



2017-18 Twenty-Year Charter Review Report

SEED Public Charter School

December 18, 2017

DC Public Charter School Board
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KEY FINDINGS and BOARD VOTE

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

SEED PCS is a single campus local education agency (LEA), serving grades six through twelve. The school adopted the Performance Management Framework (PMF) as its goals and student academic achievement expectations (goals or academic expectations) and receives two PMF scores each year - one for the middle school and one for the high school. Pursuant to the school's Charter² and Charter Agreement, SEED PCS did not meet its goals and academic expectations. While the high school had an average PMF score of 63.5%, the middle school missed the 50% minimum required per the school's Charter Agreement, earning an average PMF score of 43.9%. PMF scores at both the middle and high school campuses decreased from School Year (SY) 2012-13 to SY 2015-16, making the school ineligible for the improvement provision included in its Charter Agreement.

DC PCSB staff has determined that the school has not committed a material violation of law or of its charter, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

On December 18, 2017, the DC PCSB Board voted 5 - 0 to continue the school's charter with the conditions below. One board member recused himself from the vote.

The LEA and DC PCSB execute a charter amendment by January 15, 2018, that commits the school to the following conditions:

- The school will cease admitting new students in the 6th, 7th, and 8th grades, beginning immediately, and the middle school will close completely by the end of the 2019-20 school year
- The school's enrollment ceiling will decrease to 300 in SY 2018-19, and 250 in SY2019-20 and beyond
- The school will admit students in both the 9th and 10th grades by SY 2020-21
- The school's goals (achieving an average score of 50% on the PMF over the next five years) will be amended to eliminate the middle school from the calculation for the school's 25th year review and beyond.
- In any year that the school's overall retention rate for high school (comparing the previous year's official October enrollment count roster for 9th, 10th, and 11th graders with the current year's official October enrollment count roster for 10th,

¹ D.C. Code § 38-1802.12(a)(3).

² D.C. Code § 38-1802.03(h)(2) lists the six specific provisions that comprise a school's charter under the SRA.

11th, and 12th graders) is 90.0% or greater, it will receive an enrollment ceiling increase of 25, up to a maximum of 300³.

- The school may apply to DC PCSB beginning in SY 2021-22 to re-open its middle school grade span. The DC PCSB Board will consider the track record of the high school grade span, the soundness of the proposed middle school plans, and the then extant Enrollment Ceiling Increase policy in determining whether to approve this application.

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB “shall review [a school’s] charter at least once every [five] years.”⁴ As part of this review, DC PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.⁵

If DC PCSB determines that a school has committed a material violation of applicable law or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance or revoke the school’s charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school’s charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to GAAP, (2) has engaged in a pattern of fiscal mismanagement, and/or (3) is no longer economically viable.⁶

³ This retention rate will be calculated using all students. Unlike the calculation for our Performance Management Framework, it will not exempt students who move out of state, or for any other reasons. The determination will be made in November of each year with the increase effective for the following school year.

⁴ D.C. Code § 38-1802.12(a)(3).

⁵ D.C. Code § 38-1802.12(c).

⁶ D.C. Code § 38-1802.13(b).

BACKGROUND INFORMATION ABOUT SCHOOL

School History and Overview

SEED PCS began operating in 1998 under authorization from DC PCSB and operates one campus in Ward 7 serving students in grades six through twelve. SEED PCS was founded by the SEED Foundation, a nonprofit organization that provides management and support services to the school, and which controls the composition of the SEED PCS Board of Trustees. SEED PCS is one of two DC charter schools that operates a boarding program, and it receives additional public funding to operate this residential component. All SEED PCS students live on campus from Sunday evening to Friday afternoon.

The mission of the school is:

To provide an outstanding, intensive residential education program to at-risk inner-city children that prepares them, both academically and socially, for success in college and/or in the professional world.⁷

SEED PCS offers a college preparatory curriculum in small classroom settings. From 4:00-7:45pm each day, students participate in the Student Life Program, where they participate in academic enrichment, character programming with the Habits for Achieving Life-Long Success (HALLS) curriculum, and also receive academic intervention services.⁸

Enrollment and Demographic Trends

The table below shows the school's enrollment. The enrollment has been close to the projections each year and was above the projection for SY 2017-18. SEED PCS currently has an enrollment ceiling of 500.

SEED PCS - Enrollment					
Year	2013-14	2014-15	2015-16	2016-17	2017-18
Grade Levels	6-12	6-12	6-12	6-12	6-12
Number of Students	342	336	352	361	363
Enrollment Projections	340	342	340	340	355

The following tables track enrollment over time. This information is important as SEED PCS's high school outcomes, which are stronger than its middle school outcomes, are the result of students who have been at the school since sixth or seventh grade.

⁷ See SEED PCS charter renewal agreement, p. 2, attached to this report as Appendix A.

⁸ See SEED PCS 2015-16 Annual Report, p. 4, attached to this report as Appendix B.

Because the school does not backfill or take in new students in upper high school grades, the result is that graduating classes are a fraction of the starting class of sixth graders. There are 21 students in the school’s grade twelve class for SY 2016-17.

The below table shows audited enrollment by grade each year. The colors indicate the class size as students move from grade to grade. The trend is a significant decrease in class size as the students move through middle school and high school. For example, the sixth-grade class from SY 2012-13 started with 99 students and currently has just 35⁹ audited enrolled students in grade ten.

While there is a decrease in the number of students from year to year, the school has a higher re-enrollment rate than the charter sector.

SEED PCS Enrollment by Grade and Year (Audit #)					
Grade	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
6	99	100	99	77	80
7	66	84	80	86	70
8	39	57	61	64	67
9	47	26	36	48	62
10	24	36	23	31	35
11	26	17	24	21	26
12	40	22	13	25	21
Total	341	342	336	352	361

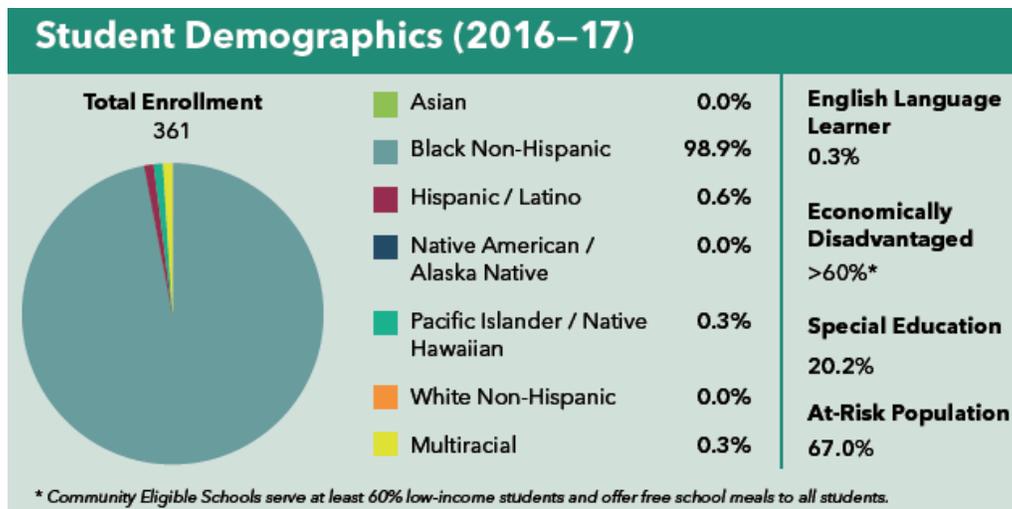
The table below compares the number of new students who enrolled each year with the number of continuing students. The school does not regularly admit students in upper high school grades, though it admitted seventh and eighth graders in all years with the exception of SY 2015-16.

SEED PCS did not admit high school students. In SY 2015-16, a student who was listed as a 10th grader for SY 2014-15 recovered credits during the summer of 2015 and was able to be placed in the 12th grade for SY 2015-16. The tenth grader for SY 2016-17 was a former non-public placement student who returned to SEED PCS.

⁹ The number rises to 45 if including students who have repeated a grade over the course of the years and are therefore enrolled in an earlier grade, as well as those who have become non-public placement scholars.

SEED PCS Newly Enrolled vs. Continuing Students (By Grade)										
Grade	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	New Students	Continuing Students								
6	91	8 ¹⁰	89	11	76	23	77	0	79	1
7	7	59	7	77	13	67	0	86	5	65
8	11	28	0	57	0	61	0	64	3	64
9	0	47	0	26	0	36	0	48	0	62
10	0	24	0	36	0	23	0	31	1	34
11	0	26	0	17	0	24	0	21	0	26
12	0	40	0	22	0	13	1	24	0	21
Total	109	232	96	246	89	247	78	274	88	273
	341		342		336		352		361	

In SY 2016-17, SEED PCS served a population that was 98.9% African American, with 67% of the student body being defined as at-risk.¹¹



Performance Management Framework Outcomes

The school's overall performance data on the PMFs – which assess reading and math proficiency, academic growth, attendance, and re-enrollment, as well as other measures for high school – are summarized in the table below. PMF scores for both the middle and

¹⁰ A "continuing student" in sixth grade is a student who is repeating the sixth-grade year.

¹¹ OSSE defines at-risk students as follows: "students who are homeless, in the District's foster care system, qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or high school students that are one year older, or more, than the expected age for the grade in which the students are enrolled." Students in adult and alternative programs are not eligible to be identified as at-risk. See <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/At-Risk%20Weight%20in%20Uniform%20Per%20Student%20Funding%20Formula.pdf>.

high schools decreased from SY 2012-13 to SY 2015-16. In SY 2016-17, the high school results rebounded, while the middle school results continued a steady decline.

SEED PCS - PMF Outcomes					
	2012-13	2013-14	2014-15	2015-16	2016-17
Middle School	Tier 1 62.1%	Tier 2 42.6%	PMF was not scored or tiered	Tier 2 38.8%	Tier 3 32.4%
High School	Tier 1 67.8%	Tier 1 65.7%		Tier 2 54.5%	Tier 1 66.1%

Communication with the School

DC PCSB staff and Board members discussed performance issues with the school in the spring of 2015 and 2016.¹² During these meetings, DC PCSB staff addressed issues such as PMF performance, median growth percentile (MGP) data, attendance and suspension rates, and the upcoming SY 2017-18 charter review, emphasizing concerns over the school missing its charter goals and raising the possibility of charter revocation. Additionally, DC PCSB staff met with school leaders at SEED PCS on March 13, 2017. During this meeting, DC PCSB staff reiterated that the middle school needed to earn a score of 56.5% or higher on the SY 2016-17 PMF for the entire school (middle and high) to meet its goals and student academic achievement expectations, since SEED PCS is one campus. DC PCSB staff provided SEED PCS with a similar table to the one below.

		2012-13	2013-14	2014-15	2015-16	2016-17 Score Needed
Results	6-8	62.1%	42.6%	PMF was not scored or tiered	38.8%	56.5%
Results	9-12	67.8%	65.7%		54.5%	12.0%

Prior Charter Reviews and Renewal

DC PCSB conducted a five-year charter review of SEED PCS in 2004 and a ten-year review in 2009. DC PCSB renewed the school’s charter in 2013. These charter review and renewal analyses are described in further detail below.

Five-Year Review

In SY 2002-03, DC PCSB conducted a charter review of SEED PCS and determined that the school had met only 1 of its 11 academic targets, and none of the three academic standards evaluated as part of DC PCSB’s charter review framework in place at the time.¹³ However, DC PCSB noted in this review that the cause of the school’s failure to meet the

¹² See letters attached as Appendix C.

¹³ See SEED PCS five-year review, attached to this report as Appendix D.

majority of its academic targets was primarily the wording of these targets.¹⁴ Based on this review, the DC PCSB Board issued a Revocation Warning to the school, requiring it to meet three conditions: that the school develop an internal assessment for reading and math, conduct professional development for these new assessments, and develop an assessment to measure how students improve life skills through the boarding program.¹⁵ In November 2004, the DC PCSB Board found that SEED PCS had met these conditions and fully continued the school's charter.¹⁶

Ten-Year Review

In January 2009, DC PCSB conducted a ten-year charter review of SEED PCS and determined that the school met all academic, governance, compliance, and fiscal performance standards.¹⁷ DC PCSB noted that the school's HALLS program was exemplary, and that the school had positive financial outcomes, including strong liquidity and cash flow. Based on this, the DC PCSB board voted to fully continue the school's charter.

Charter Renewal

In April 2013, SEED PCS applied for DC PCSB to renew its charter. DC PCSB staff determined that the school had fully met 11 of its goals, and partially met one goal. The school met all goals related to the state assessment, with SEED PCS students outperforming the state average in composition, math, reading, and science proficiency from SY 2008-09 to SY 2011-12. DC PCSB found the school partially met one goal related to students developing academic skills for college and/or a career. While SEED PCS's PSAT and SAT performance outperformed the charter sector average, its AP passage rates were low.

In the renewal analysis, DC PCSB noted that the school received significant additional funding¹⁸ to operate a boarding program, and given this, it encouraged SEED PCS to "set ambitious goals in its renewed charter that its students will achieve as a result of participating in its boarding model."¹⁹ DC PCSB also recommended that "the school commit in its renewed charter to expand its point of entry for newly admitted students." Based on this analysis, the DC PCSB Board voted to fully continue the school's charter.

¹⁴ "The school's repeated use of a fifth-year target to meet annual targets 'consistently' put the school at a disadvantage, and caused them to miss the fifth-year target if it failed to meet the annual target one year." See SEED PCS five-year charter review.

¹⁵ See February 11, 2004 letter from Thomas Loughlin, DDC PCSB Board Chair to Eric Adler, SEED PCS Board Chair, attached to this report as Appendix E.

¹⁶ See November 16, 2004 letter from Thomas Nida, DC PCSB Board Chair, to Eric Adler, SEED PCS Board Chair, attached to this report as Appendix F.

¹⁷ See SEED PCS ten-year charter review, attached to this report as Appendix G.

¹⁸ In SY 2016, the average public charter school received \$17,539 in DC funding per pupil. In that year, SEED PCS received \$41,054 per pupil.

¹⁹ See SEED PCS renewal report, p. 3, attached to this report as Appendix H.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

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

In September 2016, SEED PCS amended its charter to adopt the early childhood/elementary school/middle school PMF (PK-8 PMF) and the high school PMF (HS PMF) as its goals and academic expectations. In September 2017, DC PCSB Board approved updates to the school’s charter agreement to reflect the revised Elect to Adopt the PMF as Goals Policy.²⁰

The chart below summarizes DC PCSB’s determination of whether each academic program met its respective goals and academic expectations. This determination is further detailed in the body of this report.

Goals and Academic Expectations	Met?
1 The School Corporation will be deemed to have met its goals and academic achievement expectations if at its twenty-year charter review in school year 2017-18, the middle school program (grades six through eight) and the high school program (grades nine through twelve) must each earn an average PMF score for SY 2012-13, 2013-14, 2015-16, 2016-17 equal to or exceeding 50%.²¹	No.

Assessment: **SEED PCS did not meet its goals and academic expectations.** While the high school’s average PMF score exceeded 50% during the review period, the middle school’s average score was 43.9%. Both the middle school and high school must earn average scores equal to or exceeding 50% in order to meet the goal.

The goal also contains an “improvement provision” that reads:

In cases where the school has not achieved the above thresholds, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student

²⁰ Please see the Elect to Adopt the PMF as Goals Policy attached as Appendix I.

²¹ See SEED PCS Amendment 2 to the Charter Renewal Agreement (2017), p. 2, attached to this report as Appendix J.

achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF’s scores on each PMF over the five-year period; provided that for school year 2014-15, the DC PCSB Board may consider improvement on the PMF measures.²²

The steady decline in the middle school’s results from SY 2012-13 to SY 2016-17 renders the school ineligible for this provision.

The below table provides an overview of the school’s PMF performance. The school’s PMF trends are detailed on the following pages. Note that DC charter schools did not receive a score or tier on the SY 2014-15 PMF, given the District of Columbia’s transition from the DC Comprehensive Assessment System (DC CAS) to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.

SEED PCS - PMF Performance						
	2012-13	2013-14	2014-15	2015-16	2016-17	Average
PK-8 PMF	Tier 1 62.1%	Tier 2 42.6%	PMF was not scored or tiered	Tier 2 38.8%	Tier 3 32.4%	43.9%
High School PMF	Tier 1 67.8%	Tier 1 65.7%		Tier 2 54.5%	Tier 1 66.1%	63.5%

Student Academic Achievement and Progress Measures

The PMF measures progress and achievement in English Language Arts (ELA) and math. The proficiency tables display results for subgroups only if more than 10 students took the state assessment. The PMF also includes attendance and re-enrollment. Many charts are color coded according to the following key:

KEY for Campus Rate Data Charts	
3+	A PARCC score of 3 = Approaching College and Career Ready 3+ denotes the percentage of students who obtained a 3, 4 or 5 on the PARCC
4+	A PARCC score of 4 = College and Career Ready 4+ denotes the percentage of students who obtained a 4 or 5 on the PARCC 4+ is considered to be proficient
n-size	Number of students who took the state assessment at this school
Green	<ul style="list-style-type: none"> Met the EC PMF floor in 2013-14 Greater than or equal the state average or charter sector average of the same grade band
Red	<ul style="list-style-type: none"> Did not meet the EC PMF floor in 2013-14 Less than the state average or charter sector average of the same grade band
No Shading	<ul style="list-style-type: none"> Data from 2014-15, when the state transitioned to PARCC. (Note – if the school did better than the state average, this is colored green.

²² See SEED PCS Amendment 2 to the Charter Renewal Agreement (2017), pp. 2-3.

English Language Arts (ELA) Proficiency

Middle School

Over the past four years, the middle school's ELA proficiency has been below the state average, and in SY 2016-17 only 9.9% of the middle school students were proficient, compared to the state average of 30.2%.

ELA proficiency among the middle school's subgroups has been consistently below the state average, with the exception of female students in SY 2012-13 and economically disadvantaged students in SYs 2012-13 and 2014-15. In SYs 2015-16 and 2016-17 the percentage of black students approaching expectations (3+) and meeting or exceeding expectations (4+) on the PARCC are far below the state average for this subgroup. At-risk students also performed below the state average.

In SY 2014-15, the state switched to the PARCC assessment. To allow schools an opportunity to adjust to the new assessment, SY 2014-15 PARCC outcomes that are lower than the state average will not be considered in charter review analyses regarding goal attainment.

SEED PCS ELA Proficiency: Middle School											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	45.3	50.9	34.2	51.8	3 +	39.6	47.8	28.2	51.8	30.7	53.9
					4 +	13.4	24.2	7.8	27.3	9.9	30.2
	190		225		n-size	217		206		202	
Black Non-Hispanic	45.3	46.2	34.4	46.2	3 +	40.0	40.5	28.2	45.3	31.2	46.8
					4 +	13.5	16.5	7.8	19.5	10.1	21.8
	190		224		n-size	215		206		199	
Students with Disabilities	N/A	19.5	N/A	20.9	3 +	6.1	12.5	2.5	15.3	5.4	16.8
					4 +	3.0	4.0	0.0	4.5	2.7	5.2
	<i>n < 10</i>		<i>n < 10</i>		n-size	33		40		37	
Econ Dis	48.1	44.7	33.9	44.3	3 +	39.0	38.2	27.7	43.5	30.7	45.9
					4 +	12.2	13.9	7.4	18.2	9.9	20.8
	133		177		n-size	164		202		202	

SEED PCS ELA Proficiency: Middle School											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
At-Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	25.0	37.8	27.7	39.5
					4 +			5.5	13.8	10.2	15.8
					n-size			128		137	
Male	33.3	44.0	24.4	45.3	3 +	29.3	39.8	19.2	43.0	22.4	44.9
					4 +	11.2	19.1	9.1	21.3	6.1	23.2
	99		119		n-size	116		99		98	
Female	58.2	58.0	45.3	58.2	3 +	51.5	55.9	36.4	60.6	38.5	62.9
					4 +	15.8	29.3	6.5	33.3	13.5	37.3
	91		106		n-size	101		107		104	

SEED PCS increased their middle school ELA proficiency rates in SY 2016-17 in all but one proficiency category (Male 4+).

High School

From SY 2012-13 through SY 2015-16, the high school's ELA proficiency was above the state average. Yet since the PARCC was introduced in SY 2014-15, the high school's ELA proficiency has decreased each year, falling significantly from SY 2014-15 to SY 2015-16, and then declining further, below the state average, in SY 2016-17. In SY 2015-16, however, the at-risk population at SEED PCS performed above the state average on ELA proficiency. All subgroups performed below the state average in SY 2016-17, with the exception of female students and students with disabilities.

SEED PCS ELA Proficiency: High School											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	66.7	45.0	63.6	49.3	3 +	95.5	42.4	43.8	36.9	38.1	43.8
					4 +	63.6	25.1	28.1	21	19.0	27.3
	21		33		n-size	22		32		42	
Black Non-Hispanic	65.0	40.7	63.6	45.9	3 +	95.5	37.6	43.8	33.1	39.0	39.1
					4 +	63.6	19.6	28.1	17.4	19.5	21.3

SEED PCS ELA Proficiency: High School

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
	20		33		n-size	22		32		41	
Students with Disabilities	N/A	13.9	N/A	15.2	3 +	N/A	11.3	N/A	9.4	9.1	13.7
					4 +		3.8		3.9	9.1	5.1
	n < 10		n < 10		n-size	n < 10		n < 10		11	
Econ Dis	63.2	37.6	66.7	41.6	3 +	94.1	33.7	43.8	33.1	38.1	38.1
					4 +	58.8	16.5	28.1	17.4	19.0	21.2
	19		24		n-size	17		32		42	
At-Risk	N/A	N/A	N/A	N/A	3 +			46.7	25.0	26.9	29.3
					4 +			26.7	11.6	11.5	14.6
					n-size			15		26	
Male	N/A	38.9	63.6	41.7	3 +		34.9	21.4	29.6	20.0	35.6
					4 +		19.2	7.1	15.2	5.0	19.9
	n < 10		11		n-size	n < 10		14		20	
Female	71.4	50.6	63.6	56.4	3 +	92.3	49.7	61.1	44.1	54.5	52.0
					4 +	53.8	30.7	44.4	26.6	31.8	34.7
	14		22		n-size	13		18		22	

ELA Growth

A median growth percentile (MGP) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance.

Middle School

Over the past four years, the middle school's overall and subgroup ELA MGP scores have been consistently lower than 50, indicating that these students see lower academic growth than their peers at other public charter and traditional schools. The middle school's overall and subgroup ELA MGP has declined each year since the PARCC was introduced in SY 2014-15, with the exception of students with disabilities in SY 2015-16.

SEED PCS – Middle School Reading MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	36	45	42	34
Black Non-Hispanic	36	45	42	34
Students with Disabilities	33	42	43	31
Economically Disadvantaged	36	44	40	34
Male	33	42	40	32
Female	44	49	43	34

High School

Since the switch to the PARCC exam in SY 2014-15, there have been no valid growth measures shown for high school.

Math Proficiency

Middle School

While the middle school's math proficiency was above the state average in SY 2012-13, in each of the four subsequent years it has been below the state average. In SY 2016-17, only 7.0% of the middle school students were proficient, compared to the state average of 21.9%. With the exception of male students, in SY 2012-13 and SY 2013-14 the math proficiency among middle school subgroups was above the state average. Yet in the most recent two school years, every subgroup's math proficiency has been below the state average, including students who are classified as being at-risk. However, all subgroups experienced an increase in middle school math proficiency rates in SY 2016-2017 compared to SY 2015-2016.

SEED PCS Math Proficiency: Middle School											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	66.3	58.5	58.2	58.5	3 +	41.1	44.2	25.1	44.1	33.3	46.0

SEED PCS Math Proficiency: Middle School											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
					4 +	12.0	18.8	5.8	19.7	7.0	21.9
	180		225		n-size	209		207		201	
Black Non-Hispanic	66.3	53.9	58.0	52.9	3 +	41.5	37.2	25.1	36.1	33.8	37.7
					4 +	12.1	12.7	5.8	12.5	7.1	14.0
	190		224		n-size	207		207		198	
Students with Disabilities	N/A	25.8	N/A	25.9	3 +	12.1	11.9	4.9	13.7	8.3	14.4
					4 +	0.0	2.7	0.0	3.1	0.0	4.0
	n < 10		n < 10		n-size	33		41		36	
Econ Dis	63.2	53.3	57.1	51.8	3 +	41.7	34.9	24.1	34.9	33.3	36.5
					4 +	10.9	11.1	5.4	11.6	7.0	13.1
	133		177		n-size	156		203		201	
At-Risk	N/A	N/A	N/A	N/A	3 +			25.0	28.5	28.7	30.2
					4 +	N/A	N/A	5.5	8.4	6.6	9.6
					n-size			128		136	
Male	60.6	55.4	52.1	55.3	3 +	34.2	40.6	25.3	41.5	27.8	42.2
					4 +	12.3	17.3	8.1	18.3	6.2	19.5
	99		119		n-size	114		99		97	
Female	72.5	61.7	65.1	61.7	3 +	49.5	47.7	25.0	46.6	38.5	49.8
					4 +	11.6	20.4	3.7	21.2	7.7	24.2
	91		106		n-size	95		108		104	

High School

In SY 2012-13 and SY 2013-14, the last two years that the DC CAS was in place, SEED PCS high school's overall and subgroup math proficiency rates were significantly higher than the state average. In SY 2013-14, the high school had a 97.0% math proficiency rate, and 100.0% of male students and 97.0% of African American students scored proficient.

The PARCC exam was introduced in SY 2014-15, and high school students are required to take both the PARCC Geometry and PARCC Integrated Math II exam. In the two most recent school years, after the PARCC was introduced, the high school's overall math proficiency has been below the state average, with no students scoring meeting or exceeding expectations (4+) in SY 2015-16. (Note that in SY 2015-16, SEED PCS high school students took the Integrated Math exam instead of the Geometry exam.) In SY 2015-16, at-risk students' proficiency was above the state average. All other subgroup

math proficiency rates were below the state average. While some of these subgroup rates increased from SY 2015-16 to SY 2016-17, proficiency rates for all subgroups, measured by students scoring meeting or exceeding expectations (4+), remained below the state average in SY 2016-17.

SEED PCS Math Proficiency: High School											
Subgroup	2012-13 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	85.7	44.8	97.0	51.0	3 +	17.1	39.2	28.1	38.6	35.7	41.6
					4 +	0.0	14.0	0.0	16.5	4.8	19.0
	21		33		n-size	35		32		42	
Black Non- Hispanic	85.0	40.4	97.0	47.3	3 +	17.1	30.0	28.1	28.6	36.6	31.9
					4 +	0.0	6.3	0.0	7.7	4.9	10.3
	20		33		n-size	35		32		41	
Students with Disabilities	N/A	16.1	N/A	18.3	3 +	N/A	9.6	N/A	9.4	27.3	8.7
					4 +		1.4	N/A	2.6	0.0	1.4
	n < 10		n < 10		n-size	n < 10		n < 10		11	
Econ Dis	84.2	37.5	95.8	44.2	3 +	18.5	27.0	28.1	25.7	35.7	31.5
					4 +	0.0	5.8	0.0	6.7	4.8	9.4
	19		24		n-size	27		32		42	
At-Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	21.4	19.2	30.8	22.7
					4 +			21.4	4.5	3.8	5.5
					n-size			14		26	
Male	N/A	41.8	100.0	45.6	3 +	7.1	36.2	14.3	36.0	20.0	40.3
					4 +	0.0	13.0	0.0	15.3	10.0	18.2
	n < 10		11		n-size	14		14		20	
Female	78.6	47.5	95.5	56.0	3 +	23.8	42.1	38.9	41.0	50.0	42.8
					4 +	0.0	14.9	0.0	17.5	0.0	19.7
	14		22		n-size	21		18		22	

Math Growth

Middle School

An MGP of 50 indicates that a school's students have average year-to-year growth in math proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance. Over the past four years, with the exception

of two subgroups in SY 2014-15, the middle school’s overall and subgroup math MGP scores have been lower than 50, indicating that these students see lower academic growth than their peers. Aside from the male subgroup, the middle school’s overall and subgroup math MGP has declined each year since the PARCC was introduced in SY 2014-15.

SEED PCS – Middle School Math MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	43	49	47	43
Black Non-Hispanic	43	49	47	44
Students with Disabilities	47	50	47	33
Economically Disadvantaged	41	47	44	43
Male	42	47	49	44
Female	43	50	43	42

High School

Since the switch to the PARCC exam in SY 2014-15 there have been no valid growth measures shown for high school.

High School PMF Metrics

The following table defines DC PCSB measures for various high school metrics included in the PMF. When reviewing these results, it is important to remember that the number of students captured in each measure is small—and that these students had all been at SEED PCS since the sixth grade.

Indicator	Notes
Ninth grade students on track to graduate	DC PCSB calculates the percentage of ninth grade students earning enough credits to be on track to meet OSSE/LEA graduation requirements in four years.
PSAT	DC PCSB calculates the percentage of eleventh grade students scoring a combined score of at least 80 on the PSAT.

Indicator	Notes
SAT	DC PCSB calculates the percentage of twelfth grade students scoring at least 800 on the SAT (math plus critical reading score) or 16 on the ACT.
Advanced Placement (AP), International Baccalaureate (IB), dual enrollment	DC PCSB calculates this rate by dividing the number of passing AP/IB exams and dual enrollment courses by the number of twelfth grade students.
High school graduation rate	DC PCSB calculates an adjusted cohort graduation rate by dividing the number of graduating seniors by the number of students who started in the cohort's ninth grade class.
College acceptance	DC PCSB measures the percentage of twelfth grade students accepted in a full-time college program.

Ninth Grade On Track to Graduate

While the number of Seed PCS ninth grade students on track to graduate exceeded the charter sector average by 20 percentage points in SY 2013-14, this rate declined over the next two years, to 57.4% in 2015-16. In the most recent school year, the downward trend reversed, and the rate of ninth grade students on track to graduate was 83.1%, just below the charter sector average of 83.6%.

SEED PCS – High School 9th grade students on track to graduate								
	2013-14		2014-15		2015-16		2016-17	
	School	Charter Sector						
All Students	92.0%	72.0%	72.2%	73.4%	57.4%	75.9%	83.1%	83.6%

PSAT

In each of the last four years, the rate of SEED PCS eleventh grade students scoring 80 or higher on the PSAT has exceeded that of the charter sector. Yet, this rate has also declined significantly each year, falling from 71.4% in SY 2013-14 to 34.6% in SY 2016-17.

SEED PCS – High School 11th grade students scoring 80+ on PSAT								
	2013-14		2014-15		2015-16		2016-17	
	School	Charter Sector						
All Students	71.4%	29.6%	56.0%	24.2%	35.0%	29.2%	34.6%	26.5%

SAT

In each of the last four years, the rate of SEED PCS twelfth grade students scoring 800 or higher on the SAT, or 16 or higher on the ACT, has exceeded that of the charter sector. SEED PCS's rate for this metric increased by 21.7 percentage points from SY 2015-16 to SY 2016-17.

SEED PCS – High School

12th grade students scoring 800 on the SAT (math plus critical reading score) or 16 on the ACT

	2013-14		2014-15		2015-16		2016-17	
	School	Charter Sector						
All Students	57.1%	37.5%	69.2%	40.8%	64.0%	44.3%	85.7%	55.2%

AP/Dual Enrollment

SEED PCS's advanced placement/dual enrollment passage rate has been below the charter sector in each of the past four years, and was 0.0% in SY 2013-14 and SY 2014-15. Although the school's performance on this metric increased to 20.0% in SY 2015-16, it declined the subsequent year to 4.8%.

SEED PCS – High School

12th grade students Advanced Placement/Dual Enrollment Passage Rate

	2013-14		2014-15		2015-16		2016-17	
	School	Charter Sector						
All Students	0.0%	10.2%	0.0%	22.5%	20.0%	25.2%	4.8%	28.2%

Four-Year Graduation Rate

SEED PCS's four-year graduation rate has been above that of the charter sector in three of the past four years. Yet, the school's four-year graduation rate dropped significantly from 90.9% in SY 2014-15 to 52.4% in SY 2015-16, below the charter sector average. In SY 2016-17, SEED PCS's four-year graduation rate increased to 88.5%.

**SEED PCS – High School
Four-Year Graduation Rate²³**

	2013-14		2014-15		2015-16		2016-17	
	School	Charter Sector						
All Students	90.9%	67.5%	90.9%	71.2%	52.4%	75.8%	88.5%	80.3%

College Acceptance

SEED PCS’s college acceptance rate has been above that of the charter sector in two of the past four years, and was 100% in SY 2014-15.

**SEED PCS – High School
College Acceptance**

	2013-14		2014-15		2015-16		2016-17	
	School	Charter Sector						
All Students	81.0%	89.7%	100%	91.4%	91.7%	97.2%	95.2%	95.8%

Attendance

SEED PCS’s middle school in-seat attendance rate has been below the state average in two of the past four years, while its high school attendance has exceeded the state rate over the past four years. In SY 2016-17, SEED PCS’s middle school attendance rate was 92.3%, 1.4 percentage points below the state average. SEED PCS’s SY 2016-17 high school attendance rate was 93.8%, above the state average of 87.3%.

SEED PCS: In-Seat Attendance

	2013-14		2014-15		2015-16		2016-17	
	School	State	School	State	School	State	School	State
Middle School	93.1%	92.9%	88.9%	92.8%	94.8%	93.2%	92.3%	93.7%

²³ Starting in SY 2014-15, DC PCSB reported the four-year graduation one year behind on the High School PMF in order to align cohorts with the five-year graduation rate.

SEED PCS: In-Seat Attendance

	2013-14		2014-15		2015-16		2016-17	
	School	State	School	State	School	State	School	State
High School	93.5%	88.5%	94.0%	88.7%	96.3%	89.5%	93.8%	87.2%

Re-Enrollment

A school's re-enrollment rate indicates student and family satisfaction with a school by measuring the rate at which students who are eligible return from one year's official enrollment audit to the next year's official enrollment audit. Re-enrollment measures the continuation of students from one year to the next and does not reflect long-term attrition rates. Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate.

Except for one year, SEED PCS's re-enrollment rate at both its middle and high school has exceeded the charter sector average. Students transitioning from grade eight to grade nine are reflected in the middle school's re-enrollment rate. The school's middle and high school re-enrollment rates have also increased each year since SY 2013-14. Students are leaving SEED PCS at a rate comparable to the charter sector; however, the school is not enrolling any new students, so the enrollment continues to progressively decline by grade level.

SEED PCS: Re-Enrollment Rate

	2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	School	Charter Sector	School	Charter Sector	School	Charter Sector
Middle School	81.7%	82.8%	86.5%	78.6%	87.2%	85.2%
High School	81.6%	79.7%	82.4%	81.3%	89.9%	83.7%

Qualitative Site Review (QSR) Outcomes

DC PCSB conducts QSRs of charter schools to observe qualitative evidence of the extent to which the school is meeting its mission and goals, as well as to assess classroom environments and quality of instruction. In spring 2017, in anticipation of this charter

review, DC PCSB conducted a QSR of SEED PCS.²⁴ PCSB observed evidence that the school is meeting its mission and goals, noting that:

Teachers and administrators...appear to have strong rapport with their students and for the most part the instructional program was strong. However, the QSR team did note that in some classrooms student behavior and low-levels of rigor were of concern.²⁵

In QSRs, each observed classroom is assigned an Unsatisfactory, Basic, Proficient, or Distinguished rating in the domains of classroom environment²⁶ and instruction.²⁷ The following table details the percentage of classrooms that were rated proficient or distinguished in each domain. Out of 39 QSRs conducted by DC PCSB in SY 2016-17, SEED PCS had the seventh-highest instruction score.

% of Classrooms Rated Proficient or Distinguished in the Domain	
Classroom Environment	Instruction
78%	75%

DC PCSB conducted 39 QSRs at charter schools serving grades K-12 or a configuration of those grades in SY 2016-17. The overall average for school serving K-12 in the Classroom Environment domain was 72%, and 65% for Instruction. SEED PCS received above average scores in the Classroom Environment domain and in the Instruction domain.

²⁴ See SEED PCS QSR Report 2017, attached to this report as Appendix K.

²⁵ See SEED PCS QSR report 2017, p. 2.

²⁶ To assess classroom environment, DC PCSB observes whether teachers (a) create an environment of respect and rapport; (b) establish a culture for learning; (c) manage classroom procedures; and (d) manage student behavior.

²⁷ To assess instruction, DC PCSB observes how teachers (a) communicate with students; (b) use questioning/prompts and discussion techniques; (c) engage students in learning; and (d) use assessment for instruction.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”²⁸ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school’s compliance with various requirements from SY 2013-14 to the time of this report’s publication.

Compliance Item	Description	School’s Compliance Status SY 2013-14 to Present²⁹
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since SY 2013-14
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process ³⁰ and the school must distribute such policies to students and parents.	Compliant since SY 2013-14
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. ³¹ To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations. 	Compliant since SY 2013-14
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school’s employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since SY 2013-14

²⁸ D.C. Code § 38.1802.13(a)(1).

²⁹ See Compliance Reports, attached to this report as Appendix L.

³⁰ See *Goss v. Lopez*, 419 U.S. 565 (1975).

³¹ D.C. Code § 38.1802.04(c)(4)(A).

Compliance Item	Description	School's Compliance Status SY 2013-14 to Present²⁹
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since SY 2013-14
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since SY 2013-14
Proper composition of Board of Trustees D.C. Code § 38-1802.05(a)	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since SY 2013-14
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since SY 2013-14

Procurement Contracts

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

For SYs 2013-14 and 2014-15, the school did not properly submit all contract documents. However, these contracts were entered into before DC PCSB implemented the current version of the Procurement Contract Submission Policy and it would be impractical for the school to submit these contracts at this time. For SY 2015-16, DC PCSB staff found the school to be in compliance with the Procurement Contract Submission Policy.

Special Education Compliance

Charter schools are required to comply with all federal and local laws, regarding students with disabilities, including the Individuals with Disabilities Education Act³² (IDEA) and Section 504 of the Rehabilitation Act of 1973.³³ The following section summarizes SEED PCS's IDEA special education compliance from SY 2013-14 to the present.

The D.C. Office of the State Superintendent of Education (OSSE) Special Education Compliance Reviews

OSSE monitors charter schools' special education compliance and publishes three primary types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Special Conditions Reports. OSSE's findings regarding special education compliance for SEED PCS are summarized below.

(1) Annual Determinations

As required by federal regulation, OSSE annually analyzes each LEA's compliance with special education compliance indicators and publishes these findings in an Annual Determination report.³⁴ Each year's report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2016-17, OSSE published its 2014 Annual Determination reports (based on the school's SY 2014-15 performance).

The LEA's Annual Determination compliance performance is detailed in the table below.³⁵

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level³⁶
2013	82%	Meets Requirements
2014	91%	Meets Requirements
2015	70%	Needs Assistance

SEED PCS received a Needs Assistance designation in its 2015 Determination. OSSE recommended that the school's team seek training and technical assistance to improve

³² 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

³³ 29 U.S.C. § 794.

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

³⁵ See Annual Determination reports, attached to this report as Appendix M.

³⁶ The IDEA requires OSSE as the State educational agency (SEA) to make determinations annually about the performance of LEAs. OSSE is required to use the same categories that the US Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

overall performance. However, the LEA is not legally required to undertake the recommendations or any corrective actions.

(2) On-Site Monitoring Report

OSSE conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators in alignment with their coordinated Risk-Based Monitoring³⁷ and publishes its findings in an On-Site Monitoring Report. Annually, OSSE assigns a risk designation to each LEA based on several criteria, including its IDEA Part B performance,³⁸ which OSSE then uses to determine if an LEA will receive on-site monitoring.³⁹ LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.⁴⁰

In 2017, OSSE published an On-Site Compliance Monitoring Report of SEED PCS based on the school’s performance in SY 2016-17.⁴¹ The school was found to be compliant in all LEA level and student-level indicators.

On-Site Monitoring Report – LEA-Level Compliance			
Compliance Area	Compliant?	Noncompliant Indicators	Corrected?
Least Restrictive Environment	1 of 1 indicator compliant	N/A	N/A
Individualized Education Program (IEP)	1 of 1 indicator compliant	N/A	N/A
Data	1 of 1 indicators compliant	N/A	N/A
Fiscal	4 of 4 indicators compliant	N/A	N/A

On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	Compliant?	Noncompliant Indicators	Corrected?

³⁷ <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Risk-Based%20Monitoring%20Guidance.pdf>

³⁸ Part B of IDEA applies to students ages 3-22.

³⁹ The type of monitoring an LEA will receive varies depending on its designation as a “high,” “medium,” or “low risk” sub-grantee. An on-site monitoring visit will occur for schools classified as “high” risk.

⁴⁰ If the school were found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to cure the finding.

⁴¹ See 2016-17 On-Site Monitoring Report Attachments, attached to this report as Appendix N.

On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	Compliant?	Noncompliant Indicators	Corrected?
Initial Evaluation and Reevaluation	5 of 5 indicators compliant	N/A	N/A
IEP	20 of 20 indicators compliant	N/A	N/A
Least Restrictive Environment	4 of 4 indicators compliant	N/A	N/A

(3) Special Conditions Reports

OSSE submits reports to OSEP three times annually,⁴² detailing LEAs' compliance in three areas: (1) Initial Evaluation timeliness;⁴³ (2) Reevaluation timeliness; and (3) Secondary Transition requirements (for students at age 16 and up). SEED PCS is evaluated in adhering to all three of these areas, and the outcomes are detailed in the tables below. The school has since cured all identified points of noncompliance.

Special Conditions Reporting Period – April 2013 through March 2014				
	Quarter 1 (April 1 – June 30)	Quarter 2 (July 1 – September 30)	Quarter 3 (October 1 – December 31)	Quarter 4 (January 1 – March 31)
Initial Evaluation Timeline	N/A ⁴⁴	N/A	N/A	Compliant
Reevaluation Timeline	Compliant	N/A	N/A	Compliant
Secondary Transition	N/A	N/A	N/A	Not compliant

⁴² Prior to SY 2014-15, OSSE conducted reviews quarterly. The data for the special conditions from that timeframe is thus organized across four quarters.

⁴³ Starting with SY 2017-18, OSSE is no longer under special conditions with OSEP on Initial Evaluations. Moving forward, OSSE will only report on Reevaluation and Secondary Transition in Special Conditions reporting. Initial evaluation data will still be periodically reviewed for compliance and included in Public Reporting for Annual Performance Reports (APRs). For the purposes of this report, Initial Evaluations are included since OSSE reported on this area of compliance in the past.

⁴⁴ Not applicable (N/A) indicates that OSSE did not conduct a review for the listed compliance area during the specified time-frame for the school.

Special Conditions Reporting Period – April 2014 through March 2015			
	August 1 Report (April 1 – June 30)	November 1 Report (July 1 – Sept. 30)	May 1 Report (October 1 – March 31)
Initial Evaluation Timeline	N/A	N/A	N/A
Reevaluation Timeline	Compliant	Compliant	Compliant
Secondary Transition	N/A	N/A	N/A

Special Conditions Reporting Period – April 2015 through March 2016			
	August 1 Report (April 1 – June 30)	November 1 Report (July 1 – Sept. 30)	May 1 Report (October 1 – March 31)
Initial Evaluation Timeline	N/A	N/A	N/A
Reevaluation Timeline	N/A	N/A	N/A
Secondary Transition	N/A	Compliant	Compliant

Special Conditions Reporting Period – April 2016 through March 2017			
	August 1 Report (April 1 – June 30)	November 1 Report (July 1 – Sept. 30)	May 1 Report (October 1 – March 31)
Initial Evaluation Timeline	N/A	N/A	N/A
Reevaluation Timeline	Compliant	N/A	N/A
Secondary Transition	N/A	N/A	Compliant

Hearing Officer Determination (HOD) Implementation Review

OSSE manages and oversees compliance through the HOD Tracker (formerly called the

Blackman Jones database) that tracks the timely implementation of actions required by HODs. As of July 2017, no HODs have been issued against SEED PCS.⁴⁵

⁴⁵ HODs are the written decisions issued as a result of a due process complaint that proceeded to hearing. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purposes of this charter reviews, DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

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

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.⁴⁶

The results of DC PCSB’s review of SEED PCS’s financial records are presented below.

SUMMARY OF FINDINGS

SEED PCS has demonstrated adequate financial performance. Its financial audit confirms compliance with GAAP. However, the audits reveal several concerns surrounding its internal control environment dating back to Fiscal Year (FY) 2012, which appear to have been resolved by FY 2016. SEED PCS has not engaged in a pattern of fiscal mismanagement, and it is economically viable.

SEED PCS’s first year of operation was FY 1999. The data examined as a part of this review includes the last five years of audited financial data, FY 2012 through FY 2016. During this period, both enrollment and total revenues grew modestly. The school usually generated a surplus, except for the small deficit in FY 2012. The school has a strong reserve position that it has continued to build over the years. Indicators of economic viability are generally positive.

SEED PCS does not warrant any concerns for economic viability or fiscal mismanagement based on the information currently available to DC PCSB.

FINANCIAL OVERVIEW

The following table provides an overview of SEED PCS’s financial information over the school’s last five years of operations. Between FY 2012 and FY 2016, enrollment and revenue grew by 4% and 9%, respectively. During the same period, the school built a strong Net Asset Position of \$16.8 million. Overall, the school exhibited adequate financial results as it continued to operate its program in a fiscally responsible manner.

Financial Highlights (\$ in 000s)					
	2012	2013	2014	2015	2016

⁴⁶ See D.C. Code § 38-1802.13(b).

Financial Highlights (\$ in 000s)					
	2012	2013	2014	2015	2016
Maximum Enrollment⁴⁷	Unknown	Unknown ⁴⁸	500	500	500
Audited Enrollment	340	341	342	336	352
Total Revenue	\$14,187	\$14,365	\$14,242	\$14,826	\$15,401
Surplus/(Deficit)⁴⁹	(\$25)	\$52	\$15	\$20	\$965
Unrestricted Cash Balances	\$2,314	\$1,918	\$1,575	\$1,993	\$1,806
Number of Days of Cash on Hand⁵⁰	63	52	43	52	49
Net Asset Position⁵¹	\$15,752	\$15,804	\$15,819	\$15,839	\$16,805
Primary Reserve Ratio⁵²	111%	110%	111%	107%	116%

FISCAL MANAGEMENT

Overall fiscal management considers the school's liquidity, debt burden, cost management, and internal controls. Together, these factors reflect the effectiveness of school leaders and the school's board in managing school finances. SEED PCS's fiscal management appears to be sound: the school's liquidity is sufficient, it has an adequate ability to service its debt, and its operating costs are effectively managed. However, financial audits reveal several findings surrounding the school's internal control environment dating back to FY 2012. They appear to have been resolved by FY 2016. All six criteria are discussed further below.

Liquidity

Liquidity refers to the school's ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability.

The first indicator of a school's liquidity is its current ratio.⁵³ The current ratio measures a school's financial resources available to meet short-term obligations (i.e., those obligations due in the following 12 months). When the current ratio is less than one, the school's ability to meet these obligations is in doubt; we consider a current ratio of greater than 1.0 the "target" of acceptable performance. A current ratio below 0.7 raises concern about the school's liquidity; we consider this the "floor" of acceptable performance.

⁴⁷ Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment, but provides a good proxy for the school's enrollment expectations over time.

⁴⁸ The maximum enrollment prior to FY 2014 was not located due to missing records.

⁴⁹ Surplus / (Deficit) is total revenue minus total expenses.

⁵⁰ Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school's ability to pay debts and claims as they come due.

⁵¹ Net Asset Position equals total assets minus total liabilities.

⁵² Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

⁵³ A school's current ratio is its current assets divided by current liabilities.

While SEED PCS’s current ratio has varied over the last five years, it has been at least 1.0 each year, indicating that the school’s short-term liquidity is adequate.

The second measure, days of cash on hand, reflects a school’s ability to satisfy its financial obligations using only existing cash balances (in the event of unexpected cash delays). Typically, 45 days of cash or more is recommended; we consider this the target. Less than 15 days of cash is a liquidity concern; we consider this the floor.

SEED PCS’s days of cash on hand has also varied over the last five years, but it has been at least 45 in four of the five years under review.

Together, these metrics provide evidence of continued stability in overall liquidity.

Liquidity							
	Floor	Target	2012	2013	2014	2015	2016
Current Ratio	<0.7	>1.0	1.8	1.4	1.3	1.2	1.5
Number of Days of Cash on Hand	<15	>45	63	52	43	52	49

The final measure of liquidity is solvency,⁵⁴ or the school’s ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders, if DC PCSB revokes the school’s charter. DC PCSB reviewed SEED PCS’s 2016 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close SEED PCS, we expect that the school would be able to meet its operating obligations. Including estimated closure costs, we do not anticipate the school having a shortfall in meeting obligations due to vendors, employees, and lenders. Given the overall financial health of the school, this is not an area of immediate concern.

Debt Burden

As part of the evaluation of a school’s long-term viability, DC PCSB considers a school’s debt burden. DC PCSB reviews two debt ratios—the debt ratio⁵⁵ and the debt service coverage ratio.⁵⁶

First, the debt ratio measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations. A ratio greater than 0.90 is a cause for concern (the floor for this metric); a ratio below 0.50 is a signal of financial strength (the target).

⁵⁴ Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.
⁵⁵ Debt Ratio equals the total liabilities divided by the total assets.
⁵⁶ Debt Service Coverage Ratio equals Earnings Before Interest, Depreciation, and Amortization divided by the sum of scheduled principal payments and interest paid (not including balloon payments).

SEED PCS's debt ratio has exceeded our target in all five years, representing little risk to financial viability.

Second, the debt service coverage ratio is a measure of surplus available for debt servicing to interest and principal; a low ratio indicates a school's inability to service its debt. For this metric, a ratio less than 1.0 is a cause for concern (the floor) and a ratio above 1.2 is a sign of strength (the target).

SEED PCS's debt service coverage ratio exceeds our target significantly, which indicates it is capable of making its scheduled principal and interest payments.

Together, these measures reveal no concerns surrounding SEED PCS's debt burden.

Debt Burden							
	Floor	Target	2012	2013	2014	2015	2016
Debt Ratio	>0.90	<0.50	0.34	0.33	0.29	0.27	0.22
Debt Service Coverage Ratio	<1.0	>1.2	<i>N/A-metric introduced in FY16</i>				2.2

Cost Management

The following table provides an overview of the school's spending decisions over the past five years. Since FY 2012, expenses have grown 2%, lower than the 9% growth in revenues. Expenses have been relatively consistent; the largest component has been for personnel salaries and benefits, reflecting an investment in human capital. Costs appear to be effectively managed at the school.

Cost Management (\$ in 000s)					
	2012	2013	2014	2015	2016
Salaries and Benefits	\$8,768	\$9,104	\$8,954	\$8,856	\$9,091
Direct Student Costs	\$1,831	\$1,661	\$1,579	\$1,707	\$1,404
Occupancy Expenses	\$2,095	\$2,050	\$2,130	\$2,505	\$2,437
General Expenses⁵⁷	\$1,518	\$1,497	\$1,563	\$1,738	\$1,503

As a Percent of Expenses						
	2012	2013	2014	2015	2016	FY16 Sector Median
Salaries and Benefits	62%	64%	63%	60%	63%	61%
Direct Student Costs	13%	12%	11%	12%	10%	11%
Occupancy Expenses	15%	14%	15%	17%	17%	16%

⁵⁷ DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

As a Percent of Expenses						
	2012	2013	2014	2015	2016	FY16 Sector Median
General Expenses	11%	10%	11%	12%	10%	11%

Internal Controls

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

Audits of SEED PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions on the financial statements for all five years.

However, based on the past five years of audits, SEED PCS had numerous significant deficiencies. In FY 2012, the school's auditors identified four significant deficiencies, three of which were during its Uniform Guidance (formerly A-133) audit, that ranged from suspected fraud to procurement issues; however, these findings were not repeated in FY 2013, indicating that the deficiencies were resolved. In FY 2014, the school's auditors identified one significant deficiency during its Uniform Guidance audit related to improper documentation; this finding was resolved by FY 2015.

However, two new significant deficiencies were discovered in FY 2015. These deficiencies resulted from (1) a member of management unilaterally hiring a friend as a contractor by circumventing established procurement processes, and (2) untimely certification of time records by employees. DC PCSB notified the school it was aware of these deficiencies via correspondence dated May 10, 2016.

While the audit results in FY 2016 did not reveal any other issues, DC PCSB will continue to monitor the school's audits to determine if there are further concerns.

Internal Controls					
	2012	2013	2014	2015	2016
Modified Statement Opinion. The auditor issues an opinion letter on the basic financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be <i>modified, adverse, or disclaimed</i> .	No	No	No	No	No
Material Weakness. A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable	No	No	No	No	No

Internal Controls					
	2012	2013	2014	2015	2016
possibility that a material misstatement of the school's financial statements will not be prevented, or detected and corrected in a timely manner.					
Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	Yes	No	No	No	No
Modified Program Opinion (Uniform Guidance). When expenditures of federal funds are greater than \$750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major federal programs. A <i>modified opinion</i> indicates instances of non-compliance.	No	No	No	No	No
Program Material Weakness (Uniform Guidance). In planning and performing the audit of major federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material noncompliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.	No	No	No	No	No
Findings & Questioned Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	4	0	1	2	0
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	No	No	No	No	No
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	No	No	No	No
Debt-Compliance Issue. The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	No	No

ECONOMIC VIABILITY

DC PCSB assesses economic viability through six measures: cash flow, earnings, net assets, reserve balances, and trends in enrollment and revenue. Based on these six measures, SEED PCS's economic viability is not at risk. See below for further detail.

Operating Results

A school's fiscal operation produces a surplus or deficit each year. DC PCSB recommends a school's revenues should exceed their expenditures. SEED PCS exceeded our floor of \$0, generating a surplus in all but one of the years under review. This one-time deficit is no cause for concern when considered along with the school's cash reserves and earnings.

Additionally, in FY 2016, the school increased its surplus significantly to \$965,000 through increased revenues of \$575,000 and reduced expenses of \$370,000.

Earnings

DC PCSB reviews earnings before depreciation and amortization (EBDA)⁵⁸ separately from the first measure because depreciation is a non-cash expense which impacts the surplus/deficit, but not actual cash flow. Here, SEED exceeds our floor of \$0 each year, generating positive EBDA annually.

(\$ in 000s)	Floor	2012	2013	2014	2015	2016
Surplus/(Deficit)	<0	(\$25)	\$52	\$15	\$20	\$965
Earnings before Depreciation and Amortization	<0	\$901	\$983	\$969	\$1,013	\$2,033

Net Asset Position

The net asset position is the accumulation of operating results over time. DC PCSB does not set a target for this ratio but we do set a floor of \$0. SEED PCS has a strong net asset position, which has grown over time.

Primary Reserve Ratio

The primary reserve ratio is the proportion of reserves relative to operating expenditures. Our target is 25% and our floor is 0%. SEED PCS exceeded our floor each year for this metric.

(\$ in 000s)	Floor	Target	2012	2013	2014	2015	2016
Net Asset Position	<0	N/A	\$15,752	\$15,804	\$15,819	\$15,839	\$16,805
Primary Reserve Ratio	<0	>25%	111%	110%	111%	107%	116%

Enrollment and Revenue Trends

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

Growth in SEED PCS’s enrollment and revenue was modest but stable from FY 2012 through FY 2017. It is likely that the school will be able to continue to attract students and maintain adequate revenues.

⁵⁸EBDA is the change in net assets plus depreciation and amortization.

Enrollment over Time						
	2012	2013	2014	2015	2016	2017
Enrollment	340	341	342	336	352	363
Growth in Enrollment	0%	0%	0%	(2%)	5%	3%
Growth in Revenues	3%	1%	(1%)	4%	4%	N/A

Appendix A

CHARTER SCHOOL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

SEED PUBLIC CHARTER SCHOOL OF WASHINGTON, D.C.

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CHARTER SCHOOL RENEWAL AGREEMENT

This CHARTER SCHOOL RENEWAL AGREEMENT (this “**Agreement**”) is effective as of July 1, 2013 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (“**PCSB**”) and SEED PUBLIC CHARTER SCHOOL of WASHINGTON, D.C., a District of Columbia nonprofit corporation (the “**School Corporation**”).

RECITALS

WHEREAS, pursuant to the Congressionally-enacted District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), PCSB has authority to charter, monitor, oversee, and approve amendments, renew and/or revoke charters of School Corporations in a manner consistent with the letter and intent of the Act;

WHEREAS, PCSB granted a charter to the Trustees of SEED Public Charter School for the establishment of a public charter school, effective on September 4, 1998;

WHEREAS, the Trustees of the SEED Pubic Charter School entered into a Contractual Agreement with PCSB regarding the establishment of the charter school;

WHEREAS, all District of Columbia public charter schools, including SEED Public Charter School were combined under a single charter authority, PCSB in 2007;

WHEREAS, pursuant to §38-1802.12 of the Act, PCSB has the authority to approve petitions to renew the charters of established public charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition for renewal in accordance with §38-1802.12 of the Act to renew its charter (the “**Petition**”);

WHEREAS, PCSB has determined (i) that the Petition satisfies the requirements set forth in §38-1802.12 of the Act; and (ii) approved the Petition, thereby renewing the charter of the School Corporation, effective upon the expiration of its current charter for an additional 15 years and subject to the execution of this Agreement by PCSB and the School Corporation;

WHEREAS, §38-1802.04(c)(3)(A) of the Act gives broad decision-making authority over school operations to the board of trustees of the School Corporation (“**Board of Trustees**”), including exclusive control over administration, expenditures, personnel, and instruction methods; and

WHEREAS, PCSB and the School Corporation seek to foster a cooperative and responsive relationship;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the parties agree as follows:

SECTION 1. CONTINUED OPERATION OF SCHOOL CHARTER

1.1 Charter. **A.** The School Corporation shall establish a public charter school (the “**School**”) in the District of Columbia and shall operate such School in accordance with this Agreement, the Act, and other applicable federal and District of Columbia laws. This Agreement shall constitute the School Corporation’s charter (the “**Charter**”) and shall be binding on the School Corporation, the School, and PCSB.

B. Pursuant to §38-1802.12(b) of the Act, the following sections of the Petition are specifically included as part of the School’s Charter and attached hereto:

(i) The School’s statement regarding the mission and goals of the School and the manner in which the school will conduct any district-wide assessments;

(ii) Proposed Rules and Policies for Governance and Operation of School Corporation [Attachment A];

(iii) Articles of Incorporation and Bylaws [Attachment B];

(iv) Procedures to Ensure Health and Safety of Students and Employees [Attachment C];

(v) Assurance to Seek, Obtain, and Maintain Accreditation [Attachment D];
and

(vi) Relationship Between School and Employees [Attachment E].

(vii) The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to these provisions in this Section 1.1(B) of the Agreement, except that a School Corporation shall not be required to provide PCSB a petition for a charter revision for any proposed changes to its Articles of Incorporation or Bylaws or changes in its accrediting body.

1.2 Effective Date and Term. The Agreement shall be effective upon the expiration of the School Corporation’s current charter agreement and shall continue for a term of fifteen (15) years unless renewed, revoked, or terminated in accordance with Sections §§38-1802.12 and 1802.13 of the Act and Section 9 below of this Agreement.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. **A.** The School Corporation shall operate the School in accordance with its mission statement: To provide an outstanding intensive residential education program to at risk inner-city children that prepares them, both academically and socially, for success in college and/or in the professional world.

B. The School Corporation shall provide the PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School’s mission.

2.2 Age-Grade. A. Pursuant to § 38-1802.04(c)(14) of the Act the School shall provide instruction to students in ages/grades six through twelve. In each of the succeeding four (4) Academic Years, the School may provide instruction to students in accordance with Schedule I. “**Academic Year**” shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

B. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act in order to instruct students in any other age/grade.

2.3 Academic Achievement and Goals. A. The School Corporation has selected as its goals and measure of academic achievement expectations the indicators listed in the middle and high school Performance Management Frameworks developed by PCSB (“PMF”s). In so electing as its measure of goals and academic achievement expectations, the school must:

(i) At Charter Renewal and Every Five Year Review Thereafter: earn at least 55% of the possible points in two of the previous three years and not under 45% for any of the past five years.

(ii) Accordingly changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, and formulas, will automatically become part of the measurement of the School’s academic achievement expectations. However, if material changes are made to any PMF that a School Corporation elects not to accept, the School Corporation shall provide PCSB a petition for a charter revision pursuant to §38-1802.04(c)(10).

B. The School Corporation shall be evaluated in accordance with the following mission-specific and/or non-academic goals as set forth in its Petition:

As a function of our boarding structure and programming SEED PCS students will demonstrate:

Other Goals	Indicator	Evidence
An annual decrease in negative and/or risky behaviors as measured by longitudinal grade level analysis of incident reports for both our middle school and high school students.	10% annual decrease in the number of incident reports by grade level.	Incident reports are pulled from Powerschool and submitted to PCSB.
High school students will demonstrate college readiness as measured by: 1. Community Service Hours 2. Presentation of Learning	1. 100% students will have the required number of community service hours at the end of each academic year.	1. Provided in student roster and validated by transcript reviews for 9th graders and seniors. PCSB may spot check sophomores and

Other Goals	Indicator	Evidence
("POL")	Freshman - 25 Sophomore - 50 Junior - 75 Senior -100 2a. 100% of junior and senior high school students will score 80% or higher on their POLs. 2b. 90% of freshman and sophomores will score 75% or higher on their POLs.	juniors. 2. Student roster with scores. Primary source data are made available, which include the scored rubric and the presentation.

C. The School Corporation shall test every enrolled student in the grades tested by district-wide assessments in core academic subjects (i.e., math, reading, science, and social studies) and report the scores to PCSB in a timely manner, if PCS does not receive them directly from OSSE.

D. If the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section 2.3. (“**Campus**” is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school or a combination of the above. These may be in the same facility or different facilities).

E. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School’s academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other basis against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

2.4 Curriculum. The School Corporation shall have exclusive control over its instructional methods, consistent with §38-1802.04(c)(3)(a) of the Act, but the School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any material change in the curriculum that results in a material change in the School’s mission or goals no later than April 1 prior to the Academic Year in which the modified curriculum will take effect. The School Corporation shall provide PCSB any materials requested by PCSB in connection with the petition for charter revision. A change in textbooks, formative assessments, or other instructional resources shall not be deemed a material change.

2.5 Students with Disabilities. **A.** The School Corporation shall provide services and accommodations to students with disabilities in accordance with part B of the Individuals with Disabilities Education Act (20 U.S.C. §1411 *et. seq.*), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et. seq.*), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. 794), and any other federal requirements concerning the education of students with disabilities.

B. Pursuant to §38-1802.10(c) of the Act, the School Corporation shall elect to be treated as a local educational agency or a District of Columbia Public School for the purpose of providing services to students with disabilities and shall notify PCSB of its election at least thirty (30) days prior to the first day of the Academic Year. The School Corporation shall notify PCSB in writing of any change in election by April 1 prior to any Academic Year in which the change in election shall be effective.

SECTION 3. ADMINISTRATION AND OPERATION

3.1 Location. **A.** The School shall be located at 4300 C Street, SE, Washington, D.C. 20019 (the “**School Property**”). PCSB reserves the right to delay or prohibit the School from opening and operating at a location other than the one listed above until the School Corporation has satisfied each of the pre-opening items listed in Attachment F at least one (1) month prior to the first day of the School’s first Academic Year. A copy of the information submitted to PCSB pursuant to Attachment F shall be kept on file at the School.

B. The School Corporation may submit a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act to expand into additional campuses. Such an amendment shall include the distinct campus location(s), age and/or grade levels to be served, enrollment ceilings, and curriculum if different from that approved by PCSB in the Petition. PCSB shall approve or deny the request within ninety (90) days of the date of its submission.

C. The School shall not operate at a location other than the School Property unless the School Corporation provides a written request for approval to PCSB at least three (3) months prior to its intended relocation. PCSB reserves the right to delay or prohibit the School’s opening at the new property until the School Corporation has satisfied the pre-opening requirements listed in Attachment F at least one (1) month prior to the first day of the School’s operation at the new School Property.

3.2 Enrollment. **A.** Enrollment in the School shall be open to all students of ages or in grades as set forth in Section 2.2 above who are residents of the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by §38-1802.06 of the Act. The School Corporation shall determine whether each student resides in the District of Columbia according to guidelines established by the D.C. Office of the State Superintendent of Education (“**OSSE**”).

B. If eligible applicants for enrollment at the School for any Academic Year exceed the number of spaces available at the School for such Academic Year, the School Corporation shall select students pursuant to the random selection process in Attachment G and in accordance with the requirements of the Act; provided however, that notwithstanding anything to the contrary, the School shall have the right (but not the obligation) to amend, edit, add to or

otherwise change the eligibility requirements in Attachment G relating to the incoming grade and/or age of applicants for any given Academic Year. The random selection process shall include (i) an annual deadline for enrollment applications that is fair and set in advance of the deadline; and (ii) a process for selecting students for each Academic Year (a) if applications submitted by the deadline exceed available spaces, and (b) if spaces become available after the beginning of the Academic Year. The School Corporation shall provide PCSB with a written request for approval for any material change to the random selection process at least thirty (30) days prior to the date of the proposed implementation and may consider any comments of PCSB, staff, and its agents in connection with the proposed changes.

C. The School shall maintain an enrollment of no more than 500 students substantially in accordance with Schedule I. The School Corporation shall provide PCSB a written request for approval for an increase in the maximum enrollment of the School no later than three (3) months before the requested change date with (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as PCSB may request.

3.3 [Disciplinary Policies](#). **A.** The School Corporation shall implement the student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students, described in its petition and included as Attachment H, and shall provide a copy of those policies and procedures to students, parents, and PCSB within the first ten (10) days of the beginning of each Academic Year. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. PCSB shall approve or deny any material changes to such policies and procedures within sixty (60) days of submission. The School Corporation further agrees that if, at the end of the 2017-18 school year, the Schools' average rate of "exclusionary discipline events" for the five-year period leads it to rank in the highest 30% for public charter middle and high schools, the School Corporation will revise Attachment H in a manner satisfactory to PCSB and the School Corporation. "Exclusionary discipline events" are measured by (a) the percentage of instructional days lost due to exclusionary discipline and (b) the expulsion rate.

B. Pursuant to PCSB's Attendance and Discipline Data Policy, the School Corporation shall track suspensions and expulsions on a monthly basis using the data management reporting software identified by PCSB. If the School Corporation operates two or more campuses, the School Corporation shall maintain, track, and report discipline data for each campus separately.

C. The School Corporation shall report any student expulsions or suspensions for longer than five (5) days to PCSB within ten (10) days of the expulsion or suspension and will maintain records of all expulsions and suspensions by the School. If the School Corporation operates two or more campuses, the School Corporation shall report the data for each campus separately.

3.4 [Complaint Resolution Process](#). Pursuant to §38-1802.04(c)(13) of the Act, the School Corporation shall establish an informal complaint resolution process and shall provide a copy to students, parents, and PCSB. Such policies and procedures shall be consistent with applicable law. The School Corporation shall provide PCSB written notice of a material change to its complaint resolution process at least three (3) months prior to adoption.

3.5 [Operational Control](#). **A.** Pursuant to §1802.04(c)(3) of the Act, the School Corporation shall exercise exclusive control over its expenditures, administration, personnel and instructional methods subject to limitations imposed in § 38-1802.04 of the Act.

B. Pursuant to §38-1802.04(b) of the Act, the School Corporation shall have the following powers consistent with the Act and the terms of this Agreement:

- (i) to adopt a name and a corporate seal;
- (ii) to acquire real property for use as the School's facilities;
- (iii) to receive and disburse funds for School purposes;
- (iv) subject to §38-1802.04 (c)(1) of the Act; to make contracts and leases including agreements to procure or purchase services, equipment, and supplies;
- (v) subject to §38-1802.04 (c)(1) of the Act, to secure appropriate insurance;
- (vi) to incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of federal or private funds;
- (vii) to solicit and accept any grants or gifts for School purposes;
- (viii) to be responsible for the School's operation, including preparation of a budget and personnel matters; and
- (ix) to sue and be sued in the public charter school's own name.

3.6 [Accreditation](#). **A.** The School Corporation shall maintain accreditation from an appropriate accrediting agency as set forth in §38-1802.02(16) of the Act, and renew the accreditation on the accrediting agency's renewal cycle.

B. The School Corporation shall provide PCSB with a written request for approval for any proposed changes to the School's accreditation.

3.7 [Nonsectarian](#). The School Corporation and the School shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution.

SECTION 4. GOVERNANCE

4.1 [Organization](#). The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

4.2 [Corporate Purpose](#). The purpose of the School Corporation as set forth in its articles of incorporation shall be limited to the operation of a public charter school pursuant to §38-1802.04(c)(16) of the Act.

4.3 [Governance](#). **A.** The School Corporation shall be governed by a Board of Trustees. The Board of Trustees are fiduciaries of the School and shall operate in accordance with the School Corporation’s articles of incorporation and by-laws consistent with this Agreement and the provisions of the Act and the District of Columbia Nonprofit Corporation Act.

B. Pursuant to §38-1802.04(c)(10) of the Act, the Board of Trustees shall provide PCSB with written a request for approval of any material change(s) to its articles of incorporation or bylaws within three (3) months of the effective date of such change.

4.4 [Composition](#). Pursuant to §38-1802.05 of the Act, the Board of Trustees of the School Corporation shall consist of an odd number of members, with a minimum of three (3) members and a maximum of fifteen (15) members, at least two of whom shall be parents of students currently attending the School, and the majority of whom shall be residents of the District of Columbia.

4.5 [Authority](#). Pursuant to §38-1802.05 of the Act, the Board of Trustees shall have the final decision-making authority for all matters relating to the operation of the School, consistent with this Agreement, the Act, and other applicable law; however nothing herein shall prevent the Board of Trustees from delegating decision-making authority to officers, employees, and agents of the School Corporation. The Board of Trustees shall (i) set the overall policy for the School; (ii) be responsible for overseeing the academic and fiscal integrity of the School; and (iii) assure the School’s compliance with this Agreement and the Act.

SECTION 5. FINANCIAL OPERATION AND RECORD KEEPING

5.1 [Financial Management](#). The School Corporation shall operate in accordance with Generally Accepted Accounting Principles (“GAAP”) and other generally accepted standards of fiscal management and sound business practices to permit preparation of the audited financial statements required in §38-1802.04(c)(11) of the Act. The School Corporation’s accounting methods shall comply in all instances with any applicable governmental accounting requirements.

5.2 [Tuition and Fees](#). The School Corporation shall not charge tuition to any student, other than a non-resident student in accordance with §38-1802.06(e) of the Act, unless such student would otherwise be liable for tuition costs under the Act. The School Corporation may charge reasonable fees or other payment for after school programs, field trips, or similar student activities.

5.3 [Costs](#). The School Corporation shall be responsible for all costs associated with operation of the School including the costs of goods, services, and any district-wide assessments or standardized testing required by this Agreement or by applicable law.

5.4 Contracts. **A.** Pursuant to §38-1802.04(c)(1) of the Act, the School Corporation shall provide PCSB with respect to any procurement contract awarded by the School Corporation or any entity on its behalf and having a value equal to or exceeding \$25,000, not later than three (3) days after the date on which such award is made (i)all bids for the contract received by the School Corporation, if any; (ii)the name of the contractor who is awarded the contract; and (iii) the rationale for the award of the contract. The PCSB may request copies of these procurement contracts to be provided to the PCSB upon request. The foregoing shall not apply to any contract for the lease or purchase of real property by the School Corporation, any employment contract for a staff member, or any management contract between the School Corporation and a management company designated in its charter or petition for a revised charter.

B. The School Corporation shall follow the requirements of §38-1802.04(c)(1) of the Act for contracts entered into with a third party for the management of the School, other than the third party designated in its petition (a “**School Management Contract**”). The School Corporation shall submit a written request for approval to PCSB before canceling, terminating, or materially amending, modifying, or supplementing any School Management Contract; however, such a request shall be deemed approved unless PCSB notifies the School Corporation within sixty (60) days of submission of a request for approval that the request has been denied and the reason(s) for denial.

C. If a procurement contract having a value equal to or exceeding \$25,000, is awarded by the School Corporation to an affiliated party, the School Corporation will award that contract pursuant to conflict of interest policies and procedures that include notice to the Board of Trustees of the School Corporation and recusal from discussion and decision of the affiliated party. (“Affiliated Party” means any person who is a member of the Board of Trustees, an entity indirectly controlled, controlled by, or under common control with a member of the Board of Trustees of the Corporation, or such individual who is a member of the immediate family (including parents, spouse, children, siblings) of a member of the Board of Trustees and any trust whose principal beneficiary is a member of the Board of Trustees or such an individual. “Control” means the possession, directly or indirectly, of the power to direct or cause the direction of the management of policies of that entity, whether through the ownership of voting securities or by contract or otherwise.

D. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that PCSB has no responsibility for the debts or action of the School Corporation or the School. The School Corporation shall not purport to act as the agent of PCSB or the government of the District of Columbia with respect to any contract.

5.5 Insurance. The School Corporation shall procure and maintain appropriate insurance sufficient to cover its operations. This shall include the types of insurance set forth in Attachment I and in no less than the respective coverage and limits set forth therein. All insurers shall be independent brokers licensed in the District of Columbia. All insurance policies shall be endorsed to name the Board of Trustees and its directors, officers, employees, and agents as additional insured’s. The Board of Trustees may by written notice amend the insurance coverage required by this Section 5.5 and Attachment I to include such additional insurance coverage that the Board of Trustees determines is reasonably necessary, subject to the availability of such insurance on commercially reasonable terms.

5.6 [Tax-Exempt Status](#). The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two (2) years from the date hereof and shall maintain such tax-exempt status.

5.7 [Enrollment and Attendance Records](#). **A.** The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Section 7 below.

B. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit to PCSB and in state and federal reports, distinct and unique enrollment and attendance records.

5.8 [Board of Trustee Meeting Minutes](#). The School Corporation shall maintain copies of all minutes of meetings of the Board of Trustees of the School Corporation, including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting, certified by an officer of the School Corporation or a member of the Board of Trustees as to their completeness and accuracy. The School Corporation shall make such documents available for inspection by PCSB, its officer, employees, or agents upon request.

SECTION 6. PERSONNEL

6.1 [Relationship](#). All employees hired by the School Corporation shall be employees of the School and, pursuant to §38.1802.07(c) of the Act, shall not be considered to be an employee of the District of Columbia government for any purpose.

6.2 [Hiring](#). The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, the School Corporation shall conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every two (2) years.

SECTION 7. REPORTING REQUIREMENTS

7.1 [Annual Reports](#). The School Corporation shall deliver to PCSB, by a date specified by PCSB, an annual report in a format acceptable to PCSB which shall include all items required by §38-1802.04(c)(11)(B) of the Act (the “**Annual Report**”). The Annual Report shall include an assessment of compliance with the performance goals, objectives, standards, indicators, targets, or any other basis for measuring the School’s performance as PCSB may request. The School Corporation shall permit any member of the public to view such report on request.

7.2 [Audited Financial Statements](#). As soon as available but no later than one hundred and twenty (120) days after the end of each Academic Year, the School Corporation shall deliver to PCSB financial statements audited by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to §38-

1802.04(c)(11)(B)(ix) of the Act in accordance with GAAP and government auditing standards for financial audits issued by the Comptroller General of the United States. Such audited financial statements shall be made available to the public upon request. These statements may include supplemental schedules as required by PCSB.

7.3 [Quarterly Financial Reports](#). Unless otherwise notified by PCSB, the School Corporation shall prepare and submit to PCSB within thirty (30) days after the end of each quarter (i) the balance sheet of the School Corporation at the end of each quarter and the related statements of income and cash flows of the School Corporation for such quarter and for the period from the beginning of the then current Academic Year to the end of such quarter, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as of the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such quarter and for the period from the beginning of the then current Academic Year to the end of such quarter. These reports may include supplemental schedules as required by PCSB.

7.4 [Budget](#). No later than June 1 of each Academic Year, the School Corporation shall submit to PCSB its budget, including an annual operating budget, an annual capital budget, and cash flow projections (collectively, a “**Budget**”) for the next succeeding Academic Year. The School Corporation’s initial Budget shall be in accordance with the Budget submitted with its Petition to PCSB. If PCSB has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded in writing, the School Corporation may only implement a Budget with the prior written approval of PCSB. PCSB may specify the format and categories and information contained in the Budget.

7.5 [Enrollment Census](#). Pursuant to §38-1802.04(c)(12) of the Act, the School Corporation shall provide to OSSE student enrollment data required by OSSE to comply with §38-204 of the District of Columbia Code. Such report shall be in the format required by OSSE for similar reports from District of Columbia Public Schools, and all counts of students shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

7.6 [Attendance Data](#). No later than fifteen (15) days after the end of each month during the Academic Year and during summer school, if offered, the School Corporation shall provide student daily attendance data, including present, tardy, partial-day absence, excused absence, and unexcused absence for the School using attendance management reporting software identified by PCSB. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit to PCSB distinct and unique attendance data.

7.7 [Key Personnel Changes](#). Within five (5) days of the chair of the Board of Trustees or an officer of the School Corporation receiving written notice of the intended departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees, an officer of the School Corporation, or a key personnel as identified by

position in Attachment J (but no later than the time the School Corporation announces such departure publicly), the chair of the Board of Trustees or an officer of the School Corporation shall provide to PCSB notice identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

7.8 [Authorizations](#). Within forty-five (45) days after the end of each Academic Year, the School Corporation shall provide a certification by an officer of the School Corporation or its Board of Trustees that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect. If the School Corporation receives notice, whether formal or informal, of any alleged failure to comply with the terms or conditions of any Authorization, the School Corporation shall provide PCSB, within seven (7) days of receiving such notice, a report detailing the nature and date of such notice and the School Corporation's intended actions in response. "**Authorizations**" shall mean any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, declaration, registration, or notice to, from, or with any governmental authority that is required in order to operate the School.

7.9 [Events of Default](#). The School Corporation shall promptly report to PCSB any notice of default or claim of material breach it receives that seriously jeopardizes the continued operation of the School Corporation or the School including: (i) any claim there has been a material breach of any contract that affects the operation of the School; (ii) any claim or notice of a default under any financing obtained by the School Corporation; and (iii) any claim that the School Corporation has failed to comply with the terms and conditions of any Authorizations required to operate the School. The report shall include an explanation of the circumstances giving rise to the alleged default or breach and the School Corporation's intended response.

7.10 [Litigation](#). The School Corporation shall promptly report to PCSB the institution of any material action, arbitration, government investigation, or other proceeding against the School Corporation or any property thereof (collectively "**Proceedings**") and shall keep PCSB apprised of any material developments in such Proceedings. No later than February 14 and August 14 of each Academic Year, the School Corporation shall provide PCSB a schedule of all Proceedings involving any alleged liability or claim or, if there has been no change since the last report, a statement to that effect.

7.11 [Certificates of Insurance](#). No later than August 15 of each Academic Year, the School Corporation shall deliver to PCSB a certificate of insurance with respect to each insurance policy required pursuant to Section 5.5 above and Attachment I. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall identify underwriters, the type of insurance, the insurance limits, and the policy term. The School Corporation shall furnish PCSB with copies of all insurance policies or other evidence of insurance required pursuant to Section 5.5 above and Attachment I upon request.

7.12 [Reports Required by the Act](#). The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide PCSB with a copy of each such report at the time the School Corporation provides the report as required by the Act.

SECTION 8. COMPLIANCE

8.1 [Compliance With Applicable Laws](#). The School Corporation shall operate at all times in accordance with the Act and all other applicable District of Columbia and federal laws subject to the limitations in Sections 8.2 and 8.3 below or from which the School Corporation is not otherwise exempt, and District of Columbia and federal provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, gender identification or expression, marital status, or need for special education services.

8.2 [Waiver of Application of Duplicate and Conflicting Provisions](#). Pursuant to §38-1802.10(d) of the Act, no provision of any law regarding the establishment, administration, or operation of public charter schools in the District of Columbia shall apply to the School Corporation or PCSB to the extent that the provision duplicates or is inconsistent with the Act.

8.3 [Exemption From Provisions Applicable to D.C. Public Schools](#). Pursuant to §38-1802.04(c)(3)(B) of the Act, the School Corporation shall be exempt from District of Columbia statutes, policies, rules, and regulations established for the District of Columbia Public Schools by OSSE, Board of Education, Mayor, or District of Columbia Council, except as otherwise provided in the Charter or in the Act.

8.4 [Cooperation](#). The School Corporation shall, and shall cause its Board of Trustees, officers, employees, and contractors to, cooperate with PCSB, its staff, and its agents in connection with PCSB's obligations to monitor the School Corporation.

8.5 [Access](#). Upon reasonable notice, the School Corporation shall grant to PCSB, its officers, employees, or agents, access to the School's property, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that PCSB may from time to time request, and allow copies to be made of the same and shall cooperate with PCSB, its officers, employees, or agents, including allowing site visits as PCSB considers necessary or appropriate for the purposes of fulfilling its oversight responsibilities consistent with §38-1802.11(a) of the Act, provided that the review or access will not unreasonably interfere with the operation of the School.

8.6 [Notice of Concern](#). If PCSB determines through its oversight of the School Corporation that any condition exists that (i)seriously jeopardizes the continued operation of the School Corporation, the School, or a School's campus; (ii)is substantially likely to satisfy the conditions for charter revocation pursuant to §38-1802.13 of the Act; and/or (iii)threatens the health, safety, or welfare of students of the School, then PCSB may issue a written notice to the School Corporation stating the reasons for its concerns and inquiry ("**Notice of Concern**"). Upon receipt of such notice and upon request of PCSB, the School Corporation shall meet with PCSB to discuss PCSB's concerns and the School Corporation's response to PCSB's Notice of Concern.

8.7 [Administrative Fee](#). The School Corporation shall pay annually to PCSB, no later than November 15 of each Academic Year, the maximum amount permitted by the Act to cover

the administrative responsibilities of PCSB. Notwithstanding the foregoing, PCSB shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual Academic Year funding from the government of the District of Columbia by such date provided that the School Corporation pays PCSB such fee within five (5) business days of the School Corporation's receipt of such funding.

SECTION 9. CHARTER RENEWAL, REVOCATION, AND TERMINATION

9.1 Charter Renewal. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by PCSB in accordance with the Act, PCSB and the School Corporation shall (i) renew this Agreement with amendments satisfactory to PCSB and the School Corporation; or (ii) enter into a substitute agreement satisfactory to PCSB and the School Corporation.

9.2 Charter Revocation. **A.** Pursuant to §38-1802.13 of the Act, PCSB may revoke the Charter if PCSB determines that the School has (i) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the Charter, including violations relating to the education of children with disabilities; or (ii) failed to meet the goals and student academic achievement expectations set forth in the Charter.

B. Pursuant to §38-1802.13 of the Act, PCSB shall revoke the Charter if PCSB determines that the School (i) has engaged in a pattern of nonadherence to generally accepted accounting principles; (ii) has engaged in a pattern of fiscal mismanagement; or (iii) is no longer economically viable.

C. If the School Corporation operates two or more campuses under the Charter, PCSB has the authority to propose revocation of the School or any of its campus locations pursuant to this Section 9.2.

9.3 Termination. This Agreement shall terminate upon Charter revocation or nonrenewal; or by mutual written agreement of the parties hereto.

9.4 Probation and Corrective Action. **A.** If PCSB proposes to revoke the Charter pursuant to §38-1802.13(a) of the Act, PCSB may, as an alternative to charter revocation, place the School or any of the School's campuses on probation and require the School Corporation, in consultation with PCSB, to develop and implement a written corrective action plan ("**Corrective Plan**"). The Corrective Plan shall include the reasons that the Charter is subject to revocation under § 38-1802.13(a), the terms and conditions of probation and the results the School shall achieve to avoid charter revocation. Although PCSB may elect to enter into a Corrective Plan with the School Corporation as an alternative to charter revocation, nothing herein shall require PCSB to place the School or any of its campuses on probation or develop a Corrective Plan.

B. If PCSB elects to place the School or one of the School's campuses on probation and enters into a Corrective Plan with the School Corporation, the School Corporation shall provide PCSB a written request for approval five (5) business days prior to taking any of the following actions: (i) waiving any material default under, or material breach of, any School

Management Contract; (b) taking any action affecting or waiving or failing to enforce any material right, interest, or entitlement arising under or in connection with any School Management Contract; (c) taking any action affecting any material provision of any School Management Contract or the performance of any material covenant or obligation by any other party under any School Management Contract; or (d) providing any notice, request, or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits, or obligations under any such School Management Contract in any material respect.

9.5 [Mandatory Dissolution](#). **A.** In accordance with §38-1802.13a of the Act, the School Corporation shall dissolve if the Charter (i)has been revoked by PCSB; (ii)has not been renewed by PCSB; or (iii)has been voluntarily relinquished by the School Corporation.

B. In the event of dissolution, PCSB, in consultation with the Board of Trustees of the School Corporation, shall develop and execute a plan for (i)liquidating the School Corporation’s assets in a timely fashion and in a manner that will achieve maximum value; (ii) discharge the School Corporation’s debts; and (iii)distribute any remaining assets in accordance with §29-412.06 and 29-412.07 of the District of Columbia Code and §38-1802.13a of the Act.

SECTION 10. OTHER PROVISIONS

10.1 [Applicable Law](#). This Agreement and the Charter and the rights and obligations of the parties hereunder shall be governed by, subject to, construed under, and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

10.2 [Failure or Indulgence Not Waiver; Remedies Cumulative](#). No failure or delay on the part of PCSB in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or privilege preclude other or further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

10.3 [Counterparts and Electronic Signature or Signature by Facsimile](#). This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be signed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures or signatures received by facsimile by either of the parties shall have the same effect as original signatures.

10.4 [Entire Agreement; Amendments](#). This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations,

understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may be amended or modified only by written agreement of the parties hereto.

10.5 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

10.6 Assignment. The Charter runs solely and exclusively to the benefit of the School Corporation and shall not be assignable by either party; provided that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

10.7 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement. “**Person**” shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

10.8 Waiver. No waiver of any breach of this Agreement or the Charter shall be held as a waiver of any other subsequent breach.

10.9 Construction. This Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party drafted the underlying document.

10.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Agreement without (i) first providing written notice to the other party hereto describing the nature of the dispute; and (ii) thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB’s ability to revoke, not renew, or terminate the Charter pursuant to §38-180213 of the Act and Sections 9.1, 9.2, and 9.3 above of this Agreement.

10.11 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 10.11) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010

Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

SEED Public Charter School of Washington, D.C.
4300 C Street, SE
Washington, D.C. 20019
Attention: Charles Adams, Head of School
Email: cadams@seedschooldc.org
Telephone: (202) 248-7773

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

**SEED PUBLIC CHARTER SCHOOL OF
WASHINGTON, D.C.**



By: VASCO F. FERNANDES

Title: CHAIRMAN, SEED PUBLIC CHARTER
SCHOOL OF WASH. D.C. BOARD OF TRUSTEES

Date: Sept. 19, 2013

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**



By: John H. "Skip" McKoy

Title: PCSB Board Chair

Date: 9/24/13

ATTACHMENTS

ATTACHMENT A	Proposed Rules and Policies for Governance and Operation of School Corporation
ATTACHMENT B	Articles of Incorporation and Bylaws
ATTACHMENT C	Procedures to Ensure Health and Safety of Students and Employees
ATTACHMENT D	Assurance to Seek, Obtain, and Maintain Accreditation
ATTACHMENT E	Relationship Between School and Employees
ATTACHMENT F	Pre-opening Requirements
ATTACHMENT G	Random Selection Process
ATTACHMENT H	Disciplinary Policies
ATTACHMENT I	Insurance Requirements
ATTACHMENT J	Key Personnel
ATTACHMENT K	2012-13 Board of Trustees Roster

ATTACHMENT A

Attachment A

Proposed Rules and Policies for Governance and Operation of School Corporation

CODE OF CONDUCT FOR TRUSTEES AND OFFICERS

The SEED School of Washington, D.C. (the “School”) is committed to the highest standards of ethical and professional conduct. The School expects its officers and trustees to adhere to such standards in conducting School business. This Code of Conduct (this “Code”) is intended to promote the conduct of all School business in accordance with high standards of integrity and in compliance with all applicable laws and regulations.

Compliance with Laws, Rules and Regulations

The School requires that all officers and trustees comply with all laws, rules and regulations applicable to the School. You are expected to use good judgment and common sense in seeking to comply with all applicable laws, rules and regulations and to ask for advice when you are uncertain about them.

Whistleblower Policy

A “whistleblower” is defined as a trustee, officer or employee of the School who reports an activity that he or she considers to be illegal, dishonest or a violation of School policies or procedures. The whistleblower is not responsible for investigating the activity or for determining fault or corrective measures; appropriate management officials are charged with these responsibilities.

If a trustee or officer has knowledge of or a concern of illegal or dishonest fraudulent activity, he or she is to contact his or her immediate supervisor, if applicable, [the Chairperson of the Board] or the Office of Human Resources. A trustee or officer must exercise sound judgment in determining whether an allegation has merit.

Whistleblower protections are provided in two important areas -- confidentiality protections and protections against retaliation. To the extent possible, the confidentiality of the whistleblower will be maintained. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. Whistleblower protections are provided in two important areas: confidentiality protections and protections against retaliation. To the extent possible, the confidentiality of the whistleblower will be maintained. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals with their legal rights of defense.

It is contrary to the values of the School for anyone to retaliate against any board member, officer or employee who in good faith reports an ethics violation, or a suspected violation of law, such as a complaint of discrimination, suspected fraud, or suspected violation of any regulation governing the operations of the School. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. A Board

member who retaliates against someone who has reported a violation in good faith may be subject to removal from the Board.

Standard of Conduct

All officers and trustees should recognize that the School must maintain a reputation for integrity and quality that goes beyond compliance with laws, regulations and contractual obligations. The School strives for excellence in administration as well as academics. The appearance of misconduct or impropriety can severely damage the School's reputation and hinder the School's ability to carry out its purpose. Thus, all officers and trustees must endeavor to maintain the highest standards of quality and integrity.

Duties and Responsibilities of Trustees and Officers

Duty of Care. Trustees and officers shall discharge their duties, including duties as a member of a committee, in good faith and with the care that a person in a like position would reasonably believe appropriate under similar situations.

Duty of Loyalty. Trustees and officers shall discharge their duties, including duties as a member of a committee, in a manner they believe is in the best interest of the School.

Reliance on Experts and Committees. Unless a trustee or officer has knowledge that makes reliance unwarranted, the trustee or officer may rely on the performance of, or information provided by, any persons specified below:

- One or more officers, employees or volunteers of the School whom the trustee or officer reasonably believes to be reliable and competent in the functions performed or the information provided;
- Legal counsel, public accountants, or other persons retained by the School as to matters involving skills or expertise the trustee or officer reasonably believes are matters within the particular person's professional or expert competence or as to which the particular person merits confidence; or
- A committee of the board of trustees or an advisory committee of which the trustee is not a member if the trustee reasonably believes the committee merits confidence.

Trustee Responsibilities. In undertaking their duties, trustees shall:

- Devote time and thought necessary to carry out the responsibilities of their position;
- Diligently review and analyze the risk and benefits of any matter under contemplation before taking action;
- Carefully prepare for, regularly attend and actively participate in a board or committee meetings and assignments;

- Base his or her vote upon all information available in each situation and exercise his or her best judgment in making decisions that affect the School; and
- Be willing to support the decisions of the Board or committee and work in furtherance of those decisions.

Compliance with School Policies

Every officer and trustee is expected to comply with all applicable School policies and rules as in effect from time to time, including but not limited to the School's Conflicts of Interest Policy for Trustees and Officers and this Code. You are expected to familiarize yourself with such policies.

Confidentiality Policy

All information and know-how, whether or not in writing, of a private, secret or confidential nature concerning the School's operations, internal matters, developments or financial affairs (collectively, "Confidential Information") is and shall be the exclusive property of the School. By way of illustration, but not limitation, Confidential Information includes the School business plans, operations, projects, programs, terms and conditions of contractual arrangements, financial data, personnel data, student data, student records, donor, member, grant partner and prospect lists, software, systems, codes, or developments and marketing research and information. Officers or trustees may not disclose any Confidential Information to others outside the School or use the same for any unauthorized purposes, while serving as a trustee or officer of the School or afterwards, unless and until such Confidential Information has become public knowledge without fault of such disclosing officer or trustee, provided that, certain student information may be released in accordance with the Family Educational Rights and Privacy Act and Confidential Information may be disclosed to the extent required by applicable law. All communications to the news media, press, industry or financial community shall be through the Head of School.

All files, letters, electronic e-mails, facsimiles, reports, records, data, drawings, or other written, photographic or tangible materials containing Confidential Information, whether created by the officer, trustee or others which shall come into the custody or possession of an officer or trustee, shall be and are the exclusive property of the School to be used by the officer or trustee only to fulfill such officer's or trustee's roles and responsibilities and in the best interest of the School. All such records or copies thereof and all tangible property of the School in the custody or possession of an officer or trustee shall be delivered to the School, upon the earlier of (i) a request by the School, or (ii) the conclusion of the service as either an officer or trustee. After such delivery, the officer or trustee shall not retain any such records or copies thereof or any such tangible property.

An officer's or trustee's obligation not to disclose or to use information, know-how and records of the type set forth in this policy, also extends to such types of information, know-how, records and tangible property of partners, donors, members, grant partners, etc. of the School or suppliers to the School or other third parties who may have disclosed or entrusted the same to the School or to the employee in the course of the School's business.

An officer's or trustee's obligation not to disclose or to use information, know-how and records of the type set forth in this policy extends beyond the termination of the service providing relationship with the School.

Officer's or trustee's who are unsure about the confidential nature of specific information must ask their supervisor or the Head of School for clarification. Officers and trustees will be subject to appropriate disciplinary action, up to and including termination of employment or removal from the Board of Trustees (as applicable) for knowingly or unknowingly revealing Confidential Information.

Honest and Ethical Conduct and Fair Dealing

Officers and trustees should endeavor to deal honestly, ethically and fairly in the conduct of the School's business. Statements regarding the School must not be untrue, misleading, deceptive or fraudulent. You must not take unfair advantage of anyone through manipulation, concealment, abuse of privileged information, misrepresentation of material facts or any other unfair-dealing practice.

Protection and Proper Use of School Assets

Officers and trustees should seek to protect the School's assets, including proprietary information. Theft, carelessness and waste have a direct impact on the School's ability to carry out its purpose. Officers and trustees must use the School's assets and services solely for legitimate School purposes and not for any personal benefit or the personal benefit of anyone else.

Officers and trustees should advance the School's legitimate interests when the opportunity to do so arises. You must not take for yourself personal opportunities that are discovered through your position with the School or the use of property or information of the School.

Dissemination and Amendment

This Code shall be distributed to each officer and trustee of the School upon commencement of his or her relationship with the School and shall also be distributed annually to each officer and trustee of the School. Each officer and trustee shall certify that he or she has received, read and understands the Code and has complied and will comply with its terms.

The Board of Trustees reserves the right to amend, alter or terminate this Code at any time for any reason.

This document is not an employment or service contract between the School and any of its employees, officers or trustees.

Certification

I, _____ do hereby certify that:
(Print Name Above)

1. I have received and carefully read the Code of Conduct for Trustees and Officers of The SEED School of Washington, D.C.

2. I understand the Code of Conduct for Trustees and Officers.

3. I have complied and will continue to comply with the terms of the Code of Conduct for Trustees and Officers.

4. Except as noted below, I do not know or believe that any representative of the School has engaged or is engaging in School-related conduct that violates applicable law or the Code of Conduct for Trustees and Officers.

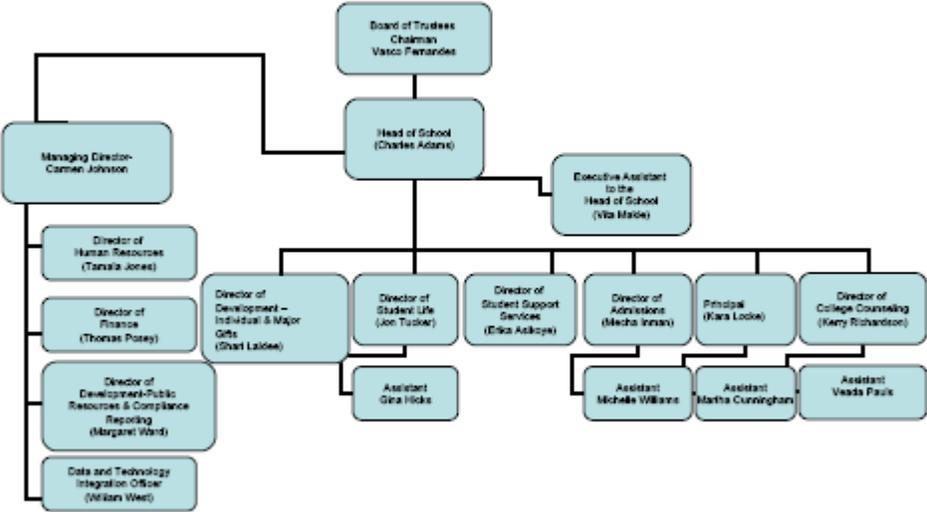
Exceptions (describe, or state "None"):

Date

Signature

EACH OFFICER AND TRUSTEE IS REQUIRED TO SIGN, DATE AND RETURN THIS CERTIFICATION TO THE CHAIRPERSON OF THE BOARD GOVERNANCE COMMITTEE [WITHIN _____ DAYS OF ISSUANCE].

The SEED PCS DC- Org. Chart



ATTACHMENT B



DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government
Corporations Division

Articles of Amendment of Domestic Nonprofit Corporation
Form DNP-2, Version 2, January 2012.

This form will allow for a domestic nonprofit corporation to amend its information reflected under original articles of incorporation or its amendments.

ENTITY TYPE	FILING FEE
Domestic Nonprofit Corporation	Refer to Corporate Fee Schedule posted online;

Under the provisions of the Title 29 of D.C. Code (Business Organizations Act), the domestic filing entity listed below hereby applies for a Certificate of Amendment and for that purpose submits the statement below.

1. Corporation Name.
The SEED Public Charter School of Washington, D.C.

2. The text of each amendment adopted. (may attach the statement)
See attached.

3. If the amendment provides for an exchange, reclassification, or cancellation of memberships, provisions for implementing the amendment. (may attach the statement)

4. The date of each amendment's adoption.

5. Amendment has been adopted in the following manner. (select A or B)
 (A) The amendment was adopted by the incorporators or by the board of directors or designated body, as the case may be, and that member approval was not required;
 (B) the amendment was duly approved by the members in the manner required by this chapter and by the articles of incorporation and bylaws.

If you sign this form you agree that anyone who makes a false statement can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

6. Name of the Governor or Authorized Person.
VASCO FERNANDEZ

6A. Signature of the Governor or Authorized Person.

<p>Mail all forms and required payment to: Department of Consumer and Regulatory Affairs Corporations Division PO Box 92300 Washington, DC 20090 Phone: (202) 442-4400</p>	<p>Corporate Online Services Information: Many corporate filings are available by using CorpOnline Service. Go to CorpOnline site at https://corp.dhra.dc.gov, create the profile, access the online services main page and proceed. Online filers must pay by using the credit card.</p>
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The SEED Public Charter School of Washington, D.C. (the “corporation”)

Attachment to Form DNP-2, Articles of Amendment of Domestic Nonprofit Corporation

Item 2, Text of Each Amendment Adopted.

That Article THIRD of the the corporation’s Articles of Incorporation be deleted and replaced by the following:

The corporation is organized exclusively for educational and charitable purposes, including but not limited to the operation of a not-for-profit charter school, consistent with Section 501(c)(3) of the Internal Revenue Code and other applicable statutes pertaining to the operation of tax-exempt entities.

Attachment B

Articles of Incorporation and Bylaws

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



CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the DISTRICT OF COLUMBIA NONPROFIT CORPORATION ACT have been complied with and accordingly, this **CERTIFICATE of INCORPORATION** is hereby issued to

THE SEED PUBLIC CHARTER SCHOOL OF WASHINGTON, D.C.

as of **MARCH 25TH, 1998**.

W. David Watts
Director

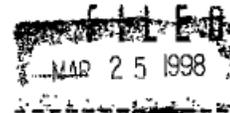
Patricia A. Montgomery
Administrator
Business Regulation Administration

Desiree M. Jones
Act. Asst. Corporate Program Manager
Corporations Division

Marion Barry, Jr.
Mayor

ARTICLES OF INCORPORATION
OF
THE SEED PUBLIC CHARTER SCHOOL OF WASHINGTON, D.C.

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



BY: 

We, the undersigned natural persons of the age of twenty-one years or more, acting as incorporators of a corporation under the NON-PROFIT CORPORATIONS ACT (D.C. Code 1981 edition, Title 29, Chapter 5), adopt the following Article of Incorporation:

- FIRST The name of the corporation is The SEED Public Charter School of Washington, D.C.
- SECOND The period of its duration is perpetual.
- THIRD The purposes for which the corporation is organized is the operation of a not-for-profit school consistent with Section 501(c)(3) of the Internal Revenue Code and other applicable statutes pertaining to the operation of tax-exempt entities. Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distribution to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- FOURTH The corporation shall have members.
- FIFTH The corporation shall have a single class of members. The members shall select any additional members at their discretion. The members shall have the right to vote on any matter reserved to them in these Articles or in the Bylaws of the corporation. The qualifications of such members shall be provided in the Bylaws of the corporation.
- SIXTH The Board of Directors (herein designated as "Board of Trustees") shall be elected by a vote of the members as delineated in the Bylaws of the corporation.

SEVENTH The approval of the members as a group, and the approval of the trustees as a group, shall be required to amend these Articles or the Bylaws of the corporation. The trustees shall have power over all activities of the corporation not reserved to the members in the Bylaws, both internal and external.

EIGHTH The address of the initial registered office of the corporation is

1 Massachusetts Ave., NW Suite 800
Washington, DC 20001

The initial Registered Agent of the corporation is

Mr. Marc Miller

NINTH The initial number of trustees constituting the Board of Trustees is three.

The names and addresses of the persons who are to serve as initial trustees until the first annual meeting or until their successors are elected and shall qualify are

Rajiv Vinnakota
6835A Washington Blvd.
Arlington, VA 22213

Thomas Stewart
410 11th St., NE, #22
Washington, D.C. 20002

Eric Adler
5610 Wisconsin Ave., #1204
Chevy Chase, MD 20815

TENTH The names and addresses of the incorporators are

Rajiv Vinnakota
6835A Washington Blvd.
Arlington, VA 22213

Thomas Stewart
410 11th St., NE, #22
Washington, D.C. 20002

Eric Adler
5610 Wisconsin Ave., #1204
Chevy Chase, MD 20815

ELEVENTH: No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for the services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by the corporation exempt from federal income tax under Section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by corporation, contributions, to which are deductible under section 170 (c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

TWELFTH: Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

In witness whereof, we have hereunto subscribed our names this 17th day of March 1998:

[Redacted Signature]

[Redacted Signature]

[Redacted Signature]

Sharon Mostowski, Notary Public
Montgomery County
State of Maryland
My Commission Expires Oct. 28, 1998

March 17, 1998

AMENDED AND RESTATED BYLAWS
OF
The SEED Public Charter School of Washington, D.C.
(A Charitable Corporation of the District of Columbia)
September 16, 2013

Article 1

General Provisions

Section. 1.1 Name. The name of the corporation shall be The SEED Public Charter School of Washington, D.C. and shall be referred to herein as “the corporation.”

Section. 1.2 Offices. The principal office of the corporation shall be 4300 C Street, SE Washington, DC or such other place as determined by the Board of Trustees.

Section. 1.3 Fiscal Year. The fiscal year of the corporation shall be July 1 to June 30.

Article 2

Statement of Purpose

The corporation is organized for the purposes of operating a public charter school for children residing in Washington, D.C. The corporation has two principal goals: first, to prepare the children attending its school for admission to the nation’s finest colleges and universities and/or success in the professional world; and second, to develop a model for education targeted at inner-city children which can be successfully duplicated in urban areas throughout the United States. The corporation may undertake any and all activities toward or related to these purposes, including the making of distributions to and the provision of funding for other entities under Section 501(c)(3) of the Internal Revenue Code. The corporation may also engage in all activities which may lawfully be carried on by a corporation formed under Chapter 29 of the laws of the District of Columbia which are not inconsistent with the corporation’s qualification as an organization described under Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future tax code.

Article 3

Members

Section. 3.1 Determination of Members. The members of the corporation shall initially be Eric Adler and Raj Vinnakota (the “Original Members”) and any additional members admitted in accordance with these Bylaws (the “Additional Members” and, together with the Original Members, the “Members”). The Original Members shall determine the number and method of selection of any Additional Members.

Section. 3.2 Tenure. The number of Members shall be determined by the Original Members. Terms of the Original Members shall be indefinite. Terms of each Additional Member shall be as determined by the Original Members.

Section. 3.3 Powers and Rights. The Members, by majority vote except where specifically provided otherwise in these Bylaws, shall have the following powers and rights of the corporation: to elect Trustees of the corporation as provided in Article 4 of these Bylaws; to approve all amendments to the Articles of Incorporation; to approve all amendments to these Bylaws as provided in Article 10; to approve the dissolution of the corporation and the sale and distribution of all or substantially all of its assets; such other powers and rights as are vested in Members by law, the Articles of Incorporation, and these Bylaws; and other such powers and rights as the Members may designate.

Section. 3.4 Meetings. There shall be an annual meeting of Members held within the forty-fifth day following the end of the corporation's fiscal year at the principal office of the corporation, unless another time and place for the annual meeting is established by the Members. Special meetings of the Members may be called by any Member by giving written notice of the date, time, place, and purpose of such meeting to each Member at least seven days in advance of such meeting. Written notice may include the use of electronic mail if the receipt of the notice is confirmed by the Member. A waiver of notice signed by a Member at any time shall be equivalent to the giving of such notice. Members may participate in a meeting of the Members by means of a conference telephone, Internet or other communications technology in a fashion pursuant to which the members have the opportunity to read or hear the proceedings substantially concurrently with their occurrence, vote on matters submitted to the members, pose questions and make comments; in such event, participation by such means shall constitute presence in person at a meeting.

Section. 3.5 Actions of the Members With and Without a Meeting. When a quorum is present at any meeting of the Members, a majority of the Members present and entitled to vote (excluding abstentions) shall decide any question unless otherwise provided by law, the Articles of Incorporation, or these Bylaws. Except as provided in Section 3.7, any action required or permitted to be taken at any meeting of the Members may be taken without a meeting, if each Member signs a consent in the form of a record bearing the date of signature and describing the action taken and delivers the record to the corporation to be filed with the records of the meetings of the Members. Such consents shall be treated for all purposes as a vote at a meeting.

Section. 3.6 Quorum. At any meeting of the Members, a majority of the Members of the Board then in office shall constitute a quorum. Each Member shall have one vote. Any meeting may be adjourned by a majority of the votes cast upon the question, whether or not a quorum is present. It shall not be necessary to notify any Member of any adjournment of less than 120 days if the time and place, if any, of the adjourned meeting, and the means of remote communication, if any, by which Members may be deemed to be present in person and vote at such adjourned meeting, are announced at the meeting at which adjournment is taken, unless after the adjournment a new record date is fixed for

the adjourned meeting. At the adjourned meeting, the corporation may transact any business which might have been transacted at the original meeting.

Section. 3.7 Resignation and Removal. Any Member may resign at any time by written notice to the President of the Corporation and the Chairperson of the Board. Any Member may be removed for any reason or no reason by majority vote of the Members. To effect such a removal, a meeting must be called in accordance with Section 3.4 above and must state the removal of the Member as a specific item of business.

Article 4

Board of Trustees

Section. 4.1 General. The Board of Trustees (the “Board”) shall have and may exercise all powers of the corporation not reserved to the Members by law, the Articles of Incorporation, or these Bylaws. The Board may from time to time delegate to Officers (defined below) such powers as it may see fit in addition to those outlined in these Bylaws.

Section. 4.2 Composition and Tenure. The Board shall consist of one ex-officio Trustee, which shall be the President (the “Ex-Officio Trustee”), and such number of elected Trustees (the “Elected Trustees” and together with the Ex-Officio Trustee, the “Trustees”) as shall be fixed by vote of the Members. The Board shall consist of an odd number of Trustees, numbering no fewer than seven and no more than fifteen of which a majority shall be residents of the District of Columbia and at least two shall be parents of a student attending the school. The Elected Trustees shall be divided into three classes of approximately equal size, the term of one class expiring each year. At each annual meeting of the Members, the Members shall fix the number of Trustees and shall elect for a term of three years (“Term”) the appropriate number of successors to the class whose term is then expiring, and the Members may also elect additional Trustees to other classes to the extent necessary to maintain approximate equality in size among the classes. No person may be elected to serve as a Trustee for more than 3 consecutive full Terms that begin on or after January 1, 2012. The Members may delegate their authority to fix the number of Trustees and elect Trustees to the Board. The delegation of this authority may be revoked at any meeting of Members.

Section. 4.3 Chairperson of the Board; Vice Chairperson of the Board. The Board may appoint from its members a Chairperson of the Board (the “Chairperson”) and one or more Vice Chairperson of the Board (each, a “Vice Chairperson”), none of whom need be an Officer or employee of the corporation. Such Chairperson or Vice Chairperson shall perform such duties and possess such powers as are assigned by the Board.

Section. 4.4 Classes and Term of Office. Effective May 17, 2012, the Board shall be made up of the following classes of Elected Trustees:

Class A – Vasco Fernandes, Huck O'Connor; Penelope Peskowitz; Clarice Walker; Joseph Wright

Class B – Katrina Lewis-Brown; Brooke Coburn; Ken Slaughter; Raj Vinnakota; Lisa Bernstein

Class C – Eric Adler; Terry Diggs; Marina Ottaway; David Steinberg; Vacancy

The term of each Class A Trustee shall expire immediately after the annual meeting of the Board in 2013. The term of each Class B Trustee shall expire immediately after the annual meeting of the Board in 2014. The term of each Class C Trustee shall expire immediately after the annual meeting of the Board in 2015.

Section. 4.5 Resignation and Removal. A Trustee may resign by delivering his resignation in writing to the President and the Chairperson of the Board. Such resignation shall be effective upon its receipt or upon such date (if any) as is stated in such resignation, unless otherwise determined by the Board. A Trustee may be removed from office at any time with or without cause, by vote of a majority of the Board at a special meeting called for that purpose or by a unanimous vote of the Members at a special meeting called for that purpose. A Trustee may be removed for cause only if notice of such action shall have been given to all of the Trustees or Members, as the case may be, prior to the meeting at which such action is to be taken and if the Trustee so to be removed shall have been given reasonable notice and opportunity to be heard before the body proposing to remove him.

Section. 4.6 Vacancies. Any vacancy in the Board, including a vacancy resulting from the enlargement of the Board, may be filled by the Members by vote of a majority of the Members present at a meeting of Members at which quorum is present or by the Trustees by vote of a majority of the remaining Trustees present at a meeting of Trustees at which a quorum is present or by appointment of all of the Trustees if less than a quorum shall remain in office. Each such Trustee elected or appointed to fill a vacancy for the unexpired term of the Trustee whom he replaced shall hold office until a successor is elected and qualified, or until his earlier death, resignation or removal. The Trustees shall have and may exercise all of their powers notwithstanding the existence of one or more vacancies in their number.

Section. 4.7 Regular and Special Meetings. The Board shall meet at least four times each year, once per calendar quarter, one of which the Chairperson of the Board shall designate as the annual meeting of the Board. Any other meetings of the Board may be called by the President or the Chairperson or by a majority of the Trustees then in office by giving written notice of the date, time, place and purpose of such meeting to each Trustee at least seven days in advance of such meeting. Written notice may include the use of electronic mail if the receipt of the notice is confirmed by the Trustee. A waiver of notice signed by a Trustee at any time shall be equivalent to the giving of such notice. Trustees may participate in a meeting of the Trustees by means of a conference telephone or similar communications equipment, provided that all persons participating in the

meeting can hear each other at the same time; in such event, participation by such means shall constitute presence in person at a meeting.

Section. 4.8 Actions of Board With and Without a Meeting. When a quorum is present at any meeting of the Trustees or a committee thereof, a majority of the Trustees present and entitled to vote (excluding abstentions) shall decide any question, including the election of Officers, unless otherwise provided by law, the Articles of Incorporation or these Bylaws. Any action required or permitted to be taken at any meeting of the Board or a committee thereof may be taken without a meeting, if each Trustee entitled to vote on the action signs a consent in the form of a record bearing the date of signature and describing the action to be taken and delivers the record to the corporation to be filed with the records of the meetings of the Board. Such consents shall be treated for all purposes as a vote at a meeting.

Section. 4.9 Quorum. At any meeting of the Board or a committee, a majority of the Trustees then in office, or appointed to such committee, shall constitute a quorum. Each Trustee shall have one vote.

Section. 4.10 Executive Committee. The Board shall appoint from among its members an Executive Committee of not less than three members, one of whom shall be the Chairperson. The Board may also designate one or more Trustees to serve as alternate members of the Executive Committee in the absence of a regular member or members. The Executive Committee shall possess and exercise all of the powers of the Board during the intervals between meetings, subject to the limitations set forth in Section 4.12 of this Article 4.

Section. 4.11 Committees. In addition to the Executive Committee, the Board may designate and appoint one or more standing or special committees, each of which shall consist of one or more Trustees, and shall designate a chairperson for each committee. Each committee may exercise the powers of the Board, to the extent delegated by the Board and permissible under the law, the Articles of Incorporation and these Bylaws.

Section. 4.12 Limitations. No committee shall have the authority to:

- (i) Fill vacancies on the Board or the Executive Committee;
- (ii) Amend these Bylaws;
- (iii) Approve or ratify any self-dealing transactions;
- (iv) Approve the corporation's operational budget or financial plan;
- (v) Take any action prohibited by the Articles of Incorporation, the corporation's Charter School Agreement, these Bylaws, any resolution of the Board or any applicable laws.

Section. 4.13 Advisory Committees. The Board may create or authorize the creation of one or more standing or special advisory committees whose members need not be Trustees. An advisory committee shall not be a committee of the Board and shall not exercise any of the powers of the Board.

Section. 4.14 Compensation. Trustees as such shall not receive salaries for their services on the Board or committee (whether a Board or advisory committee), but are not precluded from serving the corporation as a compensated employee in other capacities.

Article 5

Officers

Section. 5.1 In General. The officers of the corporation shall be a President, a Treasurer and such other officers and assistant officers as the Board may elect from time to time (collectively, the “Officers”). An individual may hold up to two offices simultaneously, except that the President and the Treasurer shall be held by two separate Officers.

Section. 5.2 Appointment. The Board may appoint Officers at any meeting of the Board. Any vacancy may be filled by the Board.

Section. 5.3 Resignation and Removal. Any Officer may resign at any time by written notice to the President and the Chairperson of the Board. Any Officer may be removed with or without cause by vote of a majority of the Board or a majority of the Members.

Section. 5.4 President. The President shall be responsible for the management of the corporation. The President, or other Officer or agent authorized by the Board, may sign any contracts, deeds, mortgages, or other instruments which the Board has authorized to be executed. The President shall execute such other duties as may be prescribed by the Board. Unless otherwise determined by the Board, the Head of School shall be the President.

Section. 5.5 Treasurer. The Treasurer shall be responsible for the financial affairs of the corporation. The Treasurer shall have charge and custody of all funds and securities of the corporation, receive and give receipts for all money due the corporation, and keep the financial records of the corporation. The Treasurer shall, upon request, make available the financial records of the corporation to any Member or Trustee. In general, the Treasurer shall execute all duties incident to the office and other duties as the President or the Board may designate. Unless otherwise determined by the Board, the Director of Finance shall be the Treasurer.

Section. 5.6 Secretary. The Secretary shall keep all minutes of meetings and actions of the Board, be the custodian of all corporate records other than financial records, ensure that all notices are given in accordance with the provisions of these Bylaws, and in general perform such duties as assigned by the Board. The Secretary shall, upon request, make available any or all of the corporate records to any Member or Trustee. If the office of Secretary is vacant, the Treasurer, or such other Officer determined by the Board, shall fulfill the duties of the Secretary.

Section. 5.7 Other Powers and Duties. Each Officer shall have, in addition to the powers and duties specifically set forth in these Bylaws, such powers and duties as are customarily incident to his office, and such powers and duties as the Board may designate from time to time.

Section. 5.8 Compensation. No Officer shall receive compensation for service as such to the corporation, but are not precluded from serving the corporation as a compensated employee in other capacities. Officers may be allowed reimbursement by resolution of the Board for expenses incurred on behalf of the corporation.

Article 6

Notice of Non-Discriminatory Policy as to Students

The corporation shall admit students of any race, color, national origin, ethnic origin, sexual orientation and gender identification to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It will not discriminate on the basis of race, color, national origin, ethnic origin, sexual orientation and gender identification, in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

Article 7

Corporate Transactions

Section. 7.1 Contracts. The Board may authorize any Officers of the corporation or other agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation. Such authority may be general or specific.

Section. 7.2 Payments. All checks, drafts, or orders for the payment of money, notes, or other evidence of indebtedness of the corporation shall be signed by such Officers or agents of the corporation designated by resolution of the Board. In the absence of such resolution, such instruments shall be signed by the Treasurer.

Section. 7.3 Deposits. All funds of the corporation shall be deposited in such banks or other depositories the Board may select.

Section. 7.4 Contributions. The Board may accept on behalf of the corporation any gift or bequest for general or specific purposes of the corporation.

Article 8

Restrictions on Activities

No Trustee, Officer, employee, agent or any other representative of the corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken by an organization exempt under Section 501(c)(3) of the Internal Revenue Code or corresponding provision of any future United States Internal Revenue law or not in accordance with the laws of the District of Columbia. The Trustees of the corporation shall, in the event of dissolution, dispose of the assets of the corporation (after payment of liabilities) in accordance with these same statutes.

Article 9

Indemnification

The corporation shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as a Trustee, Officer, Member, employee, or agent of the corporation against all expenses and liabilities reasonably incurred by or imposed on such person in connection with any legal action taken against him or her in connection with service to the corporation. No indemnification shall be provided for such person with respect to any matter or conduct he or she shall not have been finally adjudicated to have acted in good faith; and, in the case of conduct in an official capacity, in such person's reasonable belief that the conduct was in the best interests of the corporation; and, in all other cases, in such person's reasonable belief that the conduct was at least not opposed to the best interests of the corporation; and, in the case of any criminal proceeding, such person had no reasonable cause to believe his conduct was unlawful. Any compromise or settlement payment shall be approved by majority vote of the Trustees who are not at the time parties to the proceeding.

No amendment or repeal of the provisions of this Article, which adversely affects the right of an indemnified person, shall apply to such person with respect to acts or omissions which occurred at any time prior to such amendment or repeal.

Article 10

Books and Records

The corporation shall keep as permanent records minutes of all meetings of its Members and Board, a record of all actions taken by the Members or Board without a meeting, and a record of all actions taken by a committee of the Board. The corporation shall maintain appropriate accounting records. The corporation shall maintain a record of its Members. The corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

The corporation shall keep a copy of the following records at its principal office:

- (i) The Articles of Incorporation;
- (ii) The Bylaws;

- (iii) The minutes and records for the past three years;
- (iv) A list of the names and business addresses of its Trustees and Officers;
- (v) Its most recent annual report

Article 11

Miscellaneous Provisions

Section. 11.1 **Dissolution.** The corporation shall be subject to mandatory dissolution pursuant to Section 38-1802.13a of the District of Columbia Educational Institutions Code if the conditions requiring mandatory dissolution of a nonprofit corporation operating a charter school are satisfied. In the event of dissolution or final liquidation of the corporation, all of the remaining assets and property of the corporation, after paying or making provision for the payment of all of the liabilities and obligations of the corporation and for necessary expenses thereof, shall be transferred, pursuant to a plan of distribution under D.C. Code Ann. Sections 29-412.06 and 29-412.07 to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

Section. 11.2 **Pronouns.** All pronouns used in these Bylaws shall be deemed to refer to the masculine, feminine or neuter, singular or plural, as the identity of the person or persons may require.

Section. 11.3 **Articles of Incorporation.** All references in these Bylaws to the Articles of Incorporation shall be deemed to refer to the Articles of Incorporation of the corporation, as amended and in effect from time to time.

Section. 11.4 **Amendments to Bylaws.** Any amendment to these Bylaws must be approved by majority vote of all the Members and a majority vote of all Trustees.

ATTACHMENT C

Attachment C

Procedures to Ensure Health and Safety of Students and Employees

Health. SEED PCS is committed to ensuring the health and safety of students, families, staff, and visitors of the school. As such, as required by Section §38-1802.02(11) of the DC School Reform Act, SEED PCS will fully comply with all applicable federal and District of Columbia health and safety regulations and any applicable requirements of the Occupational Safety and Health Administration.

Furthermore, as mandated by Section §38-1802.04(c)(4) of the DC School Reform Act, SEEDPCS will each year submit a report to the District of Columbia Public Charter School Board that verifies the school's facilities comply with the applicable health and safety laws and regulations of the District of Columbia and the federal government. Upon request, the report will be made readily available to the public.

SEED PCS will submit to all applicable health and safety inspections, take any and all necessary steps to ensure appropriate ventilation and air quality, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulations.

SEED PCS will train staff, as appropriate, in First Aid and CPR to ensure the safety of the school's students and staff. The school will also secure and store First Aid kits in locations around the school that are easily accessible to staff in the case of an emergency situation. The school will maintain a health suite that accommodates a nurse from the DC Department of Health (DOH). Further, in accordance with the DC Code §38-501 et seq. and applicable requirements of the District of Columbia Department of Health, SEED PCS will require evidence of all student required immunizations and provide information to parents on such requirements clearly and completely.

Safety. SEED PCS, as a local educational agency (LEA) for purposes of Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) (IDEA) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) (Rehabilitation Act), will be subject to the Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) (ADA) with respect to access. The school will ensure that such requirements are observed in the selection or renovation of a leased facility and in the planning and construction of a permanent facility.

SEED PCS will provide training to staff and students, develop fire evacuation and safety plans, and plan and execute fire and emergency drills in accordance with all such requirements. Emergency routes will be mapped and posted in each room and fire drills will be performed regularly.

Furthermore, SEED PCS will comply with all requirements of the District of Columbia Fire Prevention code for the purpose of fire safety.

ATTACHMENT D

Attachment D

Assurance to Seek, Obtain and Maintain Accreditation





Middle States Association of Colleges and Schools

Commissions on Elementary and Secondary Schools

3624 Market Street, 2 West | Philadelphia, PA 19104-2680

Phone: 267-284-5000 | www.middlestates.org

OFFICIAL NOTIFICATION OF ACCREDITATION

May 1, 2012

Mr. Charles Adams
Head of School
Seed Public Charter School
4300 C Street, SE
Washington, DC 20019

Dear Mr. Adams:

It is my pleasure to inform you that, at its Spring 2012 meeting, the Commission on Secondary Schools of the Middle States Association of Colleges and Schools voted to award the following to **Seed Public Charter School**:

ACCREDITATION

The term of accreditation is for seven years; therefore, your school's accreditation will expire on **May 1, 2019**.

The Commission's policy defines Accreditation as:

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or on-site visits beyond the normal expected events required by the protocol utilized.

MONITORING ISSUES

In the course of its review of your school's self-study and the Visiting Team's report of its visit, the Commission on Secondary Schools identified an issue(s) of concern that,

The Middle States Association of Colleges and Schools is a non-profit association that fosters school improvement in early-age through higher education and other educational institutions through self-study, evaluation and accreditation.

ATTACHMENT E

Attachment E

Relationship Between School and Employees

Employment At-Will

Employment with SEED is at-will. This means that both the employee and the School may terminate the employment relationship at any time, with or without notice, and for any reason. Nothing in this handbook or in any other document or oral statement shall limit the at-will nature of the employment of the employment relationship. No one at the School has the authority to alter the at-will nature of employment relationship without the express written consent of the Head of School.

ATTACHMENT F

ATTACHMENT F

Pre-Opening Visit Checklist – New Charter School

**Items may be uploaded into Epicenter*

Governance and Management

Area of Review	Examples of Acceptable Documentation
The Board of Trustees has been established.	<ul style="list-style-type: none"> • Meeting minutes from the most recent board meeting* • BOT membership roster*
Leadership roles have been filled.	<ul style="list-style-type: none"> • Organizational Chart with names • Contracts, including position description

Staffing

Area of Review	Examples of Acceptable Documentation
The number of teachers and staff, including special education and/ or ELL teachers	<ul style="list-style-type: none"> • Staffing plan • Teacher roster
Employee roles and responsibilities have been clearly articulated	<ul style="list-style-type: none"> • Staff position descriptions
Employment policies for full-time and part-time staff have been established and are available to teachers and other staff.	<ul style="list-style-type: none"> • Employee handbook* • Confirmation of Receipt (e.g., form from handbook; staff meeting sign-in; etc.)
There is documentation that initial background checks for all staff have been completed.	<ul style="list-style-type: none"> • Background check clearances*
Each teacher has been offered a retirement plan.	<ul style="list-style-type: none"> • DC Teacher Retirement Opt In/Opt Out Form, or similar form.
Leave of absence forms for former DCPS employees have been processed and are on file.	<ul style="list-style-type: none"> • Leave of absence forms on file and reflect processing through DCPS
Plan for when teachers are absent	<ul style="list-style-type: none"> • Copy of school’s plan for covering teacher absences (e.g., substitute bank; teacher request form; permanent substitute contracts; etc.)

Curriculum and Instruction

Area of Review	Examples of Acceptable Documentation
Needed instructional materials and supplies have been procured to classrooms at every grade level.	<ul style="list-style-type: none"> • Actual instructional materials and supplies, or evidence that materials and supplies are on order and will be delivered in time for school opening
A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.	<ul style="list-style-type: none"> • School calendar—including 180 instructional days, holidays, PD days, inclement weather and emergency closure make-up days*

ATTACHMENT F

Area of Review	Examples of Acceptable Documentation
	<ul style="list-style-type: none"> • Class Schedules • Copy of parent/student/family handbook / resource in which calendar was printed, along with confirmation of receipt (however school tracks that information was given to parent).
Provisions have been made for assessing and serving students with special needs.	<ul style="list-style-type: none"> • Evidence that needed staff is on board to provide special needs services, or evidence that services have been contracted. • Documentation that contracts for services equal to or exceeding \$25,000 have been reviewed by PCSB.

Students and Parents

Area of Review	Examples of Acceptable Documentation
Parents and students will be provided with written information about the school including Discipline Plan (suspensions and expulsions)	<ul style="list-style-type: none"> • Copy of parent/student/family handbook / resource in which the discipline policy is printed, along with confirmation of receipt *
Preliminary class rosters are available to teachers for planning	<ul style="list-style-type: none"> • Student rosters/records are on file and accessible to teachers for planning
Intake process includes measures to identify students with special needs.	<ul style="list-style-type: none"> • Description of process for identifying students with special needs (e.g., copy of information in enrollment packet)
Valid proof of DC residency is on file for each student	<ul style="list-style-type: none"> • All residency forms from OSSE have been completed, including proof of residency form complete with parent's or guardian's name, student name, school staff person's signature, date, and appropriate check offs indicating documents submitted and copy of document submitted.
Procedures are in place for creating, storing, securing and using student academic, attendance, and discipline records.	<ul style="list-style-type: none"> • Evidence that procedures are in place for creating, storing, securing, and using student academic, attendance, and discipline records. (Includes a Safeguard of Student Information Policy that aligns with FERPA) • Evidence that the records of students with disabilities are kept in a secure location • Evidence that parents or adult students have been provided with notice of their rights under FERPA
A complaint resolution process is in place and has been distributed to employees, parents, and students.	<ul style="list-style-type: none"> • Description of complaint resolution process in employee, parent, and student handbooks. *

ATTACHMENT F

Operations

Area of Review	Examples of Acceptable Documentation
<p>Systems are in place to accurately collect and submit attendance and discipline data, and Compliance documents, including the following:</p> <ul style="list-style-type: none"> -system to accurately collect and submit daily attendance -system to accurately collect excused absence documentation -system for mandatory reporting to CFSA and/ or DC Superior Court, when applicable -system to accurately submit discipline incidents -system to accurately submit Compliance documents to PCSB 	<ul style="list-style-type: none"> • Student Information System is in place • Staff member(s) have been trained on ProActive, the school’s Student Information System, and Epicenter
<p>Arrangements have been made for food service.</p>	<ul style="list-style-type: none"> • Food service contract • Documentation that contract equal to or exceeding \$25,000 has been reviewed by PCSB. • Record of Basic Business License (BBL)
<p>Provisions have been made for health services and immunization, if appropriate.</p>	<ul style="list-style-type: none"> • Evidence that health services and immunizations services are available (school nurse, contract with local health facility, etc.) • Evidence of access to the immunization registry and a mechanism for entering immunization data.
<p>There are written plans for such life safety procedures as fire drills and emergency evacuation.</p>	<ul style="list-style-type: none"> • Written plans for life safety procedures included in faculty and student handbooks • Fire drill schedule (one drill within the first ten days; and conducted monthly for the remainder of the school year) *
<p>A system is in place for gathering and reporting information needed to qualify for federal entitlement programs, including reporting to PCSB</p>	<ul style="list-style-type: none"> • Evidence that a system is in place for gathering and reporting data needed to quality for federal entitlement programs (e.g., database on Free and Reduced Lunch paperwork), including reporting to PCSB

Facilities, Furnishings and Equipment

Area of Review	Examples of Acceptable Documentation
<p>Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.</p>	<ul style="list-style-type: none"> • Space meets the needs of the program and number of students to be served

ATTACHMENT F

Area of Review	Examples of Acceptable Documentation
Systems are in place for student drop-off and pick-up	<ul style="list-style-type: none"> • Clear plans on file for student drop-off and pick-up before school, during school hours, and after school
Classroom furniture is available for instruction (or will be)	<ul style="list-style-type: none"> • School admin confirms that classroom furnishings are appropriate for the school's educational model
Necessary equipment, including educational technologies, is installed and ready to operate.	<ul style="list-style-type: none"> • School admin confirms that equipment is installed and is ready (or will be ready) to operate by the first day of school
A Certificate of Occupancy is on file at the school.	<ul style="list-style-type: none"> • Certificate of Occupancy on file at school with an occupancy load that is greater or equal to the number of students PLUS staff in the building*
If needed (eg., for a school occupying temporary space), parent permission slips are on file.	<ul style="list-style-type: none"> • Parent permission slips
Certificates of insurance are on file at the school and PCSB, meeting at least the minimum levels required by the PCSB.	<ul style="list-style-type: none"> • Certificates of insurance on file at school with coverage in accordance with their charter or meeting the minimum levels recommended*: <ul style="list-style-type: none"> • General Liability - \$1000 per occurrence, \$2000 aggregate • Directors and Officers Liability - \$1000 • Educators Legal Liability - \$1000 • Umbrella Coverage - \$3000; \$5000 if providing transportation • Property/Lease Insurance - 100 percent of replacement cost • Boiler and Machinery Insurance - \$1000 (if appropriate actual loss sustained) • Auto Liability Insurance - \$1000 • Workers Compensation - As required by law

ATTACHMENT G

Attachment G

Random Selection Process

Enrollment Lottery Process

1. School determines enrollment period and makes public announcement of enrollment deadlines.
2. School receives completed applications for enrollment by posted deadline.
3. If the school is under-subscribed at the end of the enrollment period, the school may choose to continue rolling admissions throughout the school year until capacity is reached. Once capacity is reached, however, additional applicants should be placed on a waiting listing in order of applications received and by grade level.
4. If the school is over-subscribed at the end of the enrollment period, then all the applications go into the lottery.
5. The lottery is a system of random selection of applications that identifies students for enrollment and generates the school's waiting list. The lottery process is completed when all completed and accepted applications submitted during the enrollment period are publicly drawn in random order and placed on that waiting list.
6. The waiting list ranks applications that were submitted during the enrollment period. These applications should be identified by number and by grade. As spaces become available at the school, they should be offered to the applicants in the order of placement on the waiting list.
7. Any application not included in the lottery process will be added to the lottery created waiting list in the order which it was received.

Post- Lottery Application Submissions

An applicant who submits a completed application after the enrollment lottery will be placed on the waiting list in the order the application was received and by grade level. Should the school be under-subscribed in the grade to which the applicant is applying, the applicant may be offered enrollment, if the application submitted is complete and the applicant meets all necessary guidelines stated above.

ATTACHMENT H

THE DISCIPLINE CODE POLICY PHILOSOPHY

Overview

We believe that all students can and will learn how to conduct themselves appropriately in different environments. Knowing that students will exhibit age appropriate behavior, we endeavor to create a time and space for learning and growth when those behaviors are deemed unacceptable in our school community. Our Model of Care and disciplinary process both exist as strategic vehicles to teach and elicit appropriate behaviors while empowering students to make better decisions each and every day.

We believe that students will benefit from direct conversations about what is appropriate and expected and that with time they will meet those expectations. We hope that our students, even when making a poor decision, can correct their behavior, reflect and restore our community while continuing their education. Whenever possible, therefore, inappropriate behavior is addressed in the moment with the most natural and logical consequences that can be administered on campus. Ultimately, our goal is to in all cases seek alternative services and programs to minimize the use of out of school suspensions. In occurrences when a student's behavior disrupts the school learning environment a suspension from school may be required. If a student is suspended from school there is a genuine effort to continue their educational progress. We aim to partner with students and families in order to keep our students in school and learning as much as possible.

The SEED School is committed to ensuring students continuously receive school work while suspended to stay abreast of the current academic instruction.

Whenever possible, corrective strategies, academic interventions, and remediation strategies and/or programs shall be used in addition to disciplinary responses at all stages of the disciplinary process, including students returning to SEED from suspension.

To this end, we also maintain an Incentive Based program and rituals that acknowledge students who exhibit positive and appropriate behavior.

We regularly review and update our Disciplinary Policy to maximize instructional time and improve our practices.

The following Disciplinary Policy was updated as of August 15, 2013

The Disciplinary Levels

Level I and Level II behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to

school property or harm to self or others. These behaviors result in classroom/residential level disciplinary responses that may be elevated (office referral) to administrative responses if they are not successfully abated by the staff or the appropriate school administrator. (See page 42)

The academic interventions of the SEED Model of Care provide the framework for helping students regain self-control, then teaching them vital social skills and school expectations. An established sequence of consequences for office referrals, promotes consistency and predictability while allowing for individualization of responses to rule violations. The goal of this teaching procedure is aimed at the student's successful return to instruction and program activities.

Level III and Level IV behaviors cause significant disruption to the academic and residential environment, the school operation, destroy school property, or cause significant harm to self or others. These behaviors result in administrative responses primarily conducted by the Deans Office.

Please note that should a disciplinary incident occur for which there is currently no level and/or range of consequences as described, the Dean of Students, along with SEED administrators, will assign an appropriate disciplinary level and consequence to the behavior.

The Disciplinary Responses

Disciplinary Responses are divided into classroom-managed and Dean of Students managed responses. Dean of Students managed responses are reserved for the most serious behavior infraction. The majority of behavior infractions are expected to be classroom/dormitory-managed. The SEED PCS faculty members are responsible for encouraging positive behavior and for responding to infractions of school rules. The faculty member who has oversight in responding to a particular infraction of the disciplinary code will follow a specific sequence of interventions and consequences to address the infraction. Students will know exactly what to expect if there is a rule infraction and faculty members will administer this sequence when there is an infraction of the Disciplinary Code (see pages 27-28).

Disciplinary responses for all levels of behavior may be assigned only after consideration of the factors involved in the inappropriate behavior as outlined in this handbook, and after consideration of prevention, intervention, and remediation responses.

Disciplinary responses for students with disabilities shall be imposed in compliance with IEPs and 504 plans.

OFF-CAMPUS CONDUCT POLICY

In instances of misconduct off-campus, SEED PCS will address incidents that occur during or as a part of SEED programming. This may include travel to and from

school, field trips, inappropriate technology usage, and/or other circumstances that interfere with student safety and learning.

- On school grounds immediately before, during, or after school hours; or at any other time the school is being used for an activity or event;
- Off school grounds at a school sponsored activity or event;
- On school sponsored transportation to or from school, or a school sponsored activity, function, or event;
- On or through official school communications systems (e.g., using a school issued email address or communicating on a school sponsored website); and
- Off-site activity that contributes to a hostile school environment

BULLY PREVENTION PROTOCOL POLICY

SEED School is committed to creating a safe caring, respectful learning environment for all students. We will treat all members of our community with civility and respect. Our school strictly enforces a prohibition against bullying of any students or staff. In collaboration with teachers and administrators the school has developed and will implement a plan for education and discipline, including curriculum, to prevent bullying and to help adults and students to respond effectively to reports and observations of bullying.

The bully policy is intended to (1) prevent bullying and cyber-bullying among our students, (2) to encourage students and their parents to have confidence in the school's policies and procedures and to come forward promptly whenever a student is subject to conduct that is prohibited by this or any other school policy, and (3) to implement appropriate discipline and other corrective measures when they are found to be warranted.

Bully Definition: Bullying is the severe or repeated use by one or more students of verbal, written or electronic communication or a physical act or gesture, or exclusion, or any combination thereof, directed at another student that has the effect of:

- Causing physical or emotional harm,
- Placing the student in reasonable fear of harm to self or damage to self or of damage to self property
- Creating an unwelcoming or hostile environment at school for another person
- Infringing on the rights of another person at school, or
- Materially and substantially disrupting the education process or the orderly operation of a school

Cyber-bullying. Cyber-bullying is bullying through the use of technology or electronic devices such as a telephone, cell phone, computer, fax machine, or the Internet. It includes, but is not limited to, email, an instant message, a

text message, or an Internet posting, whether on a webpage, in a blog or elsewhere.

Hostile Environment. A hostile environment is a situation in which bullying (and/or cyber-bullying) causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

Retaliation. Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Bullying Prohibited

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school sponsored or school related activities, functions or programs whether on or off school grounds, on or off school bus or other vehicles owned, leased or used by the school, or through the use of technology or an electronic device owned, leased or used by the school.

Bullying is also prohibited at a location, activity, function or program that is not school related through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school or materially and substantially disrupt the education process or the orderly operation of a school.

Administrators will make expectations clear to students and staff that bullying will not be tolerated and will be the grounds for disciplinary action up to and including suspension and dismissal for students.

All staff members are required to report any bullying or harassment they see or learn about. The school will promptly and reasonably investigate all allegations of harassment, including bullying. The Dean of Students will be responsible for handling all complaints by students alleging harassment or bullying. Retaliation against a person who provides information during an investigation of a bullying, or who is a witness to or has reliable information about bullying, is prohibited.

At SEED, we have an established protocol and administrative guidelines around bullying and bully-like behavior (excessive teasing, "joning" and horse-playing towards a specific person). Our protocol includes the following steps:

- When a situation that looks like or is bullying occurs on our campus, we do our best to determine if the behavior has happened more than

once, if someone has been emotionally or physically hurt and if the students were able to defend him or herself.

- Students who have experienced bullying will have immediate access to a counselor.
- Students engaged in bullying or bully-like behavior (excessive teasing, “joning” and horse-playing towards a specific person) will be suspended 1 day for the first referral, and two (2) days for the second referral. A Step I Reflection Meeting will be scheduled to reflect on behavior with parents and students to determine what remedial action is appropriate and how it will be implemented. The goal is to correct the situation to the extent it is reasonably possible, to take such steps as can be taken to prevent there being a repetition of the incident, and to prevent the student or students targeted and others who participated in the investigation from being subject to retaliation. If this same student receives a third referral for bullying he/she will be automatically suspended for three (3) days and a Step 2 Discipline Review Meeting with the Principal and Director of Student Life will be scheduled. The purpose of this meeting is to determine whether a student is dismissed from the SEED School or if the student may return to SEED programming.

Our guidelines include:

- A student complaint process (writing of a referral),
- A reporting process for staff,
- An investigation process (a formal systematic examination of written referrals and conversations)
- A process for communication with parents/guardians, and
- Record keeping and reporting

Reporting Bullying

Any student who is the target of bullying or cyber-bullying or has witnessed an incident of bullying or cyber-bullying or otherwise has relevant information about bullying or cyber-bullying or related conduct prohibited by this policy is strongly encouraged to promptly report the matter orally or in writing to the Dean of Students or to any other faculty or staff member or member of the SEED School administration with whom the student is comfortable speaking. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

A parent of a student who is the target of bullying or cyber-bullying or of a student who has witnessed or otherwise has relevant information about bullying or cyber-bullying is strongly urged to promptly notify the Dean of Students. Any parent who has witnessed bullying or cyber-bullying or has relevant information concerning such misconduct also is strongly urged to

come forward to the Dean of Students. A parent should also report any incident of retaliation in violation of this policy to the Dean of Students.

Anonymous Reporting

Faculty, administrative employees, and staff may not make reports under this policy anonymously. The school also urges students and their parents not to make reports anonymously. Although there are circumstances in which an anonymous report can sometimes be better than none at all, it is more difficult to determine the facts of what occurred if complaints are made anonymously. Please bear in mind that the school takes its policy against retaliation seriously. Also, while the school cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the school releases information concerning complaints and investigations of bullying, cyber-bullying, and retaliation only on a legitimate need to know basis. SEED School will comply with any request of the local authorities.

We have a responsibility to keep students safe and provide the best environment possible for learning. We hope that you will continue to partner with us by:

- ❖ Discussing this important issue with your child
- ❖ Communicating with an Administrator if you suspect that your child is participating in or is the victim of bullying or bully-like behavior (excessive teasing, “joning” and horse playing towards a specific person)

BYSTANDER POLICY

Students are expected to report rumors of bullying, planned bullying, as well as bullying actually observed. Students who watch and laugh, as well as those who watch but do not report what they have witnessed, are considered bystanders and will be treated as participants.

SEED PCS defines bystanders as those who observe or have knowledge of, a level 3 or 4 without alerting or seeking support from a school staff member. This may include instances of bullying, fighting, theft, or arson.

STUDENT CELL PHONE POLICY

6th-9th grade SEED students are **not** permitted to have cell phones on campus. The first time a phone is confiscated; it will be held for one week in the Assistant Principle’s office and returned to the parent. If the phone is confiscated a second time, a parent meeting will be required before returning the device. If the phone is confiscated a third time, it will be held in the Assistant Principal’s office until a parent comes to retrieve them.

10th-12th grade students are permitted to have cell phones on campus but are not permitted to have them during the academic day or during scheduled after-school programming. Students are also not permitted to have a cell phone in their possession during testing (DC CAS, PSAT, and SAT etc).

Should there be extenuating circumstances, parents may request an exemption to this policy from the Principal or Director of Student Life. Any 6th-9th grade student in possession of a cell phone or 10th-12th grade student who uses a cell phone outside of the designated times without an exemption will have them confiscated and the phone will be returned to the parent only at check-out in the dorms. Students may also receive disciplinary consequences.

The SEED PCS is not responsible for phones damaged, lost or stolen on campus.

STUDENT TOBACCO, DRUG & ALCOHOL USE POLICY

The purpose of this policy is to maintain an alcohol-free and drug-free student environment. It is contrary to school policy to passively tolerate the use of tobacco, alcohol, drugs, or other controlled substances. The school's approach to student use of such substances is a combination of prevention, treatment, and disciplinary interventions.

The phrase "tobacco, alcohol, drugs, and other controlled substances," includes, but is not limited to, the following, in any form:

Commercial-sale tobacco; alcohol, and alcohol-containing beverages; inhalants (such as gases, solvents, and adhesives); mood-altering substances; marijuana and its derivatives; cocaine, crack cocaine and its derivatives; LSD and other hallucinogenic drugs; PCP; amphetamines and amphetamine-like compounds; heroin; methadone; scheduled narcotics; anabolic steroids; herbs, herbal/natural stimulants; designer drugs and look-alike products and drug paraphernalia.

A student may not possess, use, produce, sell, distribute or have knowledge of alcohol, drugs, or other controlled substances. The SEED PCS reserves the right to test students for suspected drug use. The parent/guardian will be notified of the test and the results by the Dean of Students and/or School Administrator. The only exception is for medication dispensed by the School Nurse, with appropriate documentation on file. A student may not possess, use, or share a prescription medication or over-the-counter preparation without the approval of the Nurse, Principal, or Director for Student Life. A student may not use a prescription or over-the-counter prescription inappropriately or illegally. A student may not violate district or federal laws regarding alcohol, drugs, or other controlled substances.

A student determined to have sold, delivered, distributed or have knowledge of alcohol, drugs, or other controlled substances for the purpose of drug use, as a result of an internal investigation, will result in an automatic dismissal from the

SEED School. A Step 3 Meeting will be held with the Head of School and withdrawal prior to this meeting is not allowed. This policy applies to all students at all times in all settings, including but not limited to, school buildings, on school property and grounds, in school-owned vehicles, and at school-sponsored events regardless of location.

SEQUENCES OF CONSEQUENCES

Classroom/Dormitory-Managed Responses Redirection

Redirection to Corrective Strategies

Student misbehavior is initially responded to by a corrective strategy from a faculty member. Faculty may use the following Model of Care Strategies – Ignore Non Verbal Prompts, Verbal Prompts, Corrective Strategies, Guided Self Correction and Corrective Teaching. This corrective strategy communicates that a student's behavior is inappropriate and provides fair warning to alter the behavior or face more consequences. Adults will also document the need to redirect on the student's CVC or School Note, where applicable.

Sample: Student misbehavior is initially responded to by a corrective strategy from a faculty member. Faculty may use a variety of corrective strategies.

Continuum of Correction (Guided Practice – My Action Plan “MAP”)

When a student has been given a reasonable amount of redirections, the faculty has used corrective teaching strategies and their behavior continues to be an infraction of the code of conduct, they will be assigned “Reflection.” Reflection entails sitting at a designated area (where they are not allowed to talk or interact with any peers or with the faculty member). Students are expected to stay attentive to class discussions/lectures/presentations and are responsible for all assigned work. When the student has reflected and is able to self-manage behavior, then she or he will be invited once again to participate in class. Students sent to Reflection are expected to “reflect” about their behavior and to figure out what they need to do to behave in a way that is more in keeping with SEED's core values. To facilitate this process, students will fill out a “My Action Plan” (MAP) form in the middle school (and participate in a different type of reflection activity in the upper school). The MAP asks students to identify their infraction, things they will do to improve their behavior, and to identify ways that adults can help them be successful going forward. Students are expected to turn in a completed MAP to the faculty member. MAPs will be reviewed by the faculty member, and/or the Dean's Office if the student is removed from class or an activity due to an unsuccessful reflection). Depending on the infraction, a student-faculty meeting may be initiated to address the issue or conflict. Students who repeatedly need time for reflection may receive additional consequences, such as loss of basic privileges. Students who continue to misbehave after given time to reflect will be dismissed from that setting.

During Student Life activities, students will complete their MAP during or after the activity, depending on the activity. In certain situations (such as an off-campus activity) it may be impossible to have a student sit in a designated area. In this situation, student life faculty may provide the student with an alternate reflection activity or may refer them to reflection upon return to campus.



Please note that the frequency and severity of behavioral infractions will be considered when assigning consequences.

Level I: Productive Personal Environment

- ◆ Not having appropriate equipment and materials
- ◆ Unauthorized eating in classroom, dorm room, or unauthorized space
- ◆ Failure to keep living area neat and orderly
- ◆ Failure to complete assignments during study hall/or scheduled time for reading
- ◆ Failing to complete and turn in assignments

Range Of Consequences: Redirection, Reflection, Call Home, Early Lights-Out, or otherwise make-up missed learning time, Lose of Privileges and Community/Financial Restitution

Staff Oversight: Support Staff, Life Skills Counselors, Resident Assistants, and Teachers

Level II: Productive Classroom/Dormitory Environment

- ◆ Being out of seat without permission
- ◆ Being out of uniform
- ◆ Sleeping during class, study hall, or scheduled time for reading
- ◆ Failure to follow dining routines
- ◆ Improper use of school equipment or materials
- ◆ Inappropriate campus phone usage (using phone outside of authorized time or without supervision)
- ◆ Possession of a cell phone (6th to freshmen)
- ◆ Inappropriate usage of cell phones, headphones and other electronic devices (10-12th grade)
- ◆ Failure to complete assigned Level I or Level II consequences
- ◆ Not having a SEED Note or CVC Card (6th grade - freshmen)
- ◆ Running in hallways, classroom, dormitory, or other community spaces
- ◆ Possession of MP3, IPOD, Handheld game devices, personal musical devices and all other electronic equipment that may serve as a distraction to learning or scheduled programs

Range of Consequences: Redirection, Reflection, Call Home, Lunch Detention or otherwise make-up missed learning time, Parent Conference, Parent Shadow

Staff Oversight: Support Staff, Life Skills Counselors, Resident Assistants, and Teachers

Level III: Orderly Environment

- ◆ Violations of the computer and network Acceptable Use Policy (SEE *pages 64-71*) not pertaining to Level IV infractions
- ◆ Truancy and excessive tardiness (3 times, more than 5 minutes late) for class, Student Life routines, activities, breakfast, etc.
- ◆ Inappropriate display of affection (kissing, hugging, groping)
- ◆ Solicitation (selling unauthorized items—e.g. snacks—at school)
- ◆ Profanity and abusive language (including “put-downs”, “joning”, derogatory remarks, sexually explicit remarks)
- ◆ Inappropriate/inadequate participation in school activities (i.e., internships, off-campus outings, weekend enrichment opportunities connected to the SEED School)
- ◆ Possession of a prohibited item (See Personal Student Property policy, pages 58-59)
- ◆ Possession of matches, lighters, fireworks, or any other fire-starting agents.
- ◆ Horseplay—hitting, grabbing, shoving, poking, tapping, chasing
- ◆ Harassment of any kind, including bullying via text messaging, Facebook, Twitter or any other form of social media, or using language meant to threaten or intimidate
- ◆ Possession of or displaying inappropriate music, videos, images, posters, magazines (images or music that includes profanity, nudity, or derogatory language)
- ◆ Failure to follow routines that endanger the safety of self and/or the safety of others
- ◆ Failure to report to assigned internship, school event, etc.
- ◆ Forgery of SEED Note or other important documentation
- ◆ Being in an unauthorized area (out of area)
- ◆ Filing false reports or accusations—being untruthful
- ◆ Throwing items in class, dorm, or community setting
- ◆ Cheating/plagiarism, to include forgery
- ◆ Failure to complete assigned Level III or Level IV consequences
- ◆ Documentation of a repeated pattern of violating Level I or II (3x within a month)

Range of Consequences: Referral, Conference with Dean of Students, Writing Assignment, Communication with parent/guardian, Community Reinvestment, Apology, 1-hour Detention, Friday Detention, Loss of Privilege, Focus Group, Success Plan, Media Resource or Suspension, Community/Financial Reinvestment

Staff Oversight: Dean of Students and other SEED Administrators

Level IV: Safe Environment

- ◆ Possession or use of a weapon (not limited to the following: air rifle, starter/pellet pistol, knife, gun, explosive devices, or any weapon that can be used to inflict serious bodily harm) *automatic dismissal*
- ◆ Theft and/or possession of stolen property
- ◆ Fighting—assault or battery of any kind
- ◆ Defiance/insubordination (refusal to follow safety instructions after multiple redirections)
- ◆ Possession, sale, distribution, or use of alcohol, drugs, controlled substances, or drug paraphernalia *automatic dismissal*
- ◆ Possession, sale, distribution, or use of tobacco
- ◆ Defacement/destruction of property (graffiti or vandalism); improper use of school equipment or materials to include furniture, walls, bathrooms, locker rooms, etc.
- ◆ Physical or Sexual Harassment (including hazing) (see *Harassment Policy*)
- ◆ Physical threats of harm issued towards a staff member
- ◆ Knowledge of or involvement in arson
- ◆ Being off campus without permission
- ◆ Pulling a fire alarm or fire extinguisher without cause or otherwise making a false alarm
- ◆ Inappropriate sexual conduct (fondling of genitalia, engaging in any form of sexual relations)
- ◆ Possession or distribution of prescription medication
- ◆ Gambling
- ◆ Documentation of a repeated pattern of Level III or IV

Infractions involving the possession of a gun will result in dismissal from The SEED PCS in accordance with The Gun Free Schools Act.

Range of Consequences: Suspension with a Reflection Meeting, Suspension and a Discipline Review Meeting, Suspension with a Self Efficacy Agreement, Automatic dismissal with the option of an Appeal Meeting.

****The SEED School may have to report Level IV incidents to various authorities including but not limited to the MPD, Colleges/Universities & DCPCSB when the behavior is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others.***

Staff Oversight: Dean of Students and other SEED Administrators

Please note that all behaviors in Level IV compromise a safe environment for all members of the SEED community and are taken very seriously. Any student(s)

involved in or having knowledge of these behaviors will be assigned serious consequences of suspension, probation or recommendation for dismissal.

DEAN OF STUDENT OR ADMINISTRATOR RESPONSES

Referral – a documented report prepared by a staff member and a student for a Level III or Level IV behavior

A student receives an Office Referral for the following reasons: Serious misbehavior or school rule infraction, Escalation of a behavior in response to correction and Repeated inappropriate behavior over time (SER).

Students and staff are required to complete an office referral. Upon request, a parent/guardian may request a copy of their child's referral. A copy of the referral is provided within a reasonable administrative period.

Conference with Dean of Students - This is a meeting between the student and the Dean. During the meeting, the student is provided the opportunity to talk about what happened. The Dean of Students issues consequences and prepares the student to develop an apology. The DOS also prepares the teacher to accept the student's apology and to return to class and/or activity.

Writing Assignment - A written exercise given to a student to reflect upon their behavior.

Communication with parent/guardian – A method used to inform the parent/guardian of the child's behavior and range of interventions administered i.e. phone call home, written documentation or schedule conference if necessary.

Community/Financial Reinvestment – A social or financial repayment for violation of school rules and/or property.

Apology - An apology is used as a means of returning to class and/or an activity as soon as possible. Everyone has a role – Administrator, Student and Teacher.

Focus Group - A group designed by the Dean of Students to focus on a particular topic i.e. Time Management to improve tardies.

Success Plan – A plan between the Dean of Students and the student that outlines social skills training and social competence for future ability to perform a given task or set of tasks in a way that is deemed acceptable by others.

Media Resources – Library media resources are used to teach social skills training and social competence for a particular topic i.e.

Loss of Privileges - a disciplinary consequence whereby a student may not participate in extracurricular activities i.e. school dance

SEED offers students many privileges that can be taken away as a consequence for poor behavior. A loss of privileges may include a decrease in phone time, being omitted from a social activity (e.g. a dance or off-campus event), an earlier bedtime, or bedroom restrictions.

Detention – a disciplinary consequence held after school or exclusion from recess or extracurricular activities or similar actions of short duration that do not result in the student's loss of academic instruction time.

The Dean of Students or an administrator may assign students to detention for behavior problems, tardiness or incomplete work. If a student is referred out of the classroom, an administrator may assign the student to a lengthier and more severe detention held in the mornings. Parents will be informed of a child's detention record and of office referrals upon request or during occasional calls/ letters, but families may not receive daily contact about detentions. Detention is assigned by the Dean of Students and an Administrator. During detention, students will be required to complete a writing assignment. Student's assigned detention may also be required to have a meeting with the Dean of Students and/or other staff to resolve behavioral challenges. Students are expected to use detention time constructively (sleeping is not allowed). Students can complete missed assignments, read ahead, etc. It is the student's responsibility to attend detention prepared and on time, when assigned. Students who receive excessive detentions or fail to attend detention will have further consequences.

Suspension – a disciplinary consequence whereby a student may not participate in any school function (academic/residential programming) for a specified period of time.

To create and maintain a safe, supportive, fair and reliable school community and culture, The SEED PCS will suspend students from school when there are serious rule infractions (the behavior of an individual student is so disruptive or dangerous that he/she poses a very real and immediate threat to the health and safety of other members of the school community, or to the ability of the school community or portion thereof to continue normal operations). A student may be suspended for one to three days according to the listed infractions in the Disciplinary Code. The Principal or the Director of Student Life or Director of Student Support Services may decide suspension of a greater length after discussion with the Dean of Students and other Administrators. In all cases, parents or guardians will be informed of a suspension and will be required to attend a Reflection and/or Discipline Review Meeting to address the school in fraction. Students may also be

placed on disciplinary status. (A second suspension results in an automatic increase in a student's disciplinary status from official warning to intervention, etc).

The SEED PCS Suspension Process	
1	Dean's Office/Administrator is made aware of an infraction. Upon notification of an infraction a disciplinary referral form is required to be completed by the witnessing faculty/staff member(s) or student(s).
2	The student(s) will report to the Dean's Office/Administrator to be informed of the infraction and at this time is provided notice of the infraction presented by faculty/staff member(s) or student(s).
3	The student is provided an opportunity to present his/her version of what occurred by writing an incident report(s).
4	After completed versions of the incident report(s) the Dean's Office/Administrator will ask questions to surmise the facts.
5	If additional information is gathered regarding the student's infraction the Dean's Office/Administrator may request additional staff/faculty or student referral forms to be completed to make a decision regarding the infraction.
6	If the behavior described meets the criteria of a Level 3 or 4 infraction and jeopardizes the safety of students and/or staff and the additional information supports the findings, the Dean's Office/Administrator may assign a suspension and another consequence.
7	Dean's Office/Administrator makes a phone call to the student's parent/guardian to notify them of the infraction and the information gathered pertaining to their child's involvement in the incident and that the consequence of the student's behavior warrants a suspension and possibly another consequence.
8	Parents are informed of the number of days which a student is suspended and the type of disciplinary meeting and the time/date in which the parent and student are required to attend prior to returning to SEED. If a student has an IEP and/or 504 Plan the Dean's Office/Administrator will contact the Director of Special Education for a Manifestation Determination Review Meeting. The Director of Special Education will contact the parent to inform them of the date/time of the meeting as well as provide the parent with a copy of the Procedural Safeguards. (See page 97)
9	The parent/guardian is informed to pick up the student from school if they are under the age of 16 within 1.5 hours of the suspension. It is up to the administrator's discretion to send a student who is over 16 year of age home on their own, if a family has extenuating circumstances.
10	Upon parent/guardian arrival the Dean's Office/Administrator issues a written notice of Suspension, Letter of Receipt of the Suspension, and information pertaining to the appeal process.
11	The parent/guardian should contact the MS Director and/or HS

	Director to obtain school work while suspended. If applicable, the parent should also contact the school nurse for medication.
12	During suspension the student may not return to the school for any activities and/or events.

Student suspensions are documented and maintained in SEED's internal database for all students. If requested a high school students behavioral record maybe forwarded as part of the transfer of records and/or the college application and admissions process.

When the student returns to school following a suspension, they must attend a Reflection Meeting with their parent/guardian and SEED administrator(s). The parent and student must also attend scheduled intervention workshops and/or other conferences as deemed by a Self-Efficacy Agreement.

Removal from the SEED PCS Community

As discipline is the primary responsibility of the parent, in certain instances, a student's misconduct may require that they be separated from our community for a term determined by the Dean of Students, and/or the Principal or the Director of Student Life or Director of Student Support Services. In such cases, the incident and disciplinary response are documented but not included in the student's permanent record. When the student returns, they must attend a Reflection Meeting with their parent/guardian and the Dean of Students or School Administrator before returning to school programming.

Disciplinary Probation

The student may not participate in student activities including, but not limited to, athletic teams, the Student Government, SEED ambassadors, and may be barred from special programs, activities, and privileges (i.e., field trips, dances, downtime activities, etc) at the discretion of the Dean of Students. All students on disciplinary probation are required to comply with a contract agreed upon by the student, parent/guardian, Principal and Director of Student Life. Should their behavior improve, the Dean of Students may remove their probationary status. Should the student's misconduct continue the student may be scheduled for a Discipline Review Meeting.

Discipline Review (Dismissal Decision) Meeting

If the Principal and Director of Student Life make the decision for dismissal, the student must leave campus immediately. This decision is forwarded to the Head of School to uphold or reverse the decision and the child returns to SEED. The decision for dismissal is taken very seriously. At this point of the disciplinary process, withdrawal from the SEED School is not an option. **The parent of the student may appeal the recommendation directly to the Head of School, (202) 248-3007, no later than 5:00 pm on the second day of the announced decision.** The Head of School will honor all appeals by meeting with the student and parent. If the decision is not upheld by the Head of School, the decision of the Principal and Director of Student Life becomes final. The family will be able to make arrangements with the Student Life Program's Office to pick up the student's belongings. Students and families will not be permitted to enter the dorms following the meeting.

If a student is dismissed, the process for forwarding educational files described in the section entitled "Withdrawing a Student" will be followed. **Students who are dismissed are NOT eligible for summer opportunities.**

Parent Appeal Process for Disciplinary Actions

The SEED Public Charter School protocol for managing disciplinary issues is outlined on pages 27-34. As described, whenever possible students will be redirected by the staff member working with them at that time. When the behavior fits the description of a Level III or IV infraction, the student will receive a referral. The referral process includes written documentation of the incident, documentation of the incident in our electronic database (Power School) and a consequence designed to respond to the behavior.

When a referral is written for an incident that involves safety, an incident report is written by student(s) and staff with the most knowledge about the incident. Based on information collected a consequence or disciplinary action is determined.

When a parent disagrees with a disciplinary decision the following steps should be taken:

- Follow SEED's protocol and consequence structure (if your child has been suspended, pick them up, sign necessary documents, attend the Reflection Meeting, etc)
- In writing, document your concerns about the incident and address them to the Director of Student Support Services, at 202-248-5012. You will be contacted within 48 hours of your submission.
- If you remain dissatisfied with the response to your written appeal, you may request a meeting with the Head of School by calling 202-248-3007.
- Once the meeting is scheduled all relevant documentation (including but not limited to student's behavior record, academic record, referrals and the parent's letter stating their specific concerns) will be forwarded and reviewed by Mr. Adams.
- If after taking these steps you remain dissatisfied, you should contact the Vasco Fernandes, Chair of the SEED School of Washington DC's Board of Trustees.

Note: By request parents are permitted to have incident reports written by their own child and by the school nurse

Appendix

Definitions

Academic Dishonesty – any conduct that unfairly influences academic outcomes including: Plagiarism including the adoption or reproduction of ideas, words, or statements of another person or source without giving acknowledgment or credit to the person or source; cheating including any attempt to give or obtain assistance in with a test or examination, without permission or acknowledgement

Assault – being physically violent, using unwarranted force, or demonstrating a deliberate and immediate intent to be physically violent towards another. Assault does not include: 1) incidental touching unless it is flagrant, purposeful, repeated or results in the threat of imminent harm; 2) Self-Defense of r the defense of someone else who is being assaulted if the force used in defense is reasonable in response to the assault.

Bully Definition: Bullying is the severe or repeated use by one or more students of verbal, written or electronic communication or a physical act or gesture, or exclusion, or any combination thereof, directed at another student that has the effect of:

- Causing physical or emotional harm,
- Placing the student in reasonable fear of harm to self or damage to self or of damage to self property
- Creating an unwelcoming or hostile environment at school for another person
- Infringing on the rights of another person at school, or
- Materially and substantially disrupting the education process or the orderly operation of a school

Distribution – the transfer to any other person, with or without the exchange of money or other valuables

Documented Pattern of Repeated Behavior – repeated commission of the same or similar infraction. Behavioral occurrences on a single school day, or in a single class period. To impose disciplinary action using this standard, prior infractions must be documented.

Detention - – a disciplinary consequence held after school or exclusion from recess or extracurricular activities or similar actions of short duration that do not result in the student's loss of academic instruction time.

False Alarm – triggering a fire alarm or initiating a report of fire or emergency without valid cause, or accessory to this offense.

Fighting – engaging in or provoking physical contact involving anger or hostility. Fighting includes, but is not limited to, the following:

- Engaging in mutual physical contact involving anger or hostility
- Teasing, harassing, threatening or intimidating others in a manner that results in physical contact involving anger or hostility;
- Physical retaliation for teasing, harassing, threatening, or intimidating behavior; or
- Verbally inciting or physically supporting a fight through one's encouragement or presence.

"Gun-Free School Act" – Federal law requiring states to have a law in place requiring the dismissal of a student who is found to have brought a firearm to school.

Horse play – habitual rough or boisterous play.

Harassment – verbal or physical conduct or communication relating to an individual's actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, disability, source of income, etc., a manner that denies or limits a student's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive environment for students, employees, or others in the school environment. This includes written or verbal communications that are electronically transmitted with the intention of creating or causing the same harm described.

Inappropriate Use of SEED Computer or Network – any use of SEED computers or networks in violation of the SEED Internet Safety and Use Policy.

IEP – an individualized education program as that term is defined in the Individuals with Disabilities Education Act.

Possession – knowingly carrying or having an item on one's person, or exercising control over an item, that is prohibited from being on school grounds, that is either in the possession of a third-party or has been intentionally placed in a location on or near school property for the purpose of disposing of the item or retrieving the item at a future time.

Suspension – a disciplinary consequence whereby a student may not participate in any school function (academic/residential programming) for a specified period of time.

Self-Defense – defensive behavior that occurs while an assault is being inflicted on oneself or another, and is not more forceful than absolutely needed to deflect the violence suffered and prevent continuing injury or harm to oneself or the other person

Sexual act – any sexual act committed among two consenting parties

Sexual Harassment – deliberately harassing another person for sexual reason or in a sexualized manner with unwanted attention, touching or verbal comments such that the person is uncomfortable, intimidated, or threatened by the behavior

Threat – the communication of an intention to intimidate, harass or inflict violence, harm or terror on an individual or group of individuals, directly or indirectly, whether by physical, verbal, written, telephone, or electronic actions, which cause the other person to believe his or her life or safety, or property, is in danger

Use – when referring to alcohol, marijuana or other illegal drugs, or prescription medication, means a finding, based on reasonable evidence, that a student was found to have consumed such substance without proper authorization, or that a student was found, based on reasonable evidence, to be or have been under the influence of same while under the jurisdiction of SEED administrators.

ATTACHMENT I

ATTACHMENT J

Attachment J

Key Personnel

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ATTACHMENT K

Attachment K

2012-13 Board of Trustee Roster

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Ex-Oficio

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Appendix B

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The SEED Public Charter School of Washington, DC

A N N U A L R E P O R T
Academic Year 2015-2016

Presented to
The District of Columbia Public Charter School Board

Submitted by
Dr. Adrian Manuel, Head of School
Vasco Fernandes, Chairman

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ANNUAL REPORT NARRATIVE

I. SCHOOL DESCRIPTION

A. Mission and Belief Statements

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

The SEED School believes:

- A sense of belonging and community make achievement possible.
- Students provided learning opportunities will become educated contributors to society through perseverance, reflection, and practice.
- Educators provide learning opportunities within a sustainable adult culture that values perseverance, reflection, and practice.
- A boarding school learning environment is critical to improve our students' ability to be fully prepared for success in college and life.
- The communities of students, parents, faculty, and school leaders are partners for successful learning.
- The community should support cohesiveness among all school components including boarding, academic, athletics, and the arts.
- The cohesiveness of a community is dependent upon clear and consistent speaking, listening, and dialogue.
- The SEED core values educate the choices we make as a school community.

B. School Program

1. *Grade and age level served*

In the 2015-2016 school year The SEED Public Charter School served 355 young men and women, age ten to twenty, in grades six through twelve. This school year marked SEED's thirteenth graduating class.

To ensure that our students are prepared academically for college, we offer a rigorous college preparatory curriculum which incorporates the appropriate mix of content areas, deep development of writing and critical thinking skills so that students are prepared for college level coursework.

2. *Curriculum Design*

The majority of SEED Public Charter School students enter our program two to three years behind grade level. To address this, we have developed a supportive middle school curriculum, focusing heavily on reading and math. We have adopted the Amplify ELA curriculum, to foster a culture of literacy and prepare our middle school students for our aggressive college-preparatory upper school curriculum. Students have access to computers and research materials to assist them with their work, both of which are available during school hours and afterwards.

C. Middle School Academic Curriculum

The middle school, which includes the sixth, seventh and eighth grades, is a transitional period for our students. Transitioning our students to the academic rigor of the middle school from their previous self-contained elementary school classrooms is the foundation of our program. The goal of the middle school program is to prepare them for success in an academically demanding high school.

Passage from middle school to high school at SEED DC is determined by use of assessments, which demonstrate standards-based mastery. The SEED DC assessment system which includes The ACT Aspire suite of assessments (interim/summative in core subjects) and PARCC holds students accountable to a performance framework of benchmarks based on national college readiness standards. The eighth grade assessments ensure students who enter high school are equipped with the skills to be successful in a college preparatory curriculum. Students who fail a core subject: ELA, Math Social Studies or Science will be required to attend remediation through the school year and/or summer school. SEED DC ensures that our middle school students are prepared to succeed through the college preparatory school experience.

Middle school students are enrolled in English Language Arts (ELA), mathematics, science, social studies, art, music, and physical education. During the Student Life Program (4:00 p.m.-7:45 p.m.) students are exposed to a variety of curricular programs in the areas of: STEM, Arts, Health/Fitness and Well Being, Entrepreneurialism/Leadership and a host of academic intervention services.

D. High School Academic Curriculum

The high school provides rigorous and relevant courses and experiences that will prepare students to be admitted to and be successful in college-level education. Students must earn twenty-four credits to graduate. SEED DC offers an additional four credits in electives, giving students the opportunities to enrich learning and build a competitive pre-collegiate profile.

During 2015-2016, high school students were enrolled in the following course areas: English, mathematics, science, social studies, music, technology, art, physical education/health, and Spanish. In addition, students enrolled in elective courses in painting, community service, creative writing, jazz history, New Orleans culture, outdoor and experiential education, and academic writing. Advanced Placement courses were offered in US History, Government, Biology, Calculus, English Language and English Literature. Every student enrolled in an AP course took the exam. Forty four AP exams were administered in the 2015-2016 school year

E. Parent Involvement

With the understanding that all parents and guardians want the best for their student(s), SEED recognizes parents and guardians as full partners in their students' education and welcomes their active involvement. To this end, parents and guardians have access to their student's progress at any time via PowerSchool and Parent Portal. Parents and guardians are encouraged to contact staff via phone and email. Staff members are required to reach out to parents and guardians on a regular basis and conferences are held quarterly for all staff and families. Parents and guardians are always welcome to shadow their children, request a meeting with staff, and offer feedback around programming.

The Parent Teachers Student Association (PTSA) schedules regular monthly meetings and all parents and guardians are encouraged to participate. Parents also have a FaceTime and Google Handout option to support the needs to busy families. Further, parents are encouraged to participate in workshops and information sessions held throughout the year and designed to help them support the development of their children. More specifically, workshops and college counseling days are scheduled for freshman and sophomore families to get information and support around the college application and college financing process. Parents and guardians are also encouraged to participate in school events, such as honors assemblies, writing celebrations, and field trips. Staff also conducts home visits, throughout the year; posts on social media, and send postcards to strengthen the partnership of home and school.

Evening programs and family dinners are held throughout the year to make participation more convenient for working parents and guardians. Finally, there are two parent trustees on our Board of Trustees who represent the parent voice in an official capacity and “meet and greet” sessions are scheduled during check out periodically to encourage conversation with school leadership.

F. Special Education

SEED DC’s Special Education Department is committed to improving student achievement and to open the door to attend college by:

- Ensuring students have the support necessary so that they can access the general education curriculum and meet academic standards by providing targeted, specialized academic and behavioral instruction in settings that address the student’s disabilities and meet the needs of individual students.
- Communicating and collaborating with all staff as they implement research-based methods to positively impact students’ academic and behavioral progress.
- Providing expanded support to improve student self-advocacy with regard to their disabilities and to help students take advantage of opportunities tailored to their individual interests and needs.

SEED DC is committed to improving academic and social skills of students with disabilities by developing, implementing, and monitoring Individualized Education Plans (IEPs) primarily through a combination general education and special education setting. In addition, IEP goals are addressed through

- Ongoing parent involvement, interaction, and communication
- Multi-disciplinary evaluations and eligibility determinations
- Annual IEP reviews of the goals
- Co-taught English and math classes by highly qualified special education teachers
- Self-contained English and math classes for middle school and upper school students
- Upper school elective taught and study hall by the Upper School English special education teacher
- Resource/ pull-out support both during the academic day Related services provided by licensed and qualified providers (speech therapy, psychological counseling, or other services deemed necessary by the MDT)
- Appropriate accommodations
- Behavior Intervention Plans
- The use of assistive technology

***The services and support may vary year to year depending on student needs.

3. *Key Mission-Related Programs*

The unique nature and mission of The SEED Public Charter School provides round-the-clock learning opportunities. The boarding program incorporates study habits, life skills development, athletics, and enrichment activities into the daily life of all students. Students also are required to participate in community service programs. Students reside on-campus Sunday evening through Friday evening.

4. *School Year and Hours of Operation*

The 2015-2016 school year began on **August 24, 2015 and ended on June 9, 2016. Regular school hours are from 7:55 am to 4:00 pm.**

G. Donors/Grantors FY 2015-16

The following is a list of donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 for the year ending June 30, 2016.

A & D Physical Training Specialist DBA A&D Security Consultants II
Action for Healthy Kids, Inc.
Adler Family Foundation, Inc.
Annie's, Inc.
CityBridge Foundation
Donald S. Myers
Donors Trust
Eileen Shields-West
Fidelity Charitable Gift Fund
Gregory Butler
Jennifer Saulino
JHJ and Associates, LLC
Leo M. Bernstein Family Foundation
Local Independent Charities Association
Marie L. Yovanovitch
Meriwether Godsey, Inc.
Michael P. Galvin
Nancy Y. & Martin Cohen Family Charitable Trust
PricewaterhouseCoopers
Richard and Jill Meyer
Robert Swan Mueller III
S. Kann Sons Company Foundation
Share Fund
Tele-Tector of Maryland, Inc.
The Aspen Institute
The Community Foundation for the National Capital Region
The Nicholas B. Ottaway Foundation
The Ohrstrom Family Foundation
US Soccer Foundation
Weathertrol Heating and Air conditioning

II. SCHOOL DESCRIPTION

A. Evidence of Performance and Progress

1. Summary of Performance Management Measures

Goal #1

Student Academic Performance

- Our 2015-2016 ninth through twelfth grade results on the annual high stakes PARCC assessment, showed our students' individual growth as well as our school's success is slow and underperforming.
- 14 out of 35(40%) and 9 out of 33 (27.3%) high school students obtained standards of Approaching College and Career Ready and Above in ELA and Math, respectively.
- 9 out of 35(25.7%) and 0 out of 33 (0%) high school students obtained standards of College and Career Ready and Above in ELA and Math, respectively
- 5/25(20%) scored a 3 on Advanced Placement exams which is the gateway mark aligned to College and Career Readiness.
- *Median growth percentile data not available at the time of this submission.
- 10th grade students outperformed the national average for proficiency on the ACT Aspire Writing summative assessment by 10 percentage points, while all other grade levels performed at least 20 percentage points below the grade specific national average.

Students in grade 6 performed with the highest average of 30% proficiency on the ACT Aspire math summative assessment (national average was 43%) and had the smallest gap in performance towards the national average while all other grades performed below national average.

Goal #2

Goals and Academic Achievements

- Our 2016 school wide results on the annual PARCC assessment decreased in the high school.
- Our 2016 middle school students experienced more difficulties did not meet with as much success as we had hoped. Specifically, our 2015-2016 sixth grade students needed more remedial support and services.
- Yet while we continue to be challenged by the skill deficits of our youngest students, a quick dive into our 2016 PARCC data reveals a few very promising highlights.
- Although our performance on national assessments like ACT Aspire was promising, our results on the PARCC exam were less impressive and we had declines in performance in areas that we saw growth on the ACT Aspire.

Below are the quick wins that we have noticed.

- 30% of 10th grade students scored Approaching College and Career Ready and Above on the Math test, up from 23.8% in 2014-2015

- 5.1% of 7th grade students scored College and Career Ready and Above on the Math test, up from 2.5% in 2014-2015.
- 2.5%, 5.9%, and 7.7% growth is obtained from the ACT Aspire Summative Assessment in subjects: Writing, Reading and Math in the middle school.
- 20% is scored on the Advanced Placement in the high school, compared to 0% in 2014-2015.
- The attendance and re-enrollment increased both in Middle School (88.9% to 91.8% and 81.7% to 86.5%) and High School (93.5% to 94.2% and 81.6% to 90.5%).

These examples of success had parallel challenges.

- We continue to utilize interim assessments (IAs) to guide our day-to-day and week-to-week teaching. These days, internally known as Data Days, provide structured time for correcting open ended responses and then, as a collaborative cohort based team, we use the remainder of the day to develop re-teaching action plans and create lists focusing on individual students of concern.
- The choice to adopt a new ELA curriculum that was common core aligned did not produce desirable results on end of year assessments. The Amplify Company changed ownership in the fall and there remained a lack of certainty around support, curriculum development and resources as the year progressed. We abandoned some of our effective practices from the past (F&P reading diagnostics, Reading/Writing Workshop) because of the promising new curriculum. We have decided not to renew the contract with Amplify and will adopt the EL Education ELA curriculum for the 2016-17 school year. We are looking for drastic changes in outcomes and teacher buy in.
- We have identified a need to adopt a coherent and pedagogically aligned math curriculum for grades 6-12. We have used a variety of curriculum options over the years and in some cases, different grade levels were using curriculum products that were not fully aligned in pedagogically approach. We believe that it would be more impactful to have a coherent math curriculum that provides a consistent approach for teaching and learning. We have adopted the nationally recognized Eureka Math curriculum for the 2016-17 school year.

Discipline

The school's suspension and expulsion rates are significantly higher than that of the charter sector average. According to the school, two factors affect the school's discipline data: (1) how the school's behavior management system (the "SEED Model of Care") operates; and (2) the extended time SEED PCS students spend on campus. Regardless, SEED has focused on an aggressive goal of dramatically cutting down suspensions through new restorative practice initiatives

Students receive a "referral" if they exhibit an unwanted behavior as defined by the SEED Model of Care. Referrals are issued for a spectrum of unwanted behavior, from the very severe (fighting with students) to the less severe (students receive a referral if they break the school's uniform code three times in a week). Referrals can be issued from 6am, when students start eating breakfast, until 11pm, when students are required to turn off their lights in their dorm rooms.

The school submitted its total number of referrals for school year 2015-16. In both middle school and high school, the rate of referrals decreased from 2014-15 to 2015-16. In 2014-15, the suspension rate was 43.3%, while it decreased in 2015-16 to 32.4%. A series of strategic measures were put in place to decrease out of school suspensions. We instituted weekly community meetings, restorative circles, an in-school suspension program and a series of data driven changes based on our analysis of behavioral records. For example, we noticed a high rate of suspensions that occurred for incidents that took place during hallway transitions. We concluded that the transition time (5 minutes) was too long and that students only needed 3 minutes to transition effectively. Once we made the change, and added more hallway supervision, there was a sharp decline in referrals for incidents occurring during transitions. We look forward to cutting suspensions by 50% or more for the 2016-17 school year. We are expanding our restorative practice model and training for our faculty in these measures.

B. Lessons Learned and Actions Taken Based on Performance Management Framework and Accountability Plan Data and Review Findings.

We have invested heavily in adopting new curriculum that is aligned to the academic rigor of the Common Core State Standards. We had a challenge implementing the Amplify ELA curriculum due to the uncertainty that occurred after the company was sold. In addition, we have begun to address our needs in other content areas that support the Common Core (social studies and science) by adopting Discovery Ed's digital curriculum suite.

At the mid-year point (January) we made a leadership transition in our academic program. We moved from a 6-12 principal model to a shared leadership framework that includes a middle and high school director working closely to improve our academic program. The directors spent time assessing teacher quality, curriculum quality and systems alignment. They have developed a School Improvement Plan that will address their needs assessment and targeted goals that we have identified for the 2016-17 school year.

C. Reporting Performance Management Framework and/or Accountability Plan Information to Students, Teachers, Parents and the Public.

The school calendar and website is the primary vehicle used to communicate the dates of student meetings, parent meetings, staff meetings, assessment report dissemination, professional development activities, and in-service training sessions. We implemented the following methods of sharing accountability information during the 2015-2016 school year:

- Parent Teacher Student Association
- Back to School Night
- Parent-Teacher Conferences
- Bulletins to all staff
- Staff/faculty meetings
- Parent copies of DC-CAS results and student/parent information sessions, and
- Student assemblies.
- Mandatory cohort specific (Middle School, Freshmen, Upper School) School Kick-Off parent meetings
- Social Media Liaison
- Improved Website
- Twitter
- Facebook
- Numerous flat screens monitors throughout campus in conspicuous and well-traveled locations that continuously scrolling and updated information celebrating and informing the school community.
- Quarterly cohort specific Honors Assemblies
- Weekly grade based community meetings
- Automated telephone messages (PACE) and emails

D. Unique Accomplishments

SEED students enjoy a range of enrichment experiences during the school year and during the summer. We believe that rigorous enrichment after school and during the summer months is yet another way to ensure that we are doing all we can to prepare students academically, socially and emotionally for success in college and beyond. Our External Opportunities Office yields additional opportunities during the school year for students who demonstrate academic excellence and mastery of SEED core values. The following list is just a sample of the kinds of activities our students participated in this past summer:

Approximately 30 students were engaged in programming that ranged from a month in experiences abroad in Peru, Italy and Mexico to a week-long aeronautical adventure at the popular space camp in Huntersville, Alabama. Students also traveled to Jamaica for community development work. The Peace Through Culture program traveled with 8 students to Costa Rica for a total cultural immersion. Two students traveled to Univ. of Wisconsin-Stevens Point for leadership training.

This year 10 students, 7 young ladies and 3 young men, toured Greece from June 11 through June 25 with 3 chaperones from Academics and Student Life.

We are proud to continue our annual Senior Work and Learn Program where students are engaged with community partners in a quest to further ready, train and develop a strong work ethic in our students. More than 25 partners remain committed to helping our young people.

**2015-2016
TEACHING STAFF LISTINGS and BOARD MEMBERS**

The Board, the school’s administration and its teaching staff, ensure adequate resources to further the academic and organizational success of the school, including but not limited to, adequate facilities, appropriate professional development, services for special needs students, and additional funding by effectively deploying resources to further the academic and organizational success of the school. The Administrators and Board members have a strong understanding of the school design and refer to it regularly in managing and governing the school. The Board has established a school that maintains exceptional performance and stability through its school leadership. Changes in the school leadership either lead to exceptional performance or have not negatively impacted the school’s exceptional performance.

Appendix 1 Staff Roster

					Dates of Employment		
Last Name	First Name	BA/BS major	Master's field of study	Doctorate field of study	Responsibilities	Hire Date	Termination Date
Alexander	Terrance				Physical Education Teacher (6th and 8th grade)	12/16/2007	
Alexander	Sharron				Resident Advisor	3/22/2013	
Alexis	Jonathan				Part-time Substitute Resident Advisor	11/16/2009	
Arndt	Kenneth	BS, Accounting			Managing Director	4/4/2016	
Bagley	Lamar				Life Skills Counselor	8/29/2009	
Bentley	Katherine	BA, History & Government			Social Studies Teacher	8/7/2015	10/30/2015
Body-Davenport	Lisa	BA, English	MS, Management		English Teacher	8/7/2015	8/14/2016
Bozzuto	Daniel	BS Chemistry and BA History			Science Teacher (9th and 11th grade)	8/15/2012	
Broadus-Iwucha	Robin	BS, Accounting			Staff Accountant	3/20/2007	
Brown	Indian				Assistant Student Life Coordinator	1/28/2002	
Brown	Lisa				Part-Time Substitute Resident Advisor	8/8/2011	
Bryant	Taylor	BA, Spanish			Spanish Teacher (8th and 9th grade)	8/18/2014	4/1/2016
Burks	Cedric				Coordinator Acad. Inter. & Student Dev. Serv.	8/25/2014	
Carroll	Janice				Resident Advisor	8/9/2011	
Castro	Rodolfo	BA, Political Science and Spanish			Spanish Teacher (10th and 11th grade)	7/1/2006	
Cauley	Dominique	Major: History, Minor: African American Studies			Social Studies Teacher (12th grade)	7/1/2011	9/21/2015
Ghew	Jeremy				Resident Advisor	10/1/2012	3/2/2016
Claytor	Danita				Life Skills Counselor	9/8/2009	
Colbert	Mary	LPN Nursing License			Licensed Practical Nurse (L.P.N)	8/7/2015	
Cousley	Deja				Part-Time Substitute Resident Advisor	9/23/2013	
Cunningham	Martha				Assistant to the Principal	10/23/2000	
Curtis	Vikki				Life Skills Counselor	3/10/2008	
Dabney	Tiffany	BS, Biology, minor in Chemistry			Science Teacher	8/17/2016	11/10/2015
Davis	Michael				Resident Advisor	1/18/2016	8/10/2016
Dawkins	Bobby				Resident Advisor	8/8/2011	
Douglas	Christopher				Resident Advisor	8/6/2014	
Douglas	Evan				Resident Advisor	8/17/2015	12/30/2015
Dowd	Colleen				Campus Operations Coordinator	7/1/2010	
Dowd	Brendan				Facilities Supervisor	11/3/2015	
Drake	Shelina	BA, English			English Teacher	8/7/2016	8/14/2016
Edmondson	Brianna				Resident Advisor	1/19/2016	7/14/2016
Elliott	Vanessa	BS, Psychology/MAED	MA, Elementary Education		Science Teacher (6th grade)	7/16/2012	
Epps	Thomas				External Opportunities Coordinator	8/15/2012	
Evans	Eugene	BS, Mathematics	MS, Mathematics		Math Teacher	8/7/2015	8/14/2016
Evans	Khalia				Part-Time Substitute Resident Advisor	11/17/2014	
Falson	Deborah				Evening Nurse	3/22/2004	
Ford	Nicholas	BA, History			Social Studies Teacher	8/7/2015	
Gamer	Sarah				Part-Time Substitute Resident Advisor	9/6/2012	
Garrett	Alicia				Resident Advisor	8/10/2015	

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				Program		
Geer	Nicholas	BA, International Affairs		Coordinator/Health/Fitness/Well Being	8/7/2015	12/31/2016
Grant	Randee			Resident Advisor	8/8/2011	
Gregory-McArthur	Annette	BS, Social Science	M.Ed (2), Curriculum and Instruction	Middle School Director	11/10/2015	
Gudger	Ricky			Resident Advisor	8/6/2014	
Hamis	JaiWan	BS, Biology, minor in Chemistry		Science Teacher (12th grade)	7/1/2008	7/1/2016
Harrison	Princess	BS, Mathematics	MA, Secondary Mathematics Education	Math Teacher (6th and 10th grade)	7/1/2008	
Harrod	Dayvon			Resident Advisor	11/13/2012	
Harrod	Cherita	BS, Chemistry	Education	Special Education Teacher	7/1/2009	6/30/2016
Hart	Matthew	Bachelors in Music Education		Music Teacher	8/28/2015	8/14/2016
Headd	Katrice			Resident Advisor	8/10/2016	1/29/2016
Hicks	Gina			Admin Asst Director Student Life	11/10/2009	
Hilliard	Leah-Joy	BA, Elementary Education	M.Ed, Multicultural Education	Life Skills Counselor	8/17/2015	
Holloway	Alexis			School Receptionist	9/9/2015	
Holman-Jones	Rashida	BA, Political Science, African-American Studies	MA, Public Administration	Social Studies Teacher (7th grade)	7/1/2008	
Honore	Shrydine			Resident Advisor	8/15/2012	
Howard	Marjorie			Development Coordinator	8/7/2016	
Howie	Kevin	BA, Fine Arts	M.Ed	Social Studies Teacher (6th & 9th)	8/7/2015	
Huggins III	Romia			Resident Advisor	9/12/2005	
Inman	LaShaun	BA, American Studies	Education (concentration in Educational Leadership)	Director of Enrollment Management	8/1/2007	1/8/2016
Jackson	Deborah			Part-Time Substitute	1/7/2003	
Jacobs	James	BS, Biology		Science Teacher	8/7/2015	8/14/2016
James	Stevon			Part-Time Substitute Resident Advisor	8/26/2014	
Johnson	Carmen	BS, Management Science	Master of Finance	Managing Director	6/17/2013	9/5/2015
Joiner	Arthur			Resident Advisor	8/15/2012	5/16/2016
Jones	Tamala	BS, Business Administration		Director of Human Resources	12/10/2008	9/8/2015
Jones	Danielle	BA, English		English Teacher (7th grade)	8/13/2014	
Jones	DaSean			Resident Advisor	10/11/2015	
Kandik	Christopher	BA, English	M.Ed, Secondary English and Special Education	English Teacher (9th-11th grade)	7/1/2007	
Kennedy	Calvin			Part-Time Substitute Resident Advisor	8/6/2014	
Kirkland	Edward	BA, Psychology		Math Teacher (8th grade)	7/1/2008	6/30/2016
Lawson	Donna			Director of Student Culture	7/23/2007	6/30/2016
Lee	Davon	BS, Mathematics		Math Teacher (9th and 10th grade)	8/14/2014	8/4/2016
Lewis	Durrell	BS, Mathematics		Math Teacher	7/1/2013	4/5/2016
Lewis	Mark	BS, Business Management		Health Teacher (9th, 11th and 12th grade)	4/30/2010	
Lilly	Sherril	BS, Physical Education		Physical Education Teacher	1/4/2016	
Logan	Mychuwan	BA, English	M.Ed, Education Administration and Policy	English Teacher (6th and 7th grade)	7/1/2008	8/17/2016
Mahon	Zenada	BA, Secondary English		High School Director	11/10/2015	
Makie	Vita			Assistant to the Office of the Head of School	12/1/2012	

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Manuel	Adrian	BA, History	MS, Secondary Ed - Social Studies and M.Ed, Educational/Public Administration	Ed.D, Educational and Organizational Leadership	Head of School	7/1/2014	
Marks	Jeffrey				Resident Advisor	8/6/2014	9/3/2015
May	Brittany				Resident Advisor	8/15/2012	
McCamley	Andrew				Life Skills Counselor	8/15/2012	
McCauley	Jeffrey	BA, Visual Arts Design	MFA, Painting, Illustration, Print-Making		Physical Education Teacher (7th grade)	9/6/2011	
McCowan	Marjorie				Resident Advisor	8/20/2015	4/19/2016
McDonald	Sean	BS, Education/Secondary English	M.Ed, Educational Leadership and M.Ed Reading Specialist		Principal	9/26/2015	2/22/2016
McRae	Tiffany	BA, English			English Teacher (6th grade)	8/6/2014	8/14/2016
Montgomery-Lane	Jemilyn	BA, English with minor in Psychology	Social Work		School Counselor	3/12/2007	6/30/2016
Munns	Daniel	BA, History			Social Studies Teacher	8/7/2015	8/14/2016
Murphy	Sean-Michael				Life Skills Counselor	11/17/2009	
Narrow	Rachel	BA, English & Spanish	MSW & MAT		Social Worker	8/6/2015	8/14/2016
Nelson	Dennis	BA, Psychology	Social Work		Mental Health Counselor	7/1/2012	4/29/2016
Nelson	Marilyn				Part-Time Substitute	8/28/2011	
Njoku	Andrew				Resident Advisor	8/18/2015	9/12/2015
Nutridge	Davette	BA, Criminal Justice	MA, SPED		SPED Teacher	8/31/2015	
Ochsendorf	Elizabeth				Student Life Coordinator	8/1/2005	
Palombo	Regina	BA, Secondary Education and BA, Literature			Special Education Teacher	8/1/2012	6/30/2016
Pearl	Stacey	BS, Special Education	M.Ed, Special Education		Director, Special ED & Academic Interventions	7/1/2003	
Pierre	Lauren	BS, English			Resident Advisor	8/7/2015	8/12/2016
Rampersaud	Krishna	BS, Chemistry	Master of Education in Educational Administration		Math Teacher (7th grade)	9/15/2014	6/30/2016
Reeves	Bernard				Resident Advisor	8/6/2014	6/30/2016
Richardson	Kerry	BA, Spanish and German	Education		Dir of College Career Servs	7/1/2002	6/30/2016
Roberts	Daniel				Night-Time Resident Advisor	6/1/2006	
Robinson	Jemaine	BA, Anthropology and BA, Criminology	Anthropology		Special Education Teacher	8/15/2012	7/18/2016
Rooks	Christopher	Accounting			Math Teacher (8th grade)	1/6/2014	
Roots	Lauren	BA, English Literature			Librarian	7/1/2011	
Saunders	Emmanuel				Night-Time Resident Advisor	10/14/2003	
Seabrooks	Gerard				Life Skills Counselor	11/2/2014	
Serrano	Daniel				Facilities Assistant	9/24/2012	
Sheehan	Terence	BA, Rhetoric	MA, Teaching		English Teacher (11th and 12th grade)	8/17/2009	
Shiferaw	Askale				Life Skills Counselor	10/21/2008	6/30/2016
Shinn	Dionna	BA, Political Science	Juris Doctor		Social Studies Teacher	2/8/2016	8/17/2016
Shuford	Angela				Life Skills Counselor	8/15/2012	
Smith	Thembu	BS, Mathematics	MA, Teaching		Math Teacher	8/18/2015	8/14/2016
Spearman	Tiffany				Administrative Assistant	10/2/2014	
Stevens	William	BA, Social Studies	MA, History		Social Studies Teacher (11th and 12th grade)	8/16/2001	
Stovall	Judy	BA, English/Broadcasting			Physical Education Teacher (8th grade)	12/1/2006	10/2/2015

Appendix 2
Board Roster
The SEED School of Washington, D.C.
2015- 16 Board of Trustees

Adrian Manuel (Ex-Officio)
Head of School
amanuel@seedschooldc.org

Eric Adler
Co-Founder
eric@seedfoundation.com

Len Armstrong
Trustee
Len_Armstrong@landon.net

Dennis Chestnut
Parent Trustee
dennis@groundworkdc.org

Brooke Coburn
Trustee
brooke.coburn@carlyle.com

Vasco Fernandes
Chairman of the Board
vascof@cox.net

Huck O'Connor
Finance Committee Chair
heoconnor@comcast.net

Marina Ottaway
Executive Committee Chair
marina.ottaway@wilsoncenter.org

Tasha Poulson
Parent Trustee
Tasha.Poulson@theinsursolutions.com

Desa Sealy
Trustee
Desa.sealy@gsa.gov

David Steinberg
Development Committee Chair
steinberg@steinberg36.com

Ken Slaughter
Trustee
kslaughter@mac.com

Joseph Wright
Trustee
Joseph.Wright@howard.edu

Rajiv Vinnakota
Co-Founder
Rajiv@seedfoundation.com

SEED DC
Budget vs Actual Board Financials
For the Twelve Months Ending
Thursday, June 30, 2016

	Actual YTD	Budget YTD	Variance YTD
OPERATING REVENUE:			
Per Pupil Allocations	14,376,756	13,956,637	420,119
Federal Entitlements	600,393	547,000	53,393
Greek Classics	(8,678)	0	(8,678)
Income from Grants and Donations	157,202	380,000	(222,798)
Restricted Grants	70,300	0	70,300
Released from Restrictions	(45,230)	0	(45,230)
In-Kind Donations	35,102	0	35,102
Interest Income	4,836	4,000	836
Other Income	21,532	0	21,532
TOTAL OPERATING REVENUE	15,212,213	14,887,637	324,576
OPERATING EXPENSES:			
Total Supplies and Services	4,768,091	4,674,065	94,026
Total Personnel	8,687,710	8,847,347	(159,637)
TOTAL OPERATING EXPENSES	13,455,801	13,521,412	(65,611)
NET OPERATING INCOME/(LOSS)	1,756,412	1,366,225	390,187
Depreciation and Amortization	1,050,643	950,000	100,643
TOTAL EXPENSES	14,506,444	14,471,412	35,032
NET OPERATING INCOME/(LOSS) AFTER D&A	705,769	416,225	289,544

SEED DC
Balance Sheet

	6/30/2016	6/30/2015
<u>Assets</u>		
Cash and Cash Equivalents	\$1,704,665	\$1,892,106
Restricted Cash	101,188	101,036
Greek Restricted	774,840	779,843
Capital Reserve	1,810	121,805
Bond Reserve Funds	536,081	540,920
Principal Sinking Fund	450,028	435,016
Account Receivable	197,828	113,396
Pledge Receivable	96,826	6,375
Prepaid Expenses	141,180	144,363
Property and Equipment, net	17,503,130	17,699,730
Bond Issuance Costs, net	60,093	98,288
TOTAL ASSETS	<u>21,567,669</u>	<u>21,932,878</u>
 <u>Liabilities and Net Assets</u>		
<u>Liabilities</u>		
Accounts Payable and Accrued Expenses	733,491	763,701
Due to (from) SEED Foundation	12,852	177,264
Capital Lease Obligation	109,940	112,489
Bonds Payable	4,165,000	5,040,000
Total Liabilities	<u>5,021,283</u>	<u>6,093,454</u>
 <u>Net Assets</u>		
Unrestricted	<u>16,546,386</u>	<u>15,839,424</u>
TOTAL LIABILITIES AND NET ASSETS	<u>21,567,669</u>	<u>21,932,878</u>

Special Education Update

SEED PCS currently has a total of 65 students receiving special education services and a total of 16 students with 504 Plans. Between February and May, two students with IEPs were exited from special education services and one student's 504 Plan was terminated. A total of three middle school students have withdrawn and two middle school students have been placed in nonpublic special education schools. One student attending a nonpublic special education day school was sent to a residential placement.

Grade	Number of students with IEPs	Number of students with 504 Plans	Number of new students evaluated & found eligible	Number of students evaluated & found not eligible	Number of students w/ IEPs who withdrew during the 15/16 school year	Number of students at a nonpublic placement	Total of students with IEPs and 504 Plans for the 15/16 school year
6 th	13	3	0	0	1	1	
7 th	16	3	0	0	1	3	
8 th	10	4	0	0	1	1	
9 th	8	5	0	2	0	3	
10 th	4	0	0	0	0	1	
11 th	2	2	0	0	0	1	
12 th	2	0	0	0	0		
Total for the 15/16	55	17	0	2	3	10	82

SY 2015-16 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: SEED PCS of Washington, DC
PCSB	Campus Name: SEED Public Charter School of Washington, D.C.
PCSB	Grades served: 6-12
PCSB	Overall Audited Enrollment: 352

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	77
Grade	7	8	9	10	11	12	Alternative	Adult	SPED *
Student Count	86	64	48	31	21	25	0	0	0

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

STUDENT DATA POINTS	
School	<p>Total number of instructional days: 169 days Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p>
PCSB	<p>Suspension Rate: 32.4% $\frac{\text{number of students with out of school suspensions and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$</p>
PCSB	<p>Expulsion Rate: 1.7% $\frac{\text{number of students expelled and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$</p>
PCSB	<p>Instructional Time Lost to Out-of-School Suspension Rate: 0.8% $\frac{(\text{sum of all suspension days for all students due to out of school suspensions})}{(\text{sum of enrollment days for all students for the SY 2015 – 16 school year})} \times 100$</p>
PCSB	<p>Average Daily Attendance: The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	<p>Midyear Withdrawals: Validated in mid-August</p>

School Authorizations

All authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the school are in full force and effect.



The SEED School of Washington, D.C.
a public charter school

OPERATIONAL AUTHORIZATION

This is to certify that all authorizations, including certificate of occupancy, insurance, lease, business license, etc. that are required to operate the school, are in full force and effect.



Ken Arndt
Managing Director

9/6/16
Date

Annual Report 2015-16 Goals and Academic Achievement Expectations Template

The School Reform Act requires that public charter schools report on progress towards goals every year in their annual reports. Below, please find your school’s goals and academic achievement expectations as they are written in your charter and subsequent amendments.

Please populate the cells in yellow, following the example, and insert it exactly as reflected below in your 2015 Annual Report. You should first state whether or not your school met the goal, followed by the specific evidence, including the assessment. If your school has adopted the PMF as its goals and academic achievement expectations, PCSB will report on your progress in its annual publication of the PMF results; you do not have to include this information in your Annual Report. If your school has adopted additional goals beyond the PMF, these goals should be listed below.

SEED PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
<p>EXAMPLE:</p> <p>At least 75% of Pre-Kindergarten students will meet or exceed widely held expectations of growth from the Fall to the Spring administration of the GOLD assessment.</p>	Goal met.	<p>ABC PCS met this goal. 80% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD literacy assessment.</p>
The school adopted the PMF as its goals, along with the following mission-specific goals:		
An annual decrease in negative and/or risky behaviors as measured by longitudinal grade level analysis of incident reports for both middle and high school students, indicated by a 10% annual decrease in the number of incident reports by grade level.		Incident Reports
High school students will demonstrate college readiness as measured by:		
1. 100% of students will have the required number of community service hours at the end of each academic year.	Goal unmet.	<p>12th Grade: 100% (25 out of 25) completed 100+ hours 11th Grade: 43% (9/21) have 75+ hours 10th Grade: 17% (5/29) have 50+ hours 9th Grade: 5% (2/43) have 25+ hours</p> <p>Students will complete community service hours during Student Life Programming. Life Skills counselors will create opportunities for students to obtain 25 hours community services hours per year.</p>
2. Presentations of Learning 2a. 100% of junior and senior high school students will score 80% or higher on their POLs.	Goal unmet.	<p>12th Grade:</p> <ul style="list-style-type: none"> • 100% (25 out of 25) scored an 80% or higher <p>11th Grade: Presentations were not scheduled 10th Grade: Presentations were not scheduled 9th Grade: Presentation were not scheduled</p>

<p>2b. 90% of freshman and sophomores will score 75% or higher on their POLs.</p>		<p>*Students only completed the one portion of the POL (executive summary, reflections, or presentation).</p> <p>Presentations of Learning are completed during (second semester during Student Life Programming). Students are provided a rubric and criteria.</p>
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Note: The annual report is an opportunity for schools to self-report on their progress in meeting their goals and academic achievement expectation. **PCSB will not, as part of the annual report process, make an independent assessment of school goal attainment.** PCSB’s acceptance of and publication of a school’s annual report does not imply PCSB’s concurrence or disagreement with the school’s self-assessment. PCSB will assess in its formal charter reviews and renewals whether a school has met its goals. Charter reviews normally occur every five years but may occur at any time. Charter renewals occur in the fifteenth year of the school’s charter. When the school undergoes such a review or renewal, PCSB may seek supporting documents and additional data to validate this narrative.

If you have questions about this form, please contact Emma McGann, emcgann@dcpsb.org or Katherine Dammann, kdammann@dcpsb.org.

Appendix C



March 31, 2016

Mr. Vasco Fernandes, Board Chair
Dr. Adrian Manuel, Head of School
SEED Public Charter School
4300 C Street SE
Washington, DC 20019

Dear Mr. Fernandes and Dr. Manuel,

Members of the DC Public Charter School Board would like to meet with your Board to continue the discussion we started last year about the academic performance at both the middle and high school campuses of SEED Public Charter School (SEED PCS). This meeting was summarized in a letter to your Board Chair, dated May 20, 2015.

Dr. Manuel has been very responsive and candid in our discussions to date and we appreciate the relationship that we are developing. At this meeting, we propose discussing the changes that you are making in light of SEED PCS - Middle School's performance on the PARCC English Language Arts/Literacy and Mathematics assessments in 2015, and SEED PCS - High School's 9th grade on-track rate. We would also like to continue discussing your mid-year withdrawal rates and philosophy on backfilling as well as your suspension rates at both campuses.

Lastly we want to review your school's goals and ensure you are aware of the targets your school must meet for the upcoming 20-year charter review in 2017-18 to satisfy the standard for review per the School Reform Act.¹ This is especially important, as SEED PCS – Middle School is now only eligible for the “improvement provision” in the Adopt the Performance Management Framework as Goals Policy as a result of the SEED PCS – Middle School's performance on the 2014 Performance Management Framework. An analysis of your school's goals and the targets your school must meet is provided via the Dropbox link below.

Please contact Jiselle O'Neal at joneal@dcpcsb.org or 202.328.2669 by April 6, 2016 to confirm if you are available for a meeting on one of the following dates at 8:00 am at DC PCSB's offices: Thursday, April 14, or Thursday, April 28, 2016. Please confirm who from your team will attend this meeting. The meeting materials, which include the data related to the concerns outlined in this letter, can be found [here](#).

¹ D.C. Code § 38-1802.12(c).

Thank you in advance for your immediate attention to this matter.

Sincerely,



Darren Woodruff
Board Chair
DC Public Charter School Board



Scott Pearson
Executive Director
DC Public Charter School Board



SCOTT PEARSON, EXECUTIVE DIRECTOR

May 6, 2016

Vasco Fernandes, Board Chair
Adrian Manuel, Head of School
SEED Public Charter School
4300 C Street, SE
Washington, DC 20019

Dear Mr. Fernandes and Mr. Manuel,

Thank you for meeting with us on April 28, 2016. We appreciated the discussion that occurred among you, your fellow Board members, members of the SEED Foundation, and representatives from the DC Public Charter School Board (DC PCSB), including Board members Sara Mead and Ricarda Ganjam, staff members Naomi DeVeaux, Rashida Tyler, Alyssa Sutherland and me. We appreciated the level of candor in the discussion about the challenges the school has faced this year and the strategies to improve the school program.

During the meeting we discussed how your school is improving academic outcomes for its middle school students; how you are improving your attendance and suspension rates for all students; the school's academic performance and the Performance Management Framework (PMF) scores that the school must attain to meet its goals for the twenty-year review in 2017-18; as well as a discussion about modifying your student admissions policy to accept students beyond the 6th grade.

We also discussed the importance of the middle school earning at least a 55% in both school years 2015-16 and 2016-17 PMF and the high school earning at least a 55% in one of those years in order to meet its goals at the 20-year charter review. You confirmed that you were aware of these targets and were confident in attaining them.

You shared several strategies for school improvement including a focus on teacher and leader quality and revamping the curriculum and instructional practices,

including using Amplify and Eureka Math. This focus caused you to let go of your principal mid-year and transition your two assistant principals to become directors of your middle and high school. You described the immediate effects of the new leadership including improved teacher morale and a reduction of suspensions from January - March. You also discussed becoming more aggressive with your recruitment and hiring practices, including increasing teacher salaries.

We followed up on our desire for the school to consider expanding its points of entry for newly admitted students. The school is the only charter school that has one point of entry for new students and receives a significantly higher per pupil allotment than other schools. You described research that you are doing network wide and your concerns of what having additional entry points would do to school culture and college preparedness. Please let us know if you plan to update your admissions policies after discussing this with the school's foundation and your board this fall.

Thank you for taking the time to meet with us. If you have any questions or wish to further discuss any issue, please feel free to reach out to me.

Sincerely,



Scott Pearson
Executive Director



SCOTT PEARSON, EXECUTIVE DIRECTOR

October 28, 2016

Ms. Vasco Fernandes, Board Chair
Dr. Adrian Manuel, Head of School
SEED Public Charter School of Washington, DC
4300 C Street, SE
Washington, DC 20019

Dear Mr. Fernandes and Dr. Manuel,

Members of the DC Public Charter School Board would like to meet with your Board to continue the discussion we had last year about your school's academic performance, student retention rates, and your policy to only allow students to enroll in 6th grade.

Our most recent meeting was summarized in a letter to your Board Chair, dated May 6, 2016 (Attachment A). This meeting was the third formal meeting we have had with your Board. The first was held on April 20, 2015, (Attachment B), and you responded by holding a follow-up meeting at SEED Public Charter School of Washington, DC (SEED PCS) with Board Member Rick Cruz and Deputy Director Naomi DeVeaux along with your board members and staff on June 3, 2015 and submitting a formal letter on September 2, 2015 (Attachment C).

We remain concerned about your school's continued downward trend in academic performance. As you know, SEED PCS adopted the Performance Management Framework (PMF) as its goals and student achievement expectations and thereby committed to the following at its 20-year charter review in SY 2017-18:

- Earn at least 55% of the possible PMF points in at least two of the following three years: SY 2015-16, 2015-16, and 2016-17; and
- Earn at least 45% of the possible PMF points in at least three of the following four years: SY 2012-13, 2013-14, 2015-16, and 2016-17.

Improvement Provision: In cases where a school has not achieved the above threshold for a review or renewal, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF scores over the five-year period; provided that for school year 2014-15, the DC PCSB Board may consider improvement on the PMF indicators and measures. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

The following chart shows the school's PMF performance over time:

	12-13	13-14	14-15	15-16
SEED PCS Middle	62.1%	42.6%	Held Harmless	38.8%
SEED PCS High	67.8%	65.7%	Held Harmless	52.0%

As you can see, SEED PCS is not meeting the standard for review. Given the decline in performance since 2014, your school may also not be eligible for the Improvement Provision in the [Elect to Adopt the Performance Management Framework as Goals](#) Policy. The 2015-16 scorecard can be found [here](#).

In addition, we have expressed our concerns to you about your enrollment policy and practices. The result of only taking in students in 6th grade is severely declining enrollment over the course of multiple years.

Grade	SY 2013-14	SY 2014-15	SY 2015-16
6	100	99	77
7	84	80	86
8	57	61	64
9	26	36	48
10	36	23	31
11	17	24	17
12	22	13	25

We have also received three community complaints about your school since the start of this school year regarding your boarding school, student behavior and treatment of a staff member.

We would like to discuss these issues further at a Board-to-Board meeting. Please contact Jiselle O'Neal by (TWO WEEKS AFTER RECEIPT OF LETTER) to schedule a meeting. Please confirm who from your team will attend this meeting. Thank you in advance for your attention to this matter.

Sincerely,

Scott Pearson
Executive Director

Attachment A: May 2016 Board-to-Board Meeting Follow-Up Letter



SCOTT PEARSON, EXECUTIVE DIRECTOR

May 6, 2016

Vasco Fernandes, Board Chair
Adrian Manuel, Head of School
SEED Public Charter School
4300 C Street, SE
Washington, DC 20019

Dear Mr. Fernandes and Mr. Manuel,

Thank you for meeting with us on April 28, 2016. We appreciated the discussion that occurred among you, your fellow Board members, members of the SEED Foundation, and representatives from the DC Public Charter School Board (DC PCSB), including Board members Sara Mead and Ricarda Ganjam, staff members Naomi DeVeaux, Rashida Tyler, Alyssa Sutherland and me. We appreciated the level of candor in the discussion about the challenges the school has faced this year and the strategies to improve the school program.

During the meeting we discussed how your school is improving academic outcomes for its middle school students; how you are improving your attendance and suspension rates for all students; the school's academic performance and the Performance Management Framework (PMF) scores that the school must attain to meet its goals for the twenty-year review in 2017-18; as well as a discussion about modifying your student admissions policy to accept students beyond the 6th grade.

We also discussed the importance of the middle school earning at least a 55% in both school years 2015-16 and 2016-17 PMF and the high school earning at least a 55% in one of those years in order to meet its goals at the 20-year charter review. You confirmed that you were aware of these targets and were confident in attaining them.

You shared several strategies for school improvement including a focus on teacher and leader quality and revamping the curriculum and instructional practices,

including using Amplify and Eureka Math. This focus caused you to let go of your principal mid-year and transition your two assistant principals to become directors of your middle and high school. You described the immediate effects of the new leadership including improved teacher morale and a reduction of suspensions from January - March. You also discussed becoming more aggressive with your recruitment and hiring practices, including increasing teacher salaries.

We followed up on our desire for the school to consider expanding its points of entry for newly admitted students. The school is the only charter school that has one point of entry for new students and receives a significantly higher per pupil allotment than other schools. You described research that you are doing network wide and your concerns of what having additional entry points would do to school culture and college preparedness. Please let us know if you plan to update your admissions policies after discussing this with the school's foundation and your board this fall.

Thank you for taking the time to meet with us. If you have any questions or wish to further discuss any issue, please feel free to reach out to me.

Sincerely,



Scott Pearson
Executive Director

Attachment B: May 2015 Board-to-Board Meeting Follow-Up Letter

May 20, 2015

Vasco Fernandes, Board Chair
SEED Public Charter School
4300 C Street, SE
Washington, DC 20019

Dear Mr. Fernandes,

This letter is a summary of the Monday, April 20, 2015 meeting between SEED Public Charter School of Washington DC (SEED PCS), which included Lesley Poole, Board member Dr. Joseph Wright, head of school Adrian Manuel and representatives from the DC Public Charter School Board (PCSB), which included Naomi DeVeaux, Rashida Tyler and board members Barbara Nophlin and Rick Cruz. The purpose of the meeting was to discuss the SEED Public Charter School of Washington DC's (SEED PCS) declining Middle School Performance Management Framework (PMF) scores and concerning in-seat attendance, and suspension rates.

We started the meeting by asking you to address the three issues identified in our request for a board meeting as well as a new topic, your high attrition rate between 6th and 12th grade. Dr. Manuel linked the declining performance to the numerous leadership transitions that occurred over the past year and some assumptions that he had made about things being in place that were not. He and Ms. Poole shared that in order to correct the performance issues, teachers are being observed three-to-six times a year and meeting with an instructional team to discuss classroom data. Teachers also developed measurable and attainable goals in an attempt to increase accountability. We reiterated that we want to see growth, as measured by the median growth percentile, specifically at the middle school level, since the school elected the PMF as its goals and student achievement expectations. We also suggested that the school continue monitoring student growth through other measures as we transitioned to the new state assessment.

Your team also noted that the low in-seat attendance rate (ISA) of 81.5%, at the time of our original letter to you, was due to discrepancies within the data, which is being cleaned up by your school's newly formed attendance team. As of April 23, your ISA rate is up to 87.7%. You explained that the employee who had been responsible for attendance for many years has been out many days this year and that you had not had other people trained to take on this work.

Your team also shared that SEED PCS' high suspension rates are an issue but are being resolved by exploring new methods such as by implementing a restorative justice program. However, you have not identified a training program or model to implement

at SEED PCS, which is critical to the success of a restorative justice approach. You claimed that many of the suspensions occurred during the evening hours, but you also said that no matter when the infraction occurs, the student is suspended from the academic portion of your day.

PCSB shared a summary of SEED PCS' attrition, which showed the enrollment of classes for the past three years, with numbers dwindling down to 13 by 12th grade. You explained that you always replenish spots lost to students who do not re-enroll by adding more students to your sixth grade roster, but you did not share strategies that would show that this form of enrollment works for staff and students in the long-term. You said that these were things that you were looking at internally and would like to share with us at a later date.

Barbara, Rick, and Naomi scheduled to visit the school on Friday, June 5 to see the program in action and to further discuss your enrollment philosophy.

Thank you so much for taking the time to meet with us. As always, if you have any questions or concerns, please reach out to us.

Sincerely,



Naomi Rubin DeVaux



Rick Cruz

Cc: Adrian C. Manuel, Ph.D., Executive Director

Attachment C: September 2015 Board-to-Board Meeting Follow-Up Letter from
June 2015 Meeting

September 2, 2015

Ms. Naomi DeVeaux
Deputy Director
DC Public Charter School Board
3333 14th Street NW #210
Washington, DC 20010

Dear Ms. DeVeaux,

This letter is a response to the letter received from the Public Charter School Board (PCSB) dated May 20, 2015, which provided a summary of an in-person meeting that took place on April 20, 2015 between representatives of the SEED Public Charter School of Washington, DC (SEED PCS) and PCSB. This letter also serves as a response to a subsequent meeting that took place on June 3, 2015 at SEED PCS that included SEED PCS Board members Vasco Fernandes, Kenneth Slaughter, and Raj Vinnakota; Head of School Dr. Adrian C. Manuel; Principal Sean McDonald; and representatives of PCSB: Deputy Director Naomi DeVeaux, board member Rick Cruz, Program Assistant Cassandra Ling, and Manager of Finance Analysis and Strategy Mikayla Lytton.

The letter from PCSB identified three issues of concern that were the basis for the in-person meeting that took place on May 20, 2015. These concerns were (1) the declining Middle School Performance Management Framework (PMF) scores, (2) the in-seat attendance rate, and (3) the suspension rate. In addition, the issue of attrition was brought up in the context of the current 6th grade entry point and a previous discussion between SEED PCS and PCSB about the feasibility of a 9th grade entry point.

The board and leadership team at SEED PCS share a common concern with PCSB around improving academic performance and decreasing the suspension rate. We believe that the initial concerns from PCSB regarding attendance were misplaced as a result of inaccuracies in data reporting. Those inaccuracies were not due to individuals at SEED PCS, but were the consequence of data mis-feeds and incorrect coding in the automatic data transfer system (ADT).

Academic Performance

In our meetings, we have acknowledged the decline in student performance on the Middle School PMF scores and our focus on improving on those outcomes. PCSB's letter outlined only one of the improvement measures brought up in the April 20th discussion, as a number of other changes have also been implemented. In the past 12 months, SEED PCS has hired a new head of school, a new principal, and a new student life director, who collectively bring over 40 years of instructional leadership and school improvement experience. We have also begun to revise our curriculum (including adding Amplify ELA 6-8, academic intervention materials, and more),

improve teacher training and coaching, and implement a school improvement plan that outlines the execution tasks for each of the items (and others) mentioned in this list.

In addition, in preparation for the 2015-16 school year, we have revised our instructional schedule to include 90 minutes per day of block instruction for students and common planning time for teachers. We are instituting data-driven professional learning communities (PLCs) and 10-week cycles of academic intervention, monitoring, and planning.

Suspension Rates

During our meeting on June 3rd, we discussed the issue of suspension rates and our concerns regarding the distinct nature of SEED PCS as a public boarding school that serves students for three times longer than other charter schools. Although we agree with PCSB on the need to decrease the suspension rate, we do believe that PCSB's letter does not fully reflect the challenges, successes, and distinction of our boarding model.

PCSB expressed a concern that our suspension rate was above the sector average of 21% for the 2013-14 year. We serve students three times as many hours as other schools, thus suspension rates should be disaggregated so that we can have an actual apples-to-apples comparison. At the end of the 2014-15 school year we had an overall suspension rate of 42%. That rate drops to 34% when considering only suspensions that occurred during the academic program hours.

During our meetings, PCSB expressed concern about the loss of instructional time due to suspensions. At SEED PCS, a student returning from a suspension will receive additional academic support during the evening to address his or her needs. We offer individualized tutoring and interventions throughout the evening hours. Other charter schools do not provide this type of extensive academic support. This is part of the additional supports that our model can provide so that students can stay on track and supplement lost seat-time.

This past school year, we saw some areas of progress in our efforts to cut down on disruptive and risky behaviors that lead to suspensions. Our overall suspension rate did not decline dramatically; however, suspensions accounting for more violent behaviors did decline significantly. Two areas where we have seen a decrease in incidents are:

- Fighting: violations were cut in half from 132 reported violations (per student) during the 2013-14 school year to 62 for the 2014-15 school year.
- Harassment: violations declined from 67 violations in the 2013-14 school year to 35 for the 2014-15 school year.

The challenge, however, was that lower-level disruptive behaviors accounted for a larger portion of suspensions in 2014-2015. These lower-level disruptive behaviors (e.g., insubordination, profanity, non-physical confrontation, etc.) need to be addressed differently moving forward. The lack of an in-school suspension program for the 2014-15 school year led to more

suspensions out of school. For the 2015-16 school year, we are implementing an in-school suspension program that will provide students with additional services based on their needs.

In addition, this past school year we began to implement a restorative justice approach to discipline. We established a new position, the Director of School Culture, to design and implement a set of restorative practices and positive behavioral supports. For example, we developed an alternative to suspension for non-physical confrontations, which was briefly discussed during our meeting with PCSB. We believe that a restorative justice program will dramatically reduce our suspension rates for the upcoming school year and years ahead. Though PCSB's letter acknowledged this program, it did not highlight that we began immediate implementation in the past school year.

In Seat Attendance Rate

The in-seat attendance rates (ISA) of 71% (February) and 87.7% (May) reported for SEED PCS for the 2014-15 school year, in both letters from PCSB, were inaccurate due to data reporting errors that were not of our making. The PCSB letter dated May 20, 2015 summarizes our discussion regarding attendance, and states that we formed a new attendance team and that an employee responsible for attendance had been out many days during the year. Although that information is correct, it does not include the additional factors shared regarding the data discrepancies in ProActive.

During our meeting on June 3rd, PCSB acknowledged the ongoing communication between SEED PCS and officials at OSSE and PCSB, beginning in January, to resolve data inaccuracies in all of the external reporting systems, including ProActive. PCSB also acknowledged the ADT mishap, in which incorrect mapping codes pulled data from our SIS for 543 students, many of whom never attended SEED PCS and were, subsequently, exported to external systems (note that 336 students attended SEED PCS last year). This was the major cause of our attendance reporting issues. This grave error subsequently affected all of our data, including the attendance rate calculated by ProActive throughout the school year. We believe it is important to recognize that the reporting issues for attendance were not fully resolved by the time of the two in-person meetings that were held between SEED PCS and PCSB.

SEED PCS, however, still shares a concern for low attendance rates. As of the July 8, 2015 validation deadline, the ISA increased to 90.24%. There continued to be data inaccuracies after the validation deadline, however. These are still being resolved with PCSB and OSSE, and will further increase the ISA once corrected.

Lastly, PCSB and our board representatives agreed to continue the discussion of attrition by focusing on the potential of opening a 9th grade entry point. This topic has been brought up in the past, and most recently during the charter renewal process two years ago. Now, under the leadership of our new Head of School, the option will be explored again this fall. The Board will

determine if a 9th grade entry point, which is not currently part of our approved charter agreement, would better serve our model.

We will not be satisfied with only the new initiatives we have implemented thus far to improve our performance. SEED PCS management and its board are fully committed to continuous monitoring and assessment of the new measures, so we may reach both internal and PCSB standards. If any approach is less effective than desired, we stand ready to adjust that strategy or pursue alternatives until we maximize positive outcomes for all of our students.

Thank you for making the time to meet with us. Please excuse the delay in our response and know that it is not an indication of any lack of commitment to working with PCSB on these issues. We welcome PCSB's constructive commentary on our performance and suggest that that we meet at regular intervals outside of the normal PMF schedule. This will allow us to provide PCSB with updates on SEED PCS's interim performance, and allow SEED PCS and PCSB to exchange ideas in a frank and open manner.

Sincerely,

Vasco Fernandes, Board Chair
Raj Vinnakota, Board Member and Co-Founder
Adrian C. Manuel, Head of School



November 22, 2016

Vasco Fernandes, Board Chair
Adrian Manuel, Head of School
SEED Public Charter School
4300 C Street, SE
Washington, DC 20019

Dear Mr. Fernandes and Dr. Manuel,

Thank you for meeting with us on November 17, 2016. We appreciated the discussion that occurred among you, your fellow Board members, members of the SEED Foundation, and school staff, as well as representatives from the DC Public Charter School Board (DC PCSB), including Board member Rick Cruz, staff members Rashida Tyler, Taunya Nesin and me.

During the meeting, we agreed that the current performance of SEED PCS is not meeting the standard for your upcoming 20-year review. At its current trajectory, the school is not eligible for the continual improvement provision and therefore the school's charter is a candidate for charter revocation. We went through different areas of performance outcomes that lead to the overall lower scores and expressed our mutual dissatisfaction with the current performance on these measures, especially 4- and 5-year graduation rates.

To address these concerns, you described some of the initiatives that you have put in place for this school year, including removing 2/3rds of last year's teacher workforce, increasing teacher salaries, hiring a new principal, Zenada Mahon, in the middle of last year, increasing the frequency of formal teacher observations, and buying new curriculum. You noted that you've seen an improvement in student (and teacher) attendance and course grades and a reduction in disciplinary infractions between this year and last.

We discussed the school's 2015-16 graduation rates and how troubled we were that rates have plummeted by more than 30 points since last year. The principal shared that upon her arrival she couldn't find student records with accumulated student graduation credits and therefore created a memorandum of understanding for each student and checks on their progress twice a year.

We inquired about whether you had decided whether to admit students beyond 6th grade. We noted that DC PCSB has been having conversations with you since the

2013 charter renewal to address the attrition that occurs between 6th and 12th grades and to either better retain students or to expand your points of entry so that more students could benefit from earning a SEED PCS high school diploma. You shared that a recommendation about changing your admissions policy would be going to the SEED Foundation Board in the next few weeks. You expressed concern with the challenges of implementing multiple points of entry within a boarding school model and that you felt this was infringing on the school's autonomy to run its school. You also pointed out that with its low performance, adding more students to the model now in upper grades may not be the best for students or help the school in a time of needed turn around.

We also briefly discussed some of the community complaints we have received this year regarding incidents that happened in the student residence, which you assured us, are under control.

Thank you for taking the time to meet with us. If you have any questions or wish to further discuss any issue, please feel free to reach out to me.

Sincerely,

Naomi DeVeaux
Deputy Director

Appendix D

Narrative Analysis on SEED's 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:

SEED has 11 academic targets. Therefore, the school needs to meet 6 of 11 targets. SEED has met 1 target.

Overall, SEED did not meet this criterion.

SEED has 11 academic targets; however few of these targets measured performance from year-to-year, therefore improvement on a majority of academic goals over the two most recent years could not be tracked.

Overall, SEED did not meet this criterion.

SEED had 9 targets related to SAT-9 performance and met 1 of them. Additionally, one SAT-9 related target involving mean p-value was not considered for this criterion, as it was not quantified, as well as one target related to NCE gain in math (which was met in the fifth year, but not annually as stated in SEED's fifth year target). Of the 6 remaining targets that were not met, the school came within 80% of 2 of them.

Overall, SEED did not meet this criterion.

NON-ACADEMIC PERFORMANCE

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

SEED has 10 non-academic targets, and exceeded 4 of them. The school came within 80% of 1 of them. Because the majority of SEED's fifth year targets were to achieve its annual targets consistently, an average of the school's annual performance was used to determine if they came within 80% of their annual target.

Overall, SEED did not meet this criterion.

SEED had an average attendance rate of over 95% over the four years for which data was available, therefore meeting its target of having a daily attendance rate above 95%.

**Narrative Analysis on SEED's Performance
Based on Fifth Year Review Framework**

Overall, SEED did meet this criterion.

SEED's student enrollment has steadily increased over the years. The enrollment numbers will not threaten the fiscal viability of the school.

Overall, SEED did meet this criterion.

SEED reported re-enrollment rates of 91% and 77% for SY 2002-2003 and 2001-2002 respectively.

Overall, SEED did meet this criterion.

Summary:

SEED had a mixed review, failing to meet any of the academic performance standards, and meeting the non-academic performance standards. The school's repeated use of a fifth-year target to meet annual targets "consistently" put the school at a disadvantage, and caused them to miss the fifth-year target if it failed to meet the annual target one year. Additionally, the school's measures seem to limit its ability to see how students are performing over the long-term when focus is given to performance in one particular grade.

Accountability Plan Performance Analysis
School: SEED

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	Performance/Data Provided				Target Met?	
	Baseline	Year 3	Year 4	Year 5	Y	N
Students mean scores will increase at least five points between the 9 th and 10 th grade administrations of the PSAT consistently.	<u>SY 2000</u> <u>Class of 2004</u> Verbal – 29 Math – 29 Writing – 35 <u>SY 2001</u> <u>Class of 2005</u> Verbal – 27 Math – 32 Writing – 35	<u>SY 2001</u> <u>Class of 2004</u> Verbal – 35 Math – 35 Writing – 35	<u>SY 2002</u> <u>Class of 2005</u> Verbal – 30 Math – 32 Writing – 35			X
Students will demonstrate an average NCE gain greater than 0 on the SAT-9 in reading consistently.	2000 - NCE gain of 0.3	NCE gain of 0.1	NCE loss of - 1.0	NCE gain of 0.9	X	
Students will demonstrate an average NCE gain greater than 0 on the SAT-9 in math consistently. ¹	2000 – NCE gain of 4.5	NCE gain of 4.91	NCE gain of 0	NCE gain of 0.5 ²		X ³
At least 50% of our students will demonstrate an NCE gain in reading consistently.	2000 – 48%	53.5%	52% ⁴	46.3%		X ⁵

¹ Many of SEED’s five-year targets were to achieve their annual targets consistently. Therefore, in some cases, although the school may have met the annual target for Year Five, they may not have met the five-year target if the annual target was not achieved in one or more years.

² SEED reported a different NCE gain than that computed by PCBS in Years 4 and 5; however both SEED’s and PCBS’s calculations showed an average NCE gain greater than 0 in Year 5.

³ Although the school did not consistently demonstrate an average NCE gain in reading greater than zero, the average NCE gain over four years was 2.47.

⁴ SEED reported that 65% of its students demonstrated an NCE gain in reading in 2002.

⁵ Although SEED did not consistently have at least 50% of students demonstrating an NCE gain in reading, on average 49.95% of students demonstrated an NCE gain in reading.

Accountability Plan Performance Analysis
School: SEED

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	Performance/Data Provided				Target Met?	
	Baseline	Year 3	Year 4	Year 5	Y	N
At least 50% of our students will demonstrate an NCE gain in math consistently.	2000 – 76%	76.7%	49% ⁶	42.5%		X ⁷
The percentage of students in the below basic reading performance standard will decrease by 20% between grades 7 and 8 consistently.	<u>Class of 2004</u> -41% <u>Class of 2005</u> -30% <u>Class of 2006</u> -14% <u>Class of 2007</u> -2%					X ⁸
The percentage of students in the below basic reading performance standard will decrease by 20% between grades 9, 10, and 11 consistently.	<u>Class of 2004</u> +9% – grades 9 to 10; -11% – grades 10 to 11 <u>Class of 2005</u> +46% grades 9 to 10					X
The percentage of students in the below basic mathematics performance standard will decrease by 15% between grades 7	<u>Class of 2004</u> -18%					X ⁹

⁶ SEED reported that 50% of its students demonstrated an NCE gain math in 2002.

⁷ Although SEED did not consistently have at least 50% of its students demonstrating an NCE gain in math, on average 61% of students demonstrated such a gain.

⁸ Although the five-year target of consistently meeting the annual target was not achieved, the classes of 2004 and 2005 did demonstrate a 20% decrease in below basic performance in reading on the SAT-9 from grades 7 to 8. Additionally, on average, students achieved a 21.75% decrease in below basic performance in reading on the SAT-9 between grades 7 and 8.

⁹ Although the five-year target of consistently meeting the annual target was not achieved, the classes of 2004 and 2006 did demonstrate a 15% decrease in below basic math performance on the SAT-9 from grades 7 to 8. On average, students achieved an 11% decrease in below basic performance in math on the SAT-9 between grades 7 and 8

Accountability Plan Performance Analysis
School: SEED

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	Performance/Data Provided				Target Met?	
	Baseline	Year 3	Year 4	Year 5	Y	N
and 8 consistently.	<u>Class of 2005</u> -8% <u>Class of 2006</u> -15% <u>Class of 2007</u> -6%					
The percentage of students in the below basic mathematics performance standard will decrease by 15% between grades 9, 10, and 11 consistently.	<u>Class of 2004</u> +29% - grades 9 to 10; +4% - grades 10 to 11 <u>Class of 2005</u> +64% grades 9 to 10					X
The mean p-Value in every subtest will increase consistently.						X
Students earning 4 and 5 on writing assessment will increase by 10% annually.	2001 – 40%		37%	37%		X
Attained majority of 5-year academic performance goals?					1	10
Improvement on a majority of academic goals over the two most recent years?						X ¹⁰
Within 80% of SAT-9 (or alternative assessment) targets?					2	4 ¹¹

¹⁰ SEED had few targets which measured performance from year-to-year; therefore improvement on a majority of academic goals over the two most recent years could not be tracked.

¹¹ SEED had 9 SAT-9 related measures. This computation is based on actual fifth year performance and excludes the 1 SAT-9 related target that was met, the measure related to NCE gain in math (which was met in the fifth year, but not annually as stated in its fifth year target), and the one measure related to mean p-value, as the target was not quantified.

Accountability Plan Performance Analysis
School: SEED

Comments:

SEED meets 0 out of 3 academic performance standards.

Accountability Plan Performance Analysis
School: SEED

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth Year Target	Performance/Data Provided		Target Met?	
	Baseline	Year 5	Y	N
By spring 2003, 95% of the students in the class of 2004 will indicate an aspiration to attend a professional or graduate school.	1999 – 43%	2003 – 58%		X ¹²
By spring 2003, 80% of all students will indicate an aspiration to attend a two- or four-year post-secondary educational institution.	No data provided.	No data provided.		X ¹³
Our average daily attendance will remain above 95% consistently.	1999 – 98%	95%		X ¹⁴
Student suspensions will remain under 5% consistently.	1999 – 4%	4%		X ¹⁵
Student expulsions will remain under 5% consistently.	1999 – 1%	10%		X ¹⁶
The percent of students re-enrolled will remain above 95% consistently.	1999 – 98%	91%		X ¹⁷
Students will be able to complete daily life skill routines independently.	2001 – 100%	100%	X	

¹² In its Annual Report, SEED reported that it met its target of 95% of students in the class of 2004 indicating an aspiration to attend professional or graduate school. However, the data presented showed that 58% indicated such an interest. It is not clear if the percentage represents 58% of the class, or 58% of the 38% of the students who indicated an aspiration to attend a four-year college. A total of 95% indicated an aspiration of obtaining a four-year degree or higher. The school would benefit from reporting its survey size and the number of respondents for each survey question.

¹³ The school did not report on students aspiring to attend a two-or four-year post-secondary education institution, only those desiring a four-year degree or higher. Additionally, data was presented by class only, and not for the school as a whole.

¹⁴ While the attendance did not consistently remain above 95%, the average attendance rate over 4 years was 95.8%.

¹⁵ Although the school did not consistently maintain suspensions under 5%, the 4-year average on suspensions was 4.4%.

¹⁶ The school did not consistently maintain an expulsion rate of under 5%; however, the 4-year average on expulsions was 3.7%.

¹⁷ The 4-year average re-enrollment rate was 91.25%.

Appendix E



February 11, 2004

Mr. Eric Adler
8022 Summer Mill Court
Bethesda, MD 20817

Dear Mr. Adler:

This letter serves to inform you that in its public meeting held on February 2, 2004 the District of Columbia Public Charter School Board (PCSB) issued a Notice of Conditional Continuance to SEED Public Charter School, based on its performance for school years 1998/99 through 2002/03. The conditions identified by the Board are listed below. The Board will lift the conditional continuance status upon satisfaction by the school of the matters indicated; please note, however, that inability by the school to satisfactorily address these items could result in sanctions by the Board, up to and including charter revocation.

- 1. Finding:** SEED heavily relies on the SAT-9 to report student academic achievement; however, this assessment may not be the best tool to document such achievement. No internal assessments exist for reading and math.

Condition: Develop internal assessments for reading and math subject areas that are aligned with the school's curriculum and standards by September 1, 2004.

- 2. Finding:** SEED's boarding program is the defining characteristic of the school; however, no accurate assessments have been presented to document the school's success in that area as yet.

Condition: Develop an assessment to measure the efficacy of the boarding program, particularly addressing acquired life skills for students by August 1, 2004.

- 3. Finding:** The school's ability to successfully implement new and well-aligned assessments of the academic and boarding programs will depend on thorough teacher preparation through professional development.

Condition: Present evidence of professional development activities and/or the schedule of planned professional development activities for staff related to the boarding program and assessments for math and reading by October 1, 2004.

Board staff will be in contact with you to discuss these conditions, the Board's timeline for determining full continuance, and possible sources of technical assistance. Additionally, Board staff intends to work closely with SEED Public Charter School in the development of its accountability plan.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the Fifth Year Review process as one that assesses a school's ability to meet high standards for providing quality education. We appreciate the efforts of your Board of Directors, teachers, administrators and staff in serving our students, and we look forward to your response.

Sincerely,

A large black rectangular redaction box covers the signature area of the letter.

Thomas P. Loughlin
Chair

cc: Richard Jung

Appendix F

November 16, 2004

Eric Adler
Board of Trustees Chair
The SEED Foundation
1712 Eye Street, NW, Suite 300
Washington, DC 20006

Dear Mr. Adler:

The District of Columbia Charter School Board (PCSB) voted unanimously to lift the School for Education Evolution and Development (SEED) Public Charter School's Notice of Conditional Continuance at its monthly meeting held on November 15, 2004. School leaders submitted documentation to the PCSB satisfying the following conditions in order for the Notice of Conditional Continuance to be lifted:

- 1) Develop internal assessments for reading and math subject areas that are aligned with the school's curriculum and standards by September 1, 2004.
- 2) Develop an assessment to measure the efficacy of the boarding program, particularly addressing acquired life skills for students by August 1, 2004.
- 3) Present evidence of professional development activities and/or the schedule of planned professional development activities for staff related to the boarding program and assessments for math and reading by October 1, 2004.

The Board commends the school for working diligently to address the issues cited in the Notice of Conditional Continuance. We hope that SEED Public Charter School continues its efforts to provide challenging educational and exceptional boarding school opportunities for students in Washington, D. C.

Sincerely,

Thomas Nida
Chair

cc: Dr. Richard Jung, Head of School
Josh Edelman, Director of Programs

Appendix G

**Five Year Charter Review Analysis
The SEED Public Charter School
Based On Charter Review Framework**

Executive Summary

The SEED Public Charter School is in its eleventh year of operation. SEED Public Charter School met the academic, governance and compliance performance standards for the Charter Review. Based on the standards of the Charter Review Framework, the school is not a candidate for charter revocation. SEED's most recent Program Development Review was conducted in October 2008 (*See fig. 1.1*)

Academic

The SEED School has met seven of seven academic performance targets. The school also met 2 of the 3 academic performance standards. The SEED School met the state performance standard on the DC CAS in mathematics (55.81%). The school did not achieve AYP in the area of reading (48.84%); and therefore did not meet the state performance standard on the DC CAS in the reading. Overall, however, **The SEED School met the standard for academic performance.**

Non-Academic

The SEED School did not meet three of the three non-academic performance targets. However, The SEED School did meet **two of four non-academic performance standards; therefore, the school did meet the standard for non-academic performance.** Current enrollment levels are sufficient to sustain the school's economic viability, and the re-enrollment figures for the past two years have increased substantively, under the new administration.

Organizational – Governance

The SEED School's board has performed well in governing the school; it has demonstrated fully functioning or exemplary performance in 7 of 7 categories; thus the school met this standard for organizational performance. The board holds regular meetings and recognizes the needs of the school. The board minutes reflect active participation and involvement of board members and exemplary levels of performance by sub-committees.

Organizational – Compliance

The SEED Public Charter School demonstrated fully functioning or exemplary levels of performance in 7 of 7 categories; and thus met the standard for organizational performance. Overall, The SEED School's performance in this area has been in compliance with applicable rules, laws, and regulations. Areas of concern are related to full compliance with NCLB's highly qualified teacher requirements; completing all background checks and inventories; updating some certificate documentation; and reporting key personnel changes (administrative) to the DC Public Charter School Board.

Organizational – Fiscal Management

Based on the information available, PCSB believes that the SEED Public Charter School has solid fiscal management processes in place. The school's audit reports reflect sound accounting and internal controls policies. The school has done an extremely good job

Five Year Charter Review Analysis
The SEED Public Charter School
Based On Charter Review Framework

submitting all necessary documents to PCSB for review when required. Its annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to be amongst the top performers in terms of cash flow management and liquidity performance metrics primarily because of its reduced dependency on the debt markets. For the year ending June 30, 2008, the school's net assets approached \$15.6 million and its liquidity ratio of 7.43 indicates that the school possessed \$7.43 of liquid assets for every \$1 of short-term debt (a one-to-one ratio is adequate). As with any not-for-profit organization, the school should also seek to continuously improve its fiscal management and internal controls.

**Charter Review Narrative Analysis – The SEED Public Charter School
Based On Charter Review Framework**

ACADEMIC PERFORMANCE

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

The SEED Public Charter School has **seven** academic performance goals. They met **seven** of the **seven** goals.

Overall, The SEED Public Charter School met this criterion.

SEED's middle performance level in reading was **61.98%** while the middle performance level in math was **53%**.

Overall, The SEED Public Charter School met this criterion.

The SEED Public Charter School met AYP in reading: 55.81%; but did not meet AYP in mathematics: 48.84%.

Overall, The SEED Public Charter School did not meet this criterion.

**Charter Review Analysis – The SEED Public Charter School
Based On Charter 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:

The SEED Public Charter School met none of three non-academic performance goals. The school-wide averages did not meet or exceed 80% of five year targets.

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

The SEED Public Charter School’s fifth year attendance target was to achieve a 5-year mean of 94% or higher in average daily attendance. The 5-year mean of average daily attendance was 93.3%. The SEED Public Charter School did not meet the 5-year attendance target.

Overall, The SEED Public Charter School did not meet this criterion.

SEED’s enrollment is stable and sufficient to sustain the economic viability of the school.

Overall, SEED Public Charter School met this criterion.

The SEED PCS re-enrollment rate for 2006-2007 was 78%; for 2007-2008, the re-enrollment rate was 87.76. Therefore, the school did meet the re-enrollment standard.

Overall, The SEED Public Charter School met this criterion.

ORGANIZATIONAL PERFORMANCE – GOVERNANCE

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

**Charter Review Analysis – The SEED Public Charter School
Based On Charter Review Framework**

**Charter Review Analysis – The SEED Public Charter School
Based On Charter Review Framework**

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Category	Performance Level/Rating
Health and Safety Regulations	3
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	3
Inventory of School's Assets	3
Open Enrollment Process	4
NCLB Requirements	3

**Charter Review Analysis – The SEED Public Charter School
Based On Charter Review Framework**

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Category	Performance Level/Rating
1. Accounting Policies	5
2. Financial Reporting	4.75
3. Internal Controls	5
4. Transparency of Financial Management	5
5. Fiscal Prudence	4.94

**Charter Review Analysis – The SEED Public Charter School
Based On Charter Review Framework**

Summary

Organizational – Fiscal Management

**Accountability Plan Performance Analysis
School: The SEED School**

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	Performance/Data Provided				Target Met?	
	Baseline	Year 2 Year 3	Year 4	Year 5 Mean Average	Y	N
1.1) The five-year mean of 15% of eleventh grade students at or above PSAT <u>verbal</u> national mean.	7.6%	41.1% 5.3%	15%	10% 15.8% Mean	X	
1.2) The five-year mean of 10% of eleventh grade students at or above PSAT <u>math</u> national mean.	0.0	23.5% 10.5%	15%	5.2% 10.8% Mean	X	
1.3) The five-year mean of 70% of graduating students scoring at or above SAT I <u>Verbal</u> DCPS-Control Group mean.	95%	48.4% 76%	83%	80% 76% Mean	X	
1.4) The five-year mean of 70% of graduating students scoring at or above SAT I <u>Math</u> DCPS-Control Group mean.	90%	53.3% 81%	91.6%	90% 81% Mean	X	
1.5) The five-year mean of 93% or higher documented college acceptances.	100%	100% 67%	100%	100% 93.4% Mean	X	
1.6) The SEED School is “not identified for improvement” under NCLB-AYP target score requirements- math sub-test	49.38%	37.33%	44.7%	55.81%	X	
1.7) The SEED School is “not identified for improvement” under NCLB-AYP target score requirements- reading sub-test	55.68%	48.13%	53.51%	48.4%	X	

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	Performance/Data Provided				Target Met?	
	Baseline	Year 2 Year 3	Year 4	Year 5 Mean Average	Y	N
Attained majority of five-year performance goals?					X	
Currently meets the State Education Agency's standard for AYP in reading and math?	Math:	Met AYP - 55.81%				X
	Reading:	Did not meet AYP - 48.84%				
Achieved no less than the middle performance on DC CAS in reading and math?	Math:	53%			X	
	Reading:	61.98%				

Comments: The SEED School met **7** of **7** academic performance targets and **two** of **three** academic performance standards.

**Accountability Plan Performance Analysis
School: The SEED Public Charter School**

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth Year Target	Performance/Data Provided		Target Met?	
	Baseline	Year 5 5-Year Mean	Y	N
2.1) By 2008, students will demonstrate a college preparatory, boarding school culture demonstrating a 5-year mean of 94% or higher in average daily attendance.	94%	93.74% 93.3% - Mean		X
2.2) A five-year mean of 85% re-enrollment rate.	85%	87.76% 82% - Mean		X
2.3) 8.7% of students earn national or Presidential award recognition.	4.7%	5% 6% - Mean		X
School-wide average within 80% of five-year targets?				X
Attendance targets met?				X
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? 2006-2007 re-enrollment rate = 78% 2007 – 2008 re-enrollment rate = 87.76%			X	

Comments: The SEED School met none of the three non-academic performance targets and two of the four non-academic performance standards.

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
<p>The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.</p>	<p>The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board’s awareness of the school’s performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.</p>	<p>The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board’s familiarity with the school’s performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.</p>	<p>The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board’s composition and membership have not been modified to address the school’s challenges.</p>

COMMENTS: The SEED School Board holds regular meetings and recognizes the needs of the Seed School. Although minutes are not always submitted by the school, those that are reflect active participation and exemplary committee structures that are optimally operational. The Board implements action plans to address the issues that impact the school. The Board has hired a new Head Master, (2007-2008 SY), who in turn, has implemented a new leadership configuration and hired a new leadership team.

PERFORMANCE LEVEL: 3

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

COMMENTS: The school has demonstrated above average to average performance, requiring no remedial action from PCSB.

PERFORMANCE LEVEL: 4

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board submits timely Annual Reports that fully describe the school’s performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school’s performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school’s performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school’s performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

COMMENTS: The Board submits timely Annual Reports that describe the school’s performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets. Data for the SAT control group target were not collected. Procedures to collect data related to accountability plan targets need to be institutionalized.

PERFORMANCE LEVEL: 3

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board and the school’s administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school’s deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school’s board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

COMMENTS: The SEED School Board and administration deploy resources that further the academic and organizational success of the school. The school’s instructional and residential staffs have consistently confirmed that adequate resources have been made available.

PERFORMANCE LEVEL: 4

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school’s design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school’s design and/or they have failed to use the design in the management and governance of the school.

COMMENTS: The SEED School Board and the administrative team fully understand the school design. The Board demonstrates transparency and openness; thus, the atmosphere among all stakeholders has resulted in one of professionalism and collegiality. The Board has a formalized schedule to educate themselves in the area of best practices, as they relate to their roles and responsibilities and the school’s academic mission. The new leadership brings new initiatives and strategic approaches that have resulted in a marked decline of student dismissals, substantive increases in student re-enrollment, and increased progress towards effective implementation of the school’s mission and design.

PERFORMANCE LEVEL: 4

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school’s exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school’s existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

COMMENTS: The Board has established stability through its leader in a school that maintains above average to average performance. The new Head of School, by creating the new positions of Principal and Managing Director, has created a synergy and commitment among all stakeholders to ensure full implementation of the SEED vision for **exceptional** learner performance.

PERFORMANCE LEVEL: 3

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS

4	3	2	1
Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board’s composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board’s composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board’s composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board’s composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board’s composition and operations.

COMMENTS: The school operates substantially within its bylaws. The Board’s composition and participation are reflective of its bylaws.

PERFORMANCE LEVEL: 4

ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS

4	3	2	1
Exemplary level of development and implementation	Operational level of implementation and development	Limited development and/or partial implementation	Low level or no evidence of development and implementation
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

COMMENTS: The School has a record of substantial compliance with applicable laws, rules and regulations, and is currently in substantial compliance with relevant authorities. Areas of concern include: NCLB highly qualified teacher requirements, completing back-ground checks inventories; some certificate documentation and reporting key personnel changes to the DC Public Charter School Board.

PERFORMANCE LEVEL: 3

Appendix H



2012-13
Charter Renewal Report

SEED
Public Charter School

July 2, 2013

DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpsb.org

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RECOMMENDATION

The DC Public Charter School Board’s (“PCSB”) staff recommends the SEED Public Charter School’s (“SEED PCS”) charter be renewed based on the school’s overall academic, compliance, and fiscal performance.

EXECUTIVE SUMMARY

SEED PCS began operating in 1998 under the authority of PCSB and is currently in its fifteenth year of operation. SEED PCS operates one campus serving grades 6-12, with both its middle and high school programs achieving Tier 1 status on the Performance Management Framework (“PMF”) in 2012, as detailed in the table below. SEED PCS is the only charter school in the District of Columbia that operates a boarding program, and it receives additional public funding to operate this residential component. All SEED PCS students live on campus from Monday to Friday, returning home over the weekend. The school only admits new students in the sixth grade.

Campus	Ward	Year Opened	Grades Served	2012-13 Enrollment	2010-11 PMF Percentage	2011-12 PMF Percentage
SEED PCS	7	1998-99	6-12	341	High School: 63.4% (Tier 2) Middle School: 73.1% (Tier 1)	High School: 66.7% (Tier 1) Middle School: 80.3% (Tier 1)

In 2002-03, PCSB conducted a fifth-year charter review of SEED PCS and determined that the school had met 1 of its 11 academic targets, and none of the three academic standards evaluated as part of PCSB’s charter review framework in place at the time.¹ However, PCSB noted in this review that the cause of the school’s failure to meet the majority of its academic targets was primarily because of the wording of these targets.² Based on this review, the PCSB Board issued a Revocation Warning to the school, requiring it to meet certain conditions for charter continuance.³ In 2004, the PCSB Board lifted the school’s conditional continuance.⁴

¹ See SEED PCS’ Fifth-Year Review, included in this document as Appendix A.

² “The school’s repeated use of a fifth-year target to meet annual targets ‘consistently’ put the school at a disadvantage, and caused them to miss the fifth-year target if it failed to meet the annual target one year.” See Appendix A.

³ See Revocation Warning – SEED, included in this document as Appendix B.

⁴ Nida, Thomas. (Chair, PCSB Board). Letter to: Eric Adler (SEED PCS Board of Trustees Chair). November 16, 2004, included in this document as Appendix C.

In 2008-09, PCSB conducted a tenth-year charter review of SEED PCS, and determined that the school had “met the academic, governance and compliance performance standards for the Charter Review” and the school was granted charter continuance.⁵ Indeed, in its tenth-year review the school met all seven of its “academic performance goals.”⁶

At the end of the 2012-2013 school year, SEED PCS’s charter will expire, and it has submitted an application to renew its charter for another fifteen-year term. As part of the renewal process, PCSB must assess whether SEED PCS has: (1) met the goals and student academic achievement expectations (“goals and expectations”) included in its charter; (2) remained materially compliant with applicable laws; and (3) managed its finances effectively and remained economically viable.⁷

PCSB staff has conducted this assessment and determined that SEED PCS has substantially met its goals and academic achievement expectations that it has historically pursued. The following report details this finding, and also assesses SEED PCS’s legal compliance and fiscal management.

As was noted, SEED PCS is the only boarding charter school in the District of Columbia. To fund this boarding component, SEED PCS receives an additional \$15,821 per student in city funding, along with additional boarding funds for its special education students. In its charter application, SEED PCS spoke generally to the purpose of this boarding component. However, given the significant additional investment the District of Columbia makes in the SEED PCS boarding program, PCSB encourages the school to set ambitious goals in its renewed charter that its students will achieve as a result of participating in its boarding model. These goals may be academic, or related to student life outcomes, including college persistence or post-graduate employment. Additionally, PCSB recommends that the school commit in its renewed charter to expand its points of entry for newly admitted students.

⁵ See SEED PCS tenth-year review, included in this document as Appendix D.

⁶ See Appendix D.

⁷ See DC Code § 38-1208.12(a)(3).

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The District of Columbia School Reform Act (“SRA”) provides that PCSB shall not approve a charter renewal application if it determines that the school has failed to meet its goals and expectations set out in its charter agreement.⁸ Goals are general aims (usually related to a school’s mission), which may be categorized as academic, non-academic, and organizational, whereas expectations are student academic aims measured by assessments. Goals and expectations are only considered as part of the renewal decision if they were included in a school’s charter agreement, charter amendment, or accountability plans approved by the PCSB Board (collectively, the “Charter”).

SEED PCS detailed thirteen goals in its charter application, twelve of which are included in the chart below.⁹ SEED PCS has partially met one goal and fully met its remaining goals. The chart below summarizes these determinations, which are detailed in the body of this report.

	Goal or Expectation	Met?
1	Tutoring and remediation for every student to at least a standard grade level ability in Language Arts, Math, Science, and Social Studies, prior to entering the ninth grade.	Yes
2	Maintenance of standard grade level ability by all students, and the achievement by many students of above-average capability in all academic subjects, throughout the high school years.	Yes
3	Development of the academic skills required for success in college and/or in the professional world.	Partially
4	Appreciation for the value of education, including the motivation and desire to better oneself through learning.	Yes
5	Development of a core set of “living” skills, including healthy habits and decision-making, and a strong work ethic and sense of personal responsibility.	
6	Development of non-academic task-related capabilities, including problem-solving skills, human interaction, and collaboration skills.	
7	Creation of strong character and moral values.	Yes
8	Adoption of the values of community involvement and community service, and a sense of social responsibility.	
9	Development of social, behavioral, and personal skills required for success in life.	
10	Creating a successful residential and educational community which nurtures its students and inspires the highest capability of its faculty.	Yes
11	Creating and maintaining community, corporate, and institutional relationships.	Yes
12	Impacting positively on the lives of its students, their families, their communities, as well as the national discourse on urban education.	Yes

⁸ SRA §38-1802.12(c)(2).

⁹ See SEED PCS Charter School Application, attached to this document as Appendix E. The goal related to the school’s financial viability is not included here; it is discussed in the report’s financial assessment section.

1. Tutoring and remediation for every student to at least a standard grade level ability in Language Arts, Math, Science, and Social Studies, prior to entering the ninth grade.

Assessment: **SEED PCS has met this goal.** SEED PCS middle school students have consistently performed above the state average in all DC-CAS subjects. However, this goal calls for all SEED PCS middle school students to be at grade level before entering the ninth grade. As such, in addition to reviewing SEED PCS middle school students’ performance on the statewide assessments, PCSB also reviewed the promotion rates of the school’s eighth grade students. This analysis indicates that SEED PCS uses a robust gateway policy so that its middle school students do not proceed to high school until they have achieved middle school proficiency.

The school has a “Freshman Gate” policy, which requires eighth grade students to earn a passing grade in all classes, master all required math, reading, and writing skills objectives, and demonstrate appropriate life-skills growth in the HALLS (Habits for Achieving Life-Long Success) student life program. Additionally, all middle school students are required to pass all of their classes to be promoted to the next grade level.

A comparison of the number of eighth grade students to ninth grade students the following year indicates that through the school’s Freshman Gate policy, students that are not proficient in core subject areas are not promoted to ninth grade and instead spend an additional “growth year” in middle school.

Year	# of 8th Grade Students	# of 9th Grade Students the following year	Approximate rate of students promoted
2008-09	73	54	74%
2009-10	55	43	78.2%
2010-11	40	30	75%
2011-12	62	43	69.4%

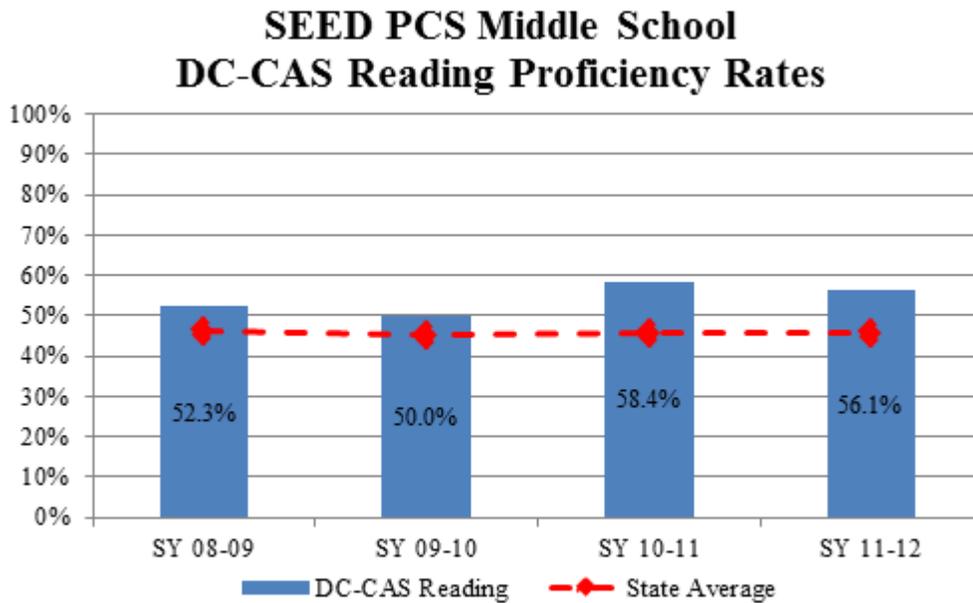
Eighth Grade Student DC-CAS Performance

Since 2008-09, SEED PCS eighth grade math proficiency rates have increased every year, with a 26.2 percentage point increase from 2008-09 to 2011-12. Similarly, eighth grade science proficiency increased every year but one since 2008-09, with an increase of 28.5 percentage points from 2008-09 to 2011-12. While SEED PCS eighth grade reading proficiency increased from 2008-09 to 2010-11, a drop in 2011-12 resulted in a 2.5 percentage point increase from 2008-09 to 2011-12.

SEED PCS 8th Grade Proficiency Rates			
Year	% Proficient/Advanced in Reading	% Proficient/Advanced in Math	% Proficient/Advanced in Science
2008-09	63.6%	66.7%	33.3%
2009-10	65.3%	87.8%	56.5%
2010-11	73%	89.2%	45.9%
2011-12	66.1%	92.9%	61.8%

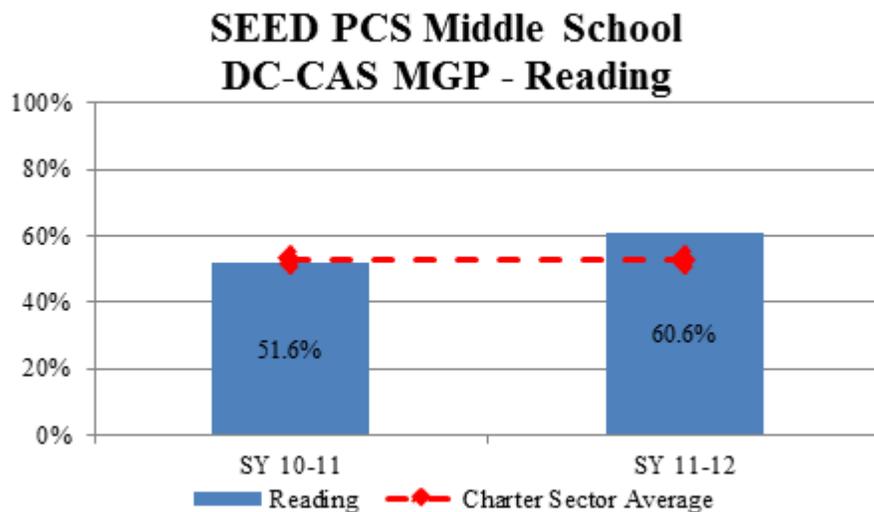
Reading Proficiency and Growth

SEED PCS middle school reading proficiency, as measured by the DC-CAS, has exceeded the state average in reading since 2008-09.



Source: OSSE

The below graph represents SEED PCS middle school’s median growth percentage (“MGP”) in reading, which is the median of its students’ individual growth percentiles. In 2010-11, the middle school’s reading MGP was slightly below the charter sector average. In 2011-12, on average, SEED PCS middle school students grew at the same rate or more than peers with comparable starting scores attending other public charter and traditional schools in the District of Columbia.

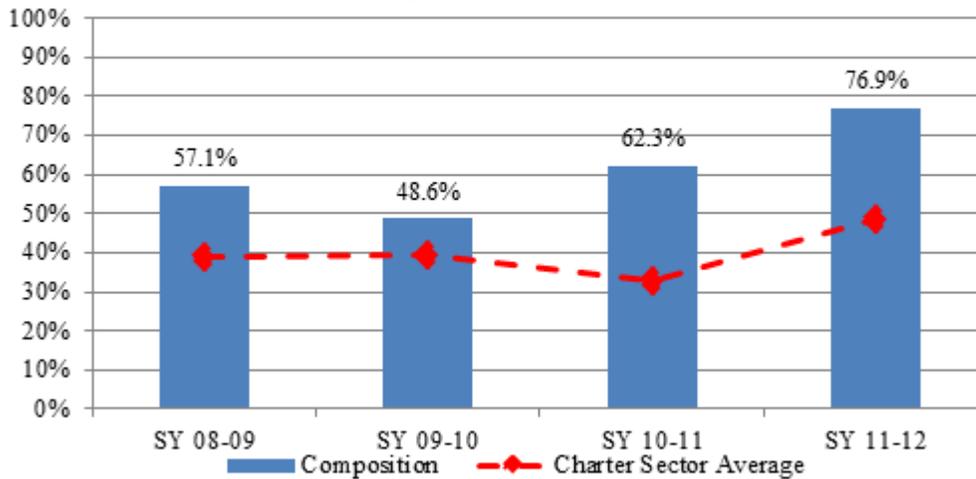


Source: PMF

Composition Proficiency

SEED PCS middle school has exceeded the state average in composition since 2008-09 by at least 9 percentage points and as much as 29 percentage points.

**SEED PCS Middle School
DC-CAS Composition Proficiency Rates**

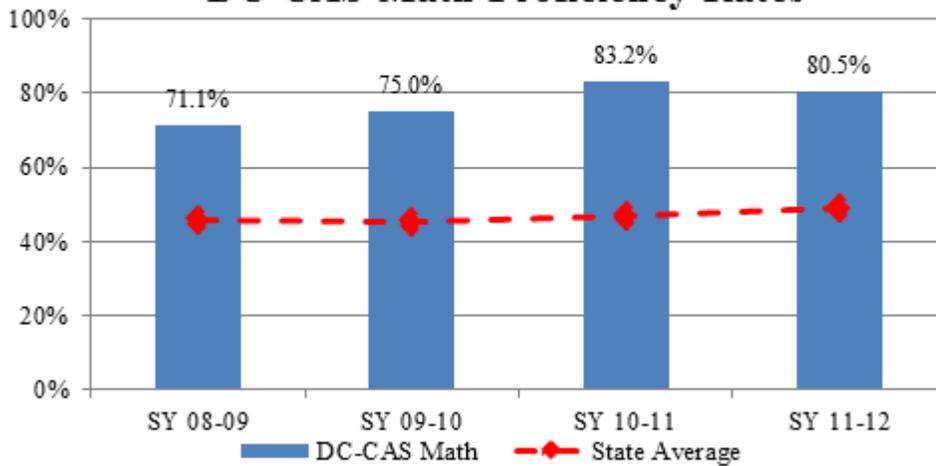


Source: OSSE

Math Proficiency and Growth

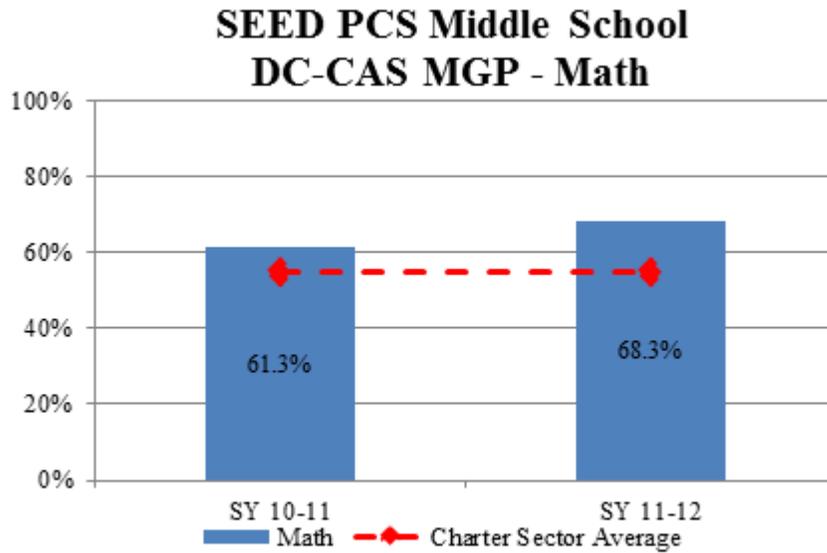
SEED PCS middle school exceeded the state average in math since 2008-09 by at least 25 percentage points each year.

**SEED PCS Middle School
DC-CAS Math Proficiency Rates**



Source: OSSE

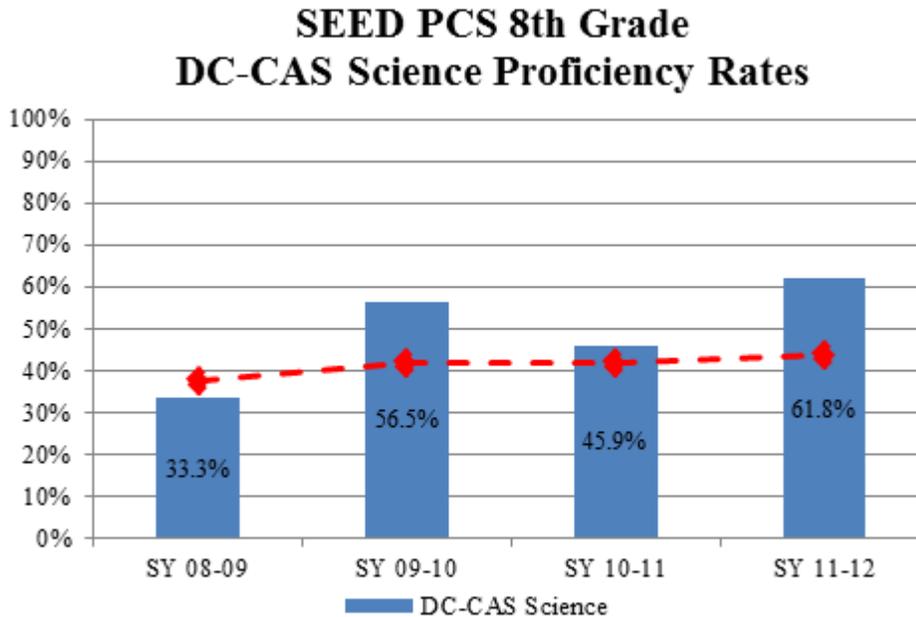
The below graph represents SEED PCS middle school’s median growth percentage (“MGP”) in math, which is the median of its students’ individual growth percentiles. Over the past two years, SEED PCS middle school students grew at the same rate or more than peers with comparable starting scores attending other public charter and traditional schools in the District of Columbia.



Source: PMF

SEED PCS Eighth Grade Science Proficiency

SEED PCS’ eighth grade science proficiency rates exceeded the charter sector average for the past three years.



Source: OSSE

Social Studies Passage Rates

Because the District of Columbia does not administer a statewide social studies assessment, SEED PCS submitted its middle school students' passage rates of their social studies classes, which are detailed in the table below, to demonstrate student proficiency in social studies.

	2009-10	2010-11	2011-12
Sixth Grade	95%	78%	83%
Seventh Grade	76%	89%	61%
Eighth Grade	80%	85%	74%

2. Maintenance of standard grade level ability by all students, and the achievement by many students of above-average capability in all academic subjects, throughout the high school years.

Assessment: **SEED PCS has met this goal.** SEED PCS high school students have consistently performed above the state average in reading, composition, math, and biology on the DC-CAS. Indeed, many of them tested advanced in these subjects. Additionally, a majority of SEED PCS high school students pass their social studies classes.

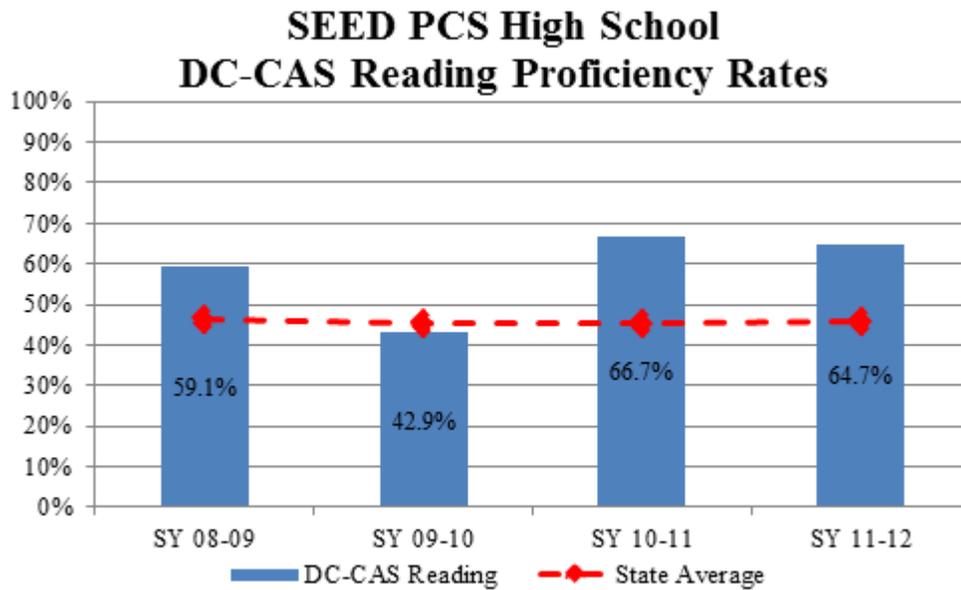
High School Students Testing Advanced on the DC-CAS

The number of SEED PCS high school students testing advanced in reading and math has increased since 2008-09.

Year	% Advanced in Reading	% Advanced in Math
2008-09	2.34%	2.34%
2009-10	5.7%	8.29%
2010-11	8.79%	12.64%
2011-12	5.9%	5.9%

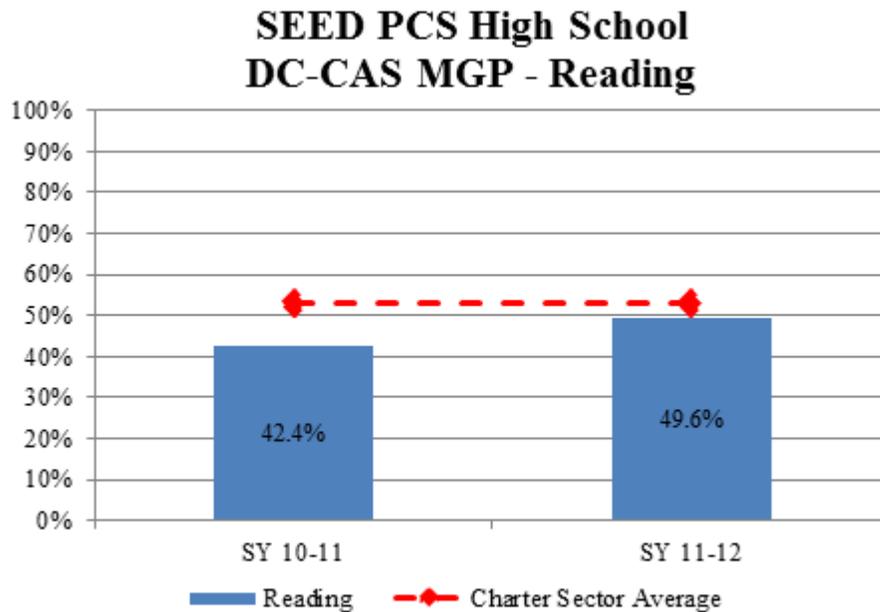
Reading Proficiency and Growth

SEED PCS High School has exceeded the state average in reading in three of the past four years.



Source: OSSE

The below graph represents SEED PCS high school’s median growth percentage (“MGP”) in reading, which is the median of its students’ individual growth percentiles. For the past two years, on average, SEED PCS high school students’ growth rate was below that of peers with comparable starting scores attending other public charter and traditional schools in the District of Columbia.

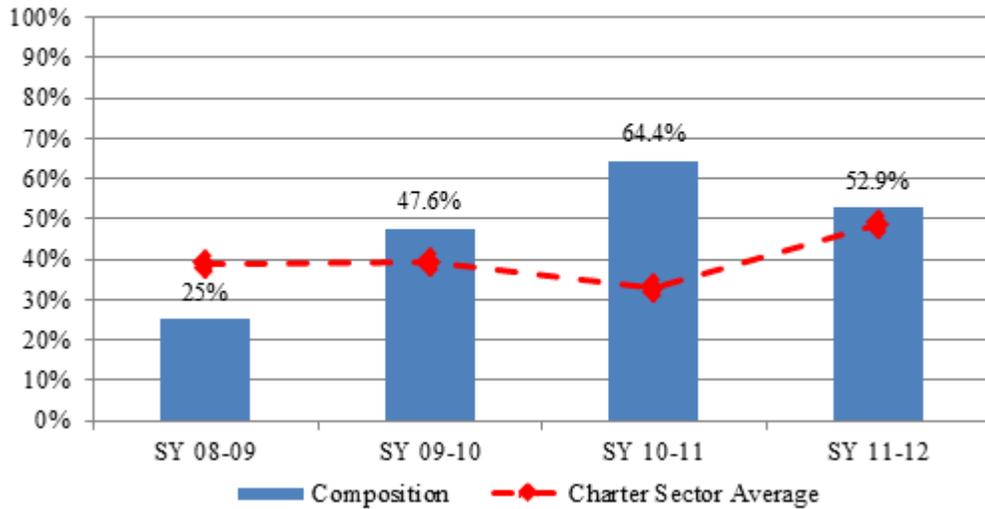


Source: PMF

Composition Proficiency

SEED PCS high school has exceeded the state average in composition proficiency since 2009-10.

**SEED PCS High School
DC-CAS Composition Proficiency Rates**

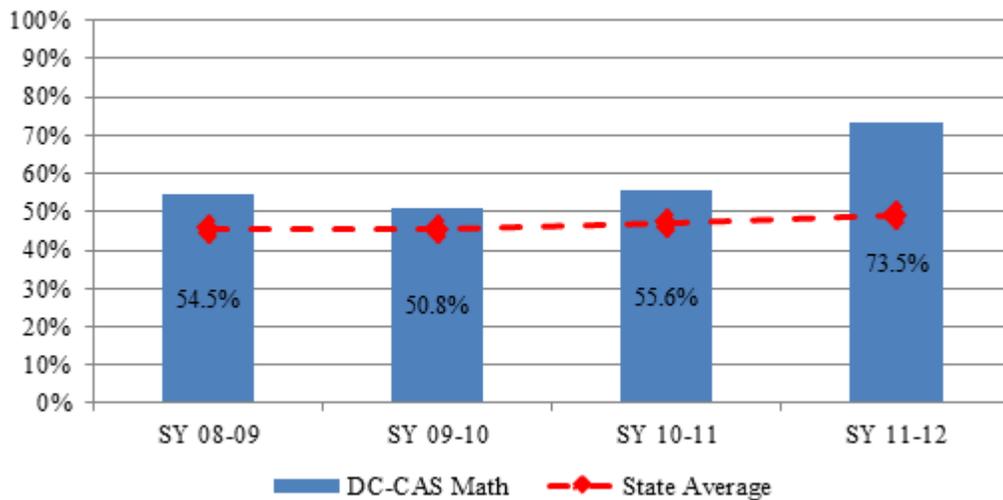


Source: OSSE

Math Proficiency and Growth

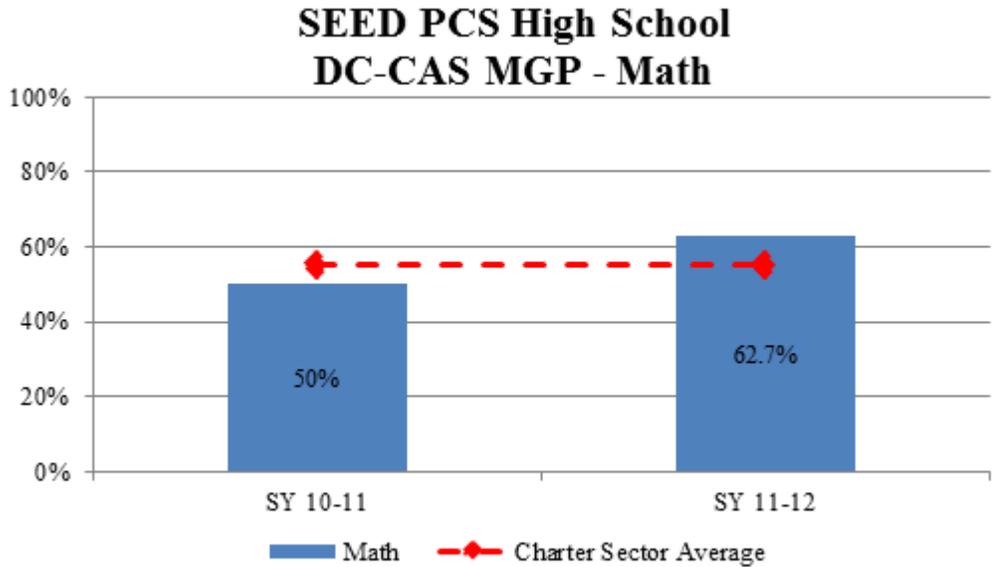
SEED PCS high school has exceeded the state average in math proficiency since 2008-09, with its score increasing each year since 2009-10.

SEED High DC-CAS Math Proficiency Rates



Source: OSSE

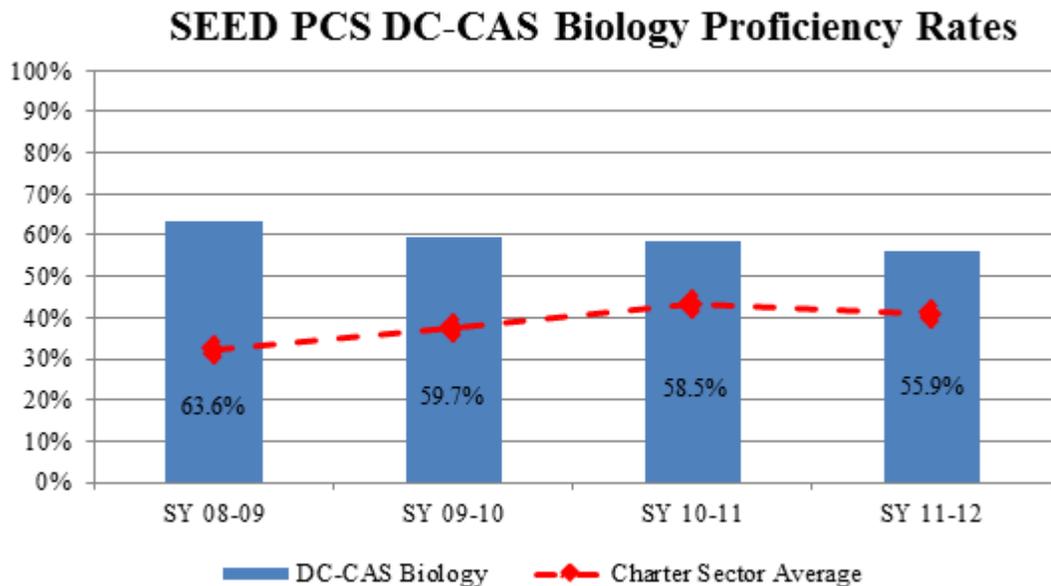
The below graph represents SEED PCS high school’s median growth percentage (“MGP”) in math, which is the median of its students’ individual growth percentiles. In 2010-11, SEED PCS high school’s math MGP was below the charter sector average. In 2011-12, students grew at the same rate or more as peers with comparable starting scores attending other public charter and traditional schools in the District of Columbia.



Source: OSSE

Biology Proficiency

SEED PCS high school has exceeded the state biology proficiency rate since 2008-09.



Source: OSSE

Social Studies Passage Rates

Because the District of Columbia does not administer a statewide social studies assessment, SEED PCS submitted its high school students' passage rates of their social studies classes, which are detailed in the table below, to demonstrate student proficiency in social studies.

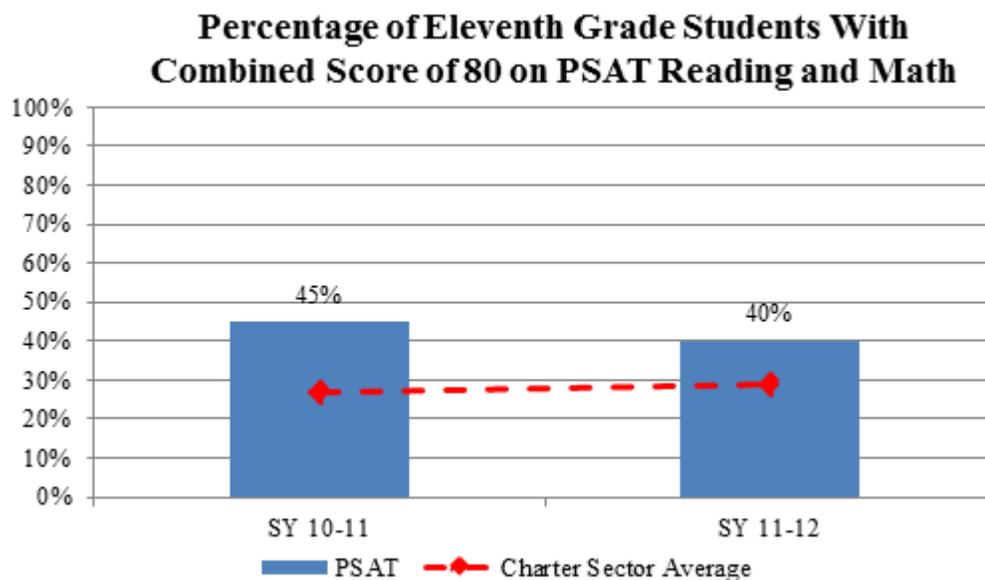
	2009-10	2010-11	2011-12
Ninth Grade	59%	71%	66%
Tenth Grade	90%	78%	58%
Eleventh Grade	86%	84%	82%
Twelfth Grade	97%	92%	89%

3. Development of the academic skills required for success in college and/or in the professional world.

Assessment: **SEED PCS has partially met this goal.** While SEED PCS' PSAT and SAT performance on the PMF exceeds the DC charter sector average, its AP passage rate is low.

PSAT

The percentage of eleventh grade students scoring an eighty or higher on the PSAT reading and math sections exceeded the charter sector average in 2010-11 and 2011-12.

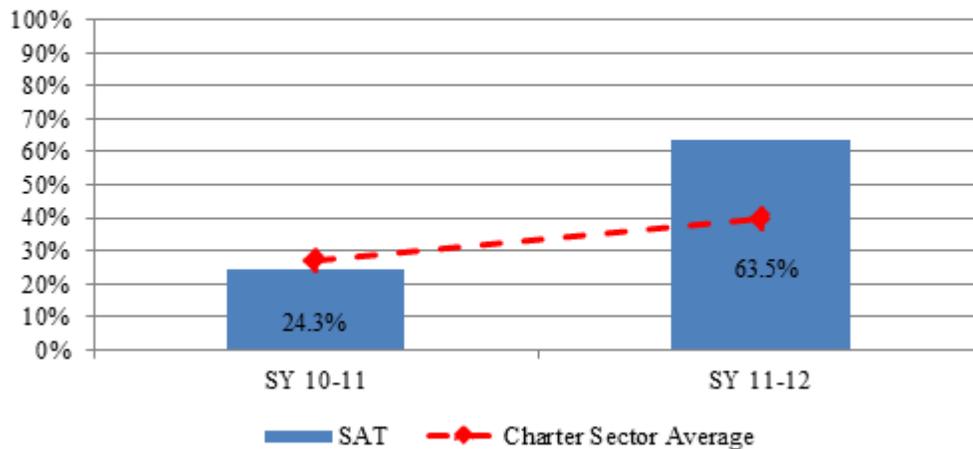


Source: PMF

SAT

The percentage of SEED PCS twelfth grade students scoring 800 or higher on the SAT reading and math sections was below the charter sector average in 2010-11 by less than 3 percentage points, but exceeded the charter sector rate in 2011-12.

Percentage of Twelfth Grade Students With Combined Score of 800 on SAT Reading and Math



Source: PMF

Advanced Placement Opportunities and Performance

SEED PCS offers six Advanced Placement (“AP”) classes, detailed in the table below.¹⁰ Students are selected for AP classes through an application process that includes a written statement, interviews, and faculty recommendations.

Course and Grade Level	2012-13 Enrollment
AP Language & Composition (11th grade)	9
AP Literature & Composition (12th grade)	18
AP US History (11th Grade)	8
AP US Government & Politics (12 th Grade)	7
AP Biology (12th Grade)	8
AP Calculus (12th Grade)	4

¹⁰ See SEED PCS Renewal Application, p 24. AP calculus is the only class students cannot apply to; they are placed into it based on their performance in math classes.

Year	# of Students enrolled in AP Courses	# of AP exams administered	# of students passing AP exams
2009-10	27	27	5
2010-11	48	85	4
2011-12	35	65	1

SEED PCS reports that it has modified its AP programming in light of its students’ low AP passage rates, including holding a quarterly intensive session for students to study AP content and testing skills.

Qualitative Evidence

During SEED PCS’ Qualitative Site Review conducted in 2012-13, the PCSB review team found evidence to support that SEED PCS has met this goal. A selection of this evidence is as follows.

- During its visit, the team observed that “most students were fully engaged in learning tasks, and teachers engaged students through a progression of low level and high level questioning, thereby supporting students in improving critical thinking skills required beyond SEED [PCS].”¹¹
- “Students described various ways that the school prepares them for college, mentioning that the school takes students ‘step-by-step’ through the college application process.”¹²

4. Appreciation for the value of education, including the motivation and desire to better oneself through learning.

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

In its charter renewal application, SEED PCS outlined the steps it had taken to meet this goal. A selection of this evidence is as follows:

- SEED PCS created an External Opportunities office in 2005-06, with a focus on “researching, coordinating and providing off-campus, local, regional, national and international experiences for our students. Students from grades six to grade twelve have the ability and opportunity to seek out

¹¹ See SEED PCS 2012-13 Qualitative Site Review, included in this document as Appendix F.

¹² See Appendix F.

experiences to enrich their educational journey.” The school reports that through the support of this office, 15-25 students, as well as staff members, travel internationally each year.

- SEED PCS also points to the importance of summer education and training programs. The school expanded its summer school offerings over the past five years. Additionally, it has “been able to provide our students with a continuation of their academic year relationships and studies. Our high school students have worked as summer reading librarians, worked and/or interned in our Development Office, supported our Facilities team and tutored their peers.”¹³

Qualitative Evidence

During SEED PCS’ Qualitative Site Review conducted in 2012-13, the PCSB review team found much evidence to support that SEED PCS has met this goal. A selection of this evidence is as follows.

- During a focus group, teachers “discussed their strategy for instilling an appreciation of learning into their students.” The review team observed “the constant positive reinforcements given to students to motivate students to continue doing better...during the student focus group, students generally expressed that SEED PCS helps them to be ‘better,’ by giving them a sense of responsibility for their learning.”¹⁴
- The review team observed that “students desire to learn and to share what they learned through their enthusiasm for sharing what they have done with a learning task with instructors.”¹⁵

¹³ SEED PCS Renewal Application, included in this document as Appendix G.

¹⁴ See Appendix F.

¹⁵ See Appendix F.

5. **Development of a core set of “living” skills, including healthy habits and decision-making, and a strong work ethic and sense of personal responsibility.**
6. **Development of non-academic task-related capabilities, including problem-solving skills, human interaction, and collaboration skills.**
7. **Adoption of the values of community involvement and community service, and a sense of social responsibility.**
8. **Creation of strong character and moral values.**
9. **Development of the social, behavioral, and personal skills required for success in life.**

Assessment: **SEED PCS has met these goals.** The school’s curriculum is infused with character education, based on the SEED core values of responsibility, respect, self-discipline, compassion, and integrity.

HALLS Curriculum

As part of its boarding program, which is discussed further below, the school has developed the HALLS (“Habits for Achieving Life-Long Success”) curriculum, which focuses on teaching skills detailed below.

HALLS Skill	Description
Professional Ethics	<ul style="list-style-type: none"> - Goal setting and management - Career development - Work ethic/attendance - Appearance/dress
Social and Interpersonal Relationships	<ul style="list-style-type: none"> - Distinction of behaviors in different settings - Appropriate language use - Volume/tone of voice changes - Respect of space/touching; privacy distinction - Conflict resolution - Personal introductions - How to interrupt a conversation
Caring for Your Environment	<ul style="list-style-type: none"> - Respect of property (own, others, school) - Awareness of community news/issues - Community service
Healthy Lifestyles	<ul style="list-style-type: none"> - Drugs/alcohol/tobacco education - Sex education - Physical fitness/exercise - Stress and anger management - Personal hygiene
Study Skills	<ul style="list-style-type: none"> - Time management - Study strategies and organization - Test taking prep
Ethical and Moral Decision-making	<ul style="list-style-type: none"> - Making decisions with others in mind - Accountability; evaluating decisions
Leadership	<ul style="list-style-type: none"> - Understanding human behavior - Volunteering - Cooperative/collaborative problem solving - Responsibility - Leadership of school projects - Taking initiative

Developmental Assets

More recently, SEED PCS began to incorporate the Search Institute’s Developmental Assets into its programming. The Search Institute is a non-profit organization that researches child development. It has identified 40 building blocks of healthy development, which it has identified as “Developmental Assets.” These 40 Assets are detailed below.

<p style="text-align: center;">Support</p> <ol style="list-style-type: none"> 1. Family Support 2. Positive family communication 3. Other adult relationships 4. Caring neighborhood 5. Caring school climate 6. Parent involvement in schooling 	<p style="text-align: center;">Empowerment</p> <ol style="list-style-type: none"> 7. Community values youth 8. Youth as resources 9. Service to others 10. Safety 	<p style="text-align: center;">Boundaries & Expectations</p> <ol style="list-style-type: none"> 11. Family boundaries 12. School boundaries 13. Neighborhood boundaries 14. Adult role models 15. Positive peer influence 16. High expectations 	<p style="text-align: center;">Constructive Use of Time</p> <ol style="list-style-type: none"> 17. Creative activities 18. Youth programs 19. Religious community 20. Time at home
<p style="text-align: center;">Commitment to Learning</p> <ol style="list-style-type: none"> 21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 25. Reading for pleasure 	<p style="text-align: center;">Positive Values</p> <ol style="list-style-type: none"> 26. Caring 27. Equality and social justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint 	<p style="text-align: center;">Social Competencies</p> <ol style="list-style-type: none"> 32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 35. Resistance skills 36. Peaceful conflict resolution 	<p style="text-align: center;">Positive Identity</p> <ol style="list-style-type: none"> 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future

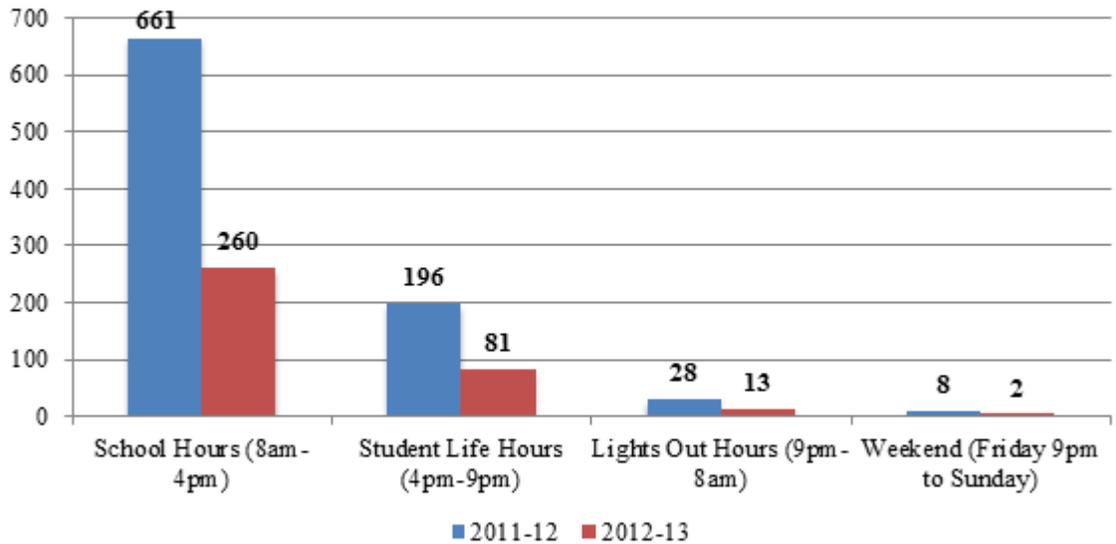
Discipline

The school’s suspension and expulsion rates are significantly higher than that of the charter sector average. According to the school, two factors affect the school’s discipline data: (1) how the school’s behavior management system (the “SEED Model of Care”) operates; and (2) the extended time SEED PCS students spend on campus.

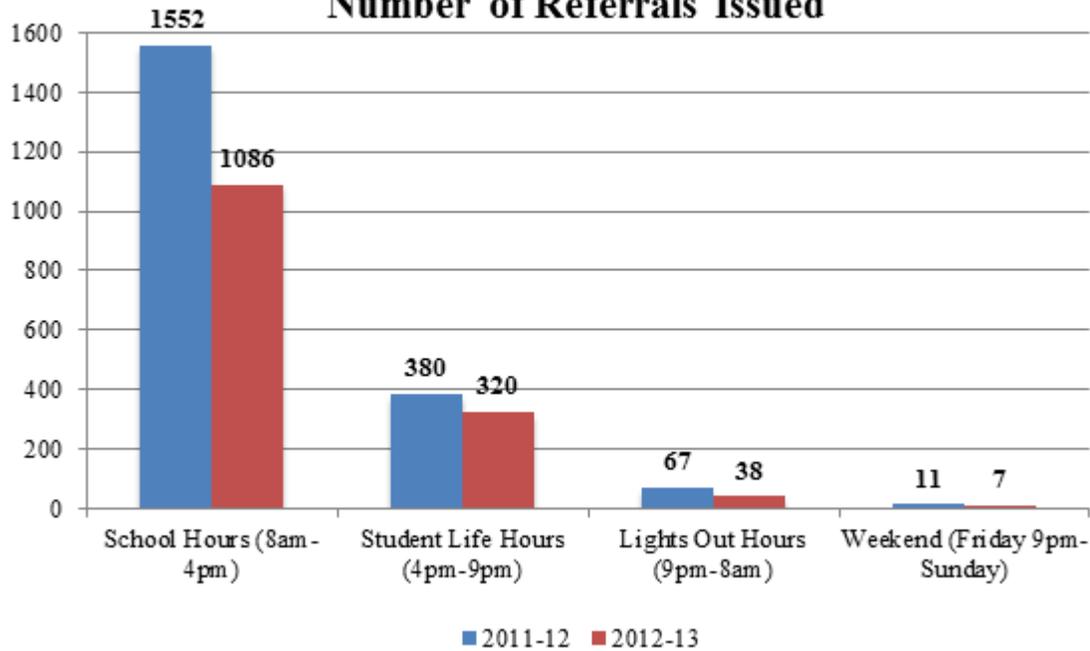
Students receive a “referral” if they exhibit an unwanted behavior as defined by the SEED Model of Care. Referrals are issued for a spectrum of unwanted behavior, from the very severe (fighting with students) to the less severe (students receive a referral if they break the school’s uniform code three times in a week). Referrals can be issued from 6am, when students start eating breakfast, until 11pm, when students are required to turn off their lights in their dorm rooms.

The school submitted its total number of referrals for the past two years, as detailed in the graphs below. In both middle school and high school, between 22-30% of referrals over the past two years have been issued outside of traditional school hours. The rate of referrals decreased from 2011-12 to 2012-13.

SEED PCS High School Number of Referrals Issued



SEED PCS Middle School Number of Referrals Issued



The following tables detail SEED PCS' discipline rates since 2009-10. PCSB has calculated charter sector averages for these data points starting in 2011-12. Red shading indicates that SEED PCS' rate is above the charter sector average; green shading indicates that SEED PCS' rate is below the charter sector average. The school's out-of-school suspension and expulsion rates have decreased from 2011-12 to 2012-13.

Percentage of Students Receiving Out-of-School Suspensions

Total Out of School Suspensions	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			13.2%	6.6%
SEED PCS	34.7%	40.2%	48.8%	13.2%

Percentage of Students Receiving Out-of-School Suspensions of 10+ Days

Out of School Suspensions of 10+ Days	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			1.1%	0.3%
SEED PCS	2.0%	3.0%	0%	0%

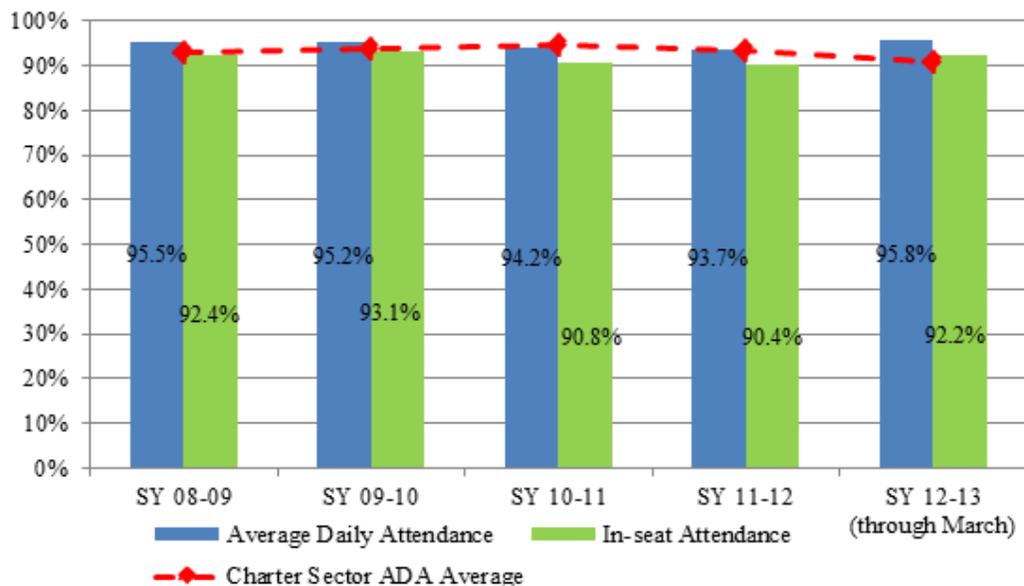
Percentage of Students Expelled During the School Year

Expulsions	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			0.7%	0.2%
SEED PCS	2.0%	3.0%	4%	2%

Student Attendance

The SEED PCS LEA attendance rate has remained consistently close to the charter sector average, exceeding the average for four of the past five years.

SEED PCS Attendance Rate



Source: ProActive

Qualitative Evidence

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

- “During the student focus group, students expressed the feeling that SEED PCS reinforces ‘the little things’ that will make them responsible adults.”¹⁶
- Through focus groups, the team observed “the consistent implementation of SEED’s Model of Care, a behavior and social support system that encourages students to develop Habits for Achieving Lifelong Success (HALLS)...based on classroom observations, reviewers noted that students and teachers demonstrated mutual respect, creating an orderly environment conducive to learning.”¹⁷
- Reviewers observed “SEED Notes at the middle school level and Core Values Cards at the high school level. Observers saw students carrying these with them from class to class, and teachers monitoring and tracking student behavior, both positive and negative.”¹⁸

¹⁶ See Appendix F.

¹⁷ See Appendix F.

¹⁸ See Appendix F.

10. Creating a successful residential and educational community which nurtures its students and inspires the highest capability of its faculty.

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

Outside of traditional school hours, SEED PCS operates a boarding program, which the school calls its “student life” program. Students live on the SEED PCS campus from Monday through Friday in “houses” of 12-15 students, returning home on weekends. A Resident Advisor (“RA”) leads each house, and the same group of students and RA house together throughout the students’ time at the school. As a house, students establish daily routines, including study hall, meal time, book clubs, and extracurricular activities, including field trips and community service.

The student life program also executes the following program for SEED PCS students.¹⁹

- Monthly science nights exposing students to people working in STEM fields;
- Weekly small group and one-on-one tutoring sessions provided by over 50 volunteer tutors;
- Three hours of weekly academic intervention through the “Drop Everything and Learn” and “Drop Everything and Read” programs;
- Independent nightly reading;
- Organized study hall sessions;
- Additional special education support;
- Extracurricular Activities, including robotics, cultural crew, drama, and creative writing clubs; and
- Weekly service learning sessions.

11. Creating and maintain community, corporate, and institutional relationships.

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

SEED PCS has created and maintained numerous partnerships with various organizations. A selection of these partnerships is included below.

- Every year since 2002, in partnership with The Greek Embassy, the Society for the Preservation of Greek Heritage, and private donors, 8-12 SEED PCS students, led by two SEED PCS staff members, study Greek culture and history through the SEED PCS DC Greek Classics Program, which culminates in a summer trip to Greece.²⁰
- For several years, the school participated in a PEN/Faulkner Foundation program that "provided books to our students in advance of the author leading a class discussion with students."²¹

¹⁹ See Appendix G.

²⁰ See SEED Annual Report 2002-03, p. 23, included in this document as Appendix H.

²¹ See Appendix H.

- For several years, in partnership with Learn Serve Ethiopia, SEED PCS faculty members and students traveled to Ethiopia to learn about its famine crisis.²²
- In 2005-06, in partnership with the Casey Trees Endowment, students created a tree plan for SEED PCS' campus and planted new trees on the campus.²³
- For several years, students have been awarded full college scholarships by the Posse Foundation.
- For several years, in partnership with LearnServe Zambia, faculty and students traveled to Zambia to participate in service learning and study HIV/AIDS awareness programming.
- In 2006-07, a student was selected to participate in the Chinese Cultural Community Center's China Exchange program, culminating in a two-week trip to China.²⁴
- In a multiyear partnership, George Washington University student teachers lead summer classes at SEED PCS.²⁵
- In 2009-10, the school was awarded a \$1.5 million, five-year 21st Century Community Learning Center grant to support its science and mathematics programming.²⁶
- The school built lasting partnerships with North Outward Bound, City Kids, and Space Camp.²⁷

12. Impacting positively on the lives of its students, their families, their communities, as well as the national discourse on urban education.

Assessment: **SEED PCS has met this goal.** SEED PCS has positively impacted the lives of its students and their families, among other ways, by preparing students for college and assisting them in the college application process. Additionally, the school has positively impacted the national discourse on urban education.

²² See SEED PCS Annual Report 2003-04, p. 14, included in this document as Appendix I.

²³ See SEED PCS Annual Report 2005-06, p. 17, included in this document as Appendix J.

²⁴ See SEED PCS Annual Report 2006-07, p. 16, included in this document as Appendix K.

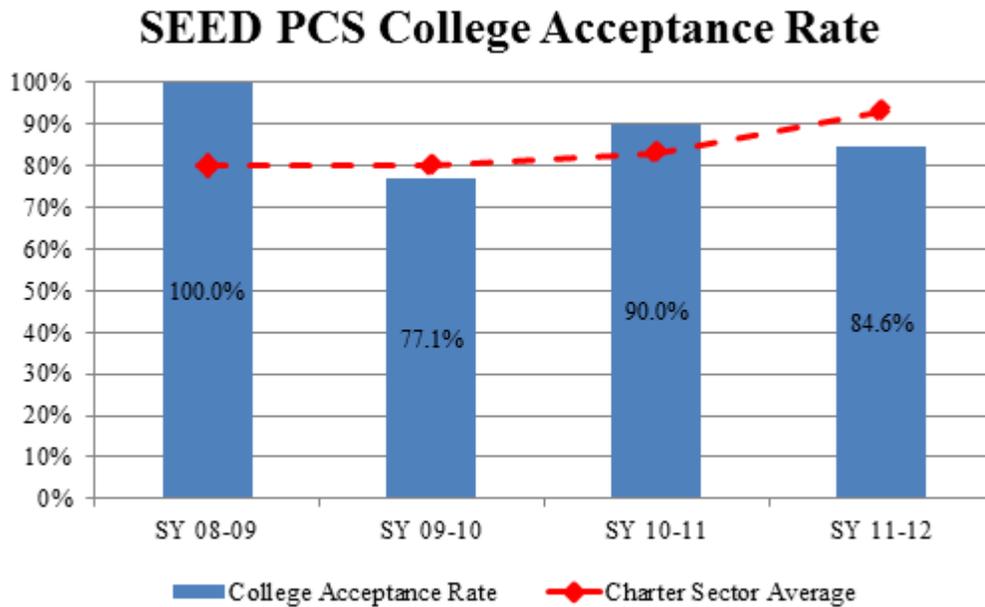
²⁵ See Appendix G.

²⁶ See SEED PCS Annual Report 2009-10, p. 13, included in this document as Appendix L.

²⁷ See SEED PCS Annual Report 2010-11, p. 10, included in this document as Appendix M.

College Acceptance

Since 2008-09, the majority of SEED PCS' graduating seniors was accepted into college, with the school exceeding the charter sector college acceptance rate in 2008-09 and 2010-11.

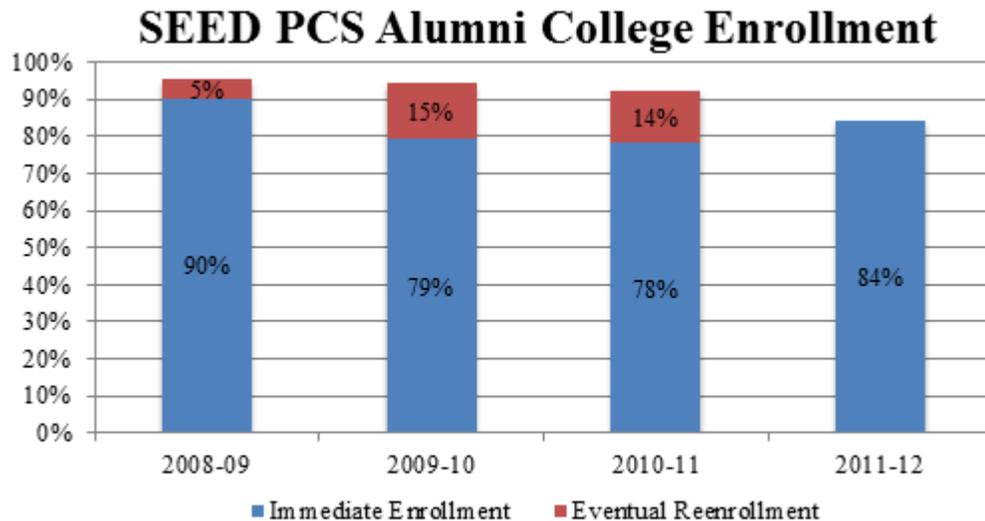


SEED PCS College Transition & Support Program

Through its College Transition & Support Program, SEED PCS provides much support to students as they transition from high school to college. It organizes student trips to visit college campuses, assists students in the college application process, and educates students and their families about financing college. There are two college scholarships that SEED PCS graduates can apply to. One is the SEED Foundation scholarship, and the other is the Jahmal Taylor scholarship, founded by Tawara Goode in memory of her son, who worked as a student life member at the school.

College Enrollment

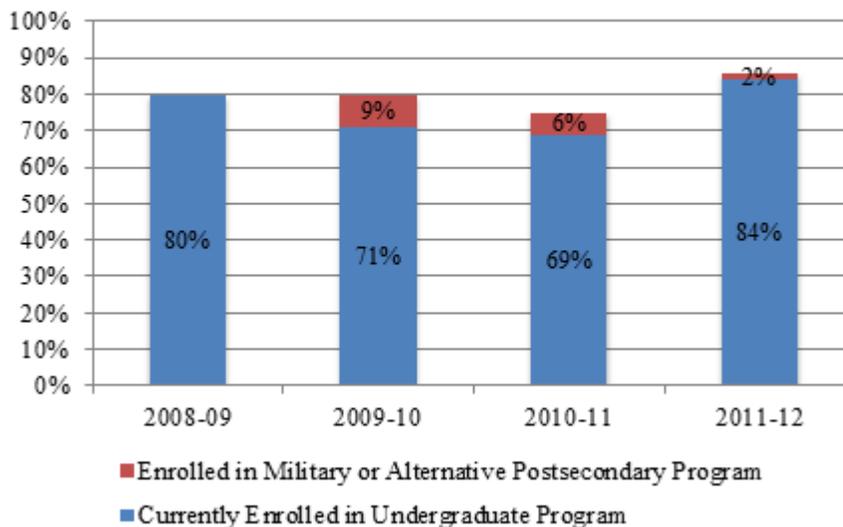
SEED PCS reports that 85% of its nine graduating classes enrolled immediately in college. The following graph details alumni college enrollment rates reported by SEED PCS since 2008-09.



Fall 2012 College Graduation and Enrollment Status

SEED PCS reports that 32% of students that graduated from the school at least six years ago have earned a bachelor's and/or master's degree. It reports that 71% of SEED PCS graduates have college degrees, are currently enrolled in college, or are in the military or another alternative postsecondary program. SEED PCS alumni graduation and enrollment status for the past four years is detailed in the graph below.

SEED PCS Fall 2012 Snapshot: College Enrollment Status



A selection of universities that SEED PCS alumni currently attend or have graduated from is detailed below.

Alabama State University	Kent State University	Tufts University
American University	Ithaca College	University of the District of Columbia
Brown University	Louisiana State University	University of Oregon
Case Western Reserve University	Montgomery College	University of Pennsylvania
Connecticut College	Morehouse College	University of Southern California
Delaware State University	Ohio Wesleyan University	University of Tennessee
Georgia State University	Princeton University	Virginia State University
Howard University	South Carolina State University	West Virginia University
James Madison University	Temple University	Xavier University

SEED PCS' Impact on National Urban Education Discourse

SEED PCS has positively impacted the national discourse on urban education.

- In 2003-04, articles about SEED PCS appeared in *Time Magazine*, *The Christian Science Monitor*, *Newsweek*, and *The Washington Post*. In the same year, the school was featured on ABC's Good Morning America, PBS-WETA's Ethics and Religion, and CNN's NewsNight.²⁸
- In 2004-05, SEED PCS was awarded the Innovations in American Government Award by the Ash Institute for Democratic Governance and Innovation at Harvard University's Kennedy School of Government. In the same year, the school was also featured in *The Washington Post*, *The New Republic*, and the NBC Nightly News.²⁹
- In 2005-06, the school won the District of Columbia High Performing Schools Incentive Award. In the same year, the school was visited by Prince Charles, Lady Camilla, First Lady Laura Bush, and Mayor Anthony A. Williams.³⁰
- In 2009-10, the school was featured on CBS' *60 minutes*, The Today Show, and in the documentary *Waiting for Superman*.

²⁸ See Appendix I.

²⁹ See SEED PCS Annual Report 2004-05, included in this document as Appendix N.

³⁰ See Appendix J.

COMPLIANCE WITH APPLICABLE LAWS

The SRA provides that PCSB shall not approve a charter renewal application if it determines that the school has committed a material violation of applicable laws.³¹ The SRA contains a non-exhaustive list of applicable laws, and the PCSB also monitors charter schools for compliance with additional laws. The following section identifies these laws and includes a determination of whether SEED PCS has consistently complied with these laws over the past fifteen years.

General Laws

In its 2012-13 Compliance Review, PCSB found that SEED PCS was in full compliance with all applicable laws. However, in previous years, SEED PCS had some instances of incompliance, as described below.

Health and Safety

The SRA requires schools to maintain the health and safety of its students.³² To ensure that schools adhere with this clause, PCSB monitors schools for various health and safety indicators, including but not limited to whether schools have qualified staff members that can administer medications, that schools conduct background checks for all school employees and volunteers, and that schools have a “School Emergency Response Plan” in place and conduct emergency drills as required by the District of Columbia Fire Department.

In 2008-09, SEED PCS did not perform background checks of all its school employees and volunteers, had no certificate of DC Fire Department inspections, and student health records were not up to date.³³ SEED PCS cured those points of incompliance and has since remained compliant with health and safety requirements.

Discipline

PCSB reviews school disciplinary policies to ensure that they afford students due process³⁴ and that students and parents are made aware of these due process safeguards. Over the past five years, SEED PCS has had disciplinary policies that ensure students' due process, and has communicated those policies to students and parents.

Enrollment and Attendance

The SRA requires that schools have a fair and open enrollment process that randomly selects applicants and does not discriminate against students. PCSB requires that schools announce a cutoff date for enrollment. SEED PCS has been compliant with these requirements over the last five years.

³¹ SRA § 38.1802.12 (c).

³² SRA § 38.1802.04 (c)(4)(A).

³³ See SEED Compliance Review Report 2008-09, included in this document as Appendix O.

³⁴ As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate student records.³⁵ SEED PCS has been in compliance with these requirements over the past five years.

Title I of the Elementary and Secondary Education Act

Because SEED PCS receives Title I funds, it is required to adhere to a number of requirements under the Elementary and Secondary Education Act (“ESEA”), including hiring “Highly Qualified Teachers” and communicating certain information to parents about its participation in No Child Left Behind (“NCLB”) program.³⁶ In 2008-09, SEED PCS did not ensure that all of its teachers were Highly Qualified.³⁷ However SEED PCS has since cured this issue.

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.³⁸ There is no indication that SEED PCS has violated any civil rights statutes.

Governance

The SRA requires that a school's board of trustees have an odd number of members, not exceeding fifteen, two of which must be parents of students currently attending the school. A majority of the board must be District of Columbia residents.³⁹ In 2008-09, SEED PCS did not have an odd number of trustees, and did not have two members who were parents of students attending the school.⁴⁰ The SEED PCS Board is currently in compliance with the SRA.

Special Education Laws

Charter Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act⁴¹ and Section 504 of the Rehabilitation Act of 1973.⁴² In 2012, PCSB conducted a desktop audit to assess SEED PCS’ compliance with these laws and the educational progress of its special education students.⁴³

Academic Performance of SEED PCS’ Special Education Students

Federal special education laws are in place, among other reasons, to ensure that schools adequately assist

³⁵ 20 U.S.C. § 1232g.

³⁶ 20 U.S.C. § 6300, *et. seq.*

³⁷ See Appendix O.

³⁸ SRA § 38-1802.02 (11). This includes the Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Act of 1990.

³⁹ SRA § 38-1802.05 (a).

⁴⁰ See Appendix P.

⁴¹ 20 USC §1413(a)(5).

⁴² 20 USC §794.

⁴³ See SEED PCS – Online Desktop Audit, included in this document as Appendix P.

students with disabilities in making academic progress. As part of the special education desktop audit, PCSB reviews how a school’s students with disabilities performed on the DC-CAS.

In 2010 and 2012, the reading proficiency rate of SEED PCS students with disabilities was slightly lower than the state reading proficiency rate for students with disabilities, as detailed in the table below. Math proficiency rates of SEED students with disabilities have been consistently above the state average for students with disabilities.

Year	Reading proficiency rate of SEED PCS students with disabilities	State reading proficiency rate of students with disabilities	Math proficiency rate of SEED PCS students with disabilities	State math proficiency rate of students with disabilities
2009-10	14%	17%	29%	19%
2010-11	22%	16%	39%	19%
2011-12	17%	17%	31%	20%

DC-CAS reading and mathematics proficiency rates, however, indicate that a persistent academic achievement gap, ranging from 33% to 48%, exists between SEED students with disabilities and the school’s general population.

Compliance Review of SEED PCS by DC OSSE

As part of the desktop audit, PCSB examines special education compliance and monitoring documentation prepared by the District of Columbia Office of the State Superintendent of Education (“OSSE”). In 2011, OSSE determined that SEED PCS was 93% compliant with special education requirements, with OSSE noting that the school “Meets Requirement” in fulfilling all applicable federal and local special education regulations.⁴⁴

Charter Application

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

The SEED Public Charter School will have at least one instructor with experience working with learning disabled children who have Level I or Level II IEPs. However, we do not expect to have the expertise and resources to properly serve children who have severe learning disabilities...It

⁴⁴ See 2011 OSSE report, included in this document as Appendix Q. OSSE uses the same determination levels as the United States Department of Education: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

is our expectation that most of our students will not be severely learning disabled.⁴⁵

Moving forward, the school must revise this language so that its charter will reflect that it serves all students with disabilities with a full continuum of services.

Financial Laws

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into. SEED PCS submitted all required Determination and Findings forms during the previous five years.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.⁴⁶ Over the past four years, SEED PCS has submitted all financial audits in a timely manner.

Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.⁴⁷ SEED has fulfilled this requirement by reporting this information in its annual reports.

⁴⁵ See Appendix E.

⁴⁶ SRA §38-1802.04(c)(11)(ix).

⁴⁷ SRA §38-1802.04(c)(11)(xi),

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA requires the Board to revoke a charter at any time if it determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

As part of the renewal process, PCSB has reviewed SEED PCS's financial record regarding these areas.

Adherence to Accounting Principles

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

Fiscal Management

Per its audited financial statements, SEED PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of incompliance that are required to be reported per the U.S. Government Accountability Office's Auditing Standards. The school has consistently submitted all necessary financial documents to PCSB in a timely manner.

Economic Viability

A review of annual audits indicates SEED PCS is economically viable.⁴⁸ One indicator of economic viability is a positive year-end annualized net income. SEED PCS produced positive net income results in three of the past five audited financial periods. In the two fiscal years with negative net income results (FY2009 and FY2012), the impact was minimal with annual net asset declines below \$30,000.

Total net asset reserve is another indicator of economic viability. PCSB recommends that schools accrue net asset reserves equal to three to six months of operational expenditures. SEED PCS's total net asset reserves stood at \$15.8 million in FY2012, and have remained relatively stable since 2008. In FY2012, the school's net asset reserves equals to approximately 13.3 months of expenditures with monthly expenditures averaging about \$1.2 million.

Fiscal Period	2008	2009	2010	2011	2012
Net Income	\$792,034	(\$29,662)	\$48,616	\$134,833	(\$25,199)
Cumulative Reserves	\$15,623,126	\$15,593,464	\$15,642,080	\$15,776,913	\$15,751,714

⁴⁸ See SEED PCS activities and financial analysis sheet, included in this document as Appendix R.

Net working capital⁴⁹ and liquidity ratio⁵⁰ are indicators of short-term economic viability. Sufficient net working capital allows a school to meet immediate financial obligations. The table below details SEED PCS’ net working capital over the past five years, which sufficiently allowed the school to manage its short-term financial obligations successfully. The school’s net working capital declined steadily from FY2010 to FY2012, but stood above \$1 million during those financial periods. SEED PCS’s net working capital stood at about \$1.4 million in FY2012, which is about \$400,000 lower than that in the prior year.

A liquidity ratio greater than one also points to a school’s ability to satisfy its immediate financial obligations. Despite declining liquidity over the last five financial periods, SEED PCS’ liquidity ratio (detailed in the table below) was greater than two during four of the last five fiscal periods.

Fiscal Period	2008	2009	2010	2011	2012
Net working capital	\$2,558,721	\$1,837,017	\$1,911,469	\$1,780,553	\$1,362,339
Liquidity ratio	2.77	2.65	2.27	2.32	1.87

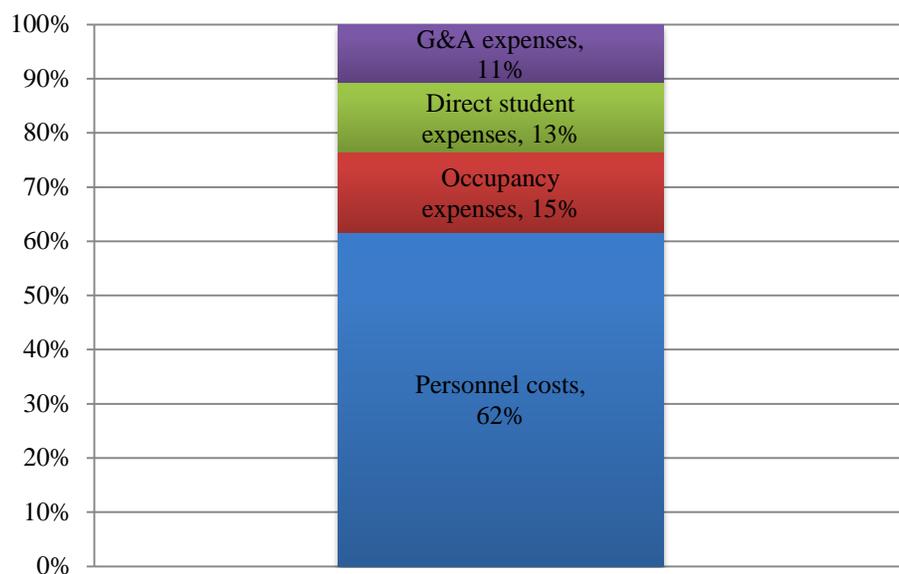
SEED PCS makes spending decisions appropriate for managing education programs. From FY2008 to FY2012, SEED PCS’s school operations expenses averaged approximately 90%, which was followed by management and general expenses at about 8% and fundraising expenses at about 1%. The chart on the following page highlights SEED PCS’s expenditures as a percentage of revenues in FY2012.⁵¹ Program service costs and general and administrative (G&A) costs are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

⁴⁹ To calculate net working capital, subtract current liabilities from current assets.

⁵⁰ To calculate a liquidity ratio, divide current assets by current liabilities.

⁵¹ Note that the chart on expenditures as percentage of revenues does not equal 100% because expenditures exceeded revenues in FY2012.

SEED: Expenditures as % of Revenues (FY 2012)⁵¹



Additional Funding for Residential Program

SEED PCS is allocated additional public funding per pupil for its residential programming, as detailed in the table below.

SEED PCS Total Residential Funding						
	2013-14 (projected)	2012-13	2011-12	2010-11	2009-10	2008-09
General population student	\$5,379,140	\$5,289,125	\$5,170,210	\$5,083,969	\$5,054,151	\$4,904,906
Level 1 special education student	\$41,767	\$40,948	\$16,727	\$13,120	\$16,680	\$3,280
Level 2 special education student	\$392,357	\$384,664	\$291,965	\$369,743	\$345,889	\$226,610
Level 3 special education student	\$136,850	\$134,167	\$157,843	\$206,341	\$232,133	\$361,085
Level 4 special education student	\$0	\$0	\$26,155	\$0	\$0	\$0
Total	\$5,848,904	\$5,662,900	\$5,673,173	\$5,648,853	\$5,495,881	\$5,848,904

Appendix I

POLICY TITLE:	Elect to Adopt the Performance Management Framework as Charter Goals
ADOPTION/EFFECTIVE DATE	Adopted: February 25, 2013 Updated: May 19, 2014 Updated: November 17, 2014 Updated: November 16, 2015 Updated: March 20, 2017 Updated: September 18, 2017

PURPOSE of this Revision

The revision to this policy corrects one word in the grandfather clause of the Elect to Adopt the Performance Management Framework ("PMF") as Charter Goals policy. DCPCSB staff included a grandfather clause in the revisions to this policy specifically for schools undergoing review or renewal in school year ("SY") 2017-18 or SY 2018-19. One of the terms for these schools to be deemed as fully meeting the charter goals and academic achievement expectations currently states that schools must have "met all early childhood PMF **targets** in SY2013-14". This language should read that schools must have "met all early childhood PMF **floors** in SY2013-14". The corresponding footnote likewise changes from targets to floors.

ELECT PMF AS GOALS POLICY

Schools may choose to replace their charter goals and student academic achievement expectations with the Performance Management Framework(s), as amended over time, for the grade levels they serve. Upon a school's request, the below review and renewal language and improvement clause will be added to its charter as an amendment, which will be approved by DC PCSB's Board. For specific information related to the timing of charter goals amendments, please refer to our Policy for Charter Amendments and Revised Goals and Academic Achievement Expectations.

The goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, and replaced with the Early Childhood/Elementary/Middle School ("PK-8"), high school ("HS"), and/or adult education ("AE"), PMFs. Any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and DC PCSB staff and was officially adopted by DC PCSB's Board of Trustees in a public vote. Charter schools with mission-specific goals, non-academic goals, and/or goals relating to achievement gaps or subgroup performance are encouraged to include these as supplemental goals and academic achievement expectations. Wherever possible these

should be measurable and feasible to assess objectively.

Upon adoption, the new PMF-based goals will be used to evaluate a school's performance for the years beginning with the year the PMF was formally adopted by the Board. The Board formally adopted the ES/MS PMF for schools serving grades 3-8, or a subset thereof, (now PK-8) and the HS PMF in school year 2010-11. The Board formally adopted the EC PMF (now included in the PK-8 PMF) and the adult education PMF in school year 2013-14. Through the 2017-2018 review cycles PCSB will provide flexibility in the use of the 2014-15 Partnership for Assessment of Readiness for College and Careers ("PARCC") scores in calculating a school's PMF score as indicated below. However, PCSB will continue to use the non-PARCC-related PMF measures (e.g. attendance, re-enrollment, SAT, CLASS) as well as prior year DCCAS results to determine school performance during a charter review and renewal.

PCSB will not score or tier the PK-8 or HS PMF for the 2014-15 PMF. The school's performance on each measure will be displayed separately without percentages of total points.

Fifth-Year Charter Review

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF¹ as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school's average PMF score for the first four years must be equal to or exceed 40%.

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

Tenth-Year Charter Review

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF¹ as its goals and student academic achievement expectations to be considered as having met its goals and student academic achievement expectations at its tenth-year charter review, the school will need to have earned an average PMF score since the previous review equal to or exceeding 45%.

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

¹ See table at end of policy for which PMFs are applicable to this policy since school year 2010-11.

Charter Renewal and Every Review Thereafter

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as its goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its 15-year charter renewal and every review thereafter, a school will need to have earned an average PMF score since the previous review equal to or exceeding 50%.

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

If there is a conflict between the terms in the Hold Harmless section and existing charter agreements, the existing charter agreement terms will supersede the Hold Harmless section of the Elect the PMF as Goals Policy.

Tier 3 PMF Results

As stated in the 2016-17 PMF Policy & Technical Guide, a school with a Tier 3 PMF result that meets one or more of the below criteria may be subject to a high-stakes review to determine whether the school's charter should be revoked pursuant to the School Reform Act (SRA).

- PK-8 or HS PMF score of 20.0% or lower in the most recent year.
- PK-8 or HS PMF score that is a 5.0% decrease or greater within Tier 3 from one year to the next.
- Adult Education PMF score in which the school earns an N/A or 35.0% or less of the possible points in three or more indicators.
- Any school performing in Tier 3 for any three of the previous five years.

Additional Review Outside of 5-year Cycle

DC PCSB may, as permitted by law,² elect at any time to conduct an "out-of-cycle" review – that is, outside of the reviews that occur every five years. Out-of-cycle reviews may be due to a school's Tier 3 status, or because a school is identified as low-performing by the Office of the State Superintendent of Education ("OSSE") under ESSA, or for other reasons of poor performance or non-compliance. When conducting such a review, DC PCSB will conduct an "out of cycle" charter review using the last five years of the school's data to determine if the school is meeting its charter goals under this policy. If a school is reviewed out-of-cycle, DC PCSB will evaluate the school according to the most recent review standard. For example, if a school is in its 7th year of operation, DC PCSB would conduct a review using the previous five years of data to determine if it is meeting the five-year review standard. If a school is in its 12th year of operation, DC PCSB would

² D.C. Official Code § 38-1802.12(a)(3) states that "An eligible chartering authority that grants or renews a charter ...shall review the charter at least once every 5 years..." Thus DC PCSB may review a charter more than once within a 5 year cycle.

conduct a review using the previous five years of data to determine if it is meeting the ten-year review standard.

New Campuses of Existing LEAS/Campuses with Multiple PMF Frameworks

If existing LEAs open new campuses between charter review cycles, their new campuses must have at least two years of PMF scores prior to the next review to be evaluated on their student academic achievement expectations.

In the case that new campuses have three years of PMF scores, new campuses will be evaluated based on the LEA's standard for review. For example, if a 10-year old LEA has a new campus that has three years of PMF scores, that new campus will have to meet the 10-year review standard. New campuses with only one year of a PMF score will not have their score included in the upcoming review. At charter review or charter renewal, continuance or closure/revocation decisions applied to the LEA's existing campuses will also be applied to the new campus whose scores were not included in the review or renewal analysis because only one score was available.

In the case that new campuses or a campus with a new framework (such as a middle school that is growing to grade 12) only has two years of PMF scores prior to the next review, those new campuses or the newest grades that use a different PMF framework (in the case of expanding schools) will be held to the 5-year review standard.³ At the following review, the new campuses and new frameworks would have to meet the LEA's standard for review. For example, if a 10-year old charter middle school grows to serve through grade 12, and only has two high school PMF scores at the time of its 10-year review, DC PCSB would evaluate grades 6 through 8 using the ten-year review standard, and grades 9 through 11 using the 5-year review standard. At the LEA's 15-year charter renewal, all grades would be held to the 15-year charter renewal standard.

Grandfather Clause for Schools Undergoing Review or Renewal in SY 2017-18 and SY 2018-19

For campuses that transitioned to a new PMF framework after SY 2013-14 (those that were previously on the Early Childhood PMF framework and are now on the PK-8 PMF framework) that are undergoing review or renewal in SY 2017-18, the campuses' standard for review or renewal is as follows:

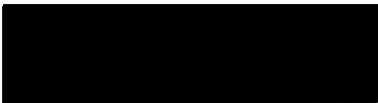
In order to be deemed as having fully met⁴ the charter goals and academic achievement expectations, the campus will need to have:

- Met all Early Childhood PMF floors in SY 2013-14; and
- Obtain an average score of 40% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for five-year

⁴ DC PCSB will determine a school to have substantially met their goals if they meet the PMF percentage average for their review cycle but missed no more than a quarter of their EC PMF floors in SY 2013-14. DC PCSB will determine a school to have partially met its goals if it meets the percentage average for their review cycle but missed no more than half of their EC PMF floors in 2013-14.

- review schools; OR
- Obtain an average score of 45% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for ten-year review schools; OR
 - Obtain an average score of 50% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for fifteen-year charter renewal schools and all subsequent reviews/renewals.
 - SY 2012-13 Early Childhood PMF pilot and SY 2012-13 Accountability Plan results will be displayed but not included in the analysis of whether or not schools met their charter goals and academic achievement expectations.

Board Approval Acknowledged by:



Darren Woodruff
DC PCSB Board Chair

Appendix J

Charter Agreement Amendment

SECOND AMENDMENT TO THE 2013 CHARTER SCHOOL RENEWAL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND SEED PUBLIC CHARTER SCHOOL OF WASHINGTON, D.C.

This Amendment (the “**Amendment**”) is entered into by and between SEED Public Charter School of Washington, DC, a District of Columbia nonprofit corporation (the “**School Corporation**”), and the DC Public Charter School Board (originally “PCSB,” hereinafter “**DC PCSB**” or the “**Charter Board**”; collectively, the “**Parties**”). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on September 4, 1998, wherein the School Corporation agreed, among other things, to operate a public charter school (the “**School**”) in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the “**Act**”);

WHEREAS, the Parties entered into a renewed contract effective July 1, 2013 (the “**Charter Agreement**”), wherein the School Corporation agreed, among other things, to continue operating the School in accordance with the Act; and

WHEREAS, on September 19, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its goals and academic achievement expectations.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.3 of the Charter Agreement is struck and replaced with the following:

2.3 [Goals and Academic Achievement Expectations.](#)

A. The School Corporation has selected as its measure of academic achievement expectations for its sixth through twelfth grade programming the measures listed in the PK-8 and High School Performance Management Frameworks (“**PMFs**”).

(i) Changes to the PMFs implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights automatically become part of the measurement of the School’s academic achievement expectations. However, if changes other than those listed above are made to the PMFs that the School Corporation elects not to accept, the School Corporation shall provide DC PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

(ii) The School Corporation currently operates one campus. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by DC PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. (“**Campus**” is defined by DC PCSB’s *Definition of School, Campus and Facility Policy* as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by the DC Office of the State Superintendent of Education (“**OSSE**”). A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities.)

B. Standard for charter review and renewal. Standard for charter review and renewal. The School Corporation’s twenty-year charter review will occur in school year (“SY”) 2017-18; the twenty five-year charter review will occur in SY 2022-23; and the thirty-year charter renewal will occur in SY 2027-28. The School Corporation will be deemed to have met its goals and academic achievement expectations if:

Twenty-Year Charter Review: At its twenty-year charter review in school year 2017-18, the middle school program (grades six through eight) and the high school program (grades nine through twelve) must each earn an average PMF score for SY 2012-13, 2013-14, 2015-2016, and 2016-2017 equal to or exceeding 50%.

Twenty Five-Year Charter Review: At its twenty five-year charter review in school year 2022-23, the middle school program (grades six through eight) and the high school program (grades nine through twelve) must each earn an average PMF score for SY 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22 equal to or exceeding 50%.

Charter Renewal: At its thirty-year charter renewal in SY 2027-28, the middle school program (grades six through eight) and the high school program (grades nine through twelve) must each earn an average PMF score for SY 2022-23, 2023-24, 2024-25, 2025-26, and 2026-27 equal to or exceeding 50%.

Improvement Provision: In cases where the school has not achieved the above thresholds, the DC PCSB Board may, at its discretion, determine

that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores on each PMF over the five-year period; provided that for school year 2014-15, the DC PCSB Board may consider improvement on the PMF measures.

C. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

D. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act and DC PCSB's *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy* for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

1.2 Section 5.4 of the Charter Agreement is amended to add the following subsection

E. Any contract for management of the School between the School Corporation and a school management organization shall include a provision whereby the school management organization agrees, under the following circumstances, to provide to the School Corporation for production to DC PCSB, at the request of the School Corporation, books, records, papers, and documents related to the services the school management organization provided or has agreed to provide to the School Corporation where either (A) the annual fee the School Corporation agrees to pay to the school management organization or any of its related entities, as defined by 26 U.S.C. § 168(h)(4)(B)-(C), is equal to or exceeds 20% of the school's annual revenue; or (B) the annual revenue the school management organization expects to derive from District of Columbia public charter schools will exceed 25% of the school management organization's projected total annual revenue. Pursuant to section 8.5 of the Agreement, the School Corporation agrees to produce to DC PCSB these books, records, papers, and documents at DC PCSB's request.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or

registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Seed PCS
4300 C St SE
Washington, DC 20019
Attention: Mecha Inman
minman@seedschooldc.org
202-248-3019

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

**SEED PUBLIC CHARTER SCHOOL
OF WASHINGTON, DC**

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

By:  _____

Vasco Fernandes

Seed PCS Board Chair

Date: September 21, 2017

B 

Darren Woodruff, Ph.D

DC PCSB Board Chair

Date: 9/28/17

Appendix K



April 7, 2017

Vasco Fernandes, Board Chair
SEED PCS- Middle and High
4300 C Street SE
Washington, DC 20019

Dear Mr. Fernandes:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC 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 2016-17 school year for the following reason:

- School eligible for 20-year Charter Review during 2017-18 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of SEED PCS – Middle and High between February 6, 2017 and February 17, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at SEED PCS – Middle and High.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures
cc: Mecha Inman

Qualitative Site Review Report

Date: April 7, 2017

Campus Information

Campus Name: SEED PCS

Ward: 7

Grade levels: 6-12

Qualitative Site Review Information

Reason for visit: School eligible for 20-year Charter Review during 2017-18 school year

Two-week window: February 6, 2017 – February 17, 2017

QSR team members: 2 DC PCSB staff including one SPED specialist and 4 consultants

Number of observations: 29

Total enrollment: 362

Students with Disabilities enrollment: 68

English Language Learners enrollment: 0

In-seat attendance on the days the QSR team conducted observations:

Middle School:

Visit 1: February 7, 2017 – 90.9%

Visit 2: February 8, 2017 – 90.4%

Visit 3: February 9, 2017 – 91.3%

Visit 4: February 14, 2017 – 89.9%

Visit 5: February 15, 2017 – 94.7%

Visit 6: February 16, 2017 – 92.3%

High School:

Visit 1: February 7, 2017 – 96.4%

Visit 2: February 8, 2017 – 92.2%

Visit 3: February 9, 2017 – 85.2%

Visit 4: February 14, 2017 – 88.7%

Visit 5: February 15, 2017 – 91.5%

Visit 6: February 16, 2017 – 88.7%

Summary

Seed PCS – Middle and High School’s mission is to provide an outstanding intensive residential education program to at-risk inner-city children that prepares them, both academically and socially, for success in college and/or in the professional world.

Seed PCS – Middle and High (SEED PCS) is a single campus composed of student housing and academic buildings. The QSR team found that the daytime school facility provides a safe and supportive environment to learn. The QSR team did not observe any of the facilities or programs outside of the dedicated school day. Teachers and administrators at SEED PCS appear to have strong rapport with their students and for the most part the instructional program was strong. However the QSR team did note that in some classrooms student behavior and low-levels of rigor were of concern. The QSR team observed the before-school enrichment and intervention block in the middle school. The team did not see strong evidence that this time supports academic growth for all

students. Some students worked diligently on computers completing math problems but most students watched TV shows or the news on CNN while socializing. The QSR team noted that areas of the school appeared rundown with dirty desks and cluttered shelves. Finally, as detailed later in this report, a DC PCSB special education specialist did not observe strong academic support for students with disabilities.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 78% of observations as distinguished or proficient in the Classroom Environment domain. The highest rated components in this domain are *Building a Relationship of Respect and Rapport* and *Managing Classroom Behavior* with each rated as 79% distinguished and proficient. In these observations students and teachers demonstrated warm and caring relationships in well-managed classrooms.

The QSR team scored 75% of observations as distinguished or proficient in the Instruction domain. The highest rated component in this domain was *Communicating with Students* with 83% of observations rated as proficient. In these observations teachers clearly articulated learning objectives and effectively scaffolded complex concepts or vocabulary.

Governance

The SEED DC PCS board and senior staff met on March 2, 2017. A quorum was present. A member of the staff presented on the interim results of the ACT Aspire test, which resulted in a conversation around student success measures, opportunities for academic enrichments, and how staff and teachers are supporting students. The staff also discussed the changes they implemented and will implement this school year as well as upcoming school years.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, SEED PCS responded to a DC PCSB questionnaire regarding the provision of instruction to students with disabilities. The reviewer who conducted special education-specific observations noted the following evidence, which does not support that the school is implementing its program with fidelity. Although students often complied with teachers' instructions, the specialist concluded that the SPED program at SEED PCS lacked motivation and enthusiasm for learning on the part of teachers and students.

- Per the school's special education questionnaire, special education teachers are "scheduled to work with a limited number of teachers to maximize their planning time so they don't have to meet with too many teachers." The SPED specialist noted that after visiting the school twice to complete observations, many of the special education classes are either resource rooms, or self-contained classes. Most of the special education teachers do not participate in many inclusion classes. The observer noted that the special education teachers in inclusion classrooms primarily roamed the classroom to serve as behavior monitors, while the general education teacher primarily facilitates instruction. This is not what the school articulates is its approach to special education instruction.

- Although the school's questionnaire mentioned that teachers offer individualized support or provide students with accommodations or modifications to particular assignments to differentiate instruction, the special education specialist noted little evidence of differentiation. In the self-contained ELA class, one student worked one-on-one with the teacher while four peers practiced typing on www.typing.com. Typing did not offer the students modifications or accommodations but rather kept them busy while the teacher worked with the other student. During individualized instruction the teacher was patient and allowed the student ample wait time to process her responses. In the inclusion class and the resource room, the teacher provided the same oral instructions, asking students to complete the same tasks and did not differentiate for any of the students.
- When asked what resources teachers use to support student learning, the school mentioned the use of iPads, Khan Academy software, and Lexia. The special education specialist did not observe the use of any of these resources during instruction. Very little technology or multimedia was incorporated into instruction aside from the typing practice in the self-contained classroom.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission: To provide an outstanding intensive residential education program to at risk inner-city children that prepares them, both academically and socially, for success in college and/or in the professional world.</p>	<p>The QSR team did not conduct any observations or collect information on the residential program. For the sake of this report, it should be noted that all evidence and ratings are solely related to observations of the school day program. The QSR team determined that SEED PCS (6th-12th grade daytime academic program) is meeting its mission.</p> <p>The QSR team rated 75% of observations as proficient or distinguished in the <u>Instruction</u> domain of the Danielson Rubric. Students participated in a variety of learning tasks and often demonstrated high levels of engagement. Most students in an Anatomy class displayed mastery of content as they examined text or handouts to identify information in support of predictions related to PET (positron emission tomography) brain images. Teachers taught high- level vocabulary associated with lessons in different subject areas: Health (self-esteem, self-actualization, self-improvement, character traits; Earth Science (caucus); Math (perimeter); Biological Science (neuron, spinal cord, somatic, neurotransmitter).</p> <p>In most observations students demonstrated a commitment to learning with some voluntarily re-doing past assignments for better grades and some eagerly participating in all aspects of the lesson.</p> <p>It should be noted within the special</p>

Mission and Goals	Evidence
	<p>education program the team did not observe the same level of engagement on behalf of the students or the teachers. In a few instances the QSR team questioned if students received rigorous college preparatory instruction that will prepare them for future success. Students in a few observations did not complete the tasks aligned to the same learning objectives as their peers. In one observation students worked on an online typing program instead of completing tasks requiring critical thinking. Students in one self-contained classroom read novels as a class however individual students opted out of reading and the teacher did not insist on high-levels of participation. In two self-contained observations students did not submit any work to be assessed and the teacher did not individually assess if they understood the text.</p> <p>The QSR team observed evidence that SEED PCS places emphasis on social-emotional development. Most teachers modeled respectful behavior toward their colleagues and students followed their example. Teachers praised student effort and generally redirected off-task students respectfully but firmly. Signs highlighted the "Social Skill of the Week: Following Directions the First Time" hanging prominently in hallways and classrooms. Effective communication strategy posters were displayed on each floor of the school and in one observation the teacher referenced the strategies. One bulletin board had information about how to maintain a growth mindset and another detailed information about the college application process.</p> <p>In one observation the teacher encouraged accountability and responsibility when they said to a student, "Whose responsibility is it to be prepared for class? If you forget to do</p>

Mission and Goals	Evidence
	<p>your writing assignment, should the RA accept the consequences?" In another observation the teacher focused on building confidence as students outlined National History Day papers. The teacher frequently used terms such as "I appreciate your effort" and "Excellent thinking" as he monitored and maintained eye contact with students.</p> <p>While most teachers supported students with social and emotional growth there were instances of disrespect or anger that were not addressed by staff. As a result students did not have an opportunity to reflect on their actions.</p>
Goals:	
<p>PMF Indicator #1: Student Progress – Academic Improvement over time <i>Effective instruction supporting student academic progress in reading</i></p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to proficient and advanced levels in reading.</i></p>	<p>DC PSCB observed Common Core-aligned objectives and supporting instruction in most English classes. In one middle school class, students summarized and cited textual evidence demonstrating a high level of comprehension. The teacher used a variety of instructional groupings and posed open-ended questions to gauge student learning. In an AP course students analyzed and interpreted complex poetry and prose. Teachers in these strong observations circulated during work time giving specific feedback to individual students and in two observations students completed formative assessments (a pop quiz and an exit ticket).</p> <p>The QSR team also observed integrated literacy strategies across the content areas. Word walls were present in most classrooms with high-level vocabulary. In one class students examined court cases to identify specific details and then made inferences. In another non-English class students identified main ideas and supporting details of a non-fiction reading passage in small groups. Teachers at the high school level supported writing</p>

Mission and Goals	Evidence
	<p>development as they guided students through research projects about National History Day. In one class a student identified Mother Theresa as a hero and wrote an essay about her possible impact on SEED PCS. In another class students analyzed a contemporary article titled: "Was Abe Lincoln a White Supremacist?" The teacher facilitated a class discussion with high levels of participation. In one science class students read a complex text as background for constructing a brief constructed response (BCR).</p> <p>The QSR team noted that in some observations instruction was not strong. In some classes students were told to read silently for 30 minutes, however very few students read and instead sat with their heads down or chatted with friends. In the morning intervention and enrichment block at the middle school there was no evidence that students receive extra literacy support other than in one classroom where students spent 45 minutes working on a computerized literacy program.</p>
<p>PMF Indicator #1: Student Progress – Academic Improvement over time <i>Effective instruction supporting student academic progress in math</i></p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to proficient and advanced levels in math</i></p>	<p>The QSR team observed strong math instruction with connections to Common Core standards. Teachers in these observations frequently modeled problem solving for students and utilized effective think-alouds when completing problems on the board. In one observation the lesson objective was written on the board: "Students will be able to use a table to find solutions to linear equations and plot the solution on a coordinate plane." The teacher in this observation used a gradual release model to effectively scaffold instruction. The teacher completed example calculations on the board, answered student questions and had students practice in pairs, and then asked students to individually perform similar calculations to</p>

Mission and Goals	Evidence
	<p>prepare for their projectile lab. Teachers in other observations effectively broke down lesson objectives for students. One teacher said, "This objective has a ton of math vocabulary. We are going to first break it down so we understand."</p> <p>In math observations teachers encouraged students and recognized effort. In one observation the teacher said, "The questions won't get easier but more difficult. Stick with it. The fastest sprint you ever did." After students in this class completed their independent work the teacher said, "If you persevered and feel proud give me your paper." All students proudly handed the teacher their work. In another observation the teacher demonstrated love for the subject. When completing a problem on the board lent itself to multiple paths for solving, the teacher noticed aloud that one of the methods will not work with all fractions. She addressed a possible misconception on the spot and then asked students to explain what might have happened if they continued to use the improper technique.</p>
<p>PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success</p> <p><i>MIDDLE SCHOOL: Promotion of math proficiency by eighth grade</i></p> <p><i>HIGH SCHOOL: Outcomes aligned to college and career readiness</i></p>	<p>Middle school math instruction was generally strong. Students demonstrated high levels of engagement by actively participating and asking thoughtful questions. Most middle school math classrooms had teacher-created anchor charts highlighting steps to solve different types of equations. Students in one room effectively used the anchor charts as they walked silently over to them and copied down notes as needed. The QSR team did not observe exit tickets or other formal daily assessments however in all three observations students submitted completed work, turned in homework, and the teachers circulated during work time.</p>

Mission and Goals	Evidence
	<p>The high school classroom environments and hallways supported a college-going culture. College pennants in hallways and Teachers' college memorabilia hung in classrooms. A bulletin board labeled "Class of 2017 Getting Ready for College" highlighted college acceptances. Teachers created opportunities for students to engage with content topics related to careers and the world beyond the classroom, as highlighted in other areas of this report. Appropriate Use of Technology posters hung in classrooms and in the hallway a bulletin board titled, "Think like a Scientist" highlighted careers in science.</p>
<p>PMF Goal #4: School Environment – Predictors of future student progress and achievement <i>Culture of learning and support in the classrooms</i></p>	<p>DC PCSB measures attendance to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lost opportunities for learning. On each day of observations, the school had attendance rates above 85% (Middle School) and 82% (High School), the floor of the Performance Management Framework. However, DC PCSB questions why rates of attendance were not higher at a school with a residential boarding program.</p> <p>In-seat attendance on the days the QSR team conducted observations:</p> <p><u>Middle School:</u> Visit 1: February 7, 2017 – 90.9% Visit 2: February 8, 2017 – 90.4% Visit 3: February 9, 2017 – 91.3% Visit 4: February 14, 2017 – 89.9% Visit 5: February 15, 2017 – 94.7% Visit 6: February 16, 2017 – 92.3%</p> <p><u>High School:</u> Visit 1: February 7, 2017 – 96.4% Visit 2: February 8, 2017 – 92.2% Visit 3: February 9, 2017 – 85.2% Visit 4: February 14, 2017 – 88.7% Visit 5: February 15, 2017 – 91.5%</p>

Mission and Goals	Evidence
	Visit 6: February 16, 2017 – 88.7%
<p>Mission-Specific Goal#1: An annual decrease in negative and/or risky behaviors as measured by longitudinal grade level analysis of incident reports for both middle and high school students, indicated by a 10% annual decrease in the number of incident reports by grade level.</p>	<p>DC PCSB will review data provided by the school to determine if the number of incident reports decreased.</p> <p>The QSR team rated 79% of the observations as distinguished or proficient in the <i>Managing Student Behaviors</i> component of the Danielson rubric. There were no observations of incident reports during the DC PCSB visits and overall student behavior was appropriate. There was no evidence of a school wide behavior management system, however teachers used effective strategies to keep students on-task. Teachers pulled students aside for private conversations, used proximity with off-task students, and praised appropriate student behavior. Only one observation was rated as unsatisfactory in this component.</p>
<p>Mission-Specific Goal#2: High school students will demonstrate college readiness as measured by:</p> <ol style="list-style-type: none"> 1. 100% of students will have the required number of community service hours at the end of each academic year. 2. Presentations of Learning (POLs) <ol style="list-style-type: none"> 2a. 100% of junior and senior high school students will score 80% or higher on their POLs. 2b. 90% of freshman and sophomores will score 75% or higher on their POLs. 	<p>The QSR team did not observe evidence of the service learning program or hear mention of the Presentations of Learning during the site visit. DC PCSB will review data provided by the school to determine if students completed their community service hour requirements. DC PCSB will also review the Presentations of Learning scores.</p>

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 78% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 79% of the observations as distinguished or proficient in this component. Interactions in these observations were polite, warm and positive. Teachers frequently said, “I appreciate that” or “thank you” to students and students treated teachers and each other with the same courtesies. In one observation a student said, “I’m sorry for my behavior.” The teacher responded with “Thank you for saying that.”</p>	Distinguished	10%
	<p>Teachers greeted all of the students by name in all of the classes. One teacher started class saying, “Good morning my loves, I’m glad to see you this morning.” In these observations students and teachers joked around together and smiled at each other. In one observation a student asked the teacher, “Can you juggle?” The teacher responded, “Have you seen how many times I trip during class? There is no way I could juggle.” The students and teachers laughed and then quickly returned to the learning task.</p>	Proficient	69%

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

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 14% of the observations as basic in this component. These observations were generally free of conflict however there was occasional disrespect or insensitivity. In one observation the teacher said, "You have already wasted five minutes of my time" to a student after he didn't know what to work on. In another observation the teacher spoke unkindly to several students, often mentioning that she didn't have to help them. When students came to class late, she locked them out and yelled, "You were too slow!" One student asked for a pencil and the teacher said, "You're welcome for me giving it to you. I did not have to do that." In this observation students were respectful to their teacher and to each other, but the teacher was only respectful to some students.</p>	Basic	14%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	7%
Establishing a Culture for Learning	<p>The QSR team scored 76% of the observations as distinguished or proficient in this component. In these observations teachers and students demonstrated a strong commitment to the learning process, celebrated success and maintained the belief that with effort everyone can learn. At the end of one observation, the teacher said, "If I could just share this with you before we leave: Thank you for being receptive to my instructions today. Thank you for putting</p>	Distinguished	7%

The Classroom Environment	Evidence	School Wide Rating	
	<p>forth effort. For those that didn't understand this morning, I hope you received the help you needed." In other observations students clapped their hands, performed drum beats, cheered, or gave shout outs to their classmates and teachers gave sincere praise in recognition of effort. The energy of the teachers in these observations transferred to the students making the classrooms a vibrant and exciting learning environment. Teachers praised student efforts to complete work of high quality.</p>	Proficient	69%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations students and teachers demonstrated a low commitment to the work and uneven expectations for students. One observer entered a nearly empty class while the teachers and most students played in the hall or the class next door. Expectations during this independent reading time seemed low, since the timer was still counting down while students were elsewhere during the class period and only a few students read.</p> <p>In these observations teachers made few or no statements of encouragement or praise to promote the learning task or encourage effort. In a few observations teachers motivated students with extrinsic rewards such as candy. In other observations high expectations were held for some, but not all students. Some students were allowed to sleep or rest with their heads down without consequence.</p>	Basic	17%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	7%

The Classroom Environment	Evidence	School Wide Rating	
Managing Classroom Procedures	<p>The QSR team scored 76% of the observations as proficient in this component. In these observations teachers maximized instructional time with established routines, organized materials, and efficient transitions. In one observation the teacher said, "I'm going to ask that you stand up, and line up behind Student X, and we are going to head to the computer lab." The teacher immediately narrated students who followed the direction and students quickly and quietly moved to the computer lab. Teachers used countdowns, timers, and announced remaining time before transitions. Students in these observations responded immediately and demonstrated readiness for instruction or further directions.</p>	Distinguished	0%
	<p>In other observations students assisted in the distribution and collection of classroom materials. In one classroom students politely raised their hands to get headphones as another student passed them out. Additionally in a few classrooms students handed out materials or returned homework while the teacher took attendance and the remainder of the class worked on do now tasks.</p>	Proficient	76%

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 21% of the observations as basic in this component. In these observations some instructional time was lost due to uneven implementation or lack of routines and procedures. In many of these observations students did not demonstrate an understanding of how to transition from one instructional grouping to another. Students in one classroom lost over five minutes of instructional time moving into pairs from independent reading. Some students yelled across the room to peers, some moved desks haphazardly and some sat alone waiting to begin working.</p> <p>In other observations material distribution resulted in lost instructional time. In one classroom students quickly tried to put away iPads after the bell rang resulting in students being tardy for their next class and in another classroom students spent over five minutes finding their reading books. In some of these observations there were clear classroom procedures, such as writing objectives in student planners, but many students did not have the supplies that were expected of them. One teacher refused to give out pencils to students who didn't have them and didn't let students sharpen pencils, saying she had "no mercy."</p>	Basic	21%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	3%

The Classroom Environment	Evidence	School Wide Rating	
Managing Student Behavior	<p>The QSR team scored 79% of the observations as distinguished or proficient in this component. In these observations student behavior was generally appropriate and when needed students quickly adjusted behaviors with small reminders from the teacher. Students abided by posted rules and expectations: "Raise your hand to speak or get my attention. Listen and follow all directions. Express respect for your teachers, peers, and the environment." Teachers used proximity and other strategies to reinforce positive behavior or prevent the occurrence of problems. Teachers used private conversations to discuss specific violations with students. In a distinguished observation students encouraged good behavior from their peers. One student told another student to raise his hand after he shouted out an answer and another student said, "Shhhh" to her tablemates who talked quietly during instruction.</p>	Distinguished	10%
		Proficient	69%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations student misbehavior interfered with the instructional program and teachers had uneven success redirecting off-task students. In one observation a teacher was interrupted twice while answering a student's question. After a few prompts, the student stopped talking but started again once the teacher moved on. In another observation although the teacher attempted to monitor behavior and assigned points for compliance, students played music from their cell phones, ate chips and held conversations after being asked by the teacher to stop talking.</p> <p>In a few observations students said "shut up" to one another without consequence. Students in one classroom got into a scuffle on a bean bag but the teacher addressed it.</p>	Basic	17%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	3%

INSTRUCTION

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

Instruction	Evidence	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 83% of the observations as proficient in this component. In these observations teachers shared lesson objectives, scaffolded content, and presented clear directions and instructions free of error. In one observation the teacher said, “By tomorrow’s class, you need to have a completed rough draft of your script. I want to be specific about what a rough draft means. Sometimes students turn in a draft that is not complete. A rough draft means the whole thing needs to be complete.”</p>	Distinguished	0%
	<p>In another observation the teacher used a variety of instructional strategies to demonstrate the meaning of a new vocabulary word. The teacher said, “When you hear the word distribute, what do you think? Think about where you’ve heard that word before.” Then the teacher spent several minutes talking about the meaning of the word distribute. Finally the teacher asked students to write each definition on the board as he passed out markers to demonstrate the meaning of the word. In another observation the teacher explained, “So we worked with antonyms. Antonyms are opposite words, but there are also synonyms which are words with similar meanings.” The teacher used clear, concise examples and vocabulary was appropriate for the grade level.</p>	Proficient	83%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	7%
	<p>The QSR team scored 10% of the observations as unsatisfactory in this component. In these observations learning objectives were unclear and teachers did not present clear directions or instruction. In one observation students read a lesson objective off of the board but did not do any activities relating to the objective. In another observation the teacher attempted to explain what students would be doing, stating, "So, we're going to play this decimal game that I find most interesting." There were no decimals mentioned or listed in the questions included on the game cards, which were primarily simple subtraction questions. An example of one question on the game card was, "I have 15 who has 3 more?" The teacher then attempted to explain how students could establish the correct answer.</p>	Unsatisfactory	10%
<p>Using Questioning/Prompts and Discussion Techniques</p>	<p>The QSR team scored 76% of the observations as proficient in this component. Teachers asked a variety of questions in these observations including some higher-order questions to engage students in discussion. In one observation the teacher asked, "How does this influence Lincoln if he has four states that have slavery?" and "Can you anticipate what the opposition is going to say and figure out a way to shut it down?" The class then discussed</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>different viewpoints with high levels of student participation. Teachers asked students to explain and justify their thinking and students used accountable talk. One student responded to a teacher stating, "I disagree with Student X. I think because the brain controls the whole body, you can't move or think as well with an injury to the brain." In another observation while working with a somewhat disengaged student, the teacher made good use of wait time and asked several thought-provoking questions to bring the student into a classroom discussion.</p>	Proficient	76%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations questions were either procedural in nature, leading to limited discussion or asked globally with little student participation. In one observation there was one-on-one questioning with students such as, "Half of 130 is what? and "How would I find the perimeter?" but many students were not allowed to participate at all. In another observation after reading a literary text there was no questioning or discussion other than a worksheet where all questions were multiple choice questions.</p>	Basic	17%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	7%

Instruction	Evidence	School Wide Rating	
Engaging Students in Learning	<p>The QSR team scored 72% of the observations as distinguished or proficient in this component. Students in these observations spent more time working than listening to the teacher talk. Most students were attentive and actively involved in the instructional activities. Learning activities included student participation in a constructive writing activity, comparing brain images, outlining draft papers, developing questions for a court case, interpreting original poetry and completing a grade level assessment.</p>	Distinguished	10%
	<p>Teachers used various instructional approaches to engage students, including video viewing, chrome book research, acting out skits, individual and group projects. One teacher effectively moved from one activity to another with all students involved in rhythmic beats, chants, student presentations, turn and talk, and a group discussion. Teachers maintained appropriate pacing of activities to ensure that all students could complete learning tasks but not sit idly.</p>	Proficient	62%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 21% of the observations as basic in this component. In these observations some students engaged with learning tasks while others sat idly. In one observation the pacing of the activities was slow; some students played games on a computer while others had their heads down at the table without anything to do. In these observations a few students consistently participated, but others appeared to sit quietly and blend in without ever saying anything. There was little evidence of differentiation and learning activities consisted of one single activity for the duration of the observation such as completing a worksheet or unstructured silent reading for over 30 minutes.</p>	Basic	21%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	7%
<p>Using Assessment in Instruction</p>	<p>The QSR team scored 69% of the observations as distinguished or proficient in this component. In these observations close monitoring of student progress was evident as teachers circulated and assisted students during work time. In one observation the teacher said, "We are going to do a quick check so I can see where everyone is. I want everyone to do this page of problems and give me a thumbs-up so I can come check your work before you move on." The teacher then checked in with each student individually and</p>	Distinguished	10%

Instruction	Evidence	School Wide Rating	
	<p>offered specific feedback. In a few observations students demonstrated a clear understanding of how they were evaluated. In one class students looked at online grades and selected assignments to re-do for higher grades. The teacher circulated to each student commenting on how they could improve their work. In other observations students provided feedback to each other on whether their responses met specific guidelines. In each of these classrooms students explained content and assisted other students to apply practical concepts in their writing.</p>	Proficient	59%
	<p>The QSR team scored 28% of the observations as basic in this component. In these observations there was little evidence that teachers assessed students in order to drive instructional decisions. In one 35-minute observation, students did not write anything down and all activities were either done on the computer or answered aloud, without teacher probing about student understanding. When teachers in these observations checked for understanding, they asked questions globally, and students proceeded to call out at the same time, without raising their hand. Teachers frequently graded papers at their desk or completed other tasks while students worked.</p>	Basic	28%
	<p>The QSR team rated less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	3%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

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

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate 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.
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.

Appendix L

Report Section
Initial Evaluation

Compliance Item
Timely Completion of Initial Evaluation 300.301(c)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	1	0	0.00	1	0	0	100.00

Report Section
Reevaluation

Compliance Item
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	1	0	0.00	1	0	0	100.00

Report Section
Reevaluation

Compliance Item
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	4	0	0.00	4	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Secondary Transition	12) Postsecondary Goal Addresses Education or Training §300.320(b)	0	1	0	0.00	0	1	0	0.00
Secondary Transition	13) Postsecondary Goal Addresses Employment §300.320(b)	0	1	0	0.00	0	1	0	0.00
Secondary Transition	14) Postsecondary Goal Addresses Independent Living §300.320(b)	0	0	1	0.00	0	0	1	0.00
Secondary Transition	15) Postsecondary Goal(s) Updated Annually §300.320(b)	0	1	0	0.00	1	0	0	100.00
Secondary Transition	16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	1	0	0	100.00	1	0	0	100.00
Secondary Transition	17) Transition Services Assist Student To Meet Postsecondary Goals §300.320	1	0	0	100.00	1	0	0	100.00
Secondary Transition	18) Transition Services Include Courses of Study §300.320(b)(2)	1	0	0	100.00	1	0	0	100.00
Secondary Transition	18a) Annual Goal(s) Related to Transition Service's Needs (20 W.S.C. 1416(a)(3)(B))	0	1	0	0.00	1	0	0	100.00
Secondary Transition	19) Student Invited To IEP Meeting §300.321(b)	1	0	0	100.00	1	0	0	100.00
Secondary Transition	20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	0	0	1	0.00	0	0	1	0.00

Report Section
Reevaluation

Compliance Item
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	1	0	0.00	1	0	0	100.00

Report Section
Reevaluation

Compliance Item
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)	
0	7	0	0.00	7	0	0	100.00	

Report Section
Reevaluation

Compliance Item
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	2	0	0.00	2	0	0	100.00

Reevaluation Student Noncompliance August 2014 (April 1, 2014 - June 30, 2014)

Initial Release Date: 9/17/2014
Date of Notification: 9/30/2014
Days Remaining: -545

Viewing Data For School for Educational Evolution and Development (SEED) PCS

Citation Item	Student ID	Student Name	Corrective Action
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete the evaluation and upload into SEDS.

Reevaluation Student Noncompliance November 2014 (July 1, 2014 - September 30, 2014)

Initial Release Date: 12/5/2014
Date of Notification: 1/26/2015
Days Remaining: -427

Viewing Data For School for Educational Evolution and Development (SEED) PCS

Citation Item	Student ID	Student Name	Corrective Action
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete evaluation and upload it into SEDS.
Reevaluation §300.303(b)(2)	[REDACTED]	[REDACTED]	Complete evaluation and upload it into SEDS.

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Secondary Transition	12) Postsecondary Goal Addresses Education or Training §300.320(b)	1	1	0	50.00	2	0	0	100.00
Secondary Transition	13) Postsecondary Goal Addresses Employment §300.320(b)	1	1	0	50.00	2	0	0	100.00
Secondary Transition	14) Postsecondary Goal Addresses Independent Living §300.320(b)	0	1	1	0.00	0	0	2	0.00
Secondary Transition	15) Postsecondary Goal(s) Updated Annually §300.320(b)	1	1	0	50.00	1	0	1	100.00
Secondary Transition	16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	2	0	0	100.00	2	0	0	100.00
Secondary Transition	17) Transition Services Assist Student to Meet Postsecondary Goals §300.320	1	1	0	50.00	1	0	1	100.00
Secondary Transition	18) Transition Services Include Courses of Study §300.320(b)(2)	1	1	0	50.00	1	0	1	100.00
Secondary Transition	18a) Annual Goal(s) Related to Transition Service's Needs (20 U.S.C. 1416(a)(3)(B))	1	1	0	50.00	1	0	1	100.00
Secondary Transition	19) Student Invited to IEP Meeting §300.321(b)	1	1	0	50.00	2	0	0	100.00
Secondary Transition	20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	1	0	1	100.00	1	0	1	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Secondary Transition	12) Postsecondary Goal Addresses Education or Training §300.320(b)	0	1	0	0.00	1	0	0	100.00
Secondary Transition	13) Postsecondary Goal Addresses Employment §300.320(b)	0	1	0	0.00	1	0	0	100.00
Secondary Transition	14) Postsecondary Goal Addresses Independent Living §300.320(b)	0	0	1	0.00	0	0	1	0.00
Secondary Transition	15) Postsecondary Goal(s) Updated Annually §300.320(b)	1	0	0	100.00	1	0	0	100.00
Secondary Transition	16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	1	0	0	100.00	1	0	0	100.00
Secondary Transition	17) Transition Services Assist Student to Meet Postsecondary Goals §300.320	1	0	0	100.00	1	0	0	100.00
Secondary Transition	18) Transition Services Include Courses of Study §300.320(b)(2)	1	0	0	100.00	1	0	0	100.00
Secondary Transition	18a) Annual Goal(s) Related to Transition Service's Needs (20 U.S.C. 1416(a)(3)(B))	0	1	0	0.00	1	0	0	100.00
Secondary Transition	19) Student Invited to IEP Meeting §300.321(b)	0	1	0	0.00	1	0	0	100.00
Secondary Transition	20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	0	0	1	0.00	0	0	1	0.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Secondary Transition	12) Postsecondary Goal Addresses Education or Training §300.320(b)	0	1	0	0.00	1	0	0	100.00
Secondary Transition	13) Postsecondary Goal Addresses Employment §300.320(b)	0	1	0	0.00	1	0	0	100.00
Secondary Transition	14) Postsecondary Goal Addresses Independent Living §300.320(b)	0	0	1	0.00	0	0	1	0.00
Secondary Transition	15) Postsecondary Goal(s) Updated Annually §300.320(b)	1	0	0	100.00	1	0	0	100.00
Secondary Transition	16) Postsecondary Goal(s) Based on Age Appropriate Transition Assessments §300.320(b)	1	0	0	100.00	1	0	0	100.00
Secondary Transition	17) Transition Services Assist Student to Meet Postsecondary Goals §300.320	1	0	0	100.00	1	0	0	100.00
Secondary Transition	18) Transition Services Include Courses of Study §300.320(b)(2)	1	0	0	100.00	1	0	0	100.00
Secondary Transition	18a) Annual Goal(s) Related to Transition Service's Needs (20 U.S.C. 1416(a)(3)(B))	0	1	0	0.00	1	0	0	100.00
Secondary Transition	19) Student Invited to IEP Meeting §300.321(b)	0	1	0	0.00	1	0	0	100.00
Secondary Transition	20) Representative Participating Agency Invited to IEP Meeting §300.321(b)	0	0	1	0.00	0	0	1	0.00

Secondary Transition Student Noncompliance May 2016 (October 1, 2015 - March 31, 2016)

Initial Release Date: 6/1/2016
 Date of Notification: 6/17/2016
 Days Remaining: 81

Viewing Data For School for Educational Evolution and Development (SEED) PCS

Citation Item	Student ID	Student Name	Corrective Action
12) Postsecondary Goal Addresses Education or Training §300.320(b)	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to develop appropriate goal.
13) Postsecondary Goal Addresses Employment §300.320(b)	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to develop appropriate goal.
19) Student Invited to IEP Meeting §300.321(b)	[REDACTED]	[REDACTED]	In student's next annual IEP, invite and document the invitation of the student to the IEP meeting.
14) Postsecondary Goal Addresses Independent Living §300.320(b)	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to develop appropriate goal.
15) Postsecondary Goal(s) Updated Annually §300.320(b)	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to develop appropriate goal.
17) Transition Services Assist Student to Meet Postsecondary Goals §300.320	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to identify transition services.
18) Transition Services Include Courses of Study §300.320(b)(2)	[REDACTED]	[REDACTED]	Convene IEP meeting, or amend IEP to identify transition services, including courses of study.
18a) Annual Goal(s) Related to Transition Service's Needs (20 U.S.C. 1416(a)(3)(B))	[REDACTED]	[REDACTED]	Convene IEP meeting, or amend IEP to add, or correct annual goal(s).

Secondary Transition Student Noncompliance November 2015 (July 1, 2015 - September 30, 2015)

Initial Release Date: 11/5/2015
 Date of Notification: 11/23/2015
 Days Remaining: -126

Viewing Data For School for Educational Evolution and Development (SEED) PCS

Citation Item	Student ID	Student Name	Corrective Action
12) Postsecondary Goal Addresses Education or Training §300.320(b)	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to develop appropriate goal.
13) Postsecondary Goal Addresses Employment §300.320(b)	[REDACTED]	[REDACTED]	Convene IEP team, or amend IEP, to develop appropriate goal.
18a) Annual Goal(s) Related to Transition Service's Needs (20 U.S.C. 1416(a)(3)(B))	[REDACTED]	[REDACTED]	Convene IEP meeting, or amend IEP to add, or correct annual goal(s).
19) Student Invited to IEP Meeting §300.321(b)	[REDACTED]	[REDACTED]	In student's next annual IEP, invite and document invitation of the student to the IEP meeting.

Report Section
Reevaluation

Compliance Item
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	1	0	0.00	1	0	0	100.00

Reevaluation Student Noncompliance August 2016 (April 1, 2016 - June 30, 2016)

Initial Release Date: 12/6/2016
Date of Notification: 12/21/2016
Days Remaining: 268

Viewing Data For School for Educational Evolution and Development (SEED) PCS

Citation Item	Student ID	Student Name	Corrective Action
Reevaluation §300.303(b)(2)	5105306056	Robinson, Ty'Kale	Complete the evaluation and upload into SEDS

Appendix M

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



Division of Elementary, Secondary and Specialized Education

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

LEA:	School of Educational Evolution and Development Public Charter School
Final Percentage Rating:	82%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

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

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 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 – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	3.75	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grant cycle 	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and LEA reported on MOE to OSSE timely 	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet District of Columbia FFY 2013 AMO math targets for the disability subgroup • LEA did not meet District of Columbia FFY 2013 AMO reading targets for the disability subgroup 	0	2

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance 	2	2
		<ul style="list-style-type: none"> BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012 	1	
Total Number of Points Achieved				19.75
Total Possible Points from Applicable Elements				24
Percentage of Points Achieved from Applicable Elements				82%



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

September 26, 2016

Dr. Adrian Manuel
Head of School
The SEED Public Charter School of Washington, D.C.
4300 C Street SE
Washington, DC 20019

Re: FFY 2014 LEA Determination: Revision of Determination Level

Dear Dr. Manuel:

As you are aware, the Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA.

On August 2, 2016, OSSE issued FFY 2014 Part B IDEA determination letters for all LEAs in the District of Columbia and extended a 30 calendar day appeal period. In response to an LEA's inquiry regarding underlying data related to Element 7a, participation on statewide assessments, OSSE reviewed and recalculated this element across LEAs to ensure accuracy. As a result of this review, it was determined that your LEA's results for this element required revision. Accordingly, we are providing you with an updated Enclosure 2.

OSSE has determined that, in accordance with the scoring rubric referenced in Enclosure 1, the overall determination level for The SEED Public Charter School of Washington, D.C. (SEED DC PCS) remains the same. OSSE appreciates SEED DC PCS's efforts to improve performance and looks forward to the LEA's data demonstrating continued improvement in performance.

If you have questions about the determinations process or this letter, please contact me at Amy.Maisterra@dc.gov or (202) 481-3757.

Sincerely,



Amy Maisterra, Ed.D, MSW
Assistant Superintendent, Elementary, Secondary and Specialized Education



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Aug. 23, 2017

Mecha Inman
Head of School
SEED Public Charter School of Washington, DC
4300 C St. SE
Washington, DC 20019

Re: Federal Fiscal Year (FFY) 2015 IDEA Part B LEA Performance Determination

Dear Ms. Inman:

The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

OSSE has determined that under IDEA section 616(d), for FFY 2015, SEED Public Charter School of Washington, DC (PCS) **needs assistance** in implementing the requirements of Part B of IDEA. OSSE's determination is based on the totality of the LEA's data and information, including the LEA's:

1. History, nature and length of time of any reported noncompliance; specifically, the LEA's performance on Indicators 4b, 9, 10, 11, 12 and 13 as outlined in the State Performance Plan (SPP) and FFY 2015 Annual Performance Report (APR);
2. Information regarding timely, valid and reliable data;
3. On-site compliance monitoring, focused monitoring and dispute resolution findings;
4. Sub-recipient audit findings;
5. Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data and compliance with the Funding for Public Schools and Public Charter School Amendment Act of 2011;
6. Performance on selected SPP results indicators; and
7. Evidence of correction of findings of noncompliance, including progress toward full compliance.

Please note that the US Department of Education continues to apply special conditions to the District's IDEA Part B grant, due to a low rate of compliance with secondary transition planning requirements (APR Indicator 13). To ensure that all LEAs that serve secondary transition populations have the

information and resources needed to reach and maintain full compliance in the 2017-18 year, OSSE will both expand the range of supports provided to LEAs in this area, while also narrowing the number of monitoring touchpoints LEAs will receive over the course of the year. Next month, LEAs will be notified of OSSE's new approach for secondary transition monitoring and technical assistance for the 2017-18 year. We believe that the new approach will reduce the reporting burden on LEAs while also allowing them more time to focus on successful implementation.

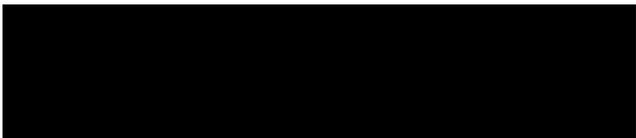
Enclosure 1 explains the criteria for each element and the way existing data provided by LEAs were used to make determinations. Not all elements are applicable to each LEA; for example, some LEAs do not have data for Indicator 12, as they do not serve children within the applicable age range (3 years old). Enclosure 2 describes how SEED PCS of Washington, DC's determination level was calculated. It includes a chart that summarizes each required element, its corresponding rating, the total number of points earned by the LEA and the percentage of applicable points earned by the LEA.

The LEA's FFY 2014 determination was meets requirements. Although IDEA section 616(e)(2)(B) and 34 CFR §§300.600(a) and 300.604 do not require enforcement actions, OSSE is advising SEED PCS of Washington, DC of available sources of technical assistance in order for the LEA to improve performance and results for children and youth with disabilities. Specifically, OSSE publishes its Specialized Education Training & Technical Assistance calendar each fall. These technical assistance opportunities are also communicated to LEAs via the OSSE Look Forward newsletter, LEA meetings, and e-blasts. For more information regarding OSSE's Division of Elementary, Secondary, and Specialized Education Teaching & Learning Unit, please contact Osse.tta@dc.gov.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level. Additional information regarding appeals may be found in Enclosure 1.

OSSE is committed to supporting SEED PCS of Washington, DC's efforts to improve results for children and youth with disabilities and looks forward to working with SEED PCS of Washington, DC over the next year. As part of OSSE's ongoing effort to provide useful information to District of Columbia stakeholders, OSSE will be making determination results available to the public after the close of the appeals process. If you have questions about the determinations process or this letter, please contact me at Amy.Maisterra@dc.gov or (202) 481-3757.

Sincerely,



Amy Maisterra, Ed.D, MSW
Assistant Superintendent of Specialized Education

Enclosures (2)



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2015 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	SEED DC Public Charter School
Final Percentage Rating:	70%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – N/A Indicator 12 – N/A Indicator 13 – 0% -74% compliance rate 	0	2
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> FFY 2015 child count data not submitted timely FFY 2015 Phase I and Phase II applications not submitted timely FY 2016 IDEA Maintenance of Effort (MOE) submitted timely 	1	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> LEA did not receive a report in FFY 2015 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	<ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 • This LEA did not submit an A-133 audit 	1.5	1.5
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2015 grants cycle 	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement 	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	<ul style="list-style-type: none"> • LEA met 95% participation target for disability subgroup on math assessment • LEA met 95% participation target for disability subgroup on reading assessment 	2	2

		LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and National Center and State Collaborative (NCSC) Alternative Assessment for the students with disabilities subgroup:	Math	Reading
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c ¹	Proficiency rates are calculated based on the following performance levels: <ul style="list-style-type: none"> • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum “n” size for disability subgroup 	<5%	<5%
8	Evidence of correction of findings of noncompliance that were issued in FFY 2015 and due for correction in FFY 2016, including progress toward full compliance	<ul style="list-style-type: none"> • The LEA was not issued any findings of noncompliance in FFY 2015 due for correction in FFY 2016. 	N/A	N/A
Total Number of Points Achieved				9.5
Total Possible Points from Applicable Elements				13.5
Percentage of Points Achieved from Applicable Elements				70%

¹ For FFY 2015 IDEA Part B Determinations, OSSE is reporting the performance of each LEA’s students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2015 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year.



ENCLOSURE 2

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

LEA:	The SEED DC Public Charter School
Final Percentage Rating:	91%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – 95% or above compliance rate Indicator 12 – N/A Indicator 13 – 95% or above compliance rate 	4	4
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> FFY 2014 child count data submitted timely FFY 2014 Phase I and Phase II applications submitted timely FY 2015 Maintenance of Effort (MOE) not submitted timely 	2	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> LEA did not receive a report in FFY 2014 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	<ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 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 – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	3.5	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2014 grants cycle 	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement 	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	<ul style="list-style-type: none"> • Reading assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • LEA did not meet 95% participation target for disability subgroup on math assessments 	N/A	N/A

		LEA performance results on Next Generation Assessments in reading and math (Partnership for Assessment of Readiness for College and Careers (PARCC) and the National Center and State Collaborative (NCSC) Alternative Assessment):	Math	Reading
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c ¹	Proficiency rates are calculated based on the following performance levels: <ul style="list-style-type: none"> • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum “n” size for disability subgroup 	0%	2%
8	Evidence of correction of findings of noncompliance that were issued in FFY 2014 and due for correction in FFY 2015, including progress toward full compliance	<ul style="list-style-type: none"> • The LEA did not receive any findings of noncompliance from FFY 2014 that were due for correction in FFY 2015. 	N/A	N/A
Total Number of Points Achieved				14.5
Total Possible Points from Applicable Elements				16
Percentage of Points Achieved from Applicable Elements				91%

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

Appendix N

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Least Restrictive Environment (LRE)	1) Continuum of Alternative Placements §300.115	1	0	0	100.00	1	0	0	100.00
Individual Education Program (IEP)	2) IEP Accessibility §300.323(d)(1)	1	0	0	100.00	1	0	0	100.00
Data	3) Students Referred to Special Education Entered Into SEDS §300.211	1	0	0	100.00	1	0	0	100.00
Data	4) LEA Timely Response to Data Requests §300.211	1	0	0	100.00	1	0	0	100.00
Dispute Resolution	5) LEA Provides Information on State Complaints OSSE State Complaint Policy	0	0	1	0.00	0	0	1	0.00
Dispute Resolution	6) LEA Timely Implements Corrective Actions §300.600(e)	0	0	1	0.00	0	0	1	0.00
NIMAS	7) LEA Provision of Instructional Materials §300.172	0	0	1	0.00	0	0	1	0.00
Fiscal	8) LEA Correctly Procures, Utilizes and Charges Construction Expenses §300.718	0	0	1	0.00	0	0	1	0.00
Fiscal	9) LEA Utilizes IDEA Funds for Providing CEIS §§300.226, 300.646	0	0	1	0.00	0	0	1	0.00
Fiscal	10) LEA Properly Tracks Students Who Receive CEIS §§300.226, 300.646	0	0	1	0.00	0	0	1	0.00
Fiscal	11) LEA Consultation with Rep/Parent of Parentally-placed Students in Private Schools §300.1	0	0	1	0.00	0	0	1	0.00
Fiscal	12) LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Priv	0	0	1	0.00	0	0	1	0.00
Fiscal	13) Eligibility Standard for IDEA Part B Funds §300.203(a)	1	0	0	100.00	1	0	0	100.00
Fiscal	14) Compliance Standard for IDEA Part B Funds §300.203(b)	1	0	0	100.00	1	0	0	100.00
Fiscal	15) Sub Grantee Corrective Action Plans §300.203(a), 2 CFR §200.331(B)	0	0	1	0.00	0	0	1	0.00
Fiscal	16) A-133 Audit Findings OMB Circular A-133, 2 CFR §200.501	0	0	1	0.00	0	0	1	0.00
Fiscal	17) IDEA Part B Funds Used to Supplement Local Funds §300.213, 2 CFR 200.501	1	0	0	100.00	1	0	0	100.00
Fiscal	18) IDEA Part B Funds Used to Pay Excess Cost 2 CFR §300.202	1	0	0	100.00	1	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Initial Evaluation and Reevaluation	12) Parents Provided Procedural Safeguards §300.504(a)(1)	1	2	0	33.33	3	0	0	100.00
Initial Evaluation and Reevaluation	13) Consent Form Signature Prior to Initial Evaluation §300.300(a)	2	1	0	66.67	3	0	0	100.00
Initial Evaluation and Reevaluation	14) Variety of Assessment Tools and Strategies Used §300.304(b)(1)	3	0	0	100.00	3	0	0	100.00
Initial Evaluation and Reevaluation	15) Consent Form Signature Prior to Reevaluation §300.300(c)(1)	6	0	0	100.00	6	0	0	100.00
Initial Evaluation and Reevaluation	16) Variety of Sources Used to Determine Continued Eligibility §300.306(c)	6	0	0	100.00	6	0	0	100.00
IEP (Individualized Education Program)	17) Parent/Student Invited to IEP Meeting §300.322(a)(1)	9	1	0	90.00	10	0	0	100.00
IEP (Individualized Education Program)	18) Parent/Student Notified of Meeting §300.322(a)(1)	5	4	0	55.56	9	0	0	100.00
IEP (Individualized Education Program)	19) Parent Meets Definition in IDEA Regulations §300.30	5	1	4	83.33	6	0	4	100.00
IEP (Individualized Education Program)	20) Regular Education Teacher Attended IEP Meeting §§300.321(a), 300.321(e)	6	4	0	60.00	10	0	0	100.00
IEP (Individualized Education Program)	21) Special Education Teacher Attended IEP Meeting §§300.321(a), 300.321(e)	6	4	0	60.00	10	0	0	100.00
IEP (Individualized Education Program)	22) LEA Designee Attended IEP Meeting §§300.321(a), 300.321(e)	6	4	0	60.00	10	0	0	100.00
IEP (Individualized Education Program)	23) Evaluation Interpreter Attended IEP Meeting §§300.321(a), 300.321(e)	6	4	0	60.00	10	0	0	100.00
IEP (Individualized Education Program)	24) FLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities §300.320(f)	9	1	0	90.00	10	0	0	100.00
IEP (Individualized Education Program)	25) IEP Contains Measurable Annual Goals §300.320(a)(2)(i)	9	1	0	90.00	10	0	0	100.00
IEP (Individualized Education Program)	26) IEP Statement of Measurable Annual Related Services Goal(s) §300.320(a)(2)(i)(B)	8	1	1	88.89	9	0	1	100.00
IEP (Individualized Education Program)	27) IEP Team Considered Strategies to Address Behavior §300.324(a)(2)(i)	3	1	6	75.00	4	0	6	100.00
IEP (Individualized Education Program)	28) ESY Determined on Individual Basis §300.106(a)(2)	5	5	0	50.00	10	0	0	100.00
IEP (Individualized Education Program)	29) IEP Description of How Progress will be Measured §300.320(a)(3)(i)	9	1	0	90.00	10	0	0	100.00
IEP (Individualized Education Program)	30) IEP Review of Progress of Annual Goal §300.320(a)(3)(ii)	7	3	0	70.00	10	0	0	100.00
IEP (Individualized Education Program)	31) IEP Statement of Special Education and Related Services §300.320(a)(4)	9	1	0	90.00	10	0	0	100.00
IEP (Individualized Education Program)	32) Transfer of Rights at Age of Majority §300.320(c)	1	0	0	100.00	1	0	0	100.00
IEP (Individualized Education Program)	35) IEP Contains Projected Date for Services §300.320(a)(7)	9	1	0	90.00	10	0	0	100.00
IEP (Individualized Education Program)	36) IEP Developed Within 30 Days of Initial Eligibility Determination §300.323(c)(1)	3	0	0	100.00	3	0	0	100.00
IEP (Individualized Education Program)	37) Implementation of Related Services §300.323(c)(2)	8	2	0	80.00	10	0	0	100.00
IEP (Individualized Education Program)	38) Annual IEP Review §300.324(b)(1)(i)	9	1	0	90.00	10	0	0	100.00
LRE (Least Restrictive Environment)	39) Consideration of Harmful Effects §300.116(d)	7	0	3	100.00	7	0	3	100.00
LRE (Least Restrictive Environment)	40) IEP Least Restrictive Environment in Regular Education §300.320(a)(5)	7	0	0	100.00	7	0	0	100.00
LRE (Least Restrictive Environment)	41) Supplemental Aids/Services Used Before Removal From Regular Education §300.114(a)(2)	7	0	0	100.00	7	0	0	100.00
LRE (Least Restrictive Environment)	42) Student Placement Based on IEP §300.116(b)(2)	7	0	0	100.00	7	0	0	100.00