

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: **Patricia Sosa, Board Chair – Carlos Rosario International Public Charter School**

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

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

SUBMISSION DATE: 10/27/2017

SCHOOL BACKGROUND

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

Overview of School Performance

- Provide the following information about your Local Education Agency (LEA) by campus:
 - Campus name(s) and location(s): **Carlos Rosario International Public Charter School 1100 Harvard St. NW Washington, DC 20009**
 - Year opened: **1998**
 - Grade levels served (Currently and at maturation of charter agreement, if applicable): **As we are a school for adults we do not operate with grade levels. We have a GED program; an ESL program with 10 ESL levels; a Family Literacy subcomponent that is part of the ESL program; Workforce Academies in: Culinary Arts, Nurse Aid Training and Computer Support Specialist; and Citizenship classes.**
 - Date that charter will be eligible for possible renewal: **July 26, 2028**
- Please select the performance indicators below that describe the school's current performance*: (Mark all that apply)
 - Currently rated Tier 1, or met at least 2/3 of targets on the most recent Accountability Plan, EC, or Adult PMF.
 - School is not currently under corrective action.
 - Has historically met enrollment projections w/in 80% of target.
 - School has been in operation for 3+ years.
 - School is currently accredited. **Through May 1, 2019**

*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: **n/a**

PROPOSAL

Carlos Rosario International Public Charter School submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on August 28, 2017 (leave blank if this has not been determined).

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

CRIPCS petitions to clarify Goal 1 of the Student Achievement Expectations in our charter contract. The clarification of the goal will entail a minor revision in the language to clarify that the student progress gains made by students in the Spanish GED program will be assessed in terms of Grade Level gains, whereas students in the English GED program will continue to be assessed by NRS-EFL level gains. Additionally, the Spanish GED program will be switching-out the assessment utilized to measure gains from the current Supera Test to Spark 3000. The Spark 3000 assessment measures reading progress. It is a valid and reliable test designed for Adult learners. Conversely, Supera was designed and normed for K-12 students.

The Spanish GED program is currently using both assessments but upon approval by the PCSB, the Carlos Rosario School wishes to drop the Supera test and begin reporting student gains on Spark 3000 starting with this current school year (SY 2017/2018) for the purposes of the Charter Contract goal 1 and PMF's Mission Specific measure.

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

The proposed amendment will enhance the School's Mission by providing a more accurate assessment of student progress in the Spanish and English GED programs.

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

We have every expectation of unanimous board approval at our next board meeting slated for December 6, 2017.

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

External stakeholders such as the local ANC commissioner has been informed via email (see attachment) . Internal stakeholders have been informed through academic planning meetings and conversations with faculty and administrators within the Spanish GED program as well as conversations with students in the program (see attachment).

Part II: Specific Revision Requests

Section C. Charter Amendment - **Goals and Academic Achievement Expectations**

***ONLY complete this section if applying to amend Goals/Achievement Expectations.**

To adopt the Performance Management Framework (PMF) as the school's goals and academic achievement expectations, please review the [policy](#).

Schools should revise their goals and student academic achievement expectations if at its 5- or 10- year review it finds that it has goals that are "not historically measured;" or if the school's leadership, including its board, determines that the current set of charter goals do not accurately reflect the school's mission and education philosophy for student achievement; or when a school has more than five goals and wishes to reduce its reporting burden. Charter schools may revise goals and academic achievement expectations up to one year prior to a high-stakes review and two years prior to charter renewal. Revisions are generally approved if the school successfully shows that the new goals and academic achievement expectations are:

- a. SMART – Specific, Measurable, Achievable, Realistic and Timely
- b. Appropriately challenging.
- c. Measure student academic performance in at least English Language Arts (ELA) and math, using the state assessment, if applicable, and expect students to achieve above the city average for similar populations.
- d. At least one goal should directly measure the extent to which the school is meeting its mission.

Note: PCSB does not typically accept school-issued grades as a means for measuring student achievement.

1. What are the school's current goals and student academic achievement expectations? What are the new goals and academic achievement expectations? If not all goals are changing, please make it clear which are being deleted or replaced and which are new.

The CRIPCS petitions to clarify Goal 1 of the Student Achievement Expectations of the Charter Contract.

Goal 1 as it currently reads is: "1. Progress Adult Basic Skills – 60% of pre-and post-testing Spanish and English ABE program students will make one or more NRS-EFL gains by the end of the program year." The new Goal 1 would read as follows: "The annual weighted average of students making one or more National Reporting System-Educational Functioning Levels ("NRS-EFL") gains by the end of the program year on the TABE for English GED program students and Spanish GED program students gaining one or more grade level on the Spark 3000 will meet or exceed 60%.

2. Explain the school's rationale for amending its goals and academic expectations. If goals were "not historically measured" or are no longer being pursued, be sure to address why the school is abandoning these goals and how they will be replaced.

Based in part on multiple conversations with PCSB staff, the School decided to request the clarification of the Goal 1 in order to more clearly reflect the two different types of performance outcomes from the assessments in the two GED programs (English and Spanish). Specifically, Spanish GED program outcomes will be clearly reported as Grade Level gains (GL) whereas English GED program outcomes will continue to be reported as NRS-EFL Level gains.

3. How will the new goals better measure the school's mission, curriculum, operations, and education experience for families?

The proposed amendment will enhance the School's Mission by providing clearer and more accurate assessment of student progress in both the English and Spanish GED programs.

4. If proposing goals and/or academic expectations aside from adopting the [Performance Management Framework](#), please describe how the school will monitor and report its progress towards goal attainment. Please note that all schools are required to report on progress each year in the Annual Report.
(If adopting the PMF without any mission-specific goals, this question is not applicable.)

As with the other Charter Contract goals that are separate from the PMF, we plan to monitor progress on an on-going basis. This particular goal has substantial overlap with a similar goal on the PMF. Therefore when we monitor GED student progress for the charter contract we are at the same time monitoring a similar Mission Specific goal on the PMF for the Spanish GED program, as well as a similar Student Progress goal for the English GED program on the PMF.