



CHARTER AGREEMENT AMENDMENT APPLICATION

DC PUBLIC CHARTER SCHOOL BOARD

3333 14th Street, NW, Suite 210

Washington, DC 20010

www.dcpsb.org ■ (202) 328-2660

For questions, please contact DC PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.

Application Checklist

Please complete the steps below before submitting a charter or charter agreement amendment application. The entire process can take up to six months from submission of this application to board vote, including up to three months to allow for ANC notification¹ (requires at least 30 business days advanced notice of a public hearing), 30 days of public comment, a DC PCSB-hosted public hearing, a public vote at a DC PCSB public meeting, and the execution of a written charter amendment.

- ☐ Contact Laterica (Teri) Quinn at lquinn@dcpcsb.org to start the process. While most amendments can be handled through filling out the appropriate template, some, such as expansions into new grade levels (early childhood, elementary, middle, high or adult) or multiple amendments at once, may require a more extensive charter agreement amendment application and process.
- ☐ Obtain approval from your board to pursue the charter agreement amendment through a documented board vote and attach a copy of the board meeting minutes to the application.
- ☐ When appropriate, gather community input from your staff, neighbors, and families. Attach copies of any written communications, dates of meetings, and other evidence of community engagement.
- ☐ Actively engage and obtain support from the potentially affected Advisory Neighborhood Commission (ANC), DC council member, and other community members about the proposed charter agreement amendment and attach copies of any written communications, date of meetings, and other evidence of community engagement.
- ☐ Complete the following parts of the charter agreement amendment application:
 - ☒ Part I: General Information (**all applicants**); and
 - ☒ Part II: Applicable Section(s) A-E
- ☒ Attach supporting documents (e.g., enrollment matrix, budget, etc.)

¹ ANC notification is only required where action will impact the neighborhood. So there are some amendments (e.g. amendments to bylaws and Articles of Incorporation) that do not require ANC notification and could require less time to process.

Rationale

Pursuant to § 38-1802.04(c)(10)² of the School Reform Act (SRA) and charter school charter agreements, a charter school must submit a petition for revision to amend its charter, and DC PCSB must hold a public hearing and vote on such proposed amendments. In addition, several other provisions of D.C. law – the Open Meetings Act, D.C. Law 18-350, codified at D.C. Code §§ 2-571 et seq.; the Expedited Advisory Neighborhood Commissions Notification Amendment Act, D.C. Law 18-111, codified at D.C. Code § 1-309.10; and the SRA, D.C. Code § 38-1802.14 - require the DC PCSB Board to hold a public hearing and vote on other proposed amendments, as listed below.

Directions

A school may amend its charter or charter agreement by completing the appropriate questions in this amendment application. All amendments, except for revisions made to articles of incorporation or bylaws, require a public hearing; and all amendments are subject to the DC Public Charter School Board's (DC PCSB) approval. Please note some amendments must be submitted before a specific deadline to be implemented for the following school year, and the timeline must align with any deadlines specified in your school's charter agreement. Before completing this application, contact Laterica (Teri) Quinn at lquinn@dcpcsb.org to discuss your proposed amendment and to determine whether a meeting with DC PCSB's leadership is required before moving forward.

Typical Submission Process

Based on the type of charter amendment(s) the school would like DC PCSB to consider, applicants must complete and submit Part I **and** the applicable section(s) in Part II to lquinn@dcpcsb.org within the designated timeframe agreed upon after speaking with Laterica (Teri) Quinn about your proposed amendment(s).

- I.** Prior to submitting to DC PCSB for approval, the school must provide written or electronic notification of the proposed charter or charter agreement amendment to the appropriate Advisory Neighborhood Commission(s) (ANC).
- II.** DC PCSB will hold a public hearing within 30 business days of submission of a charter or charter agreement amendment application, and will publicize the date to the appropriate ANC(s) and on its website. The school's board chair and school leader are expected to attend the public hearing. If the school's board chair or school leader cannot be present, another well-informed board member or administrator should attend in his or her place.
- III.** DC PCSB will vote on the proposed charter or charter agreement amendment within 30 business days of the public hearing, typically at a regularly scheduled DC PCSB board meeting. Once again, the school's board chair is encouraged to be present to execute the amended agreement.

² D.C. Code § 38-1802.04(c)(10) provides: "**Charter revision.--A public charter school seeking to revise its charter shall prepare a petition for approval of the revision and file the petition with the eligible chartering authority that granted the charter. The provisions of §38-1802.03 shall apply to such a petition in the same manner as such provisions apply to a petition to establish a public charter school.**"



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: **Tycely Williams, Board Chair**

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

- | | |
|--|--|
| <input type="checkbox"/> Enrollment Ceiling Increase | <input type="checkbox"/> Name Change – Campus or Facility |
| <input type="checkbox"/> Program Replication of Grades Served | <input type="checkbox"/> Campus Reconfiguration |
| <input type="checkbox"/> Grade Level Expansion (Single Grade) | <input type="checkbox"/> LEA Status for Special Education |
| <input type="checkbox"/> Grade Level Expansion (Grade Band) | <input type="checkbox"/> Special Education Enrollment Preference |
| <input type="checkbox"/> Additional Facility or New Location | <input type="checkbox"/> Governance Structure |
| <input checked="" type="checkbox"/> Goals and Achievement Expectations | (Bylaws, Articles of Incorporation or Management) |
| <input type="checkbox"/> Mission or Education Philosophy | <input type="checkbox"/> Graduation Requirements |
| <input type="checkbox"/> Curriculum, Standards or Assessments | <input type="checkbox"/> Competency-Based Learning Application |

SUBMISSION DATE: **5/26/2017**

SCHOOL BACKGROUND

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

Overview of School Performance

1. Provide the following information about your Local Education Agency (LEA) by campus:

- Campus name(s) and location(s): **Monument Academy Public Charter School, 500 19th Street NE, Washington, DC 20002**
- Year opened: **August 2015**
- Grade levels served (Currently and at maturation of charter agreement, if applicable): **5 and 6; will serve 5-8 by 2018-19**
- Date that charter will be eligible for possible renewal: **2030**

2. Please select the performance indicators below that describe the school's current performance*: (Mark all that apply)

- ☐ Currently rated Tier 1, or met at least 2/3 of targets on the most recent PK-only PMF or Alternative Accountability Framework.

Enter School Name Here 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. **Enter expiration date.**

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

PROPOSAL

Monument Academy 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 September 18, 2017 (leave blank if this has not been determined).

1. Please provide details on the selected amendment(s) above and describe the requested change(s), including the school's rationale for the proposed changes. Describe any planning that is already underway to prepare for the proposed amendment.

The amendments to our charter goals involve:

- Adjusting the N-size for sub-groups to be in alignment with OSSE's N-size
- Adjusting the targeted growth and achievement measures to compare performance with the baseline performance of similar students in the district
- Adjusting our School Climate Measure to replace suspension rates with re-enrollment rates. This is a better reflection of student and family satisfaction with our school and program.

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

The proposed goals change better reflect and support Monument Academy's achieving our mission by better reflecting the unique circumstances and challenges of our students. These challenges include instability (foster care, homelessness, family crisis, mental health issues and traumatic background) that have impeded academic and social progress. These goals are set with reference to the current baseline performance of similar students, rather than with reference to the District Average. They also reflect the past instability in school placement for most of our students.

3. While considering this amendment request, DC PCSB staff may review the school's history of board actions, DC PCSB audits, community complaints, enrollment trends, and any relevant data used by DC PCSB to monitor equity in schools. Please describe any DC PCSB audits, notices of concern or other board actions issued against your school in the past 3 years. What was the outcome? Please explain what steps, if any, you've taken to address the concerns that prompted a DC PCSB audit, board action, or community complaint.

We have not been issued notices of concern.

4. DC PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. If applicable, describe how the proposed amendment will impact the school's finances. Explain any anticipated expenses for the proposed changes and how the school will finance them. *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Name Changes and Graduation Requirements. If not applicable, write N/A.]*

Note: If applicable, in addition to your narrative please attach a proposed [5-year Operating Budget](#).

NA

5. 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). Describe any notable support for or opposition to the proposed amendment(s). If concerns have been brought to your attention, how do you plan to address them? *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Graduation Requirements and Competency-Based Learning Credits. If not applicable, write N/A.]*

We will notify the ANC through our Family Coordinator. We have been keeping our board informed about these changes and will vote on them at the next board meeting, prior to the PCSB hearing.

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

We will vote on the goals changes at the next board meeting prior to the PCSB hearing.

Part II: Specific Revision Requests

Section B: Mission-Critical Amendments

1. Goals and Achievement Expectations
2. Revised Mission or Educational Philosophy
3. New Curriculum, Standards or Assessments

Section B1. **Goals and 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: DC 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.

Please see the Monument Academy PCS Proposed Goals changes draft attached.

2. If the school's existing goals were "not historically measured" or are no longer being pursued, explain why the school is abandoning these goals and how they will be replaced.

Please see the Monument Academy PCS Proposed Goals changes draft attached

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

Please see the Monument Academy PCS Proposed Goals changes draft attached

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.)

Please see the Monument Academy PCS Proposed Goals changes draft attached

Monument Academy PCS Goals Draft

NOTE: These goals are in draft form, as of 8.4.2017. They may change based on discussions between Monument Academy PCS staff and DC PCSB staff prior to the public hearing on September 18, 2017.

dSY 2015-16 and SY 2016-17 Goals	Proposed SY 2017-18 and Beyond Goals	Rationale for Proposed Change
Student Achievement		
<p>Students attending the school for two or more years will demonstrate college and career-readiness in math as measured by the rates of students earning level 3 or higher on the PARCC for</p> <p>the at-risk subgroup population (given an n size deemed statistically significant by OSSE),</p> <p>the special education subgroup population (given an n size deemed statistically significant by OSSE),</p> <p>and the not at risk population (given an n size deemed statistically significant by OSSE),</p> <p>exceeding the city- wide rate for the corresponding subgroup.</p>	<p>Students enrolled in the school for two or more years (as measured by students in the enrollment audit and counting as Full Academic Year (FAY)) will demonstrate college and career-readiness in math as measured by:</p> <ul style="list-style-type: none"> - the two-year weighted average rate of special education students at Monument Academy PCS (assuming an n-size of at least 10) earning level 3 or higher on the PARCC math assessment will meet or exceed the percent of at-risk students receiving special education services city-wide earning level 3 or higher on the PARCC math assessment; - the two-year weighted average rate of non-special education students at Monument Academy PCS (assuming an n-size of at least 10) earning level 3 or higher on the PARCC math assessment will meet or exceed the percent of at-risk students not receiving special education services city-wide earning level 3 or higher on the PARCC math assessment. <p>Note that the following data will be displayed on Monument Academy PCS's annual Alternative</p>	<p>DC PCSB and Monument PCS propose these revisions in order to define an appropriate n-size consistent with both the n-size needed to have data displayed on the Performance Management Framework, and consistent with the Office of the State Superintendent of Education's n-size for inclusion in a school's scorecard under its proposed Title 1 plan under the Every Student Succeeds Act (ESSA). Recognizing that students who attend Monument Academy PCS may be more likely to have trauma or other at-risk indicators, DC PCSB is willing to compare all Monument Academy PCS students to DC's at-risk population in terms of performance comparisons.</p>

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dSY 2015-16 and SY 2016-17 Goals	Proposed SY 2017-18 and Beyond Goals	Rationale for Proposed Change
	<p>Accountability School Quality Report (though this data will not be included in the evaluation of the school's charter goal attainment):</p> <ul style="list-style-type: none"> - the annual rate of special education students at Monument Academy PCS (assuming an n-size of at least 10) earning level 3 or higher on the PARCC math assessment compared to the percent of at-risk students receiving special education services city-wide earning level 3 or higher on the PARCC math assessment; - the annual rate of non-special education students at Monument Academy PCS (assuming an n-size of at least 10) earning level 3 or higher on the PARCC math assessment compared to the percent of at-risk students not receiving special education services city-wide earning level 3 or higher on the PARCC math assessment. 	
<p>Students attending the school for two or more years will demonstrate college and career readiness in ELA as measured by the rates of students earning level 3 or higher on the PARCC for the at-risk subgroup population (given an n size</p>	<p>Students enrolled in the school for two or more years (as measured by students in the enrollment audit and counting as Full Academic Year (FAY)) will demonstrate college and career-readiness in English Language Arts (ELA) as measured by:</p>	

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dSY 2015-16 and SY 2016-17 Goals	Proposed SY 2017-18 and Beyond Goals	Rationale for Proposed Change
<p>deemed statistically significant by OSSE),</p> <p>the special education subgroup population (given an n size deemed statistically significant by OSSE),</p> <p>and the not at risk population (given an n size deemed statistically significant by OSSE),</p> <p>exceeding the city- wide rate for the corresponding subgroup.</p>	<p>- the two-year weighted average rate of special education students at Monument Academy PCS (assuming an n-size of at least 10) earning level 3 or higher on the PARCC ELA assessment will meet or exceed the percent of at-risk students receiving special education services city-wide earning level 3 or higher on the PARCC ELA assessment;</p> <p>- the two-year weighted average rate of non-special education students at Monument Academy PCS (assuming an n-size of at least 10) earning level 3 or higher on the PARCC ELA assessment will meet or exceed the percent of at-risk students not receiving special education services city-wide earning level 3 or higher on the PARCC ELA assessment.</p> <p>Note that the following data will be displayed on Monument Academy PCS's annual Alternative Accountability School Quality Report (though this data will not be included in the evaluation of the school's charter goal attainment):</p> <p>- the annual rate of special education students at Monument Academy PCS (assuming an n-size of at</p>	

Monument Academy PCS Goals Draft

NOTE: These goals are in draft form, as of 8.4.2017. They may change based on discussions between Monument Academy PCS staff and DC PCSB staff prior to the public hearing on September 18, 2017.

dSY 2015-16 and SY 2016-17 Goals	Proposed SY 2017-18 and Beyond Goals	Rationale for Proposed Change
	<p>least 10) earning level 3 or higher on the PARCC ELA assessment compared to the percent of at-risk students receiving special education services city-wide earning level 3 or higher on the PARCC ELA assessment;</p> <p>- the annual rate of non-special education students at Monument Academy PCS (assuming an n-size of at least 10) earning level 3 or higher on the PARCC ELA assessment compared to the percent of at-risk students not receiving special education services city-wide earning level 3 or higher on the PARCC ELA assessment.</p>	
Student Progress		
<p>Using the SY 2014-2015 PARCC ELA assessment data as a baseline, the gap in the college and career readiness (measured by achievement of a level 4 or 5 on the PARCC) of students who have been enrolled at Monument Academy for 3 consecutive years and the college and career readiness of students city-wide will close by 50%.</p>	<p>Annually, the Median Growth Percentile (MGP) of Monument PCS students will exceed the MGP of the charter sector subgroup of students who are BOTH at-risk AND identified to receive special education services in ELA.</p>	<p>The proposed goal better aligns with what the school is trying to demonstrate – that it is growing a similar population of at-risk and special-education students at a higher rate than the charter sector as a whole. DC PCSB will use the two-year weighted average methodology for calculating this measure in the</p>

Monument Academy PCS Goals Draft

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dSY 2015-16 and SY 2016-17 Goals	Proposed SY 2017-18 and Beyond Goals	Rationale for Proposed Change
Using the SY 2014-2015 PARCC math assessment data as a baseline, the gap in the college and career readiness (measured by achievement of a level 4 or 5 on the PARCC) of students who have been enrolled at Monument Academy for 3 consecutive years and the college and career readiness of students city-wide will close by 50%.	Annually, the MGP of Monument students will exceed the MGP of the charter sector subgroup of students that are BOTH at-risk AND identified to receive special education services in math.	Performance Management Framework to calculate results for this goal.
Students will demonstrate academic progress toward skills proficiency in Math as indicated by the growth from the benchmark administration to the end of year administration of the NWEA MAP assessment. 65% of Monument Academy students will meet or exceed their academic growth projection in RIT score per their individual Achievement Status and Growth report from the fall to spring administration of the NWEA MAP assessment for Math.	No Change	No Change
Students will demonstrate academic progress toward skills proficiency in ELA as indicated by the growth from the benchmark administration to the end of year administration of the NWEA MAP assessment. 65% of Monument Academy students will meet or exceed their academic growth projection in RIT score per their individual Achievement Status and	No Change	No Change

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dSY 2015-16 and SY 2016-17 Goals	Proposed SY 2017-18 and Beyond Goals	Rationale for Proposed Change
Growth report from the fall to spring administration of the NWEA MAP assessment for ELA.		
Gateway		
By the end of 8th grade, 90% of students will have completed 3 university visits to be documented in the student's' personalized learning plans and tracked on an internal spreadsheet	No Change	No change
90% of 8th graders will have outlined a course path and extracurricular activity plan to achieve High School graduation and prepare themselves for college and a career. This document will be included in the student's' personalized learning plans and will be filed with their transcripts	No Change	No change
School Environment		
On average, Monument Academy's yearly in seat attendance will be 90%	No Change	No change

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dSY 2015-16 and SY 2016-17 Goals	Proposed SY 2017-18 and Beyond Goals	Rationale for Proposed Change
The percent of Monument Academy students receiving an out-of-school suspension will be equal to or lower than the charter sector average at each grade level on a yearly basis.	Annually, Monument Academy PCS's rate of Out of School Suspensions for 11+ days will be equal to or lower than the charter sector for the corresponding grade band.	Monument PCS leadership believes that the 11+ days suspension metric more accurately measures the school's approach to discipline, showing that students at Monument Academy PCS are suspended for long stretches of time at a rate on par or lower than charter sector peers.