4
Open Enrollment Process	4
NCLB Requirements	4

OUTCOME: Meridian Public Charter School demonstrated an exemplary level of compliance in all categories; thus, the school meets this standard for organizational performance.

**Preliminary Charter Review Analysis
Meridian Public Charter School
Based on Charter Review Framework**

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for a Charter Warning of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

<u>Performance Level</u>	<u>Rating</u>
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

Category	Performance Level/Rating
1. Accounting Policies	5.00
2. Financial Reporting	4.83
3. Internal Controls	4.75
4. Transparency of Financial Management	4.75
5. Fiscal Prudence	4.63

OUTCOME: Meridian Public Charter School demonstrated above average or satisfactory performance in 5 out of 5 categories, and thus meets this standard for organizational performance.

**Preliminary Charter Review Analysis
Meridian Public Charter School
Based on Charter Review Framework**

Executive Summary

The Meridian Public Charter School continues its reputation in the community as a family oriented educational organization that remains steadfast in support of the school's mission to "instill a passion for learning" within students and to create a school environment "where the love of learning lives". Since the school opened its doors in September 1999, Meridian has expanded to currently serve approximately 510 students in Early Childhood through Eighth Grade. Meridian is currently in Year 1 of Restructuring per NCLB guidelines. The most recent Program Development Review took place in October of 2008 and a summary of the findings is enclosed. See fig. 1.1

Meridian PCS has met academic, non-academic, organizational-compliance, organizational- governance and fiscal management performance standards. The school is not a candidate for charter warning.

Academic

Meridian PCS's accountability plan includes eight academic performance objectives. In year four, seven of eight annual targets were met. The Meridian PCS accountability plan includes academic targets relating to DC CAS student proficiency percentages as well as to internal curriculum assessments.

Non-Academic

Meridian PCS met eight of eight non-academic standards. Non-Academic targets include goals around parent participation and satisfaction, faculty and staff satisfaction, student community service and attendance.

Organizational – Governance

Meridian PCS demonstrated performance levels ranging from limited/partial development to exemplary performance level therefore meeting this standard for organizational performance. The Board of Directors and the school leadership have taken seriously their responsibility for overseeing the school improvement mandate to improve student achievement. The Board seeks out new approaches to influence academic gains and diligently supports the deployment of additional resources to promote school success.

Organizational – Compliance

Meridian PCS met organizational-compliance performance standards demonstrating an exemplary performance level in seven out of seven categories. Overall, Meridian's has been in compliance with applicable rules, laws, and regulations.

Organizational Fiscal Management

Based on the information available, PCSB believes that the Meridian Public Charter School has solid fiscal management processes in place. The school's audit reports

**Preliminary Charter Review Analysis
Meridian Public Charter School
Based on Charter Review Framework**

reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. The school continues to perform well in terms of cash flow and liquidity management primarily because of its minimal reliance upon debt as a resource. For the year ending June 30, 2008, the school's net assets approached \$2.45 million. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

**Preliminary Charter Review Analysis
Meridian Public Charter School
Based on Charter Review Framework**

SUMMARY OF FINDINGS:

The following provides a summary of the PDR team's findings for each area of the Rubric.

Curriculum and Standards	
1.1 The school has a clearly defined, quality curriculum in place that aligns with the state standards and the school's mission and goals.	Proficient
a. The school has a clearly defined quality curriculum in place.	Adequate
b. The curriculum aligns with the state and/or national standards.	Exemplary
c. The curriculum aligns with school's mission and goals.	Exemplary
1.2 The school's curriculum is implemented with fidelity, and materials are available to support the implementation of the curriculum.	Proficient
a. The school's curriculum is implemented with fidelity.	Proficient
b. Materials are available to support the implementation of the curriculum	Adequate
1.3 There are clear and regular procedures in place to review and update the curriculum.	Proficient
Instruction	
2.1 Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	Limited
2.2 The school has strategies in place to meet the needs of students at risk of academic failure or those not making reasonable progress toward achieving school goals.	Proficient
2.3 The school has strategies in place to meet the needs of English Language Learners and is in compliance with its implementation.	Proficient
a. The school has strategies in place to meet the needs of English Language Learners.	Exemplary
b. The school is in compliance with its implementation.	Proficient
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	Proficient
a. The school ensures that students with disabilities are served according to IEP objectives.	Proficient
b. The school allocates resources (human or material) to address the needs of students with disabilities.	Proficient
c. The school provides additional services and/ or accommodations for IEPs.	Exemplary
2.5 Time is made available throughout the year for planning and professional development. Planning time is used effectively.	Exemplary
a. Time is made available throughout the year for instructional planning.	Exemplary
b. Planning time is used effectively.	Exemplary
2.6 The school helps teachers meet accountability plan goals, and addresses any identified shortcomings in student learning.	Adequate
2.7 Extra support is in place to support new and struggling teachers.	Exemplary

**Preliminary Charter Review Analysis
Meridian Public Charter School
Based on Charter Review Framework**

Program Development Review Summary (Continued)

Assessment	
3.1 The school has assessment and evaluation data; test results are made available regularly and in a usable format; and assessment data are reflected in the SIP, if applicable.	Proficient
a. The school has assessment and evaluation data, such as standardized and internal assessment results and accountability plan performance outcomes	Proficient
b. Test results are made available regularly	Adequate
c. Test results are provided in a useable format	Proficient
3.2 The school tracks and reports student performance data to determine whether the school's academic and non-academic goals are being achieved.	Proficient
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	Proficient
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	Proficient
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	Proficient
3.4 Procedures are in place to ensure accurate and timely identification and evaluation of students who have special needs are in place.	Exemplary
School Climate	
4.1 Quality instruction is promoted through fostering an academic learning climate that and actively supports teaching and learning.	Proficient
4.2 The school is a safe and orderly learning environment.	Exemplary
4.3 Parents/guardians and students are satisfied with the school.	Exemplary
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Exemplary
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, appropriate professional development, and services for special needs students, and additional funding.	Adequate
5.3 The Board has ensured strong and stable school leadership.	Limited
School Improvement	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	Proficient
6.2 Documented progress monitoring of school improvement activities is on-going.	Adequate

Appendix F

Amendment Request Information Sheet

Request for Approval

This is a request to amend the charter of Meridian Public Charter School as provided in the District of Columbia School Reform Act of 1995.

Applicant Information

Name of Public Charter School Meridian Public Charter School

Address 1328 Florida Avenue NW, Washington, DC 20009

Contact Person Robinette Breedlove Daytime Telephone 202-387-9830

FAX 202-387-7605 Email Address rbreedlove@hotmail.com

Date 5/12/2004

Start-Up Information

Proposed Start-up Date: _____ Proposed Budget Total: _____

Current Enrollment: From age/grade 3 to age/grade 13 Number of students 530

Amended Enrollment (Year 1): From age/grade _____ to age/grade _____ Number of students _____

Amended Enrollment (At Capacity): From age/grade _____ to age/grade _____ Number of students _____

Location of School (address or area of city) 1328 Florida Avenue NW, Washington, DC 20009

Brief Description of Proposed Change (i.e., grades served, target population, curriculum):

We are proposing changing portions of the school curriculum in all grades to a standards-based curriculum using research based programs in reading, writing, math, science and social studies.

Name of Management Company (if applicable): Chancellor Beacon

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of IDEA and Section 504 of the Rehabilitation Act of 1973? *(A document explaining public charter school LEA status is available upon request.)*
 Yes No

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Executive Summary:

Meridian PCS was founded in 1999 by a group of parents; business, policy and social service professionals who shared a belief that a community based public school could improve the lives of students in the District of Columbia. Meridian serves 530 students in Early Childhood through seventh grade. Meridian offers a rigorous educational program to a diverse student body drawn from throughout Washington, DC. Meridian contracts with Chancellor Beacon Academies, Inc. to provide full management services that includes administrative, educational, financial, and business support to the school. Chancellor Beacon's goal is to help all children develop the necessary skills, knowledge and values to function as effective and productive citizens in the 21st century. To achieve this mission, Chancellor Beacon has developed a high caliber standards-based curriculum, advanced instructional strategies and cutting-edge technology.

Mission: Meridian's mission is to instill within each and every student a lifelong love of learning, the inspiration to dream, the discipline to succeed, and the skills they need to reach for the stars. Meridian Public Charter School seeks to give each child the foundation of basic skills they need to succeed in today's world, while at the same time stimulating each child to learn, explore, and develop their own special talents.

Our approach to children is:

- to challenge them to challenge themselves
- to surround them with the possibilities of success while minimizing the chances of failure
- to train them early to use the abilities they possess and the skills we teach them
- to help them acquire knowledge and articulate that knowledge to their best advantage services

Our goal is that the love of learning and the foundation of knowledge and skills that our students acquire will serve them throughout their lifetime. Children who have a good start have the best chance to lead productive, responsible, and rewarding adult lives.

Key Features of Meridian Public Charter School:

- Rigorous academic standards in all content areas
- A school culture and academic program that instills a love of learning
- A motivating, collaborative system that creates an inclusive learning community
- Differentiated instruction to meet the varying learning styles and needs of all students
- Hands-on, Minds-on learning – teachers actively engage students in their own learning by actively involving them in hands-on activities.
- Student portfolios demonstrating what skills the student has mastered and enables the student to see the improvements they have made over time.
- A tutoring system that provides intensive assistance to students in need.
- A literacy focus, integrating reading and writing across content areas.
- Experienced and dedicated teaching staff
- Welcomes family and community involvement

The Meridian program instills a passion for learning through a learning culture that cultivates self-confidence and self-respect through achievement.

A. Educational Plan

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population:

Meridian serves 530 students in Early Childhood (ages 3 and 4) through grade eight. The student population is representative of the local community: 75% African-American and 25% Hispanic. Approximately 15% of the student population has special needs. 95% of our students receive free and reduced lunch. By starting student enrollment at ages 3-4, Meridian is able to “grow” its own students, ensuring that students have the essential foundational skills in literacy, numeracy and social development throughout their educational career. Given the additional academic challenges presented by high rates of poverty among DC students, Meridian offers several programs designed to improve reading and math performance.

- Intensive Care Literacy Unit: the purpose of this program is to provide 30-45 minute intensive tutoring sessions to students in all grade levels who are reading significantly below grade level.
- Standards-Based Software programs: the computer lab is dedicated to the use of several software programs that facilitate building essential foundation skills in both reading and math.
- Special Education Center: the special education coordinator and teacher use both a push-in and pull-out model depending on the need of the student. The coordinator also provides staff development on meeting the needs of students with Individualized Education Plans within the classroom.
- English Language Learner Coordinator and Teacher: the ELL program also uses a push-in and pull-out model, assisting students with classroom-based projects and assignments and providing more individualized lessons depending on the needs of the student.

b. Mission and Philosophy:

Mission: Meridian’s mission is to instill within each and every student a lifelong love of learning, the inspiration to dream, the discipline to succeed, and the skills they need to reach for the stars.

Philosophy: Meridian Public Charter School seeks to give each child the foundation of basic skills they need to succeed in today’s world, while at the same time stimulating each child to learn, explore, and develop their own special talents.

Our approach to children is:

- to challenge them to challenge themselves
- to surround them with the possibilities of success while minimizing the chances of failure
- to train them early to use the abilities they possess and the skills we teach them
- to help them acquire knowledge and articulate that knowledge to their best advantage services

Our goal is that the love of learning and the foundation of knowledge and skills that our

students acquire will serve them throughout their lifetime. Children who have a good start have the best chance to lead productive, responsible, and rewarding adult lives.

c. Educational Focus:

Meridian has a comprehensive curriculum with a literacy focus. Literacy skills are essential for success in all the content areas. Meridian integrates literacy across all subject areas in all grades. Meridian employs an inclusion model for both English Language Learners and students with special needs.

d. Goals:

Drawing from the mission, philosophy, and educational focus of the school, the goals for academic, non-academic, and organizational performance are listed below. Each goal has an associated performance indicator, assessment tool, and annual and five-year targets as described in the Accountability Plan. (See Accountability Plan.)

Academic Performance Goals for Students

- Students will be confident, independent readers.
- Students will be strong, independent writers and speakers.
- Students will be able to think critically and solve problems effectively.
- Students will master increasingly sophisticated mathematical concepts and be able to apply those concepts in a variety of settings.
- Students will become independent learners and will complete independent papers, reports, and performances, culminating in a high-stakes independent project before they graduate.

Non-Academic Performance Goals for Students

- Students will have a positive attitude toward school and learning.
- Students will treat themselves, other students, staff, and the physical plant with respect.
- Students will embrace diversity.
- Students will work collaboratively and resolve conflicts effectively and safely.
- Students will contribute to their school and community.

Organizational Performance Goals

- The school will create a welcoming environment for student and adult learning.
- Teachers and staff will be highly qualified and demonstrate high expectations for all students.
- Families will see themselves as partners in their child's education and will be actively involved in the life of the school.
- The school will be led by a Board of Trustees and a competent, effective leadership team headed by the principal.
- The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and board members.

2. Academic Design

a. Student Content and Performance Standards:

Meridian will use the Chancellor Beacon Academies Standards as well as the District of Columbia's Learning Standards to determine academic levels to which students will be taught and assessed (See Appendix 1 for sample 3rd grade standards).

Language Arts/English: Meridian will use national and DC standards based curriculum models as basis for its K-8 curriculum in reading/language arts. The literature on research based instruction focuses on a combination of phonemic awareness, whole language, decoding and encoding, critical thinking, and higher-level comprehension skills. The standards are organized into four nine-week units for Reading and Literature and for Writing. The strands of Listening and Speaking and Viewing and Presenting are addressed throughout the year.

Math: It is our goal to ensure that every student receives the essential skills needed for mathematical literacy. In keeping with this challenge, our mathematics program reflects a learning environment that emphasizes the unifying concepts of communication, reasoning and proof, representation, problem solving, and connections. These are embedded in each of Chancellor's content strands, which are consistent with those in the new standards from the National Council of Teachers of Mathematics (NCTM) 2000.

Social Studies: Diversity and Interdependence is woven through the strands Geography, Economics, Civics and Government, and History. Students socially interact to promote democratic principles and social skills. Beliefs and traditions that tie us together as a nation as well as reflect other times and cultures are studied. An early systemic exploration of history provides a framework for fuller understanding later on. Students not only learn the history of their ancestors, but all discover the broader history of all mankind.

Science: Meridian will utilize National Science standards, DCPS standards, and the Chancellor Beacon curriculum models as basis for its K-8 curriculum in science. In the strands of Life Science, Earth and Space Science and Physical Science students will study the relationship between living things, weather patterns, and change and the properties and states of matter. Science as Universal Inquiry and Science and Society are welcoming science strands for curious minds and problem solvers.

Art and Music: Meridian will base its art and music standards on those of DCPS, the National Standards for Arts Education and the Chancellor Beacon Academies Standards. In visual arts students will be able to 1.) apply media, techniques and processes related to the visual arts; 2.) know how to use sensory qualities organizational principles, expressive features and functions of art; 3.) know a range of subject matter, symbols, and potential ideas in the visual arts; 4.) understand the visual arts in relation to history and cultures; 5.) understand the characteristics and merits of one's own artwork and the artwork of others. In music students will be able to 1.) sing, alone and with others, a varied repertoire of music; 2.) improvise melodies, variations and accompaniments; 3.) read and notate music; 4.) understand the relationship between history music and culture; 5.) know and apply appropriate criteria to music and performances.

Technology: Technology will be used to support the curriculum in every discipline, allowing students to learn the disciplines more deeply, and both reinforcing and enriching learning throughout the disciplines. Students will use information technology to assist in gathering, analyzing, organizing, and presenting information. Students will learn how to distinguish valid online sources from misleading ones, as well as how to utilize other electronic databases. Students will produce projects and reports through word-processing, graphics, and database and spreadsheet programs. Technology standards are based on the Chancellor Beacon standards and the discipline-specific technology strands of DCPS standards.

b. Curriculum:

Academic Curriculum:

Meridian students will master both content and performance standards in all subjects using the curricula

suggested below and measured by performance assessments, portfolios, anecdotal records, individual assessments, and standardized tests. These curricula align to the mission and philosophy of the school, enable all students to reach high levels of academic achievement, and foster teacher development and instructional expertise.

Curriculum Review and Refinement:

Meridian has used the Calvert Curriculum since its inception in 1999 as set forth by the charter agreement between the Meridian Public Charter School and the District of Columbia Public Charter School Board. During this period of time Meridian has internalized many of the Calvert methodologies such as handwriting style, the use of portfolio assessments, the correction period, and emphasis on perfect, completed work. We have found that these components of the curriculum are strong and warrant continuation. They are engrained in the fiber at Meridian Public Charter School and will continue for years to come.

Over the five years that Meridian has used Calvert, school leaders, teachers, and Chancellor Beacon have examined the effectiveness of the program with regard to recent curriculum requirements by the No Child Left Behind Law. Though Calvert has many positive qualities, it does not qualify as a research based curriculum nor is it aligned to the District of Columbia Learning Standards. When we discovered that the textbooks Calvert sent to us this year were published by Houghton Mifflin, we began exploring the teacher manuals and supporting materials used by Houghton-Mifflin. The school through out the years has supplemented Calvert materials with additional materials in areas where it was felt Calvert was less strong. In preparation for a potential change in curriculum, the administrative team decided to pilot the Houghton Mifflin Nation's choice reading program and the Every Day Math program in grades K-3 to gage the effectiveness of each model on the student population at Meridian.

Through our discussions about the Calvert curriculum, we realized that other companies such as McGraw Hill and Harcourt Brace also publish the textbooks for both social studies and science. However, Calvert does not include the corresponding Teaching Manuals with the products we purchase from them. Instead, Calvert provides a Home Schooling Teacher Guide designed to meet the needs of one individual student. Through careful examination and feedback from teachers and the administrative staff we believe it would be more beneficial to teachers and students as well as more cost effective to use the Teacher Guides provided by the publisher in each of the content areas. We have received sufficient feedback from teachers, parents and children to feel confident that the changes we propose for next year will be of substantial benefit to our students. The following is a brief description of the proposed changes in the curriculum at Meridian for each subject area.

Curriculum Subject Areas:

Language Arts/Reading: Elementary students will have a daily literacy block of 120 minutes so that students develop the core competencies of reading and writing. Effective literacy skills are central to student learning. Our curriculum weaves the core literacy skills of reading, writing, listening and speaking, and viewing and presenting across all disciplines. Communication skills and strategies are intertwined with content strands and concepts to help students see the connections among people and disciplines.

Meridian is proposing the adoption of a standards based balanced literacy approach premised on the strategies recommended by the research of Dr. Richard Allington, Dr. Dorothy Strickland, Dr. Robert Slavin, Dr. Judith A. Langer and Dr. Sally Shayitz. The literature on research based instruction focuses on a combination of phonemic awareness, whole language, decoding and encoding, critical thinking and higher-level comprehension skills. Whole group teaching, integrated instruction, differentiated

grouping and guided reading will all be used as processes to improve reading instruction. Special programs are provided for special education and English Language Learners using research-based strategies geared to special needs students. These include cooperative grouping, multiple learning styles and multiple intelligences. The delivery of these strategies is facilitated by the use of the Houghton Mifflin Nation's Choice reading program and augmented by the Riverdeep learning software for corrective and remedial instruction.

The Houghton Mifflin Reading program was developed based upon the scientific evidence presented by the National Reading Panel, is known to be successful in urban schools, and is developmentally appropriate. Houghton Mifflin is used in many urban school districts and has shown significant positive effects on students' vocabulary development and reading skills.

Through the integration of research, best teaching practices and advances in technology, the Chancellor Beacon curriculum is able to successfully meet the state and national benchmarks and standards and to implement developmentally appropriate practices for our students Pre-K-8.

The Middle school grades (6-8) will use Holt's Elements of Literature reading program to facilitate the standards based curriculum. Holt is thematically linked to informational texts to ensure mastery of all skills and concepts, provides differentiated instruction with special accommodations for all students so that those who struggle can master the grade-level skills and those who excel can be challenged, uses assessment tools that show where the students stand in relation to skills and standard mastery and where to direct them for remediation or enrichment and provides intervention materials for English-Language Learners, Special Education students and students reading significantly below grade level.

Students at all grade levels will be immersed in language. Their classrooms will be text-rich environments with student work displayed, word walls, and classroom libraries centers. For grades PreK – 8, classroom libraries will strive to have 25 books per student including leveled books, Caldecott and Newberry award literature, multiple genres, and reference materials.

Math: Developments over the past 20 years have led to a tremendous increase in the importance of mathematics in a growing number of occupations, and in daily life. As a result, the goal of achieving mathematical literacy for all citizens has become a national priority. By today's definition, mathematical literacy means that adults need to have a range of sophisticated mathematical knowledge and skills that extends far beyond basic calculation skills.

Meridian is proposing to adopt a new curriculum that encourages teachers and students to go beyond arithmetic--to explore more of the mathematics spectrum by investigating data gathering and analysis, probability, geometry, patterns, and algebra. Mathematics is integrated into other subject areas and becomes part of the ongoing classroom routines, outdoor play, and the spare transitional moments that occur every day.

The curriculum will emphasize the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

Lessons will include time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice. Students are encouraged to explain and discuss their mathematical thinking, in their own words. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insights from others.

Meridian PCS proposes using Every Day Math for Pre-K – 5 and Connected Math for grades 6-8. Both curricula are based on the NCTM standards, seek to develop student's mastery of content and process, and develop teachers' subject-specific expertise

Social Studies: Meridian proposes using the Macmillan/McGraw Hill social studies program for grades K-5 and Glencoe for grades 6-8. Both programs are research and standards based. Each program ensures student success in the following ways: 1.) reading supports strengthens student understanding of social studies content; 2.) content is relevant, accurate and correlated to the National Council for the Social Studies Standards; 3.) citizenship skills are taught throughout the program using real-life examples; and 4.) assessment is ongoing to guide instruction. Each program contains specific strategies to meet the need of EL learners and students with special needs.

Science: Meridian proposes using the McGraw Hill Science program for grades k-5 and the Harcourt Science program for grades 6-8. Both are based on National Science Education standards and are research-based programs. Meridian will use each program to provide children with opportunities to investigate the natural world, learn about interesting, relevant and exciting ideas and understand the link between science all other aspects of the elementary curriculum. Each program is based on the following principles of scientific literacy: 1.) all children can investigate and learn science concepts and can experience success in science; 2.) children must develop knowledge of and the ability to use tools and processes of scientific inquiry; 3.) children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn about the history and nature of science; 4.) science content should be presented to children in an interesting, comprehensible, and clearly organized format; and 5.) children's competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic and fair. The products also contain specific materials for EL learners and students with special needs. We are also planning to purchase experiment kits for each grade level

c. **Methods of Instruction:**

Differentiated Instruction: Teachers will have a solid repertoire of instructional models, routines, and practices, and will be able to use best practices with the instructional needs of individual students. Teachers will use flexible, heterogeneous groups for small-group instruction and cooperative learning, organize whole-group instruction, model learning aloud, and provide one-on-one instruction.

Looping: Looping is an educational practice in which a single graded class of children stays with a teacher for two or more years or grade levels. The children and the teacher remain together as the class is promoted. Meridian will use looping at all grade levels upon the discretion of the teacher and principal. There are many benefits of looping such as reduced apprehension at starting a new school year, more in-depth relationships with teacher, teachers are more familiar with developmental stages of children, and working with students and parents for longer periods of time (Mazzuchi & Brooks, 1993). The long-term relationships established through looping have been shown to support student learning.

Direct Instruction: Teachers will utilize the Madeline Hunter Model Seven Step Process as a shell for lesson planning and unit planning.

1. objectives

2. standards
3. anticipatory set
4. teaching
 - o input
 - o modeling
 - o check for understanding
5. guided practice/monitoring
6. closure
7. independent practice

Hands-on, Minds on: A hands on, Minds on approach gives students the opportunity to perform science, math, reading as they construct meaning and acquire understanding. Teachers will develop activities that focus on core concepts, allowing students to develop thinking processes and encouraging them to question and seek answers that enhance their knowledge.

Language Instruction for English Language Learners:

Meridian believes that all teachers are teachers of English Language Learners. Meridian uses an inclusion or “push in” model depending on the specific needs of the student. The school will serve English Language Learners using the District of Columbia’s ELL Plan.

Approximately 15% of our students are English Language Learners, all from Spanish-speaking families. Re-enrollment for the 2004-2005 school year also supports the previous estimate. Meridian employs an ELL Coordinator and an ELL teacher. The ELL Coordinator is a bilingual Spanish/English speaker.

During the enrollment process, the school will distribute a home language survey, the pre-LAS or LAS, to identify preliminarily language minority students. The ELL Coordinator as well as the classroom teacher evaluates the assessment and observations to determine the language proficiency of the student.

ELL Services: The ELL Coordinator will support English literacy instruction in grades Pre-K-8 by working with ELL students in the classroom during the daily reading and writing block and math block. The ELL teacher and ELL coordinator are responsible for monitoring the assessment of ELL students, reevaluating ELL services, and communicating with ELL students’ families regularly about their children’s progress.

The ELL coordinator also acts as a liaison between the school and language-minority families, providing or arranging for translation services, and attending conferences between teachers and parents and community meetings for the school community.

d. Students with Disabilities:

Meridian PCS believes that all students can meet high standards for achievement. As with English Language Teachers, Meridian believes that all teachers are teachers of special education students. All teachers receive training from the special education coordinator as well as through specific professional development programs through out the school year. Meridian employs a full-time special education coordinator, a special education teacher and assistant. Meridian also employs additional specialists in occupational therapy, counseling, and speech and language.

Inclusion. Meridian PCS uses an inclusion model for special education services depending on the special needs of a particular student. The special education teacher works with classroom teachers to create lessons, modify instruction, and provides direct support for students in the classroom.

Meridian employs a full-time special education coordinator, Jessica Washington. She coordinates the special education process for students with special needs and also provides direct instruction to these students. The Special Education Coordinator provides training for all staff on accommodations, modifications, and strategies that teachers can use for any student in need.

LEA Status for Special Education: Meridian has LEA status for special education purposes.

Care Team Referral. Students who are struggling either academically or socially will go through a Care Team referral process conducted by the Care Team. The Care Team is comprised of the student's teacher, specialists, Special Education coordinator, and principal. The team will observe the student in a variety of educational situations, will take note of his or her response to interventions, and, if needed, will meet with the student's family to create an Individualized Learning Plan (ILP). ILPs will include a range of educational and/or behavioral intervention strategies targeted to support the identified area(s) of need. Strategies may include small-group work, one-on-one instruction with subject-specific instructional experts within the classroom, behavior charts, or tutoring to ensure that all students reach grade-level in every subject. If the student does not show progress after the strategies have been implemented over time, it may be appropriate for the Care team to refer the student for evaluation for special education eligibility.

Initial Assessment. Meridian contracts with Plus and Mental Health Resources Plus, for students' initial assessments to determine special education eligibility.

Individualized Education Program (IEP). For every student who has been identified as eligible for special education services, the Special Education Coordinator conducts an eligibility meeting and IEP meeting to confirm the child's need for special services and creates an individual plan to serve those needs. This meeting includes the student's parent or guardian, the classroom teacher, relevant specialists, the Special Education Coordinator, and a school administrator.

Monitoring Progress. In accordance with the IEP, each student's progress will be monitored by the Special Education Coordinator, the special education teacher, the classroom teacher and any other specialist directly involved in the students' educational plan. Each professional providing services to students documents student progress through activity logs and monthly progress reports. The IEP is reviewed at least twice per year, at which time any changes to the IEP will be made.

Exiting: Students are exited out of the special education system if the IEP team, determines that a student is on grade level does not need further accommodations to be successful.

Special Education Population: Approximately 7% of the Meridian student population has special needs.

e. Strategies for Providing Intensive Academic Support:

Meridian PCS continually seeks ways to improve student academic performance. Meridian has created several special programs designed to improve reading and math performance to ensure the annual yearly progress is made.

Assessment: Meridian conducts baseline assessments in reading, writing, and math to identify each student's skills, determine learning needs, and arrange supplemental academic services.

Differentiated Instruction. The use of differentiated instruction will enable students' individual learning needs to be met, regardless of how their skills compare to those of other students. A small teacher-to-student ratio, as well as subject-specific instructional specialists assisting in classrooms, will enable struggling students to receive more individualized attention. In addition, students will be encouraged to pursue a variety of pathways towards mastery of the various performance standards. Learning expeditions will enable students with different learning styles to utilize a variety of techniques to master the same goal.

Intensive Care Literacy Unit: Students who are below grade level in reading and math work with trained reading tutors and teachers for intensive tutoring sessions during the school day. Reading teachers and tutors collaborate with the classroom teacher to best meet the students' needs.

After-School Tutoring: Tutoring through the Meridicare program provides additional support for students to meet academic expectations.

Day 6 Academy: The Day 6 Academy is an intensive tutoring program to bring students' skills in reading and math up to grade level. The students will be instructed in reading and math for 90 minutes. Classroom-based assessments and the Standard-9 are used to select students to participate in the program

Reading and Math Content Areas. All teachers will be trained in the basics of reading and math instruction so that students can be supported in these important skills in core content areas. Training is provided during the summer professional development institute and throughout the year.

Individualized Learning Plans. If needed, a student who is struggling will have an Individualized Learning Plan created by the Care Team, comprised of the student's teacher, specialists, inclusion coordinator, and principal. The team will observe the student in a variety of educational situations, will take note of his or her response to interventions, and, if needed, will meet with the student's family to create an Individualized Learning Plan (ILP). If the student does not show progress after the strategies have been implemented over time, it may be appropriate for the Care team to refer the student for evaluation for special education eligibility.

ILPs will include a range of educational and/or behavioral intervention strategies targeted to support the identified area(s) of need. Strategies may include small group work, one-on-one instruction with subject-specific instructional experts within the classroom, behavior charts, or tutoring to ensure that all students reach grade-level in every subject. Teachers will also utilize assessment tools to monitor the student's progress on an on-going basis so that the Care team can track progress and modify the ILP as necessary.

3. Student Performance

a. Student Assessment:

Assessment is a process to guide teaching and learning. We expect students to learn and apply standards-based knowledge, strategies and concepts from various disciplines. Only through accurate and ongoing assessment of student learning can teachers know the impact of their teaching activities and make adjustments needed to ensure success.

Assessment is usually expressed as feedback that identifies progress made, determines current needs and guides future decisions about teaching and learning. Meridian emphasizes data-driven decision making with two complimentary assessment processes. Formal assessments that are large scale standardized assessments and classroom based assessments that are selected or designed by the classroom teacher.

Classroom Based Assessments: Teachers utilize multiple assessments to determine student learning. Assessments include individual student assessments, performance assessments, portfolios, rubrics, observation checklists, learning logs, skills tests and anecdotal records. These assessments are aligned with the curriculum and the appropriate standards.

Formal Assessments: Formal assessments include standardized tests (SAT-9), Standards-Based unit tests and diagnostic baseline tests. The state-mandated SAT-9 provided baseline information to staff about students' skill levels in reading and math. To ensure annual yearly gains, teachers set high standards within their curriculum and use assessment information to drive decisions about instruction allowing students to meet academic goals in the classroom and on standardized tests.

Individual Student Assessments: Meridian conducts a variety of individual assessments throughout the year to gauge where students are and where they need to be. To determine students' progress in literacy, teachers use assessments such as the Phonemic Awareness Survey, the Qualitative Reading Inventory, Leveled Reading Passages Kit, the Developmental Reading Assessment (DRA). Teachers and Instructional assistants conduct one-on-one reading conferences and document student progress on the accuracy of oral reading and comprehension of meaning. Meridian utilizes problem-solving assessments to ascertain students' math skills.

Data Management System: Meridian uses a data management system Administrator's Plus to collect information on students' learning so that teachers can review the effects of their teaching in an easy and timely fashion.

Portfolios. Every Meridian student has a portfolio that contains pieces of the student's work for each year from PreK-8. Portfolios will provide teachers, families, and students with a chronology of student progress. The portfolio will demonstrate what skills the student has mastered and will enable

the student to see the improvements they have made over time. Throughout the year, the teacher, student and parents will review and reflect on the student's work.

Structured Observations. Especially when students are in the younger grades, anecdotal records are a valuable tool for keeping track of learning styles and progress. While students are working individually, teachers can make note of their learning styles by observing them as well as by conversing with them.

Communication: Student progress reports are handed out three times per year at Parent/Teacher conferences. Families commit to these conferences in the Student Handbook Letter. In addition to the conferences, teachers will contact the student's family by phone or email if a student is struggling and may request a meeting to discuss the student's learning needs and how they can be addressed.

b. Basis for Promotion and Graduation:

Promotion is based on students' meeting grade-level objectives and content standards. Student promotion is determined by student's assessment information including formal and classroom based assessments, teacher recommendation, and principal approval.

c. Student Intervention:

The Care team comprised of the student's teacher, specialists, special education teacher, social worker, and principal, observes the student in a variety of educational situations to see how the student responds to different interventions. If necessary the Care Team meets with the student's family to create an Individualized Learning Plan (ILP). If the student does not show progress over a given period of time, it may be necessary to refer the student for evaluation for special education eligibility.

Individualized Learning Plan includes a range of intervention strategies to support the students area(s) of need. Strategies may include small-group work, one-on-one instruction, behavior charts, or tutoring to ensure that all students reach grade-level in every subject. Teachers assess student's progress on an on-going basis to track progress and modify the ILP as necessary.

Students whose skills are below grade level are also required to attend the Day 6 Academy (described in section D). Day 6 is an intensive tutoring program to bring students' skills in reading and math up to grade level.

4. Support for Learning

a. Parent Involvement:

At Meridian Public Charter School, we realize that parents are the first teachers and without their support, the school cannot reach its full potential. Because of this belief, Meridian Public Charter School ensures that parents are informed of and involved in their child's progress through frequent report cards, portfolio work, parent teacher conferences, annual class meetings, and family literacy and math nights. We encourage all parents to take an interest in their child's studies and to assume an active role in their child's education.

Meridian Public Charter School has implemented several initiatives to foster parent involvement in the school. Meridian organizes monthly family literacy nights where parents come out, have dinner, and are trained on strategies and methods to help their children become better readers. This training has a

different theme each month focusing on activities that parents can do to help facilitate the learning process. One theme was "Learning All Around Us". This training encouraged parents to take their children on a fieldtrip to the grocery store and have the child look for different letters and words on food products or if they were already readers, they were encouraged to help make the list and pick out the items that were found on the list. Because of the success of this program, Family Math Night was implemented with the same goal in mind. Meridian Public Charter School also offers the following classes to parents: Spanish, English, fitness, computer and health. The classes are offered on Saturday through an academy called the "Day 6 Academy". Students are encouraged to attend these classes along side their parents. Meridian has an open door policy inviting parents to become a part of the learning process.

Families enrolling a child at Meridian will be expected to sign a contract with the school. The contract contains the following points:

1. Family pledge to recognize and communicate to children that school activities are important and that student learning is represented by the successful completion of daily class work. Families agree to reinforce the importance of school activities by their enthusiastic support of the school and their children's full participation in the total school program.
2. Agreement to attend a family orientation meeting and three individual progress meetings during the year.
3. Commitment to support student code of conduct and dress code.
4. Agreement to review progress reports and report cards promptly and to respond to all school communications in a timely manner.

The contract also contains a student expectation section to be reviewed and signed or acknowledged by the child when enrolling.

Homework:

Homework for each Pre-K through Fifth grade student is outlined on a weekly homework page, prepared by the teacher. Families are asked to read with their younger children and assist with homework for older students.

Meridian will actively solicit and encourage direct parent and staff involvement in the school mission

b. Community Participation:

Meridian Public Charter School has established a partnership with Martha's Table, which is a community service organization designed to assist parents and students offering services such as tutoring, parenting classes, daycare, and daily family living services. Meridian has also partnered with George Washington University, Georgetown Day School, and Howard University. These schools provide tutoring services to students at Meridian during the course of the day. Meridian Public Charter School employs a community resource coordinator who has established additional partnerships with the local YMCA, the Boys and Girls Club, and Boy Scouts and Girl Scouts of America.

c. School Organization and Culture:

Organization:

Meridian Public Charter School is handled by a Board of Trustees and lead by the Principal, Robinette Breedlove. The support team includes a vice-principal, curriculum coordinator, reading specialist,

special education coordinator, English language learner coordinator, counselor, and a mental health clinician. The role of these individuals is to support the teaching staff at the Meridian Public Charter School. A business manager and Chancellor Beacon Academy assists the principal with business accounts, facility maintenance, curriculum, reporting, and legal matters.

Currently, the students are divided into 25 classrooms. One early childhood unit, three pre-kindergarten classes, three kindergarten classes, three first grade classes, three second grade classes, two third grades classes, two fourth grade classes, two fifth grade classes, two sixth grade classes and one seventh grade class. Each classroom has a teacher and an assistant. In the upcoming year, we will expand to include an eighth grade class creating a middle school for grades 6-8 at a separate campus two blocks from the elementary school. The average classroom size is 25 students

Culture:

The faculty and staff at the Meridian Public Charter School are dedicated to providing students with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by caring, discipline, order and respect. The Code of Values has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the school, which is rigorous academic learning. The Code, which states clearly all school-wide expectations of student behavior, will serve as a guide among parents, students and our staff.

The Code of Values identifies ten character values that will be at the center of our school's character education curriculum. Character education in conjunction is an important way to help children develop increased attachment to learning, create a more personalized learning environment and more positive student-staff relationships, healthier and more cooperative peer relationships, increased emotional resilience and social competence, and reduced high risk and aggressive behaviors.

At Meridian, we use our Code of Values and the learning for life curriculum to impart character education in all students.

Code of Values:

Responsibility: At the Meridian Public Charter School, students will learn to fulfill obligations and duties even when it is difficult to do so. Responsibility entails order – putting things back where they belong and taking care of personal property and common spaces. Responsibility means doing one's homework neatly, completely, and in a timely fashion. It also means fulfilling obligations to others both inside and outside of the classroom.

Perseverance: Perseverance means that you learn to stick to a task until you get it done.

Respect: All members of our school community are encouraged to interact in a warm and friendly manner. Students are expected to demonstrate respect by walking quietly in the halls, without pushing, shoving, or hitting others. Respect for others begins with respect for oneself. This is shown in how you dress and behave both at school and at home. Respect for oneself and others is part of building strong personal character. All members of the student body and staff are expected to be respectful to each other.

Compassion: At the School, students will learn to care for one another: to be proud of what

they and their fellow students achieve in class and at school activities. Caring about one's classmates is a building block for strong school spirit. Caring means, we remember favors and do not hold grudges. Caring means we know when to say we are sorry.

Honesty: Telling the truth is essential to all communications.

Cooperation: Working effectively with others is an important part of success. Students are expected to collaborate and work with their peers.

Courage: Courage is the ability to know what the right thing to do is and to be able to do this in the face of adversity. Students will learn how to tell right from wrong and what it means to have the conviction of your beliefs.

Self-Discipline: Self-discipline means controlling one's wants and balancing what you want to do with what others may want to do. Self-discipline leads to self-control, which is essential to building strong character.

Fairness: Fairness means giving everyone the same chance and equal opportunity. Treating others the way you would like to be treated is a foundation of fairness.

Loyalty: Loyalty means that you can always be counted on to help a person when that person is in need. Developing loyalty to our friends and family is part of growing up.

d. **Extracurricular Activities:**

Meridian Public Charter School partners with the Anthony Bowen YMCA to provide a space for students to be involved in extracurricular activities. The extracurricular activities at Meridian Public Charter School include Dancing, Computer Club, Swimming, Arts and Crafts, Music, Drama and competitive sports.

Breakfast Program. A breakfast program is offered each day school is in session. Students are encouraged to attend to ensure that they begin each day well-nourished. The breakfast program begins thirty minutes before the beginning of the school day.

After-School Program. Meridicare is an extensive youth services program that will increase students' ability to learn, explore and develop their own interests. The Meridicare focus is to engage students in positive alternative activities, provide opportunities to explore students' self interests, offer academic support to struggling students and to meet the childcare needs of Meridian families. Meridicare operates Monday through Friday in the morning from 7:00 am to 8:00 am and in the afternoon from 3:45 to 6:00 pm.

e. **Safety, Order, and Student Discipline:**

Positive Classroom Management Systems and School-Wide Appropriate Conduct

At the Meridian Public Charter School, students are encouraged to make appropriate choices regarding their personal conduct. The following are the chief means by which faculty and staff will ensure order and support the development of good character at the school.

Classroom Card System

At the beginning of each day, teachers will issue all students green cards, indicating a clean slate for

student conduct. These cards will be placed in a pocket wall chart in the front of the classroom.

The first time a student violates a classroom rule the teacher or student will replace the green card with a yellow card as a warning. Upon the second violation, the student will be issued an orange card, and he or she will have a 3-5 minute time out. After a third, violation a student will receive blue card, and he or she will lose five minutes of valued time (i.e. recess or non-structured activities). Upon the fourth violation, the student will receive a red card, and he or she will lose fifteen minutes of time designated by the teacher. The student will also be required to write a note to his or her parents describing the nature of the conduct violation. The note is to be signed by the parent and returned the next school day. Failure to return the note with the parent's signature on the next school day will be regarded as the fifth violation. Upon a fifth conduct infraction; the teacher will call the parent to collaborate on ways to make the year successful for the student. When the student is in time out the student must complete a short assignment to refocus his/her energies.

Teachers will maintain a wall chart with every student's name on it and a record of who maintains their green cards throughout the day. These students will be recognized as members of the Green Team.

After an entire week with no conduct violations, the class will enjoy a special celebration.

Class-Wide Goal of the Month

Each class at the School will be encouraged to identify a specific goal toward which it will strive during each month. The class will determine this on the first day of the month. As students identify class-wide goals, teachers will help them understand how their objectives relate to school-wide goals. For example, if a class chooses to focus on timely homework completion as its goal for the month, teachers will discuss how that relates to the school-wide goal of always trying one's best. Once the class has determined its monthly objective, teachers will plan to conduct a weekly lesson on how to achieve the goal, including such exercises as role-playing, positive practice, related read-aloud stories, writing assignments, or art projects. Students will collectively explore ways to reach their goal, practicing problem solving, planning, and establishing benchmarks for achievement.

At the end of each month, each class will evaluate its progress through discussion or a simple evaluation procedure established by the students. During this process, students may decide to continue striving toward their goal or shift their focus to a new objective. Upon achieving its goal of the month, the class will be presented with a certificate documenting its accomplishments.

Student of the Day

At the end of each day, teachers will grant *Student of the Day Awards* to acknowledge and reward students for demonstrating exceptionally responsible behavior, trying their best, cooperating, or showing respect. Award-winning students will receive special certificates.

Any student who has earned five Students of the Day Awards will receive a High Five Meridian Public Charter School Merit Award. The names the Meridian Public Charter School Award winners will place his/her handprints on the wall becoming a part of our "Wall of Fame."

Caught Being Good Tickets

In order to encourage school-wide good conduct, there is a school-wide "Caught Being Good" program. Students receive tickets for good behavior and abiding by the school's expectations and at the end of the day, one ticket is pulled for a prize like a cool pencil or eraser. Under this system, children could be "caught being good" by the teacher, janitor, administrator, secretary, etc.

CHRONIC DISRUPTIVE BEHAVIOR

It is expected that the great majority of students at the School will strive to meet the expectations for responsibility and self-discipline outlined herein. It is also understood, however, that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the school-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calm and consistent consequences.

Students will learn that certain actions are unacceptable at the Meridian Public Charter School and misbehavior has consequences that are neither amusing nor pleasant. Students, who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or school service; or fixing, replacing, and/or paying for damage caused. The Principal and/or teacher will determine the type of restitution required for a particular infraction. If possible, the restitution assignment will be communicated to the student's parents prior to his or her completion of the task. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

Intervention Planning Team

Even after establishing a positive classroom environment with clear behavioral expectations, one or more students may still behave inappropriately. In such cases, the teacher may wish to explore additional behavioral or academic interventions that may help the student(s) be more responsible. The School's Intervention Planning Team (IPT) may be convened to assist in this effort.

The IPT will include the teacher dealing with the problem, the Principal or School Community Resource Coordinator, at least two other teachers, and in some cases other staff members who work with the student. The IPT will help develop creative approaches to discipline problems, targeting the specific needs of individual students.

SEVERE MISCONDUCT – AUTOMATIC CONSEQUENCES

Most misbehavior will be handled with discussion or the use of mild consequences. However, severe misbehavior will be met swiftly with equally severe consequences. Such behavior is defined as belonging to at least one of the following categories:

- Physically dangerous behavior
- Illegal behavior

In cases of physically dangerous behavior – fighting, assault, and physical intimidation – staff will firmly inform the students to stop the physical altercation. If the students do not respond, staff will use professional judgment to determine whether to intervene physically. Staff will not be required to take action that could be physically dangerous; in such cases, another student will be sent immediately for assistance. The Principal will notify parents and make all decisions regarding whether to contact the appropriate law enforcement authorities.

If a staff member is aware that a student has or is engaged in illegal activity, the staff member will refer the case to the Principal's office. The Principal will notify the student's parent or guardian and make all decisions regarding whether to contact the appropriate law enforcement authorities.

Suspension

In response to cases of severe misbehavior in which a student violates school policies, rules or regulations, or otherwise interferes with the orderly operation of the School, the Principal or a designee may suspend or temporarily remove the student from school for up to ten calendar days. Suspension will be regarded as a serious consequence and students will be removed immediately. If there are extenuating circumstances preventing immediate removal from the school grounds, the Principal or designee will assume full responsibility for the student until he or she is removed. The student's parents will be required to meet with the Principal and any staff members involved in the suspension prior to the student's return to the School. A suspended student must make up missed work, and will not be allowed to be on the school grounds or to attend any school-related functions at any time during the suspension. In addition, the student may be required to complete homework related to the disciplinary infraction.

Expulsion

Expulsion is defined as the removal of the right and obligation of a student to attend the School under the conditions set by the School's Board. The Principal will have final authority in recommending the expulsion of a student to the Board in accordance with State statute. A student who brings a weapon to school or uses an implement in school in any way that makes another student or staff member feel threatened will be subject to an expulsion hearing before the Board of Trustees. An expelled student will not be permitted on school grounds or at any school-related functions for the duration of his or her expulsion. If the expulsion is for a limited time, such as one year, the expelled student may choose to attend another school during this period. Students under the age of fourteen may be expelled for the duration of the existing school year.

Problem	First Offense	Second Offense	Third Offense
* Physically dangerous behavior	* Student sent to office and suspended for 1-3 days – depending upon severity * Mandatory conference prior to readmission and referral to IPT	* Student sent to office and suspended for 3-5 days – depending upon severity * Mandatory conference prior to readmission and referral to IPT	* Student sent to office * Student suspended for up to 10 days and may be expelled
* Violations of State, Federal Weapons, Drugs, and/or Alcohol Statutes	* Student sent to office * Student suspended for up to 10 days and may be expelled	* Contact local authorities	*Contact Local authorities

Discipline Procedure for Students with Special Needs

Students with disabilities have the same responsibilities and rights as other students and may be disciplined for the same behavioral offenses in accordance with federal and state regulations.

Change of placement for disciplinary removals.

For purposes of removal of a child with a disability from the child's current educational placement, a change of placement occurs if:

- (a) The removal is for more than 10 consecutive school days; or
- (b) The child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

Authority of school personnel.

To the extent, removal would be applied to children without disabilities, the removal of a child with a disability from the child's current placement may occur. However, this removal should not be more than five consecutive school days for any violation of school rules. Additional removals should not exceed more than 10 consecutive school days in that same school year for separate incidents of misconduct.

Suspensions Not To Exceed 10 School Days (Cumulative)

The school can suspend a child for a maximum of 10 school days (cumulative). There is no requirement for the school to provide the student with Free Appropriate Public Education (FAPE) during these 10 days as long as nondisabled students do not receive educational services.

Suspensions That Exceed 10 School Days (Cumulative)

Before the 11th day of suspension (and before each subsequent series of suspensions) the IEP Team must reconvene to determine if the behavior is a manifestation of the disability. Parents must be notified of the disciplinary action and be provided with the procedural safeguards notice.

Either before or not later than 10 business days after either first removing the child for more than 10 school days in a school year or commencing a removal that constitutes a change in placement (including removals for drugs and weapons misconduct), the agency shall convene an IEP meeting to develop a functional assessment plan (if the school did not already conduct a functional assessment and had not implemented a behavioral intervention plan).

Beginning with the 11th day of suspension and for subsequent removals, the student must continue to receive FAPE as determined by the IEP team.

Manifestation Determination Review

First, the IEP team must consider in terms of the behavior subject to disciplinary action, all relevant information, including:

- Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the child;
- Observations of the child; and
- The child's IEP and placement.

Then determine that:

- The IEP and placement were appropriate.
- The special education services, supplementary aids and services were provided
- Behavior intervention strategies were provided consistent with the child's IEP and placement.
- The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action; and the child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.

Result

No Manifestation

If the result of the review is a determination that the behavior of the child with a disability was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children

without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities. Child continues to receive FAPE. If the child's parent disagrees with a determination that the child's behavior was not a manifestation of the child's disability or with any decision regarding placement, the parent may request a hearing.

Is a Manifestation, Then

Child's placement cannot be changed except through an IEP. Student can be placed in an Interim Alternative Setting if weapons/illegal drugs are involved or by order of a Hearing Officer if the student is "dangerous" .

f. Professional Development for Teachers, Administrators, and Other School Staff

Professional Development Plan: Each spring the faculty will outline the areas of professional development needed for faculty and staff to ensure that students meet those goals for the upcoming year. The Leadership team will develop a Professional Development Plan using end of the year assessments and student performance.

Faculty and staff will participate in a range of professional development throughout the year.

- **Two week summer institute** will orient new faculty and staff to the key components of Meridian PCS's program and provide returning staff with time to create unit plans and plans for the year, program specific workshops, assessment workshops, and math and literacy workshops.
- **Workshops** are held throughout the year on designated staff development days to develop teachers skills in specific areas of need

Staff meetings: Each week, the faculty will meet for 1.5 hours to discuss best practices, discipline issues and any other relevant topic

The following chart shows the staff development calendar for the 2003-2004 school year.

Date	Topic	Participants	Presenter	Outcomes
August 18-29	School Culture Lesson Plans Elements of a Meridian Classroom Class Profiles SAT 9 Data	Leadership Support Teachers Assistants	Various presenters	The outcomes of this training was to familiarize new teachers and refresh continuing teachers on policies and procedures and learning strategies
October	Grade Quick	All Staff	Bill Ruby	This training facilitated the transition of manual assessment to computerized assessment in all subject areas
November	Reading Strategies Hosted by Houghton Mifflin	All Staff	Consultant	This training introduced new teachers and served as a review for continuing teachers. Vocabulary and reading comprehension was covered extensively.
December	Mosaic of	All Staff	Consultant	This training proposed a new

	Thought			instructional paradigm focused on in depth instruction in the strategies used by proficient readers.
January	Middle States Accreditation	All Staff/Community members	Consultant	This training introduced the staff and community members of the standards that are essential for the self study portion of the middle states accreditation. process
March	Instructional Math Strategies Hosted by Everyday Math and Connected Math	All Staff	Mickie Esleeck	The goal of this training session was to increase the knowledge of teachers to instruct students in the acquisition of mathematical computation and reasoning.
April	Houghton Mifflin Training/ECU and Pre-K Training: The Letter People	All Staff	Houghton-Mifflin Consultant	The purpose of this training was to help teachers develop strategies to meet the reading needs of all their students through differentiated instruction.
May	Houghton Mifflin Training	All Staff	All Staff	Teachers will learn how to create standards-based lesson plans for the upcoming school year using the HM teacher guides.

g. Structure of the School Day and Year:

The Meridian PCS day begins at 8:30 AM and ends at 3:30 PM. There is a before and aftercare program, serving students from approximately 7:00 AM – 8:00 AM and 3:45 PM – 6:00 PM. Breakfast is served from 8:00 AM – 8:20 AM.

Meridian closely follows the DCPS calendar with four 9-week terms. The school day is seven hours for students and eight hours for teachers. The following is the school calendar for the 2004-2005 school year.

August	
16-27	Orientation for new teachers
16-27	Summer Institute for all Meridian Staff
30	First day of school for students
September	
6	Labor Day Schools Closed
October	
7	Progress Report
11	Columbus Day: School in Session
22	Staff Development : No school for students
29	End of First Marking Period
November	
1	Beginning of Second Grading Period
11	Veteran's Day- School in Session
12	Record Keeping Day -Students dismissed at 12:00

24,25,26	Thanksgiving Holiday Break
December	
6	Parent teacher conferences: Report cards issued to parents. No school for students
17	Staff Development: No School for students
20-Jan 2	Winter Vacation
January	
January 3	Schools Re-open
January 17	Martin Luther Kings Birthday - No School
January 20	Inauguration Day- No school for students
January 28	Staff development: Students dismissed at 12:00
February	
February 14	Parent teacher conferences: Report cards issued to parents Students not in school
February 21	Presidents Day Holiday- No school
March	
March 4	Staff Development: No school for students
25-April 3	Spring Vacation
April	
April 15	Record Keeping Day: No school for students
April 25-April 28	Spring Testing
May	
May 9	Parent teacher conferences: Report cards issued to parents Students not in school
May 27	Staff Development: Students Dismissed at 12:00
May 30	Memorial Day - No School
June	
June 21	Last day of school for students
June 22	Last day of school for teachers

B. Business Plan

1. Planning and Establishment

a. Profile of Board of Trustees:

Brief Resumes of Board Members:

Evelyn English – Education consultant specializing in curriculum and reading methods. She has taught at and consulted with a number of colleges and universities and has authored a number of documents on literacy and reading. She holds an M.A. in Education from the National College of Education, Evanston, Ill.

David Bushnell – Consultant on strategic planning and evaluation. He is currently the External Evaluator for the Bowie State University. Prior to this, he has undertaken organizational assessments for a number of Fortune 500 companies, federal agencies and educational institutions and has held teaching positions at several universities. He is the author of numerous books and professional articles in the field of organizational development. He received a Ph.D. from the University of Chicago in Liberal Arts.

Ronald G. Ridker – Consultant on economic development specializing in evaluation of social sector projects in the fields of education, health and population. At various stages in his career, he has taught economics, undertaken research in environmental economics, and served, both overseas and domestically, in USAID and the World Bank. He is the author of numerous books and professional articles. He received a Ph.D. in Economics and Political Science from the University of Wisconsin.

Don Rappaport – Accountant and member of the Board of FOCUS and several commercial enterprises. He was the CFO of several companies and the Department of Education at various times in his career.

Payson Peabody – Professional Staff member for the US House of Representatives Committee on Ways and Means. He has worked as a tax consultant, and on several US Committees. Payson earned his J.D. at American University and his BA at Harvard University.

Robin Browder – Attorney at Cohen and Cohen, P.C. Robin has worked as court appointed Special Advocate for Children and as tutor for homeless children. She has volunteered as Girl Scouts Troop Leader, Sunday school teacher and also serves as president of the Parent Teacher Association at Meridian.

Tavia Cummings – ILP and Violence Prevention Coordinator at the YWCA of the USA. Tavia has also worked as a congressional aide for Congressman William J. Jefferson. She is a parent of a student attending Meridian.

b. Planning Process:

Meridian has used the Calvert Curriculum since its inception in 1999 as set forth by the charter agreement between the Meridian Public Charter School and the District of Columbia Public Charter

School Board. During this period of time Meridian has internalized many of the Calvert methodologies such as handwriting style, the use of portfolio assessments, the correction period, and emphasis on perfect, completed work. We have found that these components of the curriculum are strong and warrant continuation. They are engrained in the fiber at Meridian Public Charter School and will continue for years to come.

Over the five years that Meridian has used Calvert, school leaders, teachers, and Chancellor Beacon have examined the effectiveness of the program with regard to recent curriculum requirements by the No Child Left Behind Law. Though Calvert has many positive qualities, it does not qualify as a research based curriculum nor is it aligned to the District of Columbia Learning Standards. When we discovered that the textbooks Calvert sent to us this year were published by Houghton Mifflin, we began exploring the teacher manuals and supporting materials used by Houghton-Mifflin. The school through out the years has supplemented Calvert materials with additional materials in areas where it was felt Calvert was less strong. In preparation for a potential change in curriculum, the administrative team decided to pilot the Houghton Mifflin Nation's choice reading program and the Every Day Math program in grades K-3 to gage the effectiveness of each model on the student population at Meridian. Through our discussions about the Calvert curriculum, we realized that other companies such as McGraw Hill and Harcourt Brace also publish the textbooks for both social studies and science. However, Calvert does not include the corresponding Teaching Manuals with the products we purchase from them. Instead, Calvert provides a Home Schooling Teacher Guide designed to meet the needs of one individual student. Through careful examination and feedback from teachers and the administrative staff we believe it would be more beneficial to teachers and students as well as more cost effective to use the Teacher Guides provided by the publisher in each of the content areas. We have received sufficient feedback from teachers, parents and children to feel confident that the changes we propose for next year will be of substantial benefit to our students.

2. Governance and Management

a. Board of Trustees:

The Board of Trustees is accountable to the District of Columbia Public Charter School Board and indirectly, to the public. It is entrusted with the public responsibility of ensuring the terms of the charter are fulfilled. The Board of Trustees will meet this obligation by performing the following functions:

- Approve selection of the school's principal
- Monitor the school's adherence to its philosophy and mission.
- Approve annual budgets and operating plans to maintain operational efficiency and sound financial management.
- Manage the non-academic affairs of the school
- Grant Development and fund raising.
- Monitor student performance to determine that the school is meeting performance standards.

The Board of Trustees has a contract with Chancellor Beacon Academies to manage the financial operations of the school.

Board members' terms of office are three years. Two parents are members of the Board. Both of these parents serve as members of the Parent Teacher Organization linking the Meridian parent community to the discussions and current developments of the Board. The Board's composition, roles, responsibilities, decision-making processes, and relationship to the school administration are described in the Board's By-Laws (see Appendix 2) and Management Agreement with Chancellor

Beacon (see Appendix 3). For resumes of Board members, (see Appendix 4).

b. Rules and Policies:

The Board, the principal, vice-principal, curriculum coordinator and Chancellor Beacon work together to ensure that policies in the areas of personnel, educational program, financial management, student discipline, organizational performance, and other areas as needed or as mandated by the District of Columbia or federal law are maintained. (Appendix 3)

c. School Management Contracts:

Meridian contracts with Chancellor Beacon Academies, Inc for management services. Chancellor Beacon Academies, Inc. is the nation's second largest provider of both public charter and private day schools. Chancellor Beacon Academies serves approximately 19,000 students from pre-kindergarten through twelfth grade. It operates schools in Arizona, Florida, Massachusetts, Michigan, Missouri, New York, Virginia and Washington D.C.

In our charter schools, students recently demonstrated academic progress in math and reading that significantly exceeded the one-year national growth rates. In addition, students at The Day School at Coral Springs performed in the top quartile of all students in standardized reading and math tests. The company's primary focus is contracting with local school boards and charter school authorities to manage existing and newly created public schools. Public education has always been America's beacon of hope. As educators across the country seek improvements to America's public education system, a source of new opportunity has emerged. Chancellor Beacon Academies, Inc., helps educators improve the quality of public education. Chancellor Beacon's approach rooted in autonomy, freedom to innovate, and accountability for results – combining new ideas with core values of public education.

Chancellor Beacon's goal is to help all children develop the necessary skills, knowledge, and values, to function as effective productive citizens in the 21st century. To achieve this mission, Chancellor Beacon has developed a high caliber curriculum, advanced instructional strategies, and cutting edge technology. In collaboration with on-site personnel, Chancellor Beacon's comprehensive school management services include the integrated management of student information, financial systems, curriculum management and assessment.

Management Team:

Chancellor Beacon Academies has assembled an accomplished management team with extensive experience in all aspects of developing and operating high-quality schools. Our team includes educational entrepreneurs, seasoned public and private school administrators, and instructional specialists - all dedicated to the needs of the students, parents and communities we serve.

Octavio J. Visiedo, Chairman of the Board

Mr. Visiedo's recent appointment to a presidential committee on education demonstrates his respected national reputation. Previously, he served as Superintendent of Schools in Miami-Dade County, the country's fourth largest school district. His tenure, which began at age 39, was one of the longest and most successful of large-city superintendents in the U.S. Having received both his B.A. in history and M.Ed. from the University of Miami, Mr. Visiedo is a distinguished lecturer at Florida International University.

Javier Montiel, Chief Financial Officer

Javier Montiel is currently serving as Chief Financial Officer of Chancellor Beacon Academies. Previously, Mr. Montiel served as Chief Financial Officer of ePagos Inc., a Miami based e-business

solutions enabler. Mr. Montiel's vast experience includes developing and directing financial functions, establishing financial models and conducting mergers and acquisitions for both national and international companies. Mr. Montiel received his B.B.A in Finance and Marketing from Florida International University and also holds a certificate of Accounting from the University of Miami.

Wade T. Dyke, Chief Executive Officer

Dr. Dyke's credentials encompass both education and business. He was Deputy Chief of Staff of the U.S. Department of Education, the Director of the Governor's Office of Workforce Excellence in Wisconsin, Assistant Professor of Public Policy and Management at Ohio State University, and Global Business Manager of the Release Products division of International Paper. Awarded a Rhodes Scholarship in 1980 and a White House Fellowship in 1989, Dr. Dyke holds a doctorate from Oxford University.

Alan T. Olkes, Senior Vice President, Human Resources and School Services

In addition to teaching and serving as a principal at the elementary, middle, and high school levels, Mr. Olkes held a variety of senior-level positions in the curriculum, technology, and human resources departments of the Miami-Dade County Public Schools. He also served as Superintendent of Schools. Mr. Olkes holds a B.M. from the University of Miami, an M.Ed. from Florida Atlantic University, and a post-graduate degree from the University of Miami.

Richard Peterson, Chief Operating Officer

In his career as an operations executive, Mr. Peterson developed a track record of driving performance in multi-site business environments in both the education and retail sectors. While serving as Senior Vice President for Sylvan Learning Systems, he successfully managed all day-to-day operations at 150 public school learning centers, in 15 geographical markets. During his tenure with Service Merchandise Company, Mr. Peterson rose through the organization to become Vice President of Operations and Administration. Mr. Peterson holds a B.S. in Biology from the University of Maryland.

Nelson Diaz, Senior Vice President, Educational Services

Dr. Nelson Diaz comes to Chancellor Beacon Academies from Nova Southeastern University where he oversaw the field services for the doctoral programs in graduate leadership studies. Prior to joining Nova Southeastern, he had a distinguished career with the Miami-Dade County Public School district as a teacher, principal, region director and superintendent of operations, and associate and deputy superintendent in both curriculum and human resources. Dr. Diaz holds a B.S. in education from the University of Florida, an M.Ed. in Educational Administration from Florida International University, a Specialist degree in Educational Management from the University of Florida, and an Ed.D. in Educational Leadership from Nova Southeastern University.

Leslie Lavin-Pena, Vice President Legal Counsel

Before joining Chancellor, Ms. Peña had extensive experience in private law firms in South Florida, where she worked in many major areas of the law. Her experience includes contract negotiation, real estate law, and general education law. Ms. Peña holds a Bachelor of Arts from the University of Pennsylvania and a Juris Doctor from the Georgetown University Law Center.

Vickie Frazier Williams, Vice President Communications and Marketing

Ms. Frazier-Williams is a former veteran broadcast journalist with extensive experience in television news and radio. Prior to joining Chancellor Beacon Academies, she was the education specialist for Channel 10, Eyewitness News in Miami/Ft. Lauderdale. In that capacity, she primarily covered education news, including public and private school issues as well as state and national

developments in the field of education. Ms. Frazier-Williams holds a Bachelor of Science from Florida A&M University and a Master of Science from Northwestern University.

Vivian V. Edisis, Manager Administrative Services

Ms. Edisis is responsible for managing office operations for the home office of Chancellor Beacon Academies. In this role, she supervises the administrative staff and maintains office systems. Additionally, she assists the Chief Executive Officer and Chairman of the Board and administers the employee stock option program. Before joining CBA, Ms. Edisis worked for Noven Pharmaceuticals where she was responsible for assisting the CFO, SEC reporting and managing the Investor Relations Department. Ms. Edisis holds a Bachelors Degree in Psychology from Texas A&M University.

Roles and Responsibilities:

Chancellor Beacon will

- 1) contract for goods and services as described in the annual budget.
- 2) Prepare the school budget
- 3) Perform all personnel functions including staffing levels, selection of personnel, determination of staff responsibilities, compensation and other terms and conditions of employment including evaluating, training, and disciplining teaching and non-teaching personnel.
- 4) Procure insurance
- 5) Assist in the procurement of a facility for the school
- 6) Procure furniture, equipment and supplies
- 7) Perform the business administration of the school
- 8) Establish and conduct an educational program and curriculum for the school
- 9) Conduct extra-curricular and co-curricular activities and programs
- 10) Conduct professional development for the principal and instructional personnel
- 11) Procure instructional materials, equipment and supplies

See Appendix 3

Other Schools Served By Chancellor Beacon:

West Orange Charter Elementary

Grades K-5
456 East Oakland Avenue
Oakland, FL 34760
Tel: 407-654-2039
Fax: 407-654-3039

West Orange Charter Elementary serves about 700 Kindergarten through 5th grade students from Orange County. The school is set in Oakland, Florida-a small, rapidly growing town. West Orange Charter Elementary offers Chancellor Beacon Academies tested curriculum, which is characterized by challenging academic standards that lead to high achievement for all students.

Elementary School K-5

West Orange Charter Elementary's chosen curriculum is standards-based and promotes learning for leadership, academic growth, ability to develop knowledge, and individual responsibility as part of a community of learners nurtured in a caring environment. Chancellor Beacon Academies carefully designed curriculum represents the best thinking of education professionals, as well as the input of local, state and national civic leaders.

Central New York Charter School

Grades K - 6

601 E. Genesee St
Syracuse, NY. 13202
Tel: 315-472-5914
Fax: 315-472-5917
Principal: Lary Williams

Our Mission...

The Central New York Charter School for Math and Science seeks to provide equitable opportunities for all students to acquire an education that links rigorous academics with a focus on math, science, and technology to produce students who are prepared for success in the 21st Century.

3. Finance

a. Anticipated Sources of Funds:

The foundation level is the preliminary rate for the school year 04-05. The budgeted enrollment for 04-05 is based upon the current year's enrollment, and is a conservative and realistic level. The targeted enrollment is higher, and with a grassroots marketing effort it should be attainable.

The school will be entering its 6th year. There are no major improvements or capital outlays for the upcoming school year. The attached operating budget is in balance and includes \$177K of reserves.

Currently, the school has a long-term bank loan that was used to finance its original facility upfit. The current outstanding balance is approx. \$800K. We anticipate that the balance will be reduced to \$500K by the year ending 6/30/04, with complete payoff within the next 2 to 4 years.

If the per pupil funding is not in place due to unforeseen delays, the school has two significant sources of financing for its operations: 1) It has approx. \$200K of accumulated reserves and 2) it has the financial backing of a management company.

The other financing the school receives are anticipated beginning with the July payment for the summer school program of \$294K. Historically, the school has exceeded its summer school enrollment. The excess summer school revenue over direct summer expenses helps the school meet its overhead burden (ie. Facility rent for an otherwise idle summer period).

The anticipated grant revenue includes the funding from No Child Left Behind Act -- Title I, II, IV, and V. The school expects to continue to receive the same level it has in the past. If for some reason the funding is reduced, the school will cut back on these programs.

The reimbursement for the free and reduced lunch and breakfast program has been a significant source of funding for the school. The school does not expect the eligibility status to change. If for

some reason the program is reduced the school will require the parents to pay a greater share for the lunches and breakfasts.

The 5-year budget assumes the above funding will continue. The school does not anticipate a significant increase in staff other than to accommodate any additional classrooms due to expansion. The school is planning to acquire a new permanent site to be used as its middle school, either through purchase or lease. Increased lease payments and improvements are factored into the projection.

See Appendix 5 for calculation of the per pupil funding, 2004-2005 budget and five-year budget

d. Provision for Audit:

Meridian's audit firm is Berman Hopkins Wright & LaHaven CPA's LLP. They are licensed in DC. The audit date was 6/30/03 and was completed 10/15/03. The next audit date is 6/30/04 and will be completed by 9/15/04.

C. Plan of Operation

1. Student Policies and Procedures

a. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension, and Expulsion of Students:

Enrollment in the school shall be open to any pupil in the grade range of Pre-K (ages 2 -4) to 8th grade who resides in the District of Columbia. The school strives to help students develop a lifelong enthusiasm for learning, an eagerness, to attain excellence, and an attitude that welcomes diversity and transcends any barriers of ethnicity, gender, nationality, race, intellectual ability or religion. The school actively seeks diversity in its student body.

Withdrawal. Parents that request to withdraw their child from school must complete a withdrawal form and submit to the Registrar's office. The registrar's office will ensure that the parent receives a signed copy of the withdrawal form, a current report card and immunization records within 2 – 3 business days. Upon request of the new school, the student's official record will be mailed.

Suspension and Expulsions. In response to cases of severe misbehavior in which a student violates school policies, rules or regulations, or otherwise interferes with the orderly operation of the School, the Principal or a designee may suspend or temporarily remove the student from school for up to ten calendar days. Suspension will be regarded as a serious consequence and students will be removed immediately. If there are extenuating circumstances preventing immediate removal from the school grounds, the Principal or designee will assume full responsibility for the student until he or she is removed. The student's parents will be required to meet with the Principal and any staff members involved in the suspension prior to the student's return to the School. A suspended student must make up missed work, and will not be allowed to be on the school grounds or to attend any school-related functions at any time during the suspension. In addition, the student may be required to complete homework related to the disciplinary infraction.

Expulsion is defined as the removal of the right and obligation of a student to attend the School under the conditions set by the School's Board. The Principal will have final authority in recommending the expulsion of a student to the Board in accordance with State statute. A student who brings a weapon to school or uses an implement in school in any way that makes another student or staff member feel threatened will be subject to an expulsion hearing before the Board of Trustees. An expelled student will not be permitted on school grounds or at any school-related functions for the duration of his or her expulsion. If the expulsion is for a limited time, such as one year, the expelled student may choose to attend another school during this period. Students under the age of fourteen may be expelled for the duration of the existing school year.

2. Human Resource Information

a. Qualifications of School Staff:

Hiring authority for academic staff lies with the principal, administrative team and Chancellor Beacon. All lead teachers and instructional assistants will meet the qualifications set forth by the "No Child Left Behind Act".

Teacher Qualifications:

- Clear understanding of curriculum, instruction, and child development.
- Proven ability to work as a member of a team.
- Commitment to meeting the needs of every child in a diverse population.
- Capability to support literacy in all content areas.
- Strong leadership capabilities.
- A bachelor's degree in education or equivalent.

- Two or more years of classroom teaching experience.
- Teacher certification is preferred but not required.

Assistant Teacher Qualifications:

- Commitment to meeting the needs of every child in a diverse population.
- Proven ability to work as a member of a team.
- Strong leadership capabilities.
- An associate's degree.
- Experience working with diverse populations.

b. Staffing Plan:

Ms. Robinette Breedlove is the school principal. Meridian also employs a Curriculum Coordinator, Business Manager, 21st Century Grant Coordinator, and a part-time Nurse. DCPS also provides a full-time school psychologist. Meridian also employs 5 full-time custodial and maintenance staff, and 2 food service providers. In the 2004-2005 we expect to hire 3 additional teachers in grades 3, 4 and 7 and a librarian.

Total Instructional Staff 2004-2005:	64
Early Childhood Program	2 Lead Teachers 2 Assistants
Pre-Kindergarten	3 Lead Teachers 3 Assistants
Kindergarten	3 Lead Teachers 3 Assistants
First Grade	3 Lead Teachers 3 Assistants
Second Grade	3 Lead Teachers 3 Assistants
Third Grade	3 Lead Teachers 3 Assistants
Fourth Grade	3 Lead Teachers 3 Assistants
Fifth Grade	2 Lead Teachers 2 Assistants
Sixth Grade	2 Lead Teachers 2 Assistants

Seventh Grade	2 Lead Teachers 2 Assistants
Eighth Grade (projected for 2004-2005)	1 Lead Teacher 1 Assistant
Student Services staff	1 Counselor 1 Title I Coordinator
Instructional Support Staff	1 Reading Specialist 1 ELL Coordinator 1 ESL Teacher 1 Special Education Coordinator 1 Special Education Teacher 1 Technology Coordinator 1 Librarian

The teacher/pupil ratio is 11:1.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety

Parents or guardians will provide the school with proof of required immunizations and a record of physical examination in order to complete enrollment. All employees will be held informed of and required to familiarize themselves with basic safety and health procedures (fire escape routes, routine sanitation, etc). Meridian employs a part-time nurse who conducts staff development and parent workshops on health and safety issues.

b. Safety

Meridian will comply with all federal requirements concerning safety and fire codes for buildings.

c. Transportation

The School will survey the students and/or their parents and guardians to ascertain the number of students utilizing the Metro bus and Metrorail Transit Systems. Meridian ensures that students utilizing these services receive the reduced fare as specified under DC law. Currently, the Meridian has exceptional transportation for one special need student.

d. Enrollment Data

Meridian Public Charter School's student population grows significantly each year. The largest growth was between the years 2000 and 2001. Efforts are made each year to ensure high re-enrollment rates to maintain the same student population each year. Our major enrollment growth comes from ECU where 35 new students enroll each year.

The following chart is based on data from the 2002-2003 school year.

Table 1 – Enrollment by grade 2002-2003

Early Childhood Program	30
Pre-Kindergarten	70
Kindergarten	64
First Grade	63
Second Grade	48
Third Grade	49
Fourth Grade	50
Fifth Grade	44
Sixth Grade	28

TABLE 2: Former and Current Enrollment Trends

	SY 1999- 2000	SY 2000- 2001	SY 2001- 2002	SY 2002- 2003	SY 2003- 2004	SY 2004- 2005
Total Student Enrollment	84	243	402	446	537	551
African-American	63	187	339	352	403	
Asian	0	3	1	0	0	
Hispanic	21	50	61	94	134	
Caucasian	0	3	1	0	0	
Other						

See Appendix 7

e. Maintenance and Dissemination of Student Records:

Meridian will maintain student records in the business office facilitated by the software Administrator's Plus. Records will be secured at all times. Personnel will not have access to student records without authorization by the Principal. Any personnel such as a teacher or administrator that need access to a student record are required to submit a request from the Registrar's office. Upon approval of authorization to view student records, the Business office will ensure that the personnel sign for the student record in a logbook. The Administrator's Plus database also contains attendance records, academic records, personal data, and lunch status.

f. Compulsory Attendance Laws

Meridian will comply with all district and federal requirements concerning student attendance. The law states that every parent, guardian, or other person residing permanently or temporarily in the District of Columbia who has custody of a child between the ages of five and seventeen years of age, shall ensure that the child is regularly instructed in a public, private or parochial school during the period in which the Public Schools of the District of Columbia are in session. Students who arrive after the time school begins will be considered tardy. When an absence or lateness is inevitable, the student is expected to bring a note from his/her parent giving the date and reason for the absence or lateness. If a student absent for three consecutive days or chronically tardy, his/her parent will be contacted by his/her classroom teacher. Because regular attendance is crucial to high academic achievement, we will monitor attendance very closely. In accordance with District of Columbia Public Schools, if a student is absent 40 days out of the school year, the student will be required by law to repeat the current grade. The office will notify the parent of absences regularly.

g. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).

Meridian will comply with all federal requirements concerning the education of students with disabilities and employs a Special Education Coordinator for case management of the education of the students with disabilities. Chancellor Beacon also assists in ensuring that Meridian is in full compliance of federal law. Meridian has elected to be a local education agency for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended.

h. Title I of the Improving America's Schools Act:

Meridian will hire a Title I Coordinator to manage Title I funds. Chancellor Beacon will also ensure that Meridian is in full legal compliance.

i. Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

School enrollment will be conducted in a non-discriminatory fashion. Students of all races, ethnic groups, religions, and backgrounds are welcome. The school is an equal opportunity employer. Discrimination on the basis of race, gender, age, religion, or disability, etc. is prohibited under both student and faculty codes of behavior.

4. Implementation of the Charter

a. Major Contracts Planned:

The following is a current list of Meridian's major contracts:

- Preferred Meals – provide cooked breakfast and lunch meals for the students.
- YMCA – provide recreational services for our students.
- Rehab Plus – provide evaluation and related services for our special education students.
- Douglas Development – rental agreement.

b. Orientation of Parents, Teachers, and Other Community Members:

Within 45 days of the first day of school, the Meridian will provide new hire orientation to all employees. Employees will receive instructed on the culture, history, accountability plan, organizational structure, and goals of the school. During the orientation, new and current employees will receive information on employee relation issues, i.e. salary/wages, insurance (medical and dental), and 401 (K). They will also be able to add or make changes to insurance and benefits packages.

Meridian will provide parents with a student handbook containing all pertinent information about the school's philosophy, mission, policies and procedures. Meridian will also hold two open houses to introduce parents to the Meridian school culture and organization.

D. Public Charter School Accountability Plan

The curriculum amendment will facilitate meeting student academic performance goals, student non-academic performance goals, and staff development goals. The amendment will not affect the goals, measures, assessment tools, and targets in the accountability plan.

F. Budget

1. Two-Year Operating Budget

See Appendix 5

2. Estimated Five-Year Budget Projections

See Appendix 5

Appendix G



June 11, 2013

Christopher Siddall, Board Chair
Meridian Public Charter School
2120 13th Street, NW
Washington, DC 20009

Dear Mr. Siddall:

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

- School eligible to petition for 15-year Charter Renewal during 2013-14 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Meridian Public Charter School "Meridian PCS" between May 6 and May 17, 2013. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Meridian PCS. Thank you for your continued cooperation as PCSB makes every effort to ensure that Meridian PCS is in compliance with its charter.

Sincerely,

A handwritten signature in black ink, appearing to read "Naomi DeVeaux", is enclosed in a light gray rectangular box.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

The first striking observation of Meridian Public Charter School (“Meridian PCS”) is the building in which the school is located. The building itself is beautiful and inside is organized to maximize opportunities for its students. Specifically, the school has a parent center, library, computer lab, instrumental music room, gymnasium, and many small instructional rooms for English language learners (“ELLs”) and special education classes. The reviewers observed staff using all of the rooms as they worked with the student body. The school has prioritized communication with parents with two full time staff who manage the parent center. Each member of the review team was welcomed by the reception team at the front table and the parent center has programs in place to make sure every parent understands what is happening at the school, especially for parents where English is not their native language. Students were also observed to be very courteous and respectful to school staff, parents and review team members.

The school maintains a full-time instructional assistant in every classroom from Prekindergarten-3 (“PK-3”) through sixth grades. However, reviewers did not see the instructional assistants fully utilized during observations. A few times, the second staff member in the room was observed working with a smaller group of students but they were not observed differentiating the instruction; instead they were using the same materials and strategies as the teacher. In most classrooms, the reviewers observed that the instructional assistant monitoring behavior during whole-group instructional lessons.

The reviewers observed twenty-two classrooms over a two-week window. A few teachers may have been observed twice by different reviewers. Overall, during the classroom observations, the classroom environment was strong but teachers scored lowest in discussion and questioning during instructional delivery. Reviewers observed teachers teaching to the whole group and directed mostly low-level questions to the students. Additionally, discussion was teacher led. The review team did not observe most teachers challenging students or asking students to justify their answers and reviewers observed minimal critical thinking from students. In the PK-3 and -4 classrooms students were observed completing worksheets during instruction.

The school has strategies in place to work with students with disabilities and ELLs. Reviewers observed teachers pulling these students out of classrooms and working with them individually and in small groups. Many of the teachers seemed to have skills and techniques to help all students in the classrooms behaviorally. The review team observed solid behavior management techniques employed to help students maintain focus and not get off-task.

During the two-week observation window for the Qualitative Site Review “QSR”, the school had Stanford 10 testing scheduled during the second week for kindergarten through eighth grades. The Dean of Academics informed PCSB that academic instruction would occur during the afternoons of this second week. The QSR observations continued through week two in the afternoons. However, there was a disconnect between the Dean of Academics and the Test Coordinator and teachers. The Test Coordinator suggested to a review team member that she not come at all the second week because no academics would be taught in the afternoons. When a review team member did visit in the afternoon of the second

week, students were coloring workbook pages and playing games. Pre-kindergarten classes were also not following their normal schedule and were “taking some time off of learning,” as one teacher stated. When a class was taking an academic assessment, the teachers were chatting off to the side and eating, until the observer came into the room, at which point the staff members stood up and started to walk around the room observing students.

Due to a change in the school’s board meeting schedule, a PCSB team member was unable to attend a board meeting. Instead, a PCSB staff member reviewed the board minutes from the 2012-13 academic year. Board members met quarterly and maintained a quorum for each meeting. At each meeting, the board of trustees heard and discussed a report of academics from the Head of School and Dean of Academics. The leadership and board members analyzed the PCSB PMF and the Office of the State Superintendent of Education’s Elementary and Secondary Education Act Accountability Report to further understand the academic progress on which the school can focus. The board also discussed finances at each meeting. In November 2012, Meridian PCS honored the school’s long tenured chairman as he resigned and welcomed new board chair, Chris Siddall.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Meridian 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>Mission: The mission of Meridian Public Charter School is to develop a graduate with strong academic skills, well-developed character and a life-long ambition to achieve.</p>	<p>While the school has a strong focus on behavior management, values and academics, the lack of discussion and questioning techniques in classrooms are not challenging students to critically think. Overall, the review team did not observe teachers asking higher order thinking questions and classroom discussions were teacher led. In the middle school classrooms, the review team observed teachers preparing students with strong academic skills. Teachers helped students take notes on text reading and led students through higher-order questioning and discussion in science and social studies as well as problem analysis in math and presentation skills in language arts. This was not observed in the elementary grades where students focused primarily on worksheets during observations. To assist with strong academic skills, the school has hired full-time instructional assistants for each classroom through sixth grade. Observers did not see the instructional assistant providing much instruction,, usually s/he monitored behavior. Even with the second instructional staff member in the classrooms, reviewers did not see differentiated content, products or processes.</p> <p>Elementary classrooms had character traits posted on the walls and teachers were observed referring to the character traits when appropriate during instruction. Students were observed to be well behaved and courteous to each other and visitors.</p>
<p>All students in grades K-8 will increase achievement.</p>	<p>The school has a full-time instructional assistant in each classroom through sixth grade. While observers did not see teachers using the instructional aides to fully differentiate instruction, instructional aides</p>

Mission and Goals	Evidence
	do assist with leading small groups and classroom management. Students were well behaved and focused and were mostly on-task during learning time. The school focuses on whole group instruction and scored lowest overall with questioning and discussion techniques. While a few teachers were proficient and one was exemplary in the area of Questioning, most teachers were not asking higher-order questioning to create an environment of inquiry and critical thinking.
Parents and teachers will indicate high levels of satisfaction with the school's program.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will involve parents and the community as active partners in support of student education.	<p>The school tries to be parent-centered, with two full-time, bilingual staff members in the front office. The two staff members work with room parents to communicate school events and needs and translate parent meetings and school information for parents who do not speak English. The Spanish-speaking bilingual staff and parent volunteers have meetings in place to help communicate important information to parents whose native language is not English.</p> <p>The parent center offers monthly meetings to help educate parents on different essential topics. In the last two months, parent workshops have centered on Common Core and DC CAS testing. Additionally, parent bulletin boards with useful school related information were posted outside most of the classrooms observed.</p>
Students will regularly attend school.	The review team did not review the attendance data of the school but during classroom observations, the review team saw very few empty desks throughout the days observed. Most students appeared to be present and were on time for school.
Create a team-oriented environment where everyone is committed to a unified vision for the school.	The current school schedule allows grade level team members to plan together daily during specials time and afterschool. In kindergarten through sixth grades, every classroom has a full-time instructional assistant. To further support the sense of community, adults were in halls supporting students during transitions and additional adults helped to walk the younger students to the park for recess.
Achieve enrollment projections.	The QSR team neither looked for nor observed any evidence related to

Mission and Goals	Evidence
<p>Meridian will significantly reduce the number of student referrals to the principal's office and suspensions.</p>	<p>this goal.</p> <p>The school has implemented a consistent, school-wide behavior management plan. Reviewers observed variations of "Green Team" posters in every classroom, sixth grade and lower. Teachers utilized various methods to monitor student behavior with the color chart through clothespins to artistic displays. The review team saw classroom rules and values posted in each classroom and behavior management was consistent throughout the school. The review team did not observe any misbehavior in the diverse student population. Teachers observed seemed to have a wealth of strategies to help them maintain student focus.</p>
<p>Students in grades Pre-K-6 will demonstrate strong character.</p>	<p>In all classrooms observed from PreK-3 through sixth grades, instructors had the core values posted. In approximately one-third of the rooms observed, teachers wove one or more of the values into the lesson or discussion. This seemed appropriate and not prescriptive.</p> <p>The review team observed students who were courteous and respectful. Students opened doors for the review team members and politely explained what they were doing or learning. During the observations, values seem to be part of the culture, not just posters on the walls.</p>

CLASSROOM ENVIRONMENTS¹

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the unannounced visits.

Class Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	Interactions observed between teachers and students and among students were positive and respectful. Teachers used soft voices and positive body language to redirect behavior and support student learning. Students were courteous when interacting with review team members. Staff and teachers used teachable moments to talk about how to be respectful to others when appropriate.	Limited	0%
		Satisfactory	0%
		Proficient	91%
		Exemplary	9%
Establishing a Culture for Learning	Teachers in all grades encouraged students to do their best and keep trying. Most of the teachers observed were highly engaged in student learning. Teachers focused on learning objectives in lessons and held students to high expectations on assigned tasks. High quality instruction did not continue through testing week and observers did not see lesson objectives posted in every classroom.	Limited	0%
		Satisfactory	14%
		Proficient	72%
		Exemplary	14%
Managing Classroom Procedures	Most of the teachers observed had established strong classroom procedures so activities, centers, and transitions were smooth. Students were accustomed to nonverbal and verbal cues such as dimming the lights, counting backwards and using soft voices. In the youngest classrooms, teachers have procedures in place for students to rotate through classroom activities. Students knew how to put their names at a center, push in chairs, and wash hands between centers. Established routines continued through all grades where there was little loss of instructional time observed during classroom transitions and hallways stayed quiet and orderly during class transitions.	Limited	0%
		Satisfactory	14%
		Proficient	82%
		Exemplary	4%

¹ Teachers may be observed more than once by different review team members.

Class Environment	Evidence Observed	School Wide Rating	
Managing Student Behavior	The review team did not observed misbehavior of any kind during observations. Teachers effectively managed student behavior by setting expectations and using proactive behavior management strategies like Green Team, a color system to reinforce positive behavior. A few teachers maintained exceptional behavior management techniques throughout observations. These teachers anticipated behavior issues and monitored without speaking out, just by moving around then asking questions to students to refocus them on their work.	Limited	0%
		Satisfactory	9%
		Proficient	73%
		Exemplary	18%
Organizing Physical Space	<p>The classrooms and building were bright, spacious and adequately equipped for learning. Many classrooms were stocked with adequate books, manipulatives and supplies for learning. The school also had a well-stocked library, computer lab and instrumental music room.</p> <p>Classrooms had limited technology in each room. Even though every room had a SmartBoard, the review team rarely observed the technology in use and did not observe the SmartBoard used as more than an overhead to show an assignment. Classrooms appeared to have older computers and classroom libraries were not consistently well stocked from room to room.</p> <p>Most of the elementary classrooms did not have a place to store backpacks and coats.</p>	Limited	0%
		Satisfactory	9%
		Proficient	91%
		Exemplary	0%

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	<p>Overall, teachers clearly communicated the instructional purpose of the lessons to students and the teachers' explanations were clear and accurate. Teachers used a developmentally appropriate wide vocabulary at all grades to explain content to students.</p> <p>In a few classrooms, teachers did not effectively communicate the expectations of the activities, which resulted in children wandering around the classroom, unclear about their role.</p>	Limited	0%
		Satisfactory	14%
		Proficient	77%
		Exemplary	9%
Using Questioning and Discussion Techniques	<p>In the classroom observations, teachers struggled overall using questioning and discussion techniques. Overall, teachers' questions led students through a single path of inquiry and questions were of low cognitive challenge. Teachers usually only called on students who raised their hands, resulting in students who were not engaged. Most questioning was directed by the teachers and teachers asked many yes/no questions. When students answered questions, teachers did not take opportunities to continue a discussion from the student response. Teachers led the conversations in the classrooms, which did not give students an opportunity for inquiry, or student-to-student discourse.</p> <p>The middle school teachers were observed asking questions that challenged students to think critically at times, but they still only called on students who raised their hands.</p>	Limited	36%
		Satisfactory	36%
		Proficient	23%
		Exemplary	5%
Engaging Students in Learning	<p>Overall, students were attentive and on-task. Students were working at a suitable pace and at appropriate levels of development. Most students appeared to be highly motivated and responsive to the learning tasks introduced. Most of the students observed were very eager to please their</p>	Limited	27%
		Satisfactory	18%
		Proficient	50%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>teachers and complete activities.</p> <p>Many classroom observations were dominated by whole group instruction. When an instructional aide did work with a small group, the content was the same across the classroom. The review team did not observe differentiated instruction in terms of content, process or product. The review team did not see all students engaged when teachers read aloud from texts. The learning tasks observed in the classrooms did not consistently require high levels of student thinking or present challenging concepts.</p>	Exemplary	5%
Using Assessment in Instruction	<p>Most of the teachers observed were actively monitoring student progress on assigned activities. Teachers were roaming between aisles to check for student understanding. At times, progress seemed to be checked for completion rather than understanding. In some classrooms, the number of desks limited teacher movement to all students to observe work. Some teachers relied on group responses therefore, they were unable to distinguish individualized responses. The review team rarely observed rubrics, the use of exit tickets or other forms of informal assessments.</p>	Limited	27%
		Satisfactory	27%
		Proficient	45%
		Exemplary	0%
Demonstrating Flexibility and Responsiveness	<p>Overall, teachers took advantage of teachable moments and made adjustments in response to students' needs. Classrooms with the youngest students were filled with opportunities for flexibility, responding to students instead of keeping to a schedule, most of the PK and kindergarten teachers did this well to develop the whole child, even incorporating a vocabulary lesson into the lunch discussion. Some teachers were able to modify their questions depending on a student response.</p> <p>Nine classrooms received a "not applicable" in this area. Observers were unable to determine if the teacher demonstrated flexibility and responsiveness.</p>	Limited	0%
		Satisfactory	17%
		Proficient	75%
		Exemplary	8%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive, and teachers’ response to student misbehavior is sensitive to individual student needs.
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher’s classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher’s classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher’s classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Appendix H

A23. Meridian Public Charter School

ALVAREZ & MARSAL
2011 District of Columbia Comprehensive Assessment System
Test Security Investigation
School Summary Report

CONTAINS CONFIDENTIAL INFORMATION

MERIDIAN PUBLIC CHARTER SCHOOL

I. IDENTIFYING INFORMATION

School Name	Meridian Public Charter School
School Address	1328 Florida Avenue, NW
Date Interviews Conducted	March 14, 2012

II. CLASSROOM FLAG INFORMATION

Flag No.	Teacher	Grade	Testing Accommodation Reported	Flagged By	
				DCPS	OSSE
1			Yes		X
2			No		X

III. INTERVIEWS SCHEDULED AND CONDUCTED

Name	Current Position	2011 Testing Role/Position	Interview Location	Interview Conducted
		Oversight	School	Yes
		Oversight	School	Yes
		Testing Coordinator	School	Yes
		Test Administrator	N/A	No - Transferred to school outside of the District.
		Test Administrator	School	Yes
		Test Proctor	School	Yes
		Test Administrator	School	Yes
		Student	School	Yes
		Student	School	Yes

Name	Current Position	2011 Testing Role/Position	Interview Location	Interview Conducted

IV. SUMMARY OF FINDINGS

Our investigation process, including eight interviews and a document review, revealed two instances of testing irregularity in the DC CAS testing procedures at the Meridian Public Charter School. First, the Test Security Plan was incomplete; records of the signed State Test Security Plan and Non-Disclosure Agreements for the staff administering the test were not in the file and could not be found. Second, an interview with a student revealed a possible cheating violation in one of the flagged classrooms. This violation was not substantiated by any of the other interviews.

We were unable to interview [REDACTED], the administrator of a flagged classroom, because s/he has moved on to another school outside of the District.

Despite these irregularities, our overall impression of Meridian was that the school promotes a culture of compliance and accountability.

Overall, based on the relative severity of the findings at Meridian, this school has been classified as minor (i.e., having minor test administration errors).

V. DETAILED DESCRIPTION OF FINDINGS

1. Missing State Test Security and Non-Disclosure Agreements (NDAs) – During our review of Meridian’s test security materials, [REDACTED], the Test Coordinator, was unable to produce signed copies of the NDAs. Per DC Test Security Guidelines, refusal to sign the NDA is a violation of the testing process. We were unable to verify that Meridian’s testing staff has complied with this guideline. [REDACTED] stated that s/he believes s/he sent the originals to OSSE without keeping a copy on site.

2. Teacher Assistance during the Test – During our interview with a 4th grade student (3rd grade student for 2011 DC CAS test), [REDACTED], s/he stated that the teachers pointed at his/her answer. [REDACTED] stated that s/he knew this meant they were most likely wrong and that s/he should review the question again. When asked if s/he thought the teacher pointing at the answer may have meant that s/he needed to make her answer circle darker or colored in more completely, s/he answered in the negative. This statement was not corroborated by other interviews. A [REDACTED] was in [REDACTED]’s testing classroom in 2011.

VI. DOCUMENTS REVIEWED

Document	Notes
School Test Plan	Not applicable as it is a charter school.
State Test Security Incident Reporting Form	None noted.
School Security Checklist (Daily Test Admin Sign-in/Sign-out Sheet)	Reviewed.
State Test Security and Non-Disclosure Agreement	Not Available.
Test Site Observation Report	None noted.
Other Documents Reviewed.	DC CAS Testing Schedule; Testing Materials Accountability Sheet – April 2011; Test Materials Letter of Verification; Proctor Assignment Sheet; Daily Logs – School/Group Lists; Meridian Internal Flagged Classroom Analysis.

Appendix I

ALVAREZ & MARSAL
 2012 District of Columbia Comprehensive Assessment System (DC CAS)
 Test Security Investigation
 School Summary Report

CONTAINS CONFIDENTIAL INFORMATION

Meridian Public Charter School

I. IDENTIFYING INFORMATION

School Name	Meridian Public Charter School
School Address	2120 13th Street, NW, Washington, DC 20009
Field Team	[REDACTED]
Date Interviews Conducted	March 12, 2013

II. CLASSROOM FLAG INFORMATION

Flag Subject	Score Drop		Extraordinary Growth		Low Variance		WTR Erasure (2012)		WTR Erasure (2011)	
	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read
Teacher 1	NO	NO	YES	NO	NO	NO	YES	YES	NO	YES
Teacher 2	NO	NO	NO	YES	NO	NO	YES	YES	YES	YES
Teacher 3	NO	NO	YES	NO	NO	NO	YES	YES	YES	YES
Teacher 4	NO	NO	NO	YES	NO	NO	YES	YES	NO	NO
Teacher 5	NO	NO	NO	YES	NO	NO	YES	YES	NO	NO

Classroom information is provided below.

6 th Grade	Subject	WPL	WPL Variance	Avg Growth WPL	Avg WTR Erasure 2012	MGP Scores
Teacher 1	Math (CLASS)	3.7	0.4	0.6	9.0	79.0
Teacher 2	Math (CLASS)	3.2	1.3	0.5	7.1	71.0
State	Math (STATE)	3.0	0.4	0.1	0.7	49.8
Teacher 1	Reading (CLASS)	3.3	0.2	0.1	3.3	63.0
Teacher 2	Reading (CLASS)	2.9	0.8	0.3	3.1	73.0
State	Reading (STATE)	2.8	0.3	-0.1	0.6	48.6

5 th Grade	Subject	WPL	WPL Variance	Avg Growth WPL	Avg WTR Erasure 2012	MGP Scores
Teacher 3	Math (CLASS)	3.2	0.4	0.5	10.4	80.0
Teacher 4	Math (CLASS)	3.3	0.4	0.2	7.1	64.0

State	Math (STATE)	3.0	0.4	0.1	0.8	48.7
Teacher 3	Reading (CLASS)	3.1	0.3	0.1	3.8	59.5
Teacher 4	Reading (CLASS)	3.2	0.3	0.2	2.8	75.0
State	Reading (STATE)	2.9	0.3	0.1	0.6	49.5

4 th Grade	Subject	WPL	WPL Variance	Avg Growth WPL	Avg WTR Erasure 2012	MGP Scores
Teacher 5	Math (CLASS)	2.9	0.5	0.4	5.0	61.0
State	Math (STATE)	3.0	0.4	0.2	0.9	50.2
Teacher 5	Reading (CLASS)	3.1	0.4	0.5	4.4	75.0
State	Reading (STATE)	2.9	0.3	0.1	0.7	50.2

Based on data analysis performed by OSSE, five classrooms at Meridian Public Charter School were flagged for their 2012 DC CAS test results in the following three areas:

- Extraordinary Growth;
- Wrong-to-Right (WTR) Erasures in 2012; and
- WTR Erasures in 2011.

The presence of WTR erasures, well above the State average, is typically a sound, and singular, indicator of testing abnormalities.¹ Extraordinary Growth is based on a student's growth from 2011 to 2012 on the DC CAS test; the extraordinary growth was measured by Median Growth Percentile (MGP) and Weighted Proficiency Level (WPL).

The five classrooms, two 6th grade classes, two 5th grade classes, and one 4th grade class, were flagged for the following:

- All five class rooms were flagged for WTR erasures on both the Math and Reading sections of the 2012 DC CAS test.
- One 6th grade classroom and one 5th grade classroom were also flagged for WTR erasures on both the Math and Reading sections of the 2011 DC CAS test while another 6th grade class was flagged for Reading in the 2011 DC CAS test.
- One 5th grade and one 6th grade class had Extraordinary Growth in Math, while the three other classrooms had Extraordinary Growth in Reading.

¹ DC CAS 2011 - 2012 Flagging Criterion Summary.

In addition to the flagging criteria contained in this report, Meridian was flagged for alleged testing violations during the 2011 DC CAS test. We documented the alleged 2011 DC CAS testing violations in an earlier report.

III. INTERVIEWS SCHEDULED AND CONDUCTED

Name of Interviewee	Name Reference	Current Position	2012 Testing Role/Position	Interview Location	Date Interview Conducted
[REDACTED]	Admin 1	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Admin 2	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Admin 3	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Admin 4	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Teacher 1	Teacher	Test Administrator	School	3/12/13
[REDACTED]	Teacher 2	No Longer at School	Test Administrator	N/A	N/A
[REDACTED]	Teacher 3	Teacher	Test Administrator	School	3/12/13
[REDACTED]	Teacher 4	Teacher	Test Administrator	School	3/12/13
[REDACTED]	Teacher 5	Out on Sick Leave	Test Administrator	N/A	N/A
[REDACTED]	Proctor 1	Teacher	Proctor for Teacher 1	School	3/12/13
[REDACTED]	Proctor 2	No Longer at the School	Proctor for Teacher 2	N/A	N/A
[REDACTED]	Proctor 3	[REDACTED]	Proctor for Teacher 3	Teleconference	3/26/13
[REDACTED]	Proctor 4	No Longer at the School	Proctor for Teacher 4	N/A	N/A
[REDACTED]	Proctor 5	No Longer at the School	Proctor for Teacher 5	N/A	N/A
[REDACTED]	Monitor	[REDACTED]	[REDACTED]	N/A	N/A
[REDACTED]	Student 1A	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 1B	[REDACTED]	[REDACTED]	School	3/12/13

Name of Interviewee	Name Reference	Current Position	2012 Testing Role/Position	Interview Location	Date Interview Conducted
[REDACTED]					
[REDACTED]	Student 1C	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 2A	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 2B	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 2C	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 2D	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 3A	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 3B	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 3C	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 4A	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 4B	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 4C	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 5A	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 5B	[REDACTED]	[REDACTED]	School	3/12/13
[REDACTED]	Student 5C	[REDACTED]	[REDACTED]	School	3/12/13

IV. SUMMARY OF FINDINGS

Given the extent of Wrong-to-Right erasures on the 2011 and 2012 DC CAS tests and the Extraordinary Growth in reading or math on the 2012 DC CAS test, our investigation focused on the possibilities that: 1) the flagged Test Administrators and/or Proctors engaged in behavior during or after the test administration that violated the security of the test; 2) administrators at levels above the classroom engaged in WTR erasures.

We interviewed 25 individuals: 9 current staff and 16 students.

Our investigation revealed five potential testing violations related to the integrity of test answers and strong circumstantial evidence that potential violations involving WTR erasures occurred at the school level and not at the classroom level. These potential violations are described in detail below.

Overall, based on the relative severity of the findings at Meridian Public Charter School, this school has been classified as critical (i.e., having definitive test security violations; test tampering or academic fraud).

V. DETAILED DESCRIPTION OF POSSIBLE TESTING VIOLATIONS

A. Testing Violation 1: Simplified, clarified, broke down into steps, or explained a part of the test question

Based on interviews with Test Administrator (Teacher 3) and students, it appears that Teacher 3 helped students during the 2012 DC CAS test by clarifying or explaining a part of the test question.

Teacher 3, by his own admission, stated that, when students raise their hands with a question related to “vocabulary,” he would sometimes “explain the word.” He said, “If the word is related to the answer,” he would say, “Do the best you can.” However, if he thought by explaining the word, he was not leading the students to the answer, then he would explain/clarify the word to the students. This was confirmed by Student 3B, who stated that when students asked for help in understanding a question, Teacher 3 would sometimes say he couldn’t help but that at other times he would help students in understanding a question on the 2012 DC CAS test.

The *February 2012 DC State Test Security Guidelines* (Page 9), provided to us by OSSE, indicate, in relevant part, that:

Any violation of the guidelines....by school personnel shall constitute a test security violation ..; such violations include but are not limited to the following:

3. Engaging in discussions, instruction, or reviews of any contents of any portion of a state test before, during or after the testing period;
5. Aiding or assisting an examinee with a response or answer to a secure test item or prompt.

Any explanation or clarification of a 2012 DC CAS test question or part of a question is a clear violation of the *February 2012 DC State Test Security Guidelines* listed above.

B. Testing Violation 2: Assisted, pointed out, re-read questions aloud, or used booklets to tell the students to go back and review answers for specific questions

Based on interviews with students, it appears that Teacher 5 and Proctor 5 helped students during the 2012 DC CAS test by pointing to specific questions and asking them to re-check their answers.

Student 5A recalled that Teacher 5 told her once, during the 2012 DC CAS test, to re-read the question and said, "Do you think that's right?" Student 5A also said Teacher 5 pointed to questions and asked her to re-check her answers at least twice. Student 5A also specified that Teacher 5 and Proctor 5, "Told other students to check specific questions by pointing to questions." However, she does not remember Proctor 5 pointing out any questions to her.

Student 5B stated that Proctor 5 had helped him three or four times with reading the question but did not provide any answers. He also said Teacher 5 and Proctor 5 helped other students in a similar manner. He also stated that Teacher 5 would look in the booklets and ask students to check answers for particular questions. Student 5B would re-read questions and bubble in different answers. Student 5B stated that, for the 2012 DC CAS Math test, Teacher 5 told him three times to re-check his answers to specific questions.

The *February 2012 DC State Test Security Guidelines* (Page 9), provided to us by OSSE, indicate, in relevant part, that:

Any violation of the guidelines...by school personnel shall constitute a test security violation ...; such violations include but are not limited to the following:

3. Engaging in discussions, instruction, or reviews of any contents of any portion of a state test before, during or after the testing period;
5. Aiding or assisting an examinee with a response or answer to a secure test item or prompt;
12. Making statements regarding the accuracy of the student's responses on the state test.

Advising students to re-check their answers to specific questions is a clear violation of the *February 2012 DC State Test Security Guidelines* listed above.

C. Testing Violation 3: Failure to attend mandatory training

Proctor 1 stated that she did not attend training, provided by the school for the 2012 DC CAS test; though she thinks she signed the State Test Security and Non-Disclosure Agreement as she does each year. However, Teacher 1 stated that Proctor 1 would have attended the 2012 DC CAS training provided by the school.

Proctor 3 adamantly insisted that she did not receive any training for the DC CAS nor did she receive or view any training materials. However, she recalled discussing the DC CAS during a general staff meeting at which the dos and don'ts such as walking around the classrooms, no talking with students, removing items from walls, etc. were covered. She was never told about the pick-up and drop-off process for test booklets. Proctor 3 also claimed that she has never seen any power point presentation regarding DC CAS.

In Meridian's test security binder we did not see any evidence which indicated that Proctor 1 and Proctor 3 attended DC CAS training. We were also not able to confirm if Proctor 1 and other flagged test administrators signed the State Test Security and Non-Disclosure Agreements, because, as in 2011, the school failed to maintain copies of these documents, and failed to maintain evidence that it conducted the required DC CAS administrator training.

The *February 2012 DC State Test Security Guidelines* (Page 3 & 7), provided to us by OSSE, indicate, in relevant part, that Proctor's *Roles and Responsibilities: Before Testing* includes:

1. Attend[ing] state test administration training session at the school.

Failure to attend 2012 DC CAS test administration training provided by the school is a violation of the February 2012 DC State Test Security Guidelines listed above.

D. Testing Violation 4: Failure to sign the State Test Security and Non-Disclosure Agreement and have available.

Upon reviewing the 2012 Test Security Binder we discovered that copies of the signed State Test Security and Non-Disclosure Agreements and the DC CAS training logs were missing. In speaking with Admin 2 she stated that all teachers and staff had signed the Agreements, and the Agreements were then taken by the OSSE monitor who was on site at Meridian for the DC CAS last year. Admin 4 stated she thought the Agreements, and the DC CAS training logs, had been sent to OSSE. We told Admin 4 that Admin 2 stated the OSSE monitor had taken them at the conclusion of last year's testing; she said she did not see any reason why that would have occurred.

As such, we were unable to verify, either way, whether the State Test Security and Non-Disclosure Agreements were signed by those individuals involved in testing, or whether those individuals signed in for DC CAS training in 2012.

The *February 2012 DC State Test Security Guidelines* (Page 9), provided to us by OSSE, indicate, in relevant part, that:

Any violation of the guidelines...by school personnel shall constitute a test security violation ..; such violations include but are not limited to the following:

1. Refusal to sign the *State Test Security and Non-Disclosure Agreement*.

Failure to sign the *State Test Security and Non-Disclosure Agreement* is a violation of the *February 2012 DC State Test Security Guidelines* listed above.

E. Testing Violation 5: Extraordinary WTR Erasures

Across the entire school, including the five flagged classrooms and all other testing classes, 1,804 answers were changed from wrong-to-right on the 2012 DC CAS test.² This represents one of the highest levels of WTR erasures in a single school across District of Columbia Public Charter Schools (DCPCS) and District of Columbia Public Schools (DCPS). Meridian had 227 students take the 2012 DC CAS Reading and Math tests; therefore the average WTR erasures per student at Meridian are approximately 8.

The average WTR erasures on the 2012 DC CAS test by grade level were as follows:³

	Subject	Teacher 1 (Grade 6)	Teacher 2 (Grade 6)	Teacher 3 (Grade 5)	Teacher 4 (Grade 5)	Teacher 5 (Grade 4)	Meridian (All Grades)
Avg WTR Erasure 2012	Math (CLASS)	9.0	7.1	10.4	7.1	5.0	5.01
	Math (STATE)	0.7	0.7	0.8	0.8	0.9	
	Reading (CLASS)	3.3	3.1	3.8	2.8	4.4	2.95
	Reading (STATE)	0.6	0.6	0.6	0.6	0.7	

In Math, the five flagged classrooms' average WTR erasures were 5 to 13 times above the State average for the 2012 DC CAS test. In Reading, the five flagged classrooms' average WTR erasures were 5 to 6 times above the State average for the 2012 DC CAS test.

Every one of the interviewed Test Administrators reported that the test materials were picked up from Admin 2 or Admin 4 just before testing began, and were dropped off with Admin 2 or Admin 4 as soon as testing ended. All of the students corroborated the Test Administrators' assertion that testing materials were only in the classrooms while testing was being conducted.

Given the consistent responses at the classroom level, our investigation indicates a low probability of material WTR erasure violations occurring at the classroom level, except for the ones identified in Teacher 3 and Teacher 5's classrooms.

² We do not have the WTR erasure data by individual school for 2011. We also do not have data on Wrong-to-Wrong or Right-to-Wrong erasures at the school; as such data is not generally helpful in identifying potential testing violations.

³ Flagged classrooms are represented in red.

Despite extensive questioning, Admin 1, Admin 2, Admin 3 and Admin 4 did not offer any potential explanations for the extraordinary level of WTR erasures reported at Meridian. In response to numerous questions regarding erasures, they repeatedly stated that they stood behind the students' scores. Each of them denied erasing or changing answers on the 2012 DC CAS test and denied ordering others to do so.

During interviews, most students initially indicated that they had changed only a couple of answers. However, when shown their actual data demonstrating high number of erasures, they generally, and not unexpectedly, did not challenge the data.

VI. DOCUMENTS REVIEWED

Document	Notes
DC CAS 2012 Testing Schedule / Plan	Yes; no issues noted
CTB Packing List	Yes; no issues noted
CAS School Group List	Yes; no issues noted
School Security Checklist > Sign out/in records for Science, Comp, Health, Math and Reading tests	Yes; no issues noted
Unused books list	Yes; no issues noted
Special Education Sign out/in	Yes; no issues noted
Make up testing Sign out/in	Yes; no issues noted
Health testing opt-outs	Yes; no issues noted
State Test Security and Non-Disclosure Agreements	Not in binder; we were told OSSE has them
DC CAS training logs	Not in binder; we were told OSSE has them

We were unable to conclude that all of the flagged administrators signed Non-Disclosure Agreements for 2012 DC CAS test. As in 2011, the school failed to maintain copies of these documents, and failed to maintain evidence that it conducted the required DC CAS administrator training.

VII. PERSONS NAMED BY INTERVIEWEES AND NOT INTERVIEWED

Name		Name Reference	Position
		Teacher N	No longer at school
		Teacher T	
		Teacher O	
		Teacher P	

Appendix J



**SY2011-2012
DC CAS Test Integrity
April 12th 2013**

Hosanna Mahaley Jones, State Superintendent

DC CAS TESTING 2012 OVERVIEW



- The District of Columbia Comprehensive Assessment System (DC CAS) is administered annually to approximately 32,000 students in 3rd through 8th Grades and 10th Grade
- Students are tested in Mathematics, Reading, Composition, Science, and Biology
- In April 2012, the DC CAS was administered in 243 schools across the District
- DC CAS scores are used for many high-stakes decisions

PREVENTIVE MEASURES



The administration of the tests included a strategic series of preventive, detection, and investigative measures:

- Enhanced training for LEA test chairpersons
- 104 schools were monitored by OSSE during the testing window
- Testing “Violation Form” title was changed to “Incident Reports” to encourage communication on testing irregularities with LEAs
- Test security seals were placed on test booklets
- Material tracking procedures were implemented

DETECTION



- Forensic analysis was conducted using four flagging criteria:
 - Wrong-to-right Erasures
 - DC CAS Student Growth Percentile
 - Within-Testing Group Variance
 - Score Drops
- When testing groups are flagged in 2 of the 4 criteria, or when consecutive years of wrong-to-right erasures occurs, OSSE initiates investigations
- Of 2,688 tested groups, OSSE flagged 41 testing groups in 25 schools within 14 LEAs
 - 18 DCPS Testing Groups in 10 schools
 - 23 PCS Testing Groups in 15 schools

INVESTIGATION



- Prior to SY10-11, once notified by OSSE, LEAs conducted their own investigations
- For the second consecutive year OSSE has hired A&M, an independent vendor, to conduct investigations
- SY11-12 DC CAS Test Integrity was modified to include a heightened investigative process by adding new key identifiers to the methodology and A&M recommendations on the administration of DC CAS testing
- A total of 41 testing groups were investigated in 25 schools within 14 LEAs

INVESTIGATION PROCESS



OSSE generated roster of 2012 testing groups to investigate

- OSSE received wrong-to-right erasure results from CTB/McGraw Hill
- OSSE identified testing groups from 2011 with unusual score drops
- OSSE ran analysis of low variation and extraordinary growth within testing group
- OSSE flagged testing groups for investigation

OSSE provided vendor with list of testing groups and forensic data

- A&M reviewed OSSE test documents
- OSSE identified students
- OSSE and A&M discussed investigative protocols
- A&M conducted the investigations
- A&M gave OSSE reports of findings
- OSSE made final determinations

OSSE FLAGGING METHODOLOGY

Robust Methodology



Achievement Metrics

Use multiple measures of student-level performance on the 2012 test

Answer Sheet Analyses

CTB identifies testing groups with unusual rates of wrong-to-right erasures

1

DC CAS Growth Percentile

Testing groups are flagged for unusually high MGPs from DC CAS '11 to DC CAS '12

2

Low Within-Class Variation Flag

Testing groups are flagged for low within class variation in scores

3

a. Wrong-to-right erasures 2012

Testing groups are flagged for wrong-to-right erasures in 2012 by CTB

b. Wrong-to-right erasures 2011

Testing groups are flagged for wrong-to-right erasures in 2011 by CTB

4

Score Drops

Testing groups are flagged whose 2011 cohort had significant score drops in 2012



Testing Groups identified if 2 of 4 measures flagged or multiple years of erasure flags

OVERVIEW OF INVESTIGATION DURING SCHOOL VISITS



- Documented review of test binders, which included:
 - test plan
 - signature sheets
 - observer forms
 - staff non-disclosure agreements
- Interviews with select individuals including:
 - Principal
 - Test Coordinator
 - Test Administrators
 - Proctors
 - Other staff involved in testing where relevant
 - DCPS assigned observers where relevant
 - Students from 2012 flagged testing groups
- Follow-up visits and interviews occurred when additional information was needed

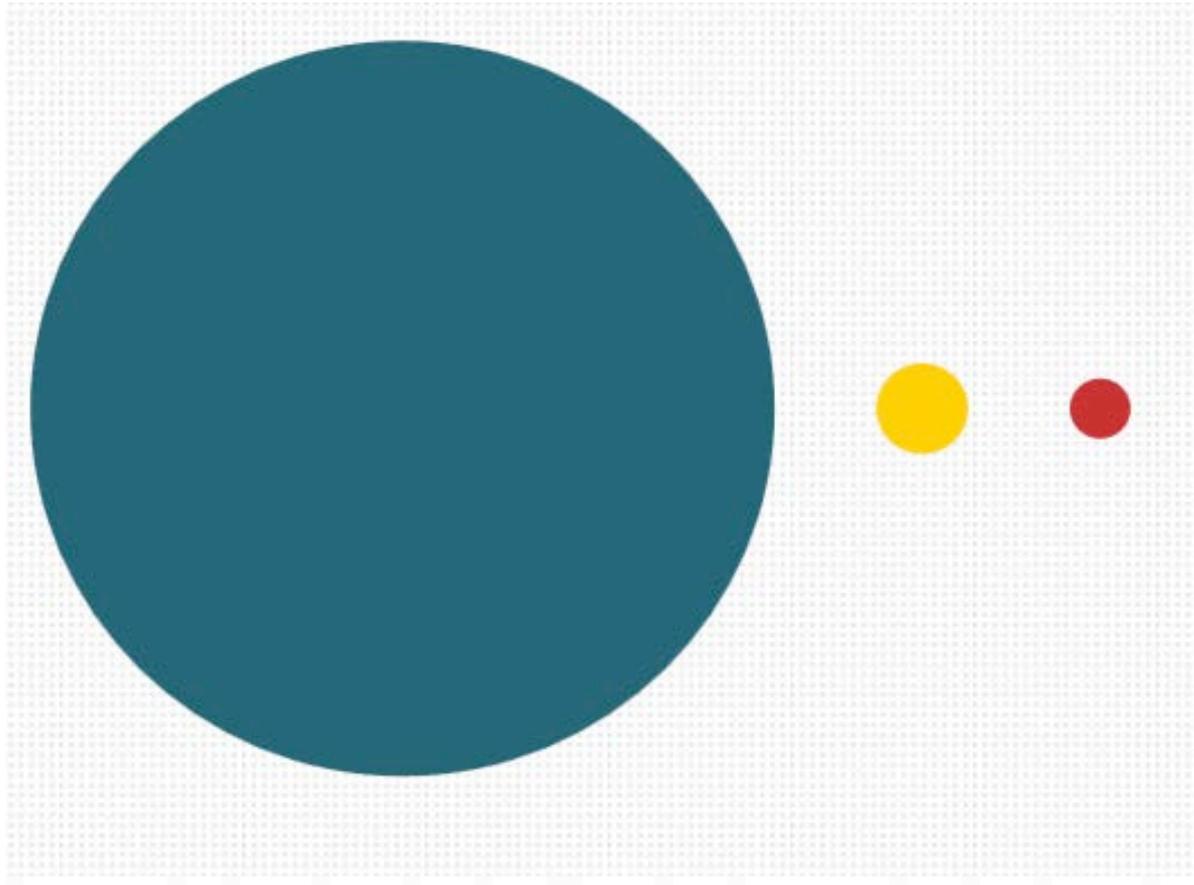
RESULTS



- Confirmed cases of impropriety represent a very small percentage of public schools and testing groups in D.C.
- The number of schools with critical findings increased from last year due to tightened investigatory process

	Testing Groups	Schools
DC CAS Testing	2,688	243
Flagged for Investigation	41 (1.5%)	25 (10.2%)
Critical Violations	18 (0.6%)	11 (4.5%)

TESTING GROUPS INVESTIGATED



2,688
DC CAS
Testing Groups

41
Testing Groups
Flagged for
Investigations

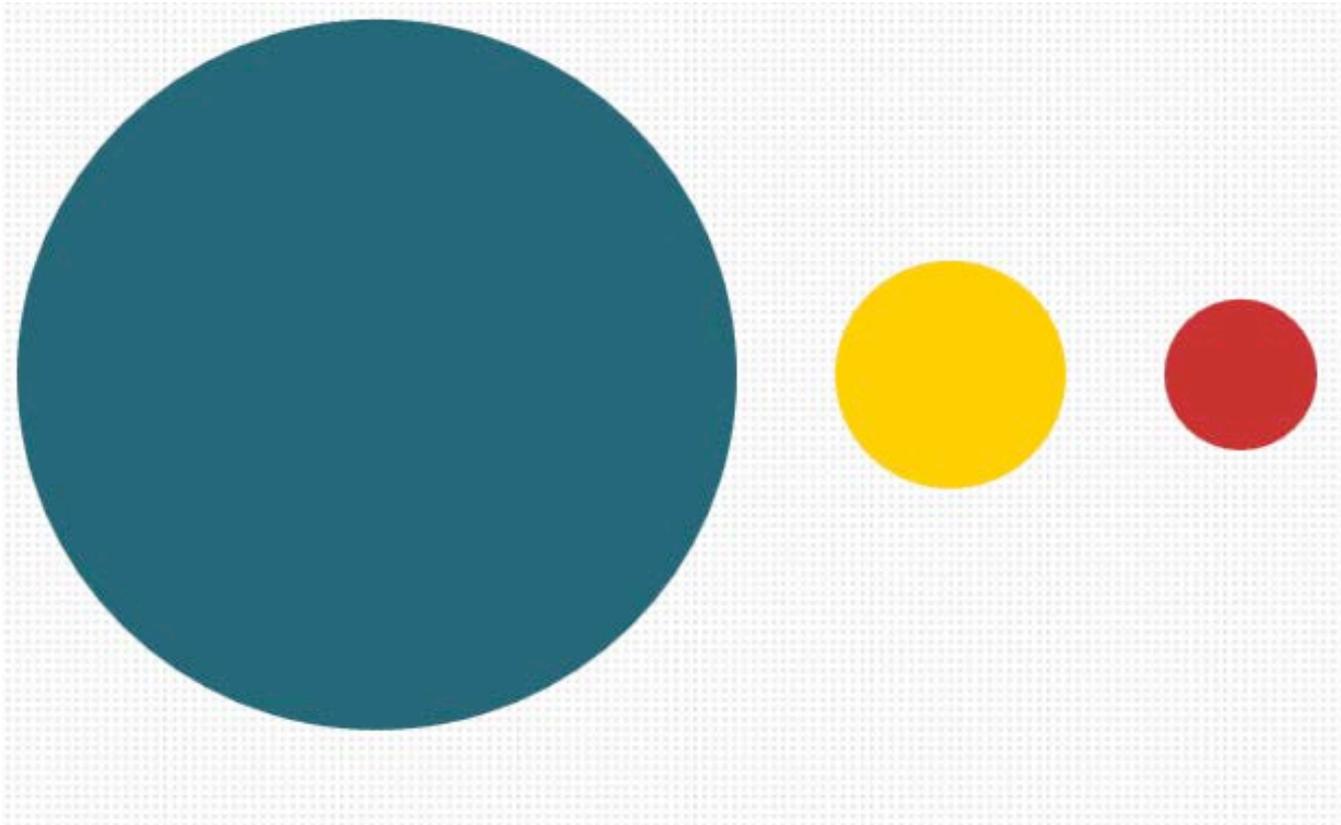
18
Testing Groups with
Critical Violations

Total

Flagged for Investigations

Critical Violations

SCHOOLS INVESTIGATED



243
Schools

25
Schools Flagged
for Investigations

11
Schools with
Critical Violations

Total | Flagged for Investigations | Critical Violations

CLASSIFICATION OF FINDINGS



Critical

Test tampering or academic fraud (e.g. providing students answers, use of electronic devices when prohibited)

Moderate

Defined violations NOT test tampering or academic fraud (e.g. refusal to sign non disclosure agreements, use of cell phones)

Minor

Test administration errors (e.g. incomplete or missing documents, inconsistent applications of test procedures)

SCHOOL FINDINGS BY TYPE OF FLAG



- **Critical (11 Schools)**

- DCPS – Beers ES
- DCPS – Brightwood EC
- DCPS – Hendley ES
- DCPS – Kenilworth ES
- DCPS – Langdon ES
- DCPS – Miner ES
- DCPS – Winston EC
- PCS – Arts and Technology Academy
- PCS – Community Academy-Amos I
- PCS – Hope Community-Lamond
- PCS – Meridian

- **Moderate (4 Schools)**

- DCPS – Eaton
- PCS – MM Bethune
- PCS – National Collegiate Prep
- PCS – William Doar

- **Minor (1 School)**

- PCS – EL Haynes

- **No Findings (9 Schools)**

SAMPLE OF CONSEQUENCES FROM FINDINGS



Critical

- Invalidation of test scores
- Letter of Reprimand
- Corrective action

Moderate

- Letter of Reprimand
- Corrective action

Minor

- Letter of guidance
- Corrective action

99.4% OF D.C. TESTING GROUPS ARE PLAYING BY THE RULES

Critical Findings	Proportion	Percent
	18 of 2,688 Test Groups	0.6%

- Implemented tighter enforcement of protocols
- Enhanced flagging criteria
- Focused efforts on serious infractions
- Critical violations found in 18 testing groups
- Over 300 interviews were conducted by A&M

Appendix K

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input checked="" type="checkbox"/> Other	

PREPARED BY: Rashida Kennedy – Equity & Fidelity Team

SUBJECT: Meridian Public Charter School DC CAS Test Integrity
Corrective Action Plan

DATE: June 24, 2013

Proposal/Request

The DC Public Charter School Board’s (“PCSB”) staff request that its Board vote to accept Meridian Public Charter School’s DC CAS test integrity action plan. According to the plan (attached), the Meridian PCS Board of Trustees has committed to 10 specific actions. Each action has a due date and a Board of Trustee and/or staff member that is responsible for ensuring the action is carried out. The plan addresses changes to the following areas:

- Making personnel changes (hiring a new principal)
- Implementing a teacher and leader evaluation system
- Recruiting new board members, especially members with academic background
- Holding a Board retreat and training
- Revamping DC CAS test procedures/ protocol
- Training staff on new DC CAS test procedures/ protocol
- Conducting benchmark assessments prior to the DC CAS
- Conducting a simulation of DC CAS administration prior to the real administration
- Conducting a full school audit by Ten Square

Background

The Office of the State Superintendent (“OSSE”) released findings from an investigation into test integrity and security procedures for the 2012 DC CAS. OSSE commissioned Alvarez and Marsal, LLC to investigate testing groups in District of Columbia Public Schools and Public Charter Schools for possible testing irregularities. Based on their data analysis, five classrooms at Meridian PCS, representing 60% of tested students, were flagged for their 2012 DC CAS results in the following three areas:

- Extraordinary growth
- Wrong-to-right erasures in 2012
- Wrong-to-right erasures in 2011

Overall, the report outlines the following testing violations:

- Simplified, clarified, broke down into steps, or explained a part of the test questions
- Assisted, pointed out, re-read questions aloud, or used booklets to tell the students to go back and review answers for specific questions
- Failure to attend mandatory training
- Failure to sign the State Test Security and Non-Disclosure Agreement and have it available
- Extraordinary wrong-to-write erasures

Date: _____
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal/Request: _____

Remedial Action Plan for Meridian Public Charter School Submitted to the DC Public Charter School Board on June 10, 2013

The Meridian Public Charter School Board of Trustees commits to 10 specific actions as a formal response to the allegations made by OSSE with regards to the 2012 DC CAS test administration. Each action below has a specific due date and lead Trustees and/or staff members.

1. Principal resigns position effective June 26, 2013. *Announcement to staff, families and public will be made on June 10, 2013.* [**C. Siddall, 6.26.13**]
2. Recruit new principal (external hire) – TenSquare will conduct a national search to recruit a new leader for the school. The Board will put an interim leadership structure in place, with continued project management from TenSquare until the new leader is hired. [**B. Corbett, F. Padgett, P. Peabody, 8.15.13**]
3. Strengthen teacher and leader evaluation system, through third party expert review, to ensure compliance with required ESEA waiver elements combined with high quality evaluation best practices. [**M. Broomfield, C. Hooks, 8.15.13**]
4. Recruit at least two new board members with academic expertise (through Charter Board Partner and/or Meridian networks) [**B. Corbett, F. Padgett, P. Peabody, 7.31 and 8.31**]
5. Hold a board retreat and necessary follow up training during SY 13-14, facilitated by Charter Board Partner recommended board experts, for board members to receive guidance on best practices in evaluation of a school leader, oversight of school performance, and general governance issues. [**C. Siddall, 1.15.14**]
6. Fully revamp DC CAS test procedures/protocols based on TenSquare audit [**C. Siddall, K. Moore, 7.31.13**]
7. All Meridian staff members will participate in training on these revised procedures during summer professional development session facilitated by external consultants; Board will institute a new policy of unpaid leave during the 2014 CAS administration for anyone who has not participated in training or signed necessary forms. [**C. Siddall, K. Moore, 8.31.13**]
8. Strengthen benchmark assessments, ensuring test alignment to DC CAS. (We may explore a partnership with outside experts such as The Achievement Network.) The Board will receive regular data reports from leadership after each benchmark administration to stay closely connected to student progress and to understand

instructional interventions put in place in response to identified gaps.

[M.Broomfield, C. Hooks, 8.15.13]

9. Simulate DC CAS administration at least twice before actual 2014 test, monitored by TenSquare. Provide formative feedback to administrators on how best to implement test protocols before actual DC CAS. **[C.Siddall, K. Moore, 3.31.14]**

10. Conduct high level school audit with TenSquare in preparing for the transition to a new leader and to give the Board a deeper sense of school operations, best practices being used, and additional areas of concern. **[C.Siddall, K. Moore, C. Hooks, V. Blount 7.15.13]**

Audited areas include:

- Organizational structure & staffing
- Teacher & leader evaluation systems
- Instructional quality & academic program
- Assessment design and use of data
- Test procedures & communications
- School culture
- General compliance & operational elements, including attendance

Note: The Meridian Board of Trustees has made a deliberate decision *not* to take action against any of the teachers identified in the Alvarez & Marsal report. One of the issues that was brought to light by Meridian's internal investigation is that our test training and preparation efforts for the 2012 DC CAS simply were not adequate. This is a school-level deficiency that will be remedied through our action plan. At this time, it is our belief that the actions of the teachers and proctors identified in Testing Violations 1, 2 and 3 were more attributable to inadequate training and oversight as opposed to a conscious effort by those individuals to affect the integrity of the DC CAS. For that reason, and given that the teachers and proctors identified in Testing Violations 1, 2 and 3 generally have good records at Meridian, we did not feel that it was appropriate to terminate the employment of these individuals at this time because of the matters identified in the Alvarez & Marsal report. The actions we have outlined in our plan are focused on school-level changes/improvements and we believe that these actions -- combined with recommendations that emerge from TenSquare's school audit -- will ensure test integrity moving forward.

Appendix L

D.C. Public Charter School Board

Meeting Minutes

3333 14th Street, N.W. Suite 210

Washington, D.C. 20010

April 15, 2013

7:30pm

Public Hearing

The following board members were in attendance: Sara Mead, John “Skip” McKoy (Chair), Don Soifer, and Darren Woodruff (by telephone).

Mr. McKoy called the public hearing to order at 7:35pm.

Public Meeting

Approval of the Agenda

Mr. Soifer moved to approve the agenda; Ms. Mead seconded the motion. The board voted 4-0 to approve the agenda.

Approval of the April 15, 2013 Board Minutes

Mr. Soifer moved to approve the minutes; Ms. Mead seconded the motion. The board voted 6-0 to approve the minutes.

Submission into the Record of Administrative Contracts

Mr. McKoy accepted into the public record the list of charter schools’ contracts valued over \$25,000.

Request to Change Name: Education Strengthens Families Public Charter School

School Representatives: Christie McKay (Executive Director); Kamila Hicks (Strategy Coordinator)

Staff Representative: Mustafa Nusraty, Associate Specialist, Charter Agreement Specialist

Mr. Nusraty summarized the board memorandum that recommends the board approve Education Strengthens Families Public Charter School's (ESF) request to amend its bylaws and articles of incorporation to reflect its new name as Briya Public Charter School (Briya PCS). ESF submitted the amendment request and PCSB staff confirms that the answers are complete and accurate and that their request is reasonable and deserves to be approved.

Notice of Concern: Meridian Public Charter School

School Representatives: Vincent Blount (Vice Principal); Lamont Seegars (PowerSchool Administrator)

Staff Representative: Tim Harwood, Data and Policy Analyst

PCSB staff requests that the board issue a Notice of Concern to Meridian Public Charter School for receiving three Out-of-Compliance Violations after missing the due dates for submitting discipline data to PCSB, per the Attendance and Discipline Data Submission Policy (2012). These violations occurred for the months of September, October, and January. Prior to sending each Out-of-Compliance Violation, PCSB staff sent Meridian PCS an Early Warning Notice each time the school did not submit their discipline data by the 14th of the following month (or a date after the 14th established by PCSB staff). Each

Early Warning Notice instructed Meridian PCS to upload their discipline data into ProActive within the next five business days to prevent the school from receiving an Out-of-Compliance Violation. These notices also provided instructions for how to submit discipline data to ProActive and the e-mail address of a PCSB staff member to help with their submission. Meridian PCS only submitted their discipline data to ProActive after receiving the Out-of-Compliance Notices.

Mr. Blount responded that Meridian PCS recently relocated to a new facility and is still undergoing some technical issues. The building was delivered in early September 2012 and during that time there were several issues with phones, internet, etc. This caused a delay in submitting data in a timely fashion. A new server is now in place and Mr. Blount feels confident that future submissions will be dealt with on time and additional guidelines have been put in place to ensure that data are submitted correctly and on time.

Mr. McKoy asked if anyone from Meridian had notified PCSB about their server issue.

Mr. Blount answered no.

Mr. Soifer asked Mr. Harwood if the data submitted had anything questionable that needed to be discussed.

Mr. Harwood answered no.

Ms. Mead asked Mr. Harwood what steps Meridian would have to take in order to get the Notice of Concern lifted.

Ms. DeVeaux answered that Meridian had three warnings and to have them lifted would require Meridian to have no more late submissions for the remainder of the year.

Mr. Soifer moved to approve the Notice of Concern; Ms. Mead seconded. The board voted 4-0.

Request for an Enrollment Ceiling Increase

School Representative: Richard Fowler, Finance and Operations Department

Carlos Rosario PCS – Mr. Fowler summarized the board memorandum that recommends the board approve an enrollment ceiling increase of 200 students. The school's current enrollment ceiling for SY 2013-2014 is 1,750 students. The request will increase the ceiling to 1,950 students. PCSB staff recommends that the request be approved. The request is attributable to increased demand for the school's academic programs and the opening of its second campus.

KIPP DC PCS – Mr. Fowler summarized the board memorandum that recommends the board approve an enrollment ceiling increase of 586 students, which will result in an increase from 3,114 students to 3,700 students for SY 2013-2014. PCSB staff recommends that the request be approved. The request is attributable to increased demand for the school's academic programs and the opening of the Webb Campus in Ward 5. The school's enrollment fulfillment rates for SY 2012-2013 and SY 2011-2012 were 94 percent and 90 percent, respectively.

DC Prep PCS – Mr. Fowler summarized the board memorandum requesting that the board approve an enrollment ceiling increase of 100 students. The school's current enrollment ceiling for SY 2013-2014 is 1,150 students. The request will increase the ceiling to 1,250 students. The school's enrollment projection for SY 2013-2014 is 1,175. PCSB staff recommends that the request be approved. The request is attributable to increased demand for the school's academic program and the expansion of the school's new Benning Road middle school campus. The school's enrollment fulfillment rate for SY 2012-2013 was 103 percent, and 104 percent for the previous school year.

E.L. Haynes PCS – Mr. Fowler summarized the board memorandum requesting that the board approve an enrollment ceiling increase of 182 students. The school's current enrollment ceiling for SY 2013-2014 is 1,018 students. The request will increase the ceiling to 1,200 students. The school's enrollment projection for SY 2013-2014 is 1,049. The request is attributable to increased demand for the school's academic program and its expansion to 11th grade. The school's enrollment fulfillment rates for SY 2012-2013 and SY 2011-2012 were 99 percent and 89 percent, respectively.

Education Strengthens Families PCS – Mr. Fowler summarized the board memorandum requesting that the board approve an enrollment ceiling increase of 12 students. The school's current enrollment ceiling for SY 2013-2014 is 440 students. The request will increase the ceiling to 452 students. The school's enrollment projection for SY 2013-2014 is 461. PCSB staff recommends that the request be approved. The request is attributable to increased demand for the school's academic programs. The school's enrollment fulfillment rate for SY 2012-2013 was 131 percent, and 126 percent for the previous school year.

Excel PCS – Mr. Fowler summarized the board memorandum requesting that the board approve an enrollment ceiling increase of 20 students. The school's current enrollment ceiling for SY 2012-2014 is 630 students. The request will increase the ceiling to 650 students. The school's enrollment projection for SY 2012-2013 is 650. PCSB staff recommends that the request be approved. The request is attributable to increased demand for the school's academic program and the increased capacity at the school's

current location. The school's enrollment fulfillment rate for SY 2013-2014 was 99 percent, and 100 percent for the previous school year.

Next Step PCS – Mr. Fowler summarized the board memorandum requesting that the board approve an enrollment ceiling increase of 100 students, which will result in an increase from 250 students to 350 students for SY 2013-2014. PCSB staff recommends that the request be approved; Next Step's enrollment projection for SY 2013-2014 is 300 students. PCSB staff recommends that the request be approved. The request is attributable to increased demand for the school's academic program. The school's enrollment fulfillment rate for SY 2012-2013 was 132 percent and 98 percent for SY 2011-2012.

Paul PCS – Mr. Fowler summarized the board memorandum requesting that the board approve an enrollment ceiling increase of 135 students, which will result in an increase from 575 students to 710 students for SY 2013-2014. PCSB staff recommends that the request be approved. The request is attributable to increased demand for the school's academic program and the recent approval to expand to serve students in 10th grade. The school's enrollment fulfillment rate for SY 2012-2013 was 97 percent, and 103 percent for SY 2011-2012.

Paul will enter its 14th year of operation during SY 2013-2014. School leadership's long-term growth strategy, coupled with increased demand for the school's 6th-9th grade program and the expansion to offer 10th-12th grade in the coming years, necessitate the school's enrollment threshold being increased in SY 2013-2014. The school had a

waiting list of 7 students for SY 2012-2013. Paul is fiscally sound, receiving an 88 out of 100 (88%) on the FY2011 Charter Audit Resource Management (CHARM) scorecard.

Washington Yu Ying PCS – Mr. Fowler summarized the board memorandum requesting that the board approve an enrollment ceiling increase of 47 students, which will result in an increase from 468 students to 515 students for SY 2013-2014. PCSB staff recommends that the request be approved. The request is attributable to increased demand for the school’s academic program and the expansion to 5th grade. The school’s enrollment fulfillment rate for SY 2012-2013 was 102 percent, and 104 percent for SY 2011-2012.

Mr. Soifer moved and Ms. Mead seconded a motion to approve the enrollment ceiling increases for Carlos Rosario, KIPP, DC Prep, E.L. Haynes, Education Strengthens Families, Excel, Paul, Next Step and Washington Yu Ying Public Charter Schools. The motion carried 4-0.

Basis DC PCS – Mr. Fowler summarized the board memorandum requesting that the board not approve the request to increase the SY 2013-2014 enrollment ceiling from 511 to 546, due to lack of a performance track record, high mid-year withdrawals, and other issues. Basis PCS opened in SY 2012-2013 with 443 students in 5th-8th grade. Its enrollment ceiling in that year was 468. According to its charter agreement, the school’s enrollment ceiling automatically increases to 511 to accommodate its growth plan of adding 9th grade.

Staff Representative: Paul Morrissey (Head of School)

Mr. Morrissey stated that the need for a ceiling increase of 35 more students is to cover the debt obligation services, such as an increase in rent payment from \$1 million to \$2 million dollars.

Mr. Soifer asked Mr. Morrissey to speak to the request educationally.

Mr. Morrissey said that by offering the students thirty-five more seats, it gives the students a chance to succeed in their curriculum and in a school that holds high standards. Opening thirty-five more seats will give thirty-five more students the chance to succeed.

Mr. Soifer asked what grade level the new seats will fill.

Mr. Morrissey answered 5th grade.

Ms. Mead asked Mr. Morrissey about the significant mid-withdrawals currently in the school.

Mr. Morrissey answered that Basis DC PCS has a total of 709 students pre-enrolled for next year. Mid-year withdrawals are more common in the opening year. The reason is that when a Basis school comes into a market, there are students who understand what the workload is and what it takes to be successful at Basis DC PCS; however, other students are not prepared to do the work.

Ms. Mead stated that she would not feel comfortable voting for an increase until the board sees a second year decline in the mid-year withdrawals.

Mr. Soifer moved to deny the enrollment ceiling increase; Mr. Woodruff seconded the motion. The board voted 4-0.

Creative Minds PCS – Mr. Fowler summarized the board memorandum requesting that the board deny an enrollment ceiling increase of 12 students due to lack of an academic track record. The school's current enrollment ceiling for SY 2013-2014 is 135 students.

The school's enrollment projection for SY 2013-2014 is 136. The request will increase the ceiling to 147 students. Per its Charter Agreement, the school's enrollment ceiling is already slated to increase by 30 students (from 105 to 135) from this school year to next school year. Creative Minds satisfied 100 percent of its enrollment projections for SY 2012-2013. Creative Minds had a waitlist of 192 students in SY 2012-2013. The school has no current PMF or DC CAS results to evaluate the strength of the school's academic programs.

School Representative: Golnar Abedin, Executive Director

Ms. Abedin stated on the record that the current total number of ceiling increase is 148.

Ms. Abedin also stated that the goal of Creative Minds PCS is to have smaller school rooms and a small school size. In the first year, they had a class of 15 students in a classroom. Based on the success of their program, Creative Minds met 100 percent of their enrollment target of last year, and after exhausting their waitlist, there were still 192 students on the waitlist. This year Creative Minds PCS has had over 900 applications for 30 spaces available, which shows that there is a high demand for their program. Based on their program success, there has been 100 percent participation in parent-teacher conferences and strong support.

Ms. Mead asked for an explanation of the rationale for a 12 student increase.

Ms. Abedin responded that on average there were 15 students in a classroom and during the summer families move their kids to other schools; logically, it makes sense to have 15-17 students enrolled and have more room to accommodate other students in a classroom.

Mr. Soifer asked Ms. Abedin to speak on the certificate of occupancy.

Ms. Abedin replied that there are currently three floors at Creative Minds and a fourth floor is being added, and they are currently working with a real estate agent. The completion of the construction will give them 3,000–4,000 square feet.

Mr. McKoy asked Ms. Abedin to speak on academic performance.

Ms. Abedin stated that the 2nd grade reading assessment data was used as its criteria as it is the closest to DC CAS 3rd grade. Of the students in 2nd grade, 50 percent of them are Individualized Education Program (IEP), two of them have level-four IEP, and 67 percent of students are reading at, or are at, the level of 3rd grade.

Mr. McKoy asked what the consequence would be for not having the additional 12 students.

Ms. Abedin responded that there is no real consequence. Basis DC can still make their financial obligations.

Mr. Soifer moved to deny the enrollment ceiling increase; Ms. Mead objected. The board voted 3-1 to deny the increase.

For Discussion: PCSB 2012 Audit

Staff Representative: Lin Johnson III, Financial Analyst

PCSB's auditors, Kendall Prebola and Jones CPAs, have completed their review of our FY 2012 financial activities and have issued an unqualified opinion. This marks the 15th successive year that PCSB has received a favorable opinion on its financial activities. This is attributed to the establishment of sound accounting policies which have been continually refined in consultation with the DC Office of the Chief Financial Officer over the years.

The essential findings of the FY 2012 audit are as follows:

- Total Assets: \$675K (as of September 30, 2012) - includes cash and fixed assets
- Total Liabilities: \$438K (as of September 30, 2012) - payroll-related payables account for nearly 50% of the balance
- Net Assets (reserves): \$237K (as of September 30, 2012) - this represents a \$100K decrease from the FY 2011 year-end balance
- Total Revenues: \$4.8M
- Total Expenses: \$4.9M
- Additional investments in ProActive was required to enhance PCSB's ability to gather and process data received from public charter schools. Approximately \$200K more than budgeted was spent.

Mr. Woodruff moved to approve the motion to approve the audit; Mr. Soifer seconded.

The board voted 4-0.

Policy Votes: Data Management Policy

Staff Representative: Tim Harwood, Data Analyst

Mr. Harwood summarized the board memorandum that recommends the board vote to approve the Data Management Policy first introduced for public comment on February 25, 2013. PCSB received public comments from Community Academy PCS, Next Step PCS, Education Strengthens Families PCS, Maya Angelou PCS, and FOCUS, and revised the policy based on the feedback. Most of the concerns centered on the 30-day data-validation window being too short. Changes to this policy attempt to clear up the language to show that schools will have between 45-55 days to verify previously submitted attendance and discipline data for any given month.

Mr. Woodruff moved to approve the policy; Ms. Mead seconded. The board voted 4-0 to approve the motion.

The meeting was adjourned at 9:03pm.

Appendix M

DC Public Charter School Board
Meeting Minutes

3333 14th Street, NW Suite 210
Washington, DC 20010

June 24, 2013
7:00 pm

Public Hearing

Board Members in attendance: John “Skip” McKoy (Chair), Darren Woodruff (Vice-Chair), Sara Mead, Don Soifer, Scott Pearson (Ex-Officio).

Mr. McKoy called the public hearing to order at 6:40 pm.

Charter Agreement:

Perry Street Preparatory Public Charter School (PCS)

Staff Representative: Monique Miller, Senior Team
School Representative: Shadwick Jenkins, Head of School

On April 8, 2013, Perry Street Prep PCS submitted a request to amend the goals and academic achievement expectations in its charter. PCSB staff met with school leadership for its “Capacity Interview” at which time it was discovered that there had been miscommunication around what it meant for the school to elect to adopt the Performance Management Framework (“PMF”) as its student achievement expectations. After this meeting, Perry Street Prep PCS requested that its public hearing, originally scheduled on May 20, 2013, be postponed so that it could reconsider the goals and academic achievement expectations. Perry Street Prep PCS’s Board of Trustees has since decided to adopt the PMF as its academic achievement expectations for the Early Childhood, Elementary, Middle, and High School grade spans, as per PCSB’s “Elect the PMF Policy”. This policy is listed on the following page. Perry Street Prep PCS has also proposed to revise several mission-specific goals. These are:

1. All students with disabilities will make at least 5% growth in the areas of reading and math on the district approved statewide assessment annually.
2. Eighty percent of non-proficient English Language Learners will make improvements within their English language proficiency level as demonstrated on the annual ACCESS exam, which measures students’ speaking, writing, reading, and listening comprehension skills.

3. Establish partnerships with parents through a Parent Academy that will provide a variety of programs and opportunities to support and increase student achievement.

Mr. Soifer asked Mr. Jenkins whether the Perry Street Board was fully aware that the new goals the school was proposing would be those used in the school's charter renewal analysis, scheduled for the 2013-14 school year. Mr. Jenkins responded that the board was aware of this and was comfortable with this.

Mr. Soifer asked for Mr. Jenkins to speak more on their data processes and issues..

Mr. Jenkins said proper documents were not uploaded to Proactive. There is also an attendance clerk that will focus on the attendance piece. There were several issues with attendance, such as personnel issues, where the correct data was not processed in Proactive. EdOps was brought in to help correct our data problem.

Dr. Woodruff asked what has driven the increase in student disability over the years.

Mr. Jenkins answered that the increase came because of the change of location and meeting specific goal deadlines, and providing customer service skills to our parents. There are also parent surveys that are distributed to parents and the outside special education team.

Discussion: Application Guidelines for New Charter Students

Staff Representatives: Monique Miller

Ms. Miller summarized the board memorandum that PCSB staff made available to the public on Monday, June 10, 2013, which was a draft of the revised Application Guidelines for New Charter Schools. The purpose of the revision is to improve and clarify components of the guidelines and align them with policies recently passed by the PCSB. PCSB staff seeks to gather input from the broader community during the public hearing on June 24, 2013, and through written comments submitted during a 30-day public comment period that will end Tuesday, July 9, 2013.

No Vote

2013-14 Charter Renewal Guidelines

Staff Representative: Sarah Medway, Charter Agreement Team

Ms. Medway summarized the board memorandum that stated the 2013-14 charter renewal guidelines based on feedback from the public, and expanded on the process beyond what was included in the application. This is only open for public hearing until July 9th, and will be put to a vote at the July board meeting.

No Vote

Board of Trustees Compliance Policy

Staff Representatives: Rashida Kennedy, Equality and Fidelity Team

Ms. Kennedy summarized the board memorandum stating the PCSB staff request that the board vote to open the proposed policy for public comment. Beginning in SY 2013–2014, all Local Education Agencies (LEAs) must maintain a compliant board of trustees as outlined by the School Reform Act, or be subject to a Notice of Concern. Schools must have two voting parent members on the board within the first 60 days of the start of a new school year. If a parent member resigns or is removed from the board midyear, the LEA has 60 days to replace that parent member. When the board is out of compliance with the requirement of having an odd number of members or Washington DC resident majority, the school has 60 days to become compliant, or must develop a plan of action and demonstrate that they have exhausted all options to fill the vacant position(s). Failure to perform the above mentioned steps could result in a Notice of Concern.

Mr. McKoy asked how the policy differs from the others.

Ms. Kennedy answered that schools submit their board of trustee's roster throughout the year. The PCSB checks the roster on a case by case basis, and schools are expected to fill the position if a board member resigns. PCSB currently does not have a policy for the consequences of not filling the position.

Mr. Woodruff asked how frequently issues arise with the board of trustee's roster.

Ms. Kennedy answered that PCSB staff have noticed the frequency quarterly, and whenever the roster is checked, there is a change in board members.

Mr. Woodruff asked if 10% of schools have a change in board members quarterly and if this is unusual.

Ms. Kennedy answered that she is unaware of the current percentage and it is not usual to have schools change their board members.

No Vote

Mystery Caller Policy

Staff Representatives: Rashida Kennedy, Equity and Fidelity Team

Ms. Kennedy summarized the board memorandum stating the PCSB staff request that the board vote to open the proposed policy for public comment. This policy

proposes that beginning in 2014, any school that is found to be providing illegal or non-compliant responses to callers posing as parents through PCSB's "Mystery Caller" initiative will be issued a Board Action-Charter Warning. In the mystery caller process, schools are called by PCSB staff members or consultants posing as parents to enroll a child for a year. The caller is asked questions pertaining to the enrollment process, including questions regarding enrolling students with disabilities. If the school answers all questions appropriately, indicating open enrollment, the school has passed. The schools are called at least twice and if a school has answered these questions inappropriately, the school has failed and could be in violation of the School Reform Act.

Mr. Soifer asked if this is the same as what was done in the past.

Ms. Kennedy answered that in the past, PCSB staff contacted schools to inform them that their answers were inappropriate, and added that it was a more formal process to inform the schools that their staff need to be properly trained to answer these questions. The process is the same, but stricter in the sense that there will be consequences for not answering correctly.

Performance Management Framework 2013 Floor Policy

Staff Representative: Rashida Tyler, School Quality and Accountability Team

Ms. Tyler summarized the board memorandum stating that the District of Columbia PCSB staff recommend that its board vote to open for public comment a proposal to increase the floors for some of the Performance Management Framework (PMF) indicators in the elementary/middle and high school PMF for the 2012–2013 school year.

Per the technical guide, floors are set at the 3-year weighted average of the bottom 10th percentile of charter school results. If this weighted average rises, the floors are recalculated. If the weighted average falls, the floors remain the same.

This year, some of the weighted averages rose substantially, resulting in one floor (for eighth grade math) nearly doubling. The PCSB has always been concerned about dramatic year-to-year changes in PMF floors; hence the 3-year weighted average. However, this rolling average has not prevented such dramatic gains in the floor. We, therefore, propose a modification to the PMF Floor Policy: **That in no case will a PMF floor rise by more than 33.3% in any given year.**

Ms. McKoy asked what the difference is between this Performance Management Framework (PMF) and last year's PMF

Ms. Tyler answered that this year the PCSB engaged school leaders in taskforce meetings beginning in January, and are currently holding more taskforce meetings.

The PCSB is able to share the impact analysis ran last year, but the results are pending for this year.

Ms. Mead commented that by raising the PMF floors each year, we are responding as the PMF policy was originally enacted. To her, the floor raising indicates that the PMF is “working” in that charter school performance is rising. She is also glad that there is some flexibility in the implementation, that no indicator will raise more than 33.3%.

Public Comment #1 – Latin American Montessori Bilingual Public Charter School. As you move the benchmark, schools could end up with lower PMF scores. If the job of the PMF is to communicate to the public those schools achieving high standards, then we should keep the same benchmark.

Mr. Woodruff asked what reasonable floors for tiers are. What is the reasonable expectation for year to year growth, particularly for the lowest performing schools. What is a reasonable expectation for schools that are improving?

Ms. DeVeaux said that theirs is the only jurisdiction using this — there is no national research on raising floors. That is why impact analysis is used. A range of 5% would be significant, but not smaller ranges. For these three years, we are not changing any indicator. The floors we are changing are numbers that no school would be proud of. But I want to make sure that as we do raise those floors, we are not creating impossible improvement. That is why this capping is better. To ensure there is no huge increase in any indicator, there cannot be any growth more than by 1/3 so we are controlling the measured growth.

Public Meeting

Board Members in attendance: John “Skip” McKoy (Chair), Darren Woodruff (Vice-Chair), Sara Mead, Don Soifer, Scott Pearson (Ex-Officio).

Mr. McKoy asked if there were any public officials that wished to be recognized. No public officials were announced.

Approval of the Agenda

Mr. Don Soifer moved to approve the agenda; Ms. Mead seconded. The board voted 4-0 to approve the motion.

Approval of the May 20th 2013 Board Minutes

Ms. Mead moved to approve the agenda; Mr. Soifer seconded.

The board voted 4-0 to approve the motion

Submission into the Record of Administrative Contracts

Mr. McKoy accepted into record a list of charter school's contracts valued over \$25,000.

Test Integrity Report: Meridian Public Charter School

Staff Representatives: Rashida Kennedy, Equity and Fidelity Team
School Representative: Chris Siddall, Regional Director

PCSB staff request that its board vote to accept Meridian Public Charter School's DC comprehensive assessment system (DC CAS) test integrity action plan. According to the plan (attached), the Meridian PCS board of trustees has committed to 10 specific actions. Each action has a due date and a trustee and/or staff member is responsible for ensuring the action is carried out. The plan addresses changes to the following areas:

- Making personnel changes (hiring a new principal)
- Implementing a teacher and leader evaluation system
- Recruiting new board members, especially members with an academic background
- Holding a board retreat and training
- Revamping DC CAS test procedures/protocol
- Training staff on new DC CAS test procedures/protocol
- Conducting benchmark assessments prior to the DC CAS
- Conducting a simulation of DC CAS administration prior to the actual administration
- Conducting a full school audit by Ten Square

Mr. Siddall made a statement before the board, informing the board of the steps taken to strengthen the test integrity of Meridian PCS. For the record, the investigation found no record of test tampering to corroborate the specific allegations in the Office of the State Superintendent of Education (OSSE) report. They did, however, find that the testing procedures, training, and security were insufficient. As a board, we determined that these deficiencies did not warrant administrative actions against specific teachers. We did take decisive and comprehensive actions to eliminate these deficiencies prior to the 2013 DC CAS. The 2012 chairperson was removed, a new test coach was hired, and teachers were rotated to ensure that they were not administering tests to their own classrooms. There was also a change of custody procedures and full cooperation with the OSSE on the test monitoring act.

As a result of the immediate action, we are confident in the security and rigorous action of our 2013 testing process and testing environment. Working with Ten

Squares, we developed an action plan that will strengthen Meridian’s academic and organizational processes and structural balance, and result in the adoption of a stronger staff evaluation system through third party review.

Mr. Woodruff asked if there has been a response from the parent community and from the student body.

Mr. Siddall said the school’s culture is strong and this is turbulence that we have taken very seriously.

Discussion—No Vote

Request to Lift Notice of Concern: Meridian PCS

Staff Representatives: Rashida Kennedy

School Representative: Chris Sidall, Regional Director

Ms. Kennedy read the board memorandum stating that the PCSB staff request that its board lift the Notice of Concern issued to Meridian Public Charter School on April 15, 2013. The Notice of Concern was originally issued due to the school not submitting their monthly discipline records to PCSB for September, October, and January. Since the April 15th board meeting, Meridian PCS has submitted their discipline data on time and has been in close communication with PCSB staff about any data submission issues.

No discussion. Mr. Soifer moved to approve, Mr. Woodruff seconded. The board voted 4-0 to lift the Notice of Concern to Meridian PCS.

Request to Lift Notice of Concern: Perry Street Prep

Staff Representative: Rashida Kennedy, Equity and Fidelity Team

School Representatives: None

Ms. Kennedy read the board memorandum stating that the PCSB staff requests that the board lift the Notice of Concern issued to Perry Street Preparatory Public Charter School (Perry Street Prep PCS) on February 25, 2013. The Notice of Concern was issued due to the school submitting inaccurate attendance data to PCSB’s ProActive data collection system (attached). After conducting a third audit of the attendance records for five randomly selected Perry Street Prep PCS students, PCSB staff found that each of the records matched the attendance data for these same students in ProActive. Furthermore, it is clear that corrections were made to all of its students’ attendance records since the Perry Street Prep PCS’s truancy rate has changed from 0% to a rate that is more in line with the charter sector average.

No discussion–The board voted 4-0

Revise Conditions for Charter Renewal: Community Academy Public Charter School

Staff Representatives: Monique Miller, Charter Agreement Team
School Representative: None

Ms. Miller read the board memorandum stating that the PCSB staff recommend that the board approve the removal of the conditions that Community Academy Public Charter Schools (CAPCS) amend its charter to reflect an enrollment ceiling more closely aligned with actual student enrollment, and that the school offer programming for prekindergarten–8th grade as part of its charter renewal. Further, that the board clarify that the calculation of the 2013 PMF for Amos 3 will include its middle school.

Mr. Woodruff asked if the calculation of the PMF will include the middle school students.

Ms. Miller said yes.

Ms. Mead voted against the motion. Mr. Soifer seconded. Mr. Woodruff moved.

Ms. Mead disagrees with the staff's recommendation and believes the charter should be more in line with what the schools are used to.

Mr. Woodruff asked what it means if the board does not move to approve the conditions.

Mr. Pearson said that Community Academy's charter renewal will be approved with conditions, but Community Academy objects to the conditions. It was a due process objection because they were offered a chance to a public hearing; however, the PCSB did not inform them of the public hearing in time. Therefore, they were not adequately prepared to represent themselves and have the opportunity to make their argument.

Mr. Woodruff asked for the current number of their enrollment ceiling.

Mr. Miller said it was about 4,000 students.

Mr. Soifer and Mr. Woodruff moved to approve, Ms. Mead opposed. The board voted 3-1. The motion carried.

Charter Amendments for Schools Joining DC International

Staff Representatives: Monique Miller, Charter Agreement Team
School Representatives:

DC Bilingual PCS – Representative: Brenda Moore
E.W. Stokes PCS – Representative: Linda Moore

Latin American Montessori Bilingual PCS – Representative: Laura Fleming
Mundo Verde Bilingual PCS – Representative: Christine

Ms. Miller read the board memorandum stating that the DC Public Charter School Board (PCSB) staff requests that the PCSB approve with conditions the charter amendment requests of DC Bilingual Public Charter School (DC Bilingual PCS), Elsie Whitlow Stokes Public Charter School (Stokes PCS), Latin American Montessori Bilingual Public Charter School (LAMB PCS), and Mundo Verde Public Charter School (Mundo Verde PCS) to expand each charter, where applicable, to serve grades 6 through 12; to contract with the District of Columbia International School, a newly-created non-profit charter management organization; and to increase enrollment ceilings to accommodate the expansion conditioned on each school having maintained its current track record of success at the time of such expansion.

Each of these schools is a member of the District of Columbia International (DCI) School consortium and will be referred to collectively as “Member Schools” in this proposal.

Mr. McKoy asked what “Member School” means exactly for the students.

Ms. Miller answered that for students who are interested in a certain school, this will make the program accessible when they enter school between grades 6 and 9, instead of feeling discouraged or pushed out of the program. Student can have access to the curriculum and that way the student does not miss out on their academics.

Mr. McKoy asked how students will adapt to a new language without prior experience.

Ms. Shaeffener answered that the student will be placed in a beginners’ language course to gain a perspective of the language.

Ms. Mead asked what the PMF reporting for DCI will look like once they are in the secondary PMF.

Ms. Miller answered that each individual school will receive a lower and upper PMF. The middle school will have a second PMF and the high schools will have a PMF score as well.

Ms. DeVeaux also said that for DCI parents of 6-8th graders, it will be one school and one PMF. It will make sense for the elementary schools; as long as it is not part of DCI, it will receive separate PMF scores for their elementary portion.

Mr. Soifer moved to accept; Mr. Woodruff seconded. The board voted 4-0.

Charter Amendment to Change School Name: Howard Road PCS

Staff Representative: Monique Miller, Charter Agreement Team

School Representative: Latonya Henderson, Executive Director

Ms. Miller read the board memorandum stating that the PCSB staff recommends that the board approve Howard Road Academy Public Charter School's (HRA PCS) request to amend its by-laws and articles of incorporation to reflect its new name as Cedar Tree Academy Public Charter School (Cedar Tree PCS).

HRA PCS submitted the attached Amendment Request and the PCSB staff confirms that the by-laws reflect a change in name only and that their request is reasonable, especially considering its recently approved charter amendment to consolidate into one campus and serve only grades prekindergarten through kindergarten.

Mr. Woodruff moved to accept the name change; Mr. Soifer seconded. The board voted 4-0.

Charter Amendment Notification of Curriculum Change: Excel Academy PCS

Staff Representative: Monique Miller, Charter Agreement Team

School Representative: Nikki Steward, Chief Academic Officer

Ms. Miller read the board memorandum of the District of Columbia Public Charter School Board' (PCSB) stating that staff received notification on May 20, 2013 of Excel Academy Public Charter School's (Excel Academy PCS) intent to substantially change its math and reading curricula from what was granted in its charter to better align its instructional program with the Common Core State Standards (CCSS) and the new state assessments, scheduled to be implemented in SY2014-15.

Starting in SY 2013-2014, Excel Academy PCS proposes to replace its existing math program, Saxon Math, with Envision, and will assess its students using a new set of assessments, including: Strategic Teaching and Evaluation of Progress for reading in grades K-3, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) for reading and math in grades K-8, and Achievement Network Assessments for grades 2-8 in reading and math. They will retain MCLASS Text Reading Comprehension for grades 4 and above as needed.

The school currently serves grades prekindergarten 3-4th grade, and these changes will apply to the upper grades as they are added to the school. More information about Excel Academy PCS' new curricula and assessments is included in its notification, which is attached to this document.

Ms. Woodruff asked if a fifth grade will be added.

Ms. Steward answered yes

Mr. Woodruff asked about Singapore math

Ms. Steward said that core math standards are modeled after the conceptual Singapore math program.

5- and 10-year Charter Reviews:

Achievement Preparatory PCS

School Representative: Erica Franklin,

Staff Representative: Sarah Medway, Charter Agreement Team

Ms. Medway read the board memorandum that the PCSB staff recommends that the board grant Achievement Preparatory PCS charter continuance based on the school's overall academic, compliant, and fiscal performance.

Ms. Pearson mentioned that Achievement Prep PCS is one of the highest achieving schools.

Mr. Woodruff asked what the thoughts were on the current disciplinary policy and if there is an area for improvement.

Ms. Franklin answered that there is definitely an area for improvement and that is to meet the behavioral roles to support teachers and scholars who struggle academically.

Mr. Soifer moved to approve. Mr. Woodruff seconded. The board voted 4-0.

DC Prep Academy PCS

Staff Representative: Sarah Medway

School Representative: Rick Cruz, CEO

Ms. Medway read the board memorandum that the PCSB staff recommend that the DC Preparatory Academy PCS be granted charter continuance based on the school's overall academic, compliant, and fiscal performance.

Mr. Woodruff moved to approve, Mr. Soifer seconded, and Ms. Mead excused herself from voting. Ms. Bloomfield sent in a proxy vote. The board voted 4-0.

Washington Yu Ying PCS:

Staff Representative: Sarah Medway, Charter Agreement Team

School Representative: Tom Porter, Board of Directors; Maquita Alexander, Head of School

Ms. Medway read the board memorandum stating that the PCSB staff recommends that Washington Yu Ying Public Charter School be granted charter continuance based on the school's overall academic, compliance, and fiscal performance

Mr. Soifer moved to approve. Ms. Mead seconded. The board voted 4-0.

Extend Charter Agreements for Certain Renewed Schools

Staff Representative: Scott Pearson, Executive Director

PCSB staff request that the board vote to authorize the Executive Director to sign legal documents extending through July 29, 2013 of any charter agreements that meet the following criteria:

- 1) Have an expiration date of June 30, 2013;
- 2) Are for schools for which the PCSB voted for charter renewal in 2013.

Schools whose charters are renewed must enter into a new or amended charter agreement to cover the school's new 15-year charter term. Because the process of developing and agreeing to these new terms can be time-consuming, PCSB staff and the affected schools seek this extension to allow the work to continue for an additional 30 days. The new or amended charter agreements would be signed by July 24, with the expectation that these would be voted on at the scheduled July 29 PCSB meeting.

Mr. Soifer moved to approve; Mr. Woodruff seconded. The board voted 4-0.

Full Approval of Charter Agreements

Sela PCS:

Staff Representative: Monique Miller, Charter Agreement Team

Sela Public Charter School Representative: Jason Loady, Executive Director

Ms. Miller read the board memorandum.

Mr. Soifer moved to approve, Mr. Woodruff seconded. The board voted 6-0.

Ingenuity Prep PCS

Staff Representative: Monique Miller, Charter Agreement Team

Ingenuity Prep PCS Representatives: Will Stoetzer, Lauren Outlaw

Ms. Miller read the board memorandum.

Mr. Woodruff moved to approve. Mr. Soifer seconded. The board voted 4-0

Policy Votes

Staff Representative: Tomeika Bowden, Communications Associate

Community Advisory Group: Joseph Younger, Gloria Younger, Koren Stevenson

Ms. Bowden summarized the board memorandum that states after years of operating as an informal body, PCSB's Community Advisory Group seeks to formalize its role, responsibilities, and outputs to reflect the dynamic changes that have happened in the charter school sector and city public education overall. Under its new structure, the group will share general community feedback with PCSB about its policies and on charter schools, and specific feedback on ongoing projects and issues. The group's goal will be to create and engage in a two-way conversation between PCSB and the community that leverages community outreach and input, new technology such as social media, events, and other strategies, resulting in specific outputs.

Mr. Soifer moved to approve, Mr. Woodruff seconded the motion. The board voted 4-0.

Experienced Operator Guidelines

Staff Representative: Ms. Naomi DeVeaux, Deputy Director

Ms. DeVeaux summarized the board memorandum that states the PCSB staff recommends the board vote to approve the 2013 Application Guidelines for Experienced Operators.

Mr. Woodruff moved to approve, Ms. Mead seconded. The board voted 4-0.

Public Comment

None

The meeting was adjourned at 9:15 pm.

Appendix N



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Meridian Public Charter School
Final Percentage Rating:	88%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – in compliance Indicator 9 – in compliance Indicator 10 – in compliance Indicator 11 – not in compliance Indicator 12 – N/A Indicator 13 – N/A 	3
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> All data are valid and reliable and submitted timely 	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	<ul style="list-style-type: none"> LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit 	N/A
3b	Dispute resolution findings (student and/or LEA level)	LEA has 51-100 students with IEPs <ul style="list-style-type: none"> 1-8 findings of noncompliance 	3

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 2 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 2 • Material weaknesses identified by the Auditor in the annual independent audit – 0 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	3 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle 	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely 	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet District of Columbia FFY 2010 AYP targets for the disability subgroup • LEA met District of Columbia FFY 2010 SPP Indicator 5c target of placement of less than 26% of its 	0 1

		students into separate settings	
8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> 90-99% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance 	1
Total Number of Points Earned + Additional Points			21
Total Possible Points from Applicable Elements			24
Percentage of Points from Applicable Elements			88%

Appendix O



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2011 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Meridian Public Charter School
Final Percentage Rating:	67%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> • Indicator 4b – in compliance • Indicator 9 – in compliance • Indicator 10 – in compliance • Indicator 11 – in compliance • Indicator 12 – N/A • Indicator 13 – not in compliance 	4	5
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> • Not all data are submitted timely 	0	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> • LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	<ul style="list-style-type: none"> • No dispute resolution complaints were filed against the LEA 	N/A	N/A

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points 	4 (average points)	4 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2011 grants cycle 	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely 	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup 	0	0

8	Evidence of correction of findings of noncompliance, including progress toward full compliance	<ul style="list-style-type: none"> Less than 90% of noncompliance corrected within one year after the identification of the noncompliance 	0	2
Total Number of Points Achieved			14	
Total Possible Points from Applicable Elements			21	
Percentage of Points Achieved from Applicable Elements			67%	

Appendix P

LEA Onsite Visit: Student Compliance

Initial Release Date: 6/4/2013

Date of Notification: 7/15/2013

Days Remaining: 252

Viewing Data For Meridian PCS

Compliance Item	N	#NC	%	Corrective Action
Initial Evaluation and Reevaluation				
12) Parents Provided Procedural Safeguards §300.504(a)(1)	12	0	100.00%	Provide a copy of procedural safeguards to parents.
13) Parent Consent for Initial Evaluation §300.300(a)	12	0	100.00%	Not correctable at the student level.
14) Consent Form Signature Date Prior to Initial Evaluation §300.300(a)	12	0	100.00%	Not correctable at the student level.
15) Variety of Assessment Tools and Strategies Used §300.304	12	0	100.00%	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.
16) Parent Consent for Reevaluation §300.300(c)(1)	8	0	100.00%	Not correctable at the student level.
17) Consent Form Signature Date Prior to Reevaluation §300.300(c)(1)	7	0	100.00%	Not correctable at the student level.
18) IEP Team Review of Existing Data §300.305	8	0	100.00%	Using existing data, reconvene the IEP team to re-determine eligibility and the educational needs of the student.
19) Variety of Sources Used to Determine Continued Eligibility §300.306(c)	8	0	100.00%	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.
IEP (Individualized Education Program)				
20) Parent/Student Invited to IEP Meeting §300.322(a)(1)	20	0	100.00%	If parent/student was not invited, reconvene IEP meeting with invitation to the parent/student.
21) Parent/Student Notified of Meeting §300.322(a)(1)	19	0	100.00%	Reconvene IEP team and notify parent early enough to ensure an opportunity to attend.
22) 'Parent' Meets Definition in IDEA Regulations §300.30 -	19	0	100.00%	If no parent can be located, promptly contact the OSSE for appointment of a surrogate parent and reconvene IEP meeting with invitation to surrogate parent.
23) General Education Teacher Attended IEP Meeting §§300.321(a), 300.321(e)	20	0	100.00%	Not correctable at the student level.
24) LEA Designee Attended IEP Meeting §§300.321(a), 300.321(e)	20	0	100.00%	Not correctable at the student level.
25) PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities §300.320(a)(1)	20	0	100.00%	Reconvene IEP meeting to discuss how disability affects involvement and progress in general curriculum.
26) IEP Contains Measurable Annual Goals §300.320(a)(2)(i)	20	0	100.00%	Reconvene the IEP meeting to develop measureable goals.
27) IEP Contains Description of How Progress Measured §300.320(a)(2)(i)	20	0	100.00%	Reconvene the IEP meeting to develop a description of how progress will be measured.
28) IEP Statement of Measurable Annual Related Services Goal(s) §300.320(a)(2)(i)	20	0	100.00%	Reconvene the IEP meeting to develop measureable related services goals.
29) Description and Documentation of Progress Toward Related Services Goals §300.320(a)(3)	20	0	100.00%	Reconvene the IEP meeting to develop a description of how progress will be measured.
30) IEP Team Considered Strategies to Address Behavior §300.324(a)(2)	20	0	100.00%	Reconvene IEP team within 30 days of report to consider the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing a BIP.
31) ESY Determined on Individual Basis §300.106(a)(2)	20	1	95.00%	IEP Team must convene to determine appropriate amount of compensatory education.
35) IEP Developed Within 30 Days of Initial Eligibility Determination §300.323(c)(1)	12	0	100.00%	Not correctable at the student level.
36) Implementation of Related Services §300.323(c)(2)	20	1	95.00%	Develop a compensatory education plan that addresses missed related services or specialized instruction hours.
37) Annual IEP Review 300.324(b)(1)(i)	20	0	100.00%	

Convene the IEP Team to review and renew the student's IEP.

LRE (Least Restrictive Environment)

40) Consideration of Harmful Effects §300.116(d)	20	0	100.00%	Reconvene IEP team within 30 days of report and determine appropriate placement.
42) Student Placement Based on IEP §300.116(b)(2)	20	0	100.00%	Reconvene the IEP Team to determine the student's placement.

LEA Onsite Visit: Student Compliance

Initial Release Date: 6/4/2013

Date of Notification: 7/15/2013

Days Remaining: 252

Viewing Data For Meridian PCS

Compliance Item	N	#NC	%	Corrective Action
Initial Evaluation and Reevaluation				
12) Parents Provided Procedural Safeguards §300.504(a)(1)	12	0	100.00%	Provide a copy of procedural safeguards to parents.
13) Parent Consent for Initial Evaluation §300.300(a)	12	0	100.00%	Not correctable at the student level.
14) Consent Form Signature Date Prior to Initial Evaluation §300.300(a)	12	0	100.00%	Not correctable at the student level.
15) Variety of Assessment Tools and Strategies Used §300.304	12	0	100.00%	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.
16) Parent Consent for Reevaluation §300.300(c)(1)	8	0	100.00%	Not correctable at the student level.
17) Consent Form Signature Date Prior to Reevaluation §300.300(c)(1)	7	0	100.00%	Not correctable at the student level.
18) IEP Team Review of Existing Data §300.305	8	0	100.00%	Using existing data, reconvene the IEP team to re-determine eligibility and the educational needs of the student.
19) Variety of Sources Used to Determine Continued Eligibility §300.306(c)	8	0	100.00%	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.
IEP (Individualized Education Program)				
20) Parent/Student Invited to IEP Meeting §300.322(a)(1)	20	0	100.00%	If parent/student was not invited, reconvene IEP meeting with invitation to the parent/student.
21) Parent/Student Notified of Meeting §300.322(a)(1)	19	0	100.00%	Reconvene IEP team and notify parent early enough to ensure an opportunity to attend.
22) 'Parent' Meets Definition in IDEA Regulations §300.30 -	19	0	100.00%	If no parent can be located, promptly contact the OSSE for appointment of a surrogate parent and reconvene IEP meeting with invitation to surrogate parent.
23) General Education Teacher Attended IEP Meeting §§300.321(a), 300.321(e)	20	0	100.00%	Not correctable at the student level.
24) LEA Designee Attended IEP Meeting §§300.321(a), 300.321(e)	20	0	100.00%	Not correctable at the student level.
25) PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities §300.320(a)(1)	20	0	100.00%	Reconvene IEP meeting to discuss how disability affects involvement and progress in general curriculum.
26) IEP Contains Measurable Annual Goals §300.320(a)(2)(i)	20	0	100.00%	Reconvene the IEP meeting to develop measureable goals.
27) IEP Contains Description of How Progress Measured §300.320(a)(2)(i)	20	0	100.00%	Reconvene the IEP meeting to develop a description of how progress will be measured.
28) IEP Statement of Measurable Annual Related Services Goal(s) §300.320(a)(2)(i)	20	0	100.00%	Reconvene the IEP meeting to develop measureable related services goals.
29) Description and Documentation of Progress Toward Related Services Goals §300.320(a)(3)	20	0	100.00%	Reconvene the IEP meeting to develop a description of how progress will be measured.
30) IEP Team Considered Strategies to Address Behavior §300.324(a)(2)	20	0	100.00%	Reconvene IEP team within 30 days of report to consider the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing a BIP.
31) ESY Determined on Individual Basis §300.106(a)(2)	20	1	95.00%	IEP Team must convene to determine appropriate amount of compensatory education.
35) IEP Developed Within 30 Days of Initial Eligibility Determination §300.323(c)(1)	12	0	100.00%	Not correctable at the student level.
36) Implementation of Related Services §300.323(c)(2)	20	1	95.00%	Develop a compensatory education plan that addresses missed related services or specialized instruction hours.
37) Annual IEP Review 300.324(b)(1)(i)	20	0	100.00%	

Convene the IEP Team to review and renew the student's IEP.

LRE (Least Restrictive Environment)

40) Consideration of Harmful Effects §300.116(d) 20 0 100.00%

Reconvene IEP team within 30 days of report and determine appropriate placement.

42) Student Placement Based on IEP §300.116(b)(2) 20 0 100.00%

Reconvene the IEP Team to determine the student's placement.

Appendix Q



Office of the
State Superintendent of Education

June 29, 2012

Dr. Robinette Breedlove
Principal
Meridian Public Charter School
1328 Florida Avenue, NW
Washington, DC 20009

Dear Dr. Breedlove:

The U.S. Department of Education, Office of Special Education Programs (OSEP) determined the District of Columbia to need intervention in meeting the requirements of Part B of the Individuals with Disabilities Education Act (IDEA). OSEP issued a letter to the Office of the State Superintendent of Education (OSSE) informing them that the U.S. Department of Education has imposed Special Conditions on OSSE's FFY 2011 grant awards under IDEA. OSSE was required to develop a Corrective Action Plan (CAP) to address noncompliance in specific areas. Pursuant to OSSE's CAP, which requires quarterly reporting of noncompliance in specific areas, OSSE has reviewed data in the Special Education Data System (SEDS) to identify noncompliance and assess progress toward federal and local targets for special education. OSSE reviewed data in SEDS for your LEA to determine compliance in the following areas.

Initial and Reevaluation Timelines

In order to improve compliance with timely evaluations and reevaluations, OSSE is required to report to OSEP the percent of initial evaluations and reevaluations provided to children with disabilities whose evaluation deadlines fell within the reporting period that were conducted in a timely manner. OSSE is also required to report on the percent of initial evaluations and reevaluations that were provided for children whose initial evaluation and reevaluations had become overdue in a prior reporting period (backlog). For each quarterly reporting period, the level of compliance for timely evaluations must increase until 95% of initial evaluations and reevaluations are completed in a timely manner.

Early Childhood Transition Timelines

In order to improve compliance with early childhood transition timelines, OSSE is required to report to OSEP the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. In addition, OSSE is required to report to OSEP the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays in providing a timely evaluation and IEP.

Secondary Transition Requirements

In order to improve compliance with secondary transition requirements, OSSE is required to complete a random sampling of at least 100 individualized education programs (IEPs) of youth aged 16 and above to be reviewed for IEP secondary transition content during each quarterly reporting period. For

each quarterly reporting period, the level of compliance for secondary transition requirements must increase until 95% of IEPs reviewed are compliant with secondary transition requirements.

Identification of Noncompliance

OSSE's review of Meridian PCS data revealed noncompliance for timely completion of reevaluations and secondary transition requirements. This letter serves as notification of noncompliance from OSSE's database review for the period **January 1, 2012 – March 31, 2012**.

To demonstrate correction of the LEA's noncompliance, the LEA must provide student level correction and ensure future LEA compliance. The LEA must also ensure future compliance with each requirement. This may be accomplished by demonstrating that the LEA has met full compliance via the following quarterly review.

Area of Monitoring	Corrective Actions	Due Date
Evaluation: Initial & Reevaluation	Conduct reevaluation; notify OSSE that evaluation is complete.	October 1, 2012
Early Childhood Transition	N/A	N/A
Secondary Transition	See attached worksheet.	October 1, 2012

OSSE is committed to supporting LEA efforts to improve results for children with disabilities and will continue to provide technical assistance opportunities to assist Meridian PCS as it works to improve performance under Part B of IDEA. If you have any questions about this communication, please do not hesitate to call your OSSE LEA Contact, Debra Melville at (202) 741-0265 or Mary Boatright, Director of Monitoring & Compliance at 202-741-0264.

Sincerely,



Amy Maisterra, Ed.D., MSW
Assistant Superintendent of Specialized Education

Enclosures



Directions for Correcting Student Level Findings from Database Review

Step 1: Review the compliance summary.

The purpose of the compliance summary is to provide the LEA with a summary of the quantitative data collected from the database.

For any item in which an LEA has noncompliance, the LEA must demonstrate compliance at the next quarter's data review.

Step 2: Review all student level noncompliance.

All instances of noncompliance must be corrected at an individual student level. The LEA validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. The page must be signed and dated by the LEA validator.

Corrective Action Code:

- 0 = Correction not yet made
- 1 = Correction has been made as required for this student
- 2 = Student is no longer enrolled in services with this LEA
- 3 = Student no longer receives Special Education Services

Step 3: After all student level noncompliance has been corrected, sign and date the student level form.

When corrections have been made for all items of noncompliance for each student, the appropriate administrator (Chief Executive Officer) must sign and date the student level tracking sheet.



Office of the



State Superintendent of Education

Step 4: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

Step 5: Sign and date Certification. Upon completion of ALL student level corrections, the appropriate LEA administrator (Chief Executive Officer) responsible for ensuring that corrections have been made must sign and date the certification form.

Step 6: Submit the Certification form and all signature pages of the report.

Submit the Certification page and ALL signature pages to:

Mary Boatright
Director of Monitoring & Compliance
OSSE, Department of Specialized Education
810 First Street, NE, 5th Floor
Washington, DC 20002

Certification of Plan Completion

Meridian PCS

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of our knowledge and belief.

All corrections due by: **October 1, 2012**

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____

Meridian PCS

April 2012 Compliance Monitoring Report



Office of the
State Superintendent of Education

Date of Notification:
June 29, 2012

All Corrections Due by:
October 1, 2012

Prepared by:
OSSE Quality Assurance & Monitoring Unit

OSSE
Meridian PCS

2011-2012 Compliance Monitoring: Tracking the Correction of Individual Citations

Date of Notification: **June 29, 2012**

All Corrections Due By: **October 1, 2012**

Directions for Correcting IDEA Individual Student Noncompliance Citations

Step 1: OSSE Compliance Monitor must enter all individual student citations on this form. Once all citations are entered, a paper copy of this form (as part of the entire report) will be provided to the LEA so that corrections can be tracked and recorded by the LEA.

Step 2: *The LEA is required to correct all instances of noncompliance for each student where noncompliance was identified.* LEA Validator must enter the corrective action code and the date of correction for each student prior to submitting this report to OSSE. This page must be signed with the name and date of the LEA Validator.

The following corrective actions must be completed for each student when noncompliance was found.

Individual Student Corrective Actions	
STR 1: Education/Training Postsecondary Goal	Convene IEP meeting to develop appropriate education/training postsecondary goal.
STR 2: Employment Postsecondary Goal	Convene IEP meeting to develop appropriate employment postsecondary goal.
STR 3: Independent Living Postsecondary Goal	Convene IEP meeting to develop appropriate independent living postsecondary goal.
STR 4: Annually Updated Postsecondary Goals	Convene IEP meeting to develop transition goal(s).
STR 5: Age Appropriate Transition Assessments	Conduct age appropriate transition assessment(s).
STR 6: Transition Services Enable Meeting Postsecondary Goal(s)	Convene IEP meeting to identify transition services.
STR 7: Transition Services Include Course of Study	Convene IEP meeting to identify transition services, including courses of study.

Meridian PCS
2011-2012 Secondary Transition Monitoring Report

Date of Notification: **June 29, 2012**

All Corrections Due By: **October 1, 2012**

2010-2011 Compliance Criteria **95% or above**

Secondary Transition							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
STR 1: Education/Training Postsecondary Goal	§300.320(b)	1	0	1		0.00%	Individual Student Level and LEA Level Corrections Must Be Completed.
STR 2: Employment Postsecondary Goal	§300.320(b)	1	0	1		0.00%	Individual Student Level and LEA Level Corrections Must Be Completed.
STR 3: Independent Living Postsecondary Goal	§300.320(b)	1	0	1	0	0.00%	Individual Student Level and LEA Level Corrections Must Be Completed.
STR 4: Annually Updated Postsecondary Goals	§300.320(b)	1	1	0		100.00%	Criteria Met
STR 5: Age Appropriate Transition Assessments	§300.320(b)	1	1	0		100.00%	Criteria Met
Enable Meeting Postsecondary Goal(s)	§300.320	1	1	0		100.00%	Criteria Met
STR 7: Transition Services Include Course of Study	§300.320(b)(2)	1	1	0		100.00%	Criteria Met
STR 8: Student Invitation to IEP Team Meeting	§300.321(a)(7)	1	0	1		0.00%	Individual Student Level and LEA Level Corrections Must Be Completed.
STR 9: Agency Representative Invitation to IEP Team Meeting	§300.321(b)	1	1	0	0	100.00%	Criteria Met

LEA Compliance Status

Percentage of Compliant Student Files*	0.00%
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*LEA Compliance Status is calculated by dividing the number of students with all items compliant by the total number of student files reviewed. Target = 100%

STR 8: Student Invitation to IEP Team Meeting	Invite the student and reconvene the IEP Team.
STR 9: Agency Representative Invitation to IEP Team Meeting	Develop policies or procedures pertaining to required participants on IEP invitation.

Corrective Action Code:

- 0 = Correction not yet made
- 1 = Correction has been made as required for this student
- 2 = Student no longer enrolled in LEA
- 3 = Student no longer receives special education services
- 4 = Student no longer in school (graduation, dropout, deceased)

Step 3: LEA Validator must submit this completed form and other evidence (as required), to OSSE Compliance Monitor.

Step 4: OSSE Compliance Monitor must verify that the correction of noncompliance (citations) have been corrected as per the LEA report. OSSE Compliance Monitor must include his/her name and date of verification when all noncompliance has been verified as corrected.

Action Log		
District notes for individual student noncompliance corrections.		
Verification of Correction		
Signature of LEA Validator	Date of Signature	Signature of OSSE Validator
		Date of Signature

Student Demographic Information			File Review Items (X = Noncompliance)								Compliance Status		LEA Action	Date of Correction		
Student ID	Student Last	Student First	School	STR 1	STR 2	STR 3	STR 4	STR 5	STR 6	STR 7	STR 8	STR 9	# NC	Compliance Status	Enter Corrective Action Code (0-4)	For each student, enter date when all corrections have been completed.
			Meridian	x	x	x					x		4	Noncompliant		
Individual Student Noncompliance Summary				1	1	1	0	0	0	0	1	0	4	0	Total number of students with all items compliant .	
														1	Total number of files reviewed.	

2011-2012 Compliance Monitoring: Tracking LEA Corrections to Address LEA Level Citations
Meridian PCS

Date of Notification: **June 29, 2012** All Corrections Made By: **October 1, 2012**

Secondary Transition						
2010-11 Criteria	LEA Total	Corrective Actions	Verification of Correction			OSSE Date
			LEA Signature	LEA Date	OSSE Signature	
STR 1: Education/Training Postsecondary Goal LEA must: - develop appropriate policy, draft policy, and/or procedure(s), - provide documentation of transmittal of policy to all staff members, - provide documentation that all IEPs developed within last 60 days contain appropriate transition goals.	<u>0.00%</u>					
STR 1: LEA Action Log:						
STR 2: Employment Postsecondary Goal LEA must: - develop appropriate policy, draft policy, and/or procedure(s), - provide documentation of transmittal of policy to all staff members, - provide documentation that all IEPs developed within last 60 days contain appropriate transition goals.	<u>0.00%</u>					
STR 2: LEA Action Log:						

		Verification of Correction			Verification of Correction		
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date	
STR 3: Independent Living Postsecondary Goal	0.00%	LEA must: - develop appropriate policy, draft policy, and/or procedure(s), - provide documentation of transmittal of policy to all staff members, - provide documentation that all IEPs developed within last 60 days contain appropriate transition goals.					
STR 3: LEA Action Log:							
STR 4: Annually Updated Postsecondary Goals	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
STR 4: LEA Action Log:							
No action required.							
STR 5: Age Appropriate Transition Assessments	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
STR 5: LEA Action Log:							
No action required.							

		Verification of Correction			Verification of Correction		
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date	
STR 6: Transition Services Enable Meeting Postsecondary Goal(s)	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
STR 6: LEA Action Log: No action required.							
STR 7: Transition Services Include Course of Study	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
STR 7: LEA Action Log: No action required.							

		Verification of Correction			Verification of Correction		
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date	
STR 8: Student Invitation to IEP Team Meeting	0.00%	Provide training concerning invited/required transition IEP participants. Provide documentation of the above to OSSE.					
STR 8: LEA Action Log:							
STR 9: Agency Representative Invitation to IEP Team Meeting	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
STR 9: LEA Action Log:							
No action required.							

Certification of 2011-2012 Plan Completion

Meridian PCS

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of his/her knowledge and belief.

All Corrections Due by: **October 1, 2012**

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____

All LEA Level Corrective Actions have been Completed

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____

Appendix R

MERIDIAN: 5 YEAR BALANCE SHEET ANALYSIS

	2009	2010	2011	2012	2013 (Preliminary)
Assets					
Current Assets:					
Cash/Cash equivalents	\$3,552,365	\$3,015,691	\$4,259,225	\$12,614,302	\$3,522,807
Accounts and grants receivable	\$561,179	\$998,110	\$432,022	\$483,938	\$403,756
Prepaid expenses	\$54,742	\$49,410	\$105,991	\$10,564	\$125,375
Total Current Assets	\$4,168,286	\$4,063,211	\$4,797,238	\$13,108,804	\$4,051,938
Noncurrent Assets:					
Property and equipment, net	\$465,678	\$252,867	\$405,514	\$6,996,432	\$16,011,903
Unamortized loan costs, net	\$-	\$-	\$-	\$-	\$230,276
Security Deposits	\$27,833	\$27,833	\$27,833	\$28,333	\$62,268
Total Noncurrent Assets	\$493,511	\$280,700	\$433,347	\$7,024,765	\$16,304,447
Total assets	\$4,661,797	\$4,343,911	\$5,230,585	\$20,133,569	\$20,356,385
Liabilities and Net Assets					
Current liabilities					
Accounts payable	\$88,663	\$146,969	\$196,293	\$273,122	\$441,678
Accrued expenses	\$431,939	\$484,316	\$436,469	\$458,968	\$462,334
Capital lease obligation - current portion	\$-	\$-	\$58,645	\$26,134	\$-
Deferred revenue	\$441,528	\$147,541	\$175,107	\$181,086	\$298,619
Security deposit	\$-	\$-	\$-	\$22,433	\$22,433
Deferred rent	\$43,364	\$3,610	\$138,953	\$112,647	\$68,239
Rent liability	\$327,469	\$39,660	\$-	\$-	\$-
Total current liabilities	\$1,332,963	\$822,096	\$1,005,467	\$1,074,390	\$1,293,303
Noncurrent Liabilities:					
Note payable	\$-	\$-	\$-	\$12,500,000	\$12,500,000
Capital lease obligation, net of current	\$137,194	\$136,586	\$26,134	\$-	\$-
Total Noncurrent Liabilities	\$137,194	\$136,586	\$26,134	\$12,500,000	\$12,500,000
Total liabilities	\$1,470,157	\$958,682	\$1,031,601	\$13,574,390	\$13,793,303
Net Assets:					
Net Income	\$761,519	\$193,589	\$858,755	\$2,315,195	\$3,903
Beg. Net Assets	\$2,430,121	\$3,191,640	\$3,385,229	\$4,243,984	\$6,559,179
Total Net Assets (Ending Net Assets)	\$3,191,640	\$3,385,229	\$4,243,984	\$6,559,179	\$6,563,082
Total liabilities and net assets	\$4,661,797	\$4,343,911	\$5,275,585	\$20,133,569	\$20,356,385

MERIDIAN: 5 YEAR INCOME STATEMENT ANALYSIS

	2009	2010	2011	2012	2013 (Preliminary)
Revenue:					
Support and revenue:					
Fees and grants from government agencies	\$7,790,762	\$8,185,318	\$8,538,998	\$10,389,792	\$9,613,050
Rental income	\$-	\$-	\$-	\$-	\$1,201,199
Contribution and grants from donors	\$89,851	\$87,697	\$80,921	\$306,848	\$165,479
Miscellaneous Income	\$753,572	\$927,759	\$632,342	\$808,876	\$624,306
Total revenue	\$8,634,185	\$9,200,774	\$9,252,261	\$11,505,516	\$11,604,034
Expenses:					
Personnel salaries and benefits	\$5,014,159	\$5,625,530	\$5,355,919	\$6,057,816	\$6,214,607
Direct student costs	\$691,307	\$702,427	\$579,742	\$806,622	\$930,495
Occupancy expenses	\$1,382,094	\$1,382,094	\$1,398,867	\$1,339,126	\$1,947,811
Office and General expenses	\$785,106	\$1,297,134	\$1,058,978	\$986,757	\$2,507,218
Total expenses	\$7,872,666	\$9,007,185	\$8,393,506	\$9,190,321	\$11,600,131
Net Income	\$761,519	\$193,589	\$858,755	\$2,315,195	\$3,903
Beginning Net Assets	\$2,430,121	\$3,191,640	\$3,385,229	\$4,243,984	\$6,559,179
Total Net Assets (Year End Balance)	\$3,191,640	\$3,385,229	\$4,243,984	\$6,559,179	\$6,563,082
Profit margin	9%	2%	9%	20%	0%
Personnel expenses/Total revenue	58%	61%	58%	53%	54%
Direct student costs/Total revenue	8%	8%	6%	7%	8%
Occupancy expenses/Total revenue	16%	15%	15%	12%	17%
Office and General expenses/Total revenue	9%	14%	11%	9%	22%

Personnel expenses	57%
Direct student costs	7%
Occupancy expenses	15%
Office and General expenses	13%