

**Part I: General Information**  
**\*All applicants must complete this section\***

**SUBMITTED BY: Terry Golden – KIPP DC**

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

- ✓ Enrollment Ceiling Increase
- ✓ Program Replication of Grades Served
- ✓ Goals and Achievement Expectations
- ✓ Additional Facility or New Location

**Submission Date: December 3, 2018**

**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:

a) Campus name(s) and location(s):

- i. Hamilton Facility, 1405 Brentwood Parkway, NE
  - 1. KIPP College Preparatory – Grades 9th-12th (2009)
- ii. Benning Facility, 4801 Benning Road SE
  - 1. LEAP Academy – Grades PK3-PK4 (2007)
  - 2. Promise Academy – Grades K-4th (2009)
  - 3. KEY Academy – 5th-8th (2001)
- iii. Douglass Facility, 2600 Douglass Road SE
  - 1. Discover Academy – PK3-K (2009)
  - 2. Heights Academy – 1st-4th (2011)
  - 3. AIM Academy – 5th-8th (2005)
- iv. Shaw Facility, 421 P Street NW
  - 1. GROW Academy – PK3-K (2010)
  - 2. Lead Academy – 1st-4th (2012)
  - 3. WILL Academy – 5th-8th (2006)
- v. Webb Facility, 1375 Mt. Olivet Road NW
  - 1. Connect Academy – PK3-K (2013)
  - 2. Spring Academy – 1st-4th (2013)
  - 3. Northeast Academy – 5th-8th (2014)
- vi. Smilow Facility, 5300 Blaine Street NE
  - 1. Arts and Technology Academy – PK3-K (2014)
  - 2. Quest Academy – 1st-4th (2014)
  - 3. Valor Academy – 5th-8th (2014)

b) Year opened: See above.

c) Grade levels served (Currently and at maturation of charter agreement, if applicable): See above.

d) Date that charter will be eligible for possible renewal: Renewed on July 1, 2016; up for renewal on June 30, 2031.

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 N/A Alternative Accountability Framework.
- 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. December 2019.

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

KIPP DC is the highest performing PK3-12 system in the District, and a driving force behind closing the opportunity gap. We are proud that KIPP DC's students who are classified as at-risk perform on-par with all DC students. Further, the gap in performance between all students and at-risk students at KIPP DC is one of the smallest in the District due to the commitment of our teachers and leaders to the belief that every student can learn with the right scaffolds and supports.

Overall, we operate 8 Tier 1 schools--the most of any network. Notably, Arts & Technology Academy--a school that was restarted just four years ago due to poor academic performance--is now one of the top 10 highest tiered schools in the District.

Since PARCC began four years ago, KIPP DC students have consistently outperformed the charter, state and DCPS averages. Our middle schools have shown steady growth in PARCC, particularly in our 5th and 8th grades (our entry and exit grades for our middle school grade band). Our mathematics outcomes are particularly strong, as our students outperform both DCPS and charter averages, and our ELA outcomes have shown strong improvements over the past few years.

KIPP DC College Prep, our existing high school, remains one of just a few Tier 1 public charter high schools in the district. Despite the immense tragedy of losing a student during the middle of PARCC testing, KCP maintained that status in the most recent year and we expect PARCC scores to improve in the near future. Prior to the 2017-18 year, for example, KCP was both above the DCPS and charter averages for geometry and on a strong upward trend, and we anticipate returning to those robust outcomes this year. In ELA, KCP had also demonstrated a strong level of growth in PARCC outcomes from the first year of testing, jumping from 18% at Level 4+ to over 30% in subsequent years.

## **PROPOSAL**

KIPP DC 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 XX, 20XX (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.

In response to a request by Somerset Preparatory Academy to continue their work at the conclusion of their charter on June 30, 2019, KIPP DC seeks approval from PCSB for the following four charter amendments:

- (a) a new location, to enable KIPP DC to operate Somerset's middle school and high school beginning in the 2019-20 school year;
- (b) a program replication, to enable KIPP DC to bring new educational programming to Somerset's students next year;
- (c) an enrollment ceiling increase, to enable KIPP DC to enroll all current and anticipated Somerset students in the years to come; and
- (d) a revision to KIPP DC's goals to incorporate certain language in PCSB's PMF As Goals policy pertaining to the timing of charter reviews and new locations.

KIPP DC makes these requests with great appreciation for the valuable work Somerset has done, with enthusiasm for taking on Somerset's digital media arts programming, and in an effort to help provide continuity for Somerset's students, who would otherwise be displaced.

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

KIPP DC is committed to helping District students in all grades and from all backgrounds develop the knowledge, skills, and mindsets needed to become thoughtful, intentional citizens in the competitive world. PCSB has identified Ward 8 as a "Green Zone" – indicating that more high-quality PreK-12 charter school seats are needed by 2021-22. In fact, Ward 8 has the largest gap (3,101) between future need for high quality seats and growth in future high quality seats of any Ward in the city. KIPP DC has a two-decades long history of academic achievement, and we hope to further increase our impact by continuing and expanding upon Somerset's work.

If our proposed amendments are granted, we will be able to make the same promise to Somerset students that we make to all students enrolled at KIPP DC -- to see them to and through college with our one-of-a-kind KIPP Through College and Career alumni support program. As the data shows, students who finish 8th grade with KIPP DC are put on a new path to success:

- 94% go on to graduate from high school, compared with 61% district-wide

- 76% enroll in college within 18 months, compared with 37% district-wide
- 49% are on track to complete college within six years, compared with 11% district-wide

We will also hold ourselves accountable for Somerset's students college completion rates – a commitment that no other public school currently makes in the District of Columbia – all in support of our mission to empower students and increase their access to life opportunities.

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.

Throughout our history, KIPP DC has maintained a strong fiscal status and academic achievement record, consistently exceeding district averages. Accordingly, PCSB's Board unanimously approved our application for 15-year renewal on November 16, 2015, as well as our charter renewal on July 1, 2016, and our previous charter amendment requests, including our most recent ECI request in 2017.

During the past three years, KIPP DC has not received any notices of concern, has not had any board actions issued against us, and has responded quickly and thoroughly to any community complaints made to PCSB. With respect to audits, KIPP DC has been audited by PCSB four times over the past three years: during the 2015-16 school year, PCSB conducted special education audits of WILL Academy and Valor Academy, and during the 2016-17 school year, PCSB conducted special education audits of WILL Academy and KEY Academy. KIPP DC resolved each of these audits with PCSB without the need for further action. Notably, no PCSB audits were triggered at any KIPP DC school last year and WILL Academy had one of the lowest suspension rates in the charter sector.

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.

KIPP DC has a history of outstanding financial management and stability. KIPP DC is one of only a few charter schools in the country with a BBB+ credit rating by Standard & Poor's and has consistently had clean financial audits as reported on the PCSB FAR report.

With the proposed amendments, KIPP DC will be able to acquire the ground lease for the facility

that houses Somerset Prep and begin operating Somerset's schools at the beginning of next school year. The current landlord, Charter School Incubator Initiative, has made substantial improvements in the building and anticipates transferring to KIPP DC the ground lease and associated improvement costs, along with current tenant Community College Prep PCS.

On the financing side, KIPP DC anticipates financing this transfer cost in a similar manner to existing campuses - as of today, a private lender has provided a commitment letter for up to \$40 million in funding, and we expect a financial close by the end of 2018. On the operating side, we anticipate investing in additional staff and programming during the transition, and expect a financial model similar to our existing middle and high school programs, which are sustainable on per pupil local and federal support. Please see our aggregate financial model at Attachment A.

In addition, KIPP DC has already received \$5 million in philanthropic support to open a new campus. We anticipate using these funds (and others in the pipeline) to support project equity, transition costs, and maintain cash on hand and debt service coverage as we add this additional campus.

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.]

KIPP DC appreciates the importance of informing external and internal stakeholders of any proposed growth, even amidst an opportunity like this one, which has moved extraordinarily quickly.

This process began when Somerset Prep's Executive Director and Board reached out to KIPP DC to discuss whether we would be interested in continuing their work after the expected conclusion of their charter. In response to Somerset's outreach, we submitted a proposal focused on providing continuity to Somerset's existing students and families, and fostering a high-quality academic program. During the week of November 5, Somerset's board, which includes multiple parent representatives, unanimously voted to move forward with KIPP DC.

Since that time, we have engaged with many community stakeholders, including:

- Councilmember Trayon White
- Councilmember White's CoS Wanda Lockridge
- Ward 8 SBOE Rep Markus Batchelor
- Monica Ray, Chair of Community College Prep
- Sheila Bunn, Ward 8 resident
- Mary Cuthbert, ANC 8C07
- Philip Pannell, ED of ACC

- Pastor R. Joyce Scott
- Connie Spinner, Executive Director of Community College Prep
- David Grosso, Chairperson, Education Committee
- Salim Adofo, ANC 8C - elect
- LaRuby May
- Tina Fletcher, Ward 8 Ed Council

We have also sought to inform leadership at nearby LEAs and schools including:

- Center City
- Friendship
- DCPS
- Ingenuity Prep
- Achievement Prep
- Eagle Academy

In addition, we have worked in collaboration with the Somerset Prep to quickly inform staff, parent leaders, families, and community partners. This included:

- Parent leadership meeting at Somerset
- Staff meeting at Somerset
- Discussions with Somerset Scholars, class by class
- KIPP DC Board and staff notification at all hands and follow up via email
- All Somerset parent meeting
- Follow-up emails and robocalls to all Somerset parents
- KIPP DC / Somerset family office hours
- Somerset Community Partner notification

In the next several weeks, we are also planning to present at several public meetings including:

- Joint KIPP DC & Somerset Family Town Hall: December 4th
- ANC 8C: December 5th
- Ward 8 Education Council: December 6th
- Congress Heights Civic Association: December 10th

Please see Attachment B for communications we have provided to staff and families thus far.

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

On November 28, KIPP DC's Board unanimously approved of KIPP DC's Memorandum of Understanding formalizing a partnership between KIPP DC and Somerset. See Attachment C. KIPP DC will present the proposed amendments to our board for approval at our next quarterly meeting on December 5th, 2018, and will update these materials after that time.

## **Section A1: Enrollment Ceiling Increase**

**\*ONLY complete this section if applying to amend Enrollment Ceiling Increase:**

*A school should apply for an enrollment ceiling increase if it plans to offer more spaces in the next fiscal year and wishes to be paid for the additional students. A school does not need to apply for a change in enrollment ceiling if it is offering the same total number of spaces but not in the exact grade levels it determined through its Schedule I. If applying for an enrollment ceiling increase, please be sure the school meets the criteria listed in the Enrollment Ceiling Increase Policy. Failure to meet the criteria may result in denial of your charter agreement amendment request.*

*Note: Schools that do not meet all criteria outlined in DC PCSB's Enrollment Ceiling Increase Policy may be asked to provide additional information, such as the following:*

- *Assessment data other than PARCC (e.g. WIDA, NWEA MAP, IEP goal mastery, etc.)*
- *School's response to resolving the issue(s), including steps already taken to improve the issue*
- *Any other information that provides context regarding missed criteria*

1. Why is the school seeking this enrollment ceiling increase? How does the school know there is demand for this expansion? How does the scope, pace, and need for the enrollment ceiling increase align with current demographic and growth projections in the city (such as the projections found in this study).

In order to move forward with educating Somerset's expected student population in the years to come, KIPP DC must apply for an enrollment ceiling increase. Though Somerset Prep's current enrollment ceiling is 840, we are seeking approval to add 675 seats, which will allow us to operate grades 4 through 12 next year, with approximately 75 students in each grade. This is largely consistent with the size of Somerset's current grades.

Though KIPP DC is actually seeking approval for fewer seats that Somerset Prep is currently approved to grow into, and will be filling the bulk of those seats with current students, KIPP DC believes this partnership and continuation of Somerset Prep's work meets a clear demand for quality seats. Somerset Prep is located in Neighborhood Cluster 39 (Congress Heights, Bellevue, Washington Highlands) which, according to the DC Office of Planning, has the largest population of school-aged children in the city. The DC Office of Planning projects that Cluster 39 will have the third largest absolute growth in school-aged population of any neighborhood cluster over the coming years (a finding consistent with PCSB's "2017 Analysis on Charter Programs, Need and Growth in Washington, DC"). In addition, Cluster 39 contributes the second highest number of current KIPP DC students (540) among all neighborhood clusters in the city, indicating strong demand for KIPP DC seats among the large and growing school-age population this area. Finally, Cluster 38 (which borders Cluster 39) has the fifth largest population of

school-aged children in the city and is projected to have the fourth largest absolute growth in school-aged population over the coming years (also consistent with PCSB's study).

It's also worth noting that PCSB has identified Ward 8 as a "Green Zone" – indicating that more high-quality PreK-12 charter school seats are needed by 2021-22. In fact, Ward 8 has the largest gap (3,101) between future need for high quality seats and growth in future high quality seats of any Ward in the city. Approximately 30% of our 6,000+ current students live in Ward 8, with an additional 1,000+ on our waitlist.

Based on demand for KIPP DC seats in Ward 8 broadly and Cluster 39 specifically, we are confident that this partnership will allow us to fulfill a large portion of the unmet need for quality seats in Ward 8 at the Somerset site.

2. DC PCSB will review the school's enrollment trends over the past 3 years. What patterns are we likely to find? Is there any context you can provide to explain your current enrollment patterns?

a. Describe the impact your school's enrollment ceiling(s), certificate of occupancy, and waitlist/vacant seats have had on your recruitment and program growth.

In reviewing KIPP DC's enrollment trends over the past 3 years, PCSB will find unwavering demand for KIPP DC seats, particularly in Ward 8, where Somerset is located. Here are some key points to keep in mind when reviewing our current enrollment patterns:

- Over the past three years, KIPP DC's overall re-enrollment rate is 88.1% of eligible students. KIPP DC's current waitlist is approximately 3,000 students. Each KIPP DC campus' current enrollment is well within the capacity of the respective facility's Certificate of Occupancy.
- Our preliminary audited enrollment for the 2018-19 school year is 6,256, and our currently-approved enrollment ceiling for 2018-19 is 6,459.
  - KIPP DC's overall approved enrollment ceiling is 7,484 through 2025, which includes an allotment of 900 students towards our second high school. Thus, we cannot take on Somerset's expected enrollment for 2018-19 without a new enrollment ceiling increase.

b. Describe ways that your school ensures you recruit, enroll, and re-enroll students with disabilities and English language learners, along with your target population. What methods do you employ to ensure your curriculum is accessible to all students regardless of race, ethnicity and gender as shown through re-enrollment rates?

We recruit and enroll all students regardless of their race, gender, disability, language or other protected status. In Ward 8, KIPP DC currently serves an at-risk population of ~60% at KIPP DC AIM and KIPP DC Heights, which educate a special education population of 17% and 24%, respectively.

KIPP DC has a robust special education program and team. Nearly 20% of our current middle and high school students receive special education services. Our student support services team ensures all students are able to meet their academic and social goals. Special education and mental health supports have been a key area of investment for KIPP DC and we plan to continue to offer students supports at Somerset Prep.

KIPP DC also runs the innovative Learning Center, a specialized program at our Douglass Campus that educates students from across the KIPP DC network with the most severe disabilities. With a 3:1 student to classroom staff ratio, students learn through a research-based curriculum with targeted interventions and wrap-around supports.

3. Will the proposed enrollment ceiling increase cause the school to exceed the maximum occupancy load detailed in the school’s certificate of occupancy? If so, when and how will the school address this?

No, this enrollment ceiling increase will not cause KIPP DC to exceed the maximum occupancy load at the MC Terrell Building, where Somerset Prep is located. Currently, the property is zoned for use as an Adult GED program and a MS/HS campus of 581 students, employing 50 staff members. As recently as 2013, the property was zoned as a grade 6 through 9 with a capacity of 1,085 students and 63 teachers and staff.

Somerset Prep leases 87,000 square feet of space, which is sufficient to accommodate Somerset’s existing students and our expected model of approximately 75 students per grade in grades 4 through 12. Notably, Community College Prep leases an additional 24,000 square feet on the property.

4. Please include a completed enrollment matrix\* with your charter amendment application. [Click here for enrollment matrix template.](#)

School	2019-20	2020-21	2021-22
Middle School (Grades 4 - 8)	331	331	375
High School (Grades 9 - 12)	300	300	300
<b>Total</b>	<b>631</b>	<b>631</b>	<b>675</b>
LEA Total	7,224	7,397	7,624
# of Campuses	18	18	18

*\*If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

*\*\*If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

## **Section A2: Program Replication**

\*(with no changes to grades configuration or curriculum)

**\*\*ONLY complete this section if applying for a Program Replication of Grade Levels Served.**

DC PCSB will generally approve a campus replication amendment for LEAs that fit the following criteria:

- Have PMF scores of Tier 1 or its equivalent for each PMF related to the LEA for the majority of the past five years, including all existing campuses;
- Are financially viable with sufficient financial standing for the past three years; and
- Are in compliance with all applicable laws and PCSB policies.

1. How will the school ensure that the quality of the new campus will be the same as the quality of the existing campus(es)? How will you ensure that quality is maintained across all campuses over time? If the expansion is tied to a takeover or restart, please describe your plan to ensure quality. In your response include:

KIPP DC is incredibly focused on maintaining and improving outcomes across new and existing schools as we grow as a network. We started as a single school when we were founded in 2001, and as we have added each additional school site--whether in the form of founding a new school or via a restart, as we did with Arts & Technology in 2014--we have worked hard to ensure that growth gives us the opportunity to deploy talent and scale best practices.

At KIPP DC, we believe that strong talent is one of the keys to our success. As we did with our Arts & Technology work, we will give all Somerset staff the opportunity to apply to a position at either the new KIPP DC Somerset campus, or one of our other KIPP DC schools. Through that process, we will run all candidates through a rigorous selection model which includes short, in-person or phone screen interviews, review and observation of sample lessons, in person interviews, and reference checks, across our rubric of success. Every year we launch an aggressive campaign to attract top talent to our network, and we would do the same in profiling the opportunities at the new Somerset campus.

Attracting and selecting for top talent is one piece to ensuring quality across our schools, and then having the structures in place to continually coach and develop our teachers and leaders to their full potential is the complementary commitment we make to our staffs. We have a robust team of highly skilled instructional coaches and managing directors of specific content streams that are charged with holding data aligned onboarding and professional development sessions to kick off the year, ongoing data dives related to formative testing, ongoing professional development that is aligned to teacher and school leader needs, and school visits/ best practice sharing that happens across the network.

Building a bench of KIPP DC talent that is ready to be deployed and serve as “anchors” in new schools is a key component of quality control during growth. Unlike many schools, we do not launch new buildings with experienced leadership teams or teaching staffs that are completely new to KIPP DC’s culture and expectations. Rather, we strategically plan and coach at all levels--from our school leaders to vice principals to teachers--to have some current, highly effective staff members who can serve as key pillars of setting expectations and culture in a new building. When we did the Arts & Technology re-start in 2014, 4 of 6 members of administrative leadership came from existing KIPP DC schools. We also had 7 lead teachers at existing KIPP DC schools express interest in transferring to the new campus to help found something new and get it off the ground. We fully expect to operate in a similar way with the Somerset opportunity. We have strong KIPP DC school leaders who are ready to help with a restart effort, along with a number of current KIPP DC teachers who are interested in playing a key role at a new school.

Regarding our approach to restarting Somerset Prep, we plan to start slowly to get academic quality right. We will add no more than two 4th and 5th grade classrooms in the first year of operation. That provides us with more time with students and builds a pathway for families to start earlier with us and stay with us.

**a. Anticipated changes that will be made to your organization structure, including an updated organizational chart.**

The team is currently launching a planning process to determine what specific additive positions we would need to hire outside of our current org chart (See Attachment D). Specifically, we are planning to add more capacity to the Talent team. When we went through the Arts & Technology partnership, much of the initial planning work landed on recruiting new top talent as well as supporting the existing Arts & Technology staff with questions and trouble-shooting as they aligned to a new organization. We are pleased to share that we will be adding one additional recruitment manager, one additional benefits manager, and one associate director of human resources, some of which may be filled by internal candidates at KIPP DC, and others which may be filled by external candidates (or candidates who are currently at Somerset.)

All of KIPP DC’s current leadership team has been and will continue to be heavily involved in the important task of partnering with Somerset. We also intend to add a new position to our team that will be dedicated to leading the transition through the start of school in 2019-20.

KIPP DC also brings an existing arsenal of resources and a network of supports that will enhance the student, family, and staff experience at Somerset Prep, including investments in:

- Curricular alignment
- Instructional coaching and professional development
- Classroom data and analysis
- College and career guidance and supplemental resources for alumni
- Extracurricular activities, athletics, and enrichment opportunities
- School leadership supports

- Special education programs
- Mental health interventions
- Educational technology
- Talent recruitment and retention
- Family and community engagement
- Administrative and compliance capacity
- Facilities management
- Financial and operational management
- Development and communications

b. Recruitment and staffing plans (including hiring timeline) for these vacancies, including the new principal/academic lead, counselors, and key support staff.

Existing Recruitment Team goals would apply to all of KIPP DC's schools, as well as the new Somerset campus. First and foremost, this would include all schools being fully staffed by their first day of school.

In launching our recruitment process for all schools, we try to follow the below tenets:

I. **Tenets for the KIPP DC Recruitment Process:**

- We strive to be good partners in the DC charter landscape.
- We believe all schools need excellent talent.
- We believe that it is the responsibility of schools to keep their top talent.
- We believe that teachers have a responsibility to be transparent about their plans for the following year with their schools. (and principals appreciate level of honesty, professionalism)
- We believe in having open communication with fellow charters regarding candidates, so as to prevent poaching or hiring that can leave schools in a pinch before the start of the school year.
- We believe in educators' commitments to students and schools, and probe deeply when a commitment is broken.
- We believe that it is important to approach all current Somerset staff member candidates as true candidates.
- We believe it is important to share a clear and detailed interview process with Somerset staff members, and to meet any deadlines shared
- We have faith in our current hiring model, and will therefore hold true to that model as much as possible throughout Somerset interviews
- We believe that any Somerset interview timelines and processes should ensure that student learning of current Somerset students is kept at the forefront of decision-making.

In terms of the specific hiring timeline, it is essential that we collaborate with the current head of school around hiring timeline and process. We know that transitions and change can be incredibly stressful, and we want to ensure that teachers are focused on teaching before the PARCC as much as possible.

**Current Staff at Somerset:** Somerset shared a list of current positions (instructional and non-instructional) and has 70 total positions at the school. There are 41 people in Lead Teacher/ instructional roles and 29 in Non-Instructional or support positions.

**Projected Staff at Somerset:** Given that KIPP DC staffs schools slightly differently than Somerset, and that we are anticipating some attrition, we currently project hiring 62 instructional positions. The projected breakdown is as follows:

	Middle School (4-8)	High School (9-12)
Admin Team	4 (1 Principal and 3 VPs or Deans)	5 (1 SL and 4 VPs or Deans)
Lead Teachers	20 ( at least 4 SPED)	28 (at least 6 SPED)
Capital Teaching Residents	4	4
Specials	5	5
Support (OM, LA, SPED)	3 (OM, LA, SW)	6 (OM, LA, 2 SWs, 2 Behavior Techs)
Total	36	48

**Key Dates:** We are currently planning the specific recruitment and selection process for Somerset. In this planning process we are considering the following: KIPP DC’s existing recruitment needs, confirming the specific interview process for Somerset staff, reviewing offer letters of current employees, current schedule and calendar of Somerset staff, including testing and vacation calendars, the need for communication and feedback from existing leadership at Somerset and leadership that would be transferring from KIPP DC, opportunities to visit Somerset and see instruction in action, opportunities to host Somerset staff to visit KIPP DC schools and see our schools in action.

c. Professional development and other supports offered to staff at the new campus.

In addition to the robust professional development opportunities offered by our individual school leaders through coaching, team collaboration, and instructional support, KIPP DC employees have access to our citywide network and our highly-regarded professional development programs and events. With more than 500 high-performing teachers across the city and thousands more in the KIPP network across the country, there is always someone who can provide a resource or answer a question. We strive for constant improvement and there is a culture of sharing best practices across our schools, region, and the national KIPP network.

In addition to network-wide PD, there would be also be some differentiated support for the Somerset team. When we launched our partnership with Arts & Technology Academy, the new school leader teams spent many weeks planning extensively throughout the school year with our Chief Academic Officer and instructional leadership team. Planning included support on staffing, curriculum planning, norming and aligning on rigor, assessment planning, support on family and community engagement, and culture building. They designed school plans with clear visions of student experience and teacher supports that would be needed to make that happen. The school leaders then designed professional development for their staffs that were aligned to that vision.

KIPP DC's instructional leadership team is made up of a seasoned group of educators who provide curricular alignment and support, direct coaching across specific grade levels and subject areas, data analysis to support excellent teaching, and professional development workshops and trainings led by outside experts.

2. How many students will be served at the new campus and what is your timeline for expansion? NOTE: If the replication will require an amendment to your enrollment ceiling, you also must complete the Section A1: Enrollment Ceiling Increase template.

Please see Section A1, Question 4.

3. Please include a completed enrollment matrix\* with your charter amendment application. Click here for enrollment matrix template.

Please see Section A1, Question 4.

4. In addition to providing a 5-year Operating Budget, please answer the following questions regarding the financial impact of the proposed new campus:

a. How much does the proposed new campus cost, and how many students will be served at the new site?

While we are still performing due diligence on the property, we anticipate initially spending \$20-25 million on the proposed new campus plus any additional renovation cost. Over time, we anticipate serving ~675 students plus ~300 from Community College Prep PCS.

b. What is the school's per-pupil cost, and how does this compare with its per-pupil allowance?

As we do at other campuses, we plan to have the local and federal per pupil allowance cover all school operating costs. We anticipate per pupil costs to be higher in the first year or two of transition but expect this to be covered by philanthropic support already received as we get to a run rate sustainable model.

c. If you plan to operate multiple facilities, in addition to the proposed new campus, what is the

LEA's total facilities cost (e.g. lease, plus mortgage)? How does this expense compare with your per-pupil allowance?

As we do at other campuses, we plan to have the local per pupil facilities allowance cover all facility operating costs. For SY19-20 we anticipate total facilities revenue and operating expenses (including all principal payments but excluding all capitalized expenses) to be \$23,217,000 and \$20,565,000, respectively.

d. What additional sources of funding do you plan to use to pay for this new campus.

We have already received \$5 million in philanthropic support to open a new KIPP DC campus and another \$5 million for general growth. In addition, we will apply for all relevant local and federal grants to support this new campus and seek outside partnerships that could support programming and defer some cost.

e. If applicable, what contingencies do you have in place in case the new campus enrolls fewer students than anticipated?

As noted above, we anticipate strong demand for a KIPP DC campus at this site given current enrollment at Somerset Prep PCS and existing KIPP DC waitlist. That said, we do plan for lower than expected enrollment at all campuses by closely monitoring enrollment and staffing in August/September, aggressively calling off the waitlist when a seat is open, and holding a contingency expense in the case of under enrollment.

*Note: If you have identified a new location, please also complete Section C1: New Location and submit with this request. If not, please note that you must submit Section C1 when a new location has been identified. Please note that another public hearing will be held once a location has been found.*

\* \* \*

## 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.

KIPP DC seeks an amendment to our charter goals to incorporate the following language in PCSB's PMF As Goals policy for the purposes of our partnership with Somerset Prep: “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.”

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.

N/A

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

Since KIPP DC adopted different goals than the PMF, we are submitting this request to align the metrics that will be applied to our 20-year review with those stated in the PMF As Goals Policy.

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.

N/A

(If adopting the PMF without any mission-specific goals, this question is not applicable.)

### **Section C1: New Campus Location or Additional Facility**

**\*ONLY complete this section if applying to amend a Facility or New Location.**

*Any school that is planning to operate a new campus in an existing (or new) location or relocate an existing campus, whether temporarily or permanently, and even if it is taking over an existing campus of another public charter school, must notify DC PCSB of the change and amend its charter agreement to include the new address.*

*DC PCSB will generally approve a campus addition or relocation amendment, if the school has made documented and meaningful effort to engage the community, including the Advisory Neighborhood Commission (ANC), and has made an effort to address their concerns, if any. The school must show proof that it has taken into consideration the current families attending the school and their transportation needs, at least for the first year of operation in the new location.*

1. Please check the reason below that best describes your proposed change.

- ✓ Entire campus or school is relocating from current location to a new location.
- ✓ A single campus is both staying in its current location AND expanding into a second location (e.g. some grades in one facility and some in a second facility to allow more space, or until a permanent larger facility is found).
- ✓ School is creating a new campus being housed in a new facility (Note: Please complete Section A2: Program Replication)

2. List all the facilities and addresses the school currently operates, along with the new facility(ies) the LEA plans to operate if approved. Include the campus(es) located in each facility, highlighting any changes from what is currently written in the school's charter agreement.

See Part I, Question 1.

3. Is the proposed new facility a property that you plan to purchase or lease? How many square feet is this space? Which grade level(s) will be at this location? If you have already purchased or leased the property, provide specific dates of when the property was acquired.

KIPP DC is in the process of negotiating the acquisition of a long-term lease of the the former M.C. Terrell-McGogney Elementary building, which is approximately 111,000 square feet. As mentioned above, the property is currently zoned for use as an Adult GED program and a MS/HS campus of 581 students, employing 50 staff members. As recently as 2013, the property was zoned as a grade 6 through 9 with a capacity of 1,085 students and 63 teachers and staff. Beginning next year, KIPP DC anticipates educating students in grades 4-12 at the property, while Community College Prep will continue their adult program.

4. If the school is planning to move a current campus into a new location, please answer the following:

a. How will the change in location impact students who currently attend this campus, and how will you ensure that students will re-enroll?

N/A

b. Given that students are expected to move; how will you support families that need transportation?

N/A

5. Describe the neighborhood of the proposed location (e.g. residential, commercial, metro-accessibility). What value will you bring to this community? In your response, list traditional and public charter schools in close proximity to the new location, identifying schools that serve the same grade span as you will serve at full capacity at this location. Describe how the academic performance, demographics, and mission of your school compare to these schools.

Somerset is located in the Ward 8 neighborhood of Congress Heights, a residential neighborhood in Southeast Washington, DC. It is approximately a 1/2 mile to the nearest Metro stop, the Congress Heights station. The A2, A4, A6, and W4 bus lines all provide service near this location.

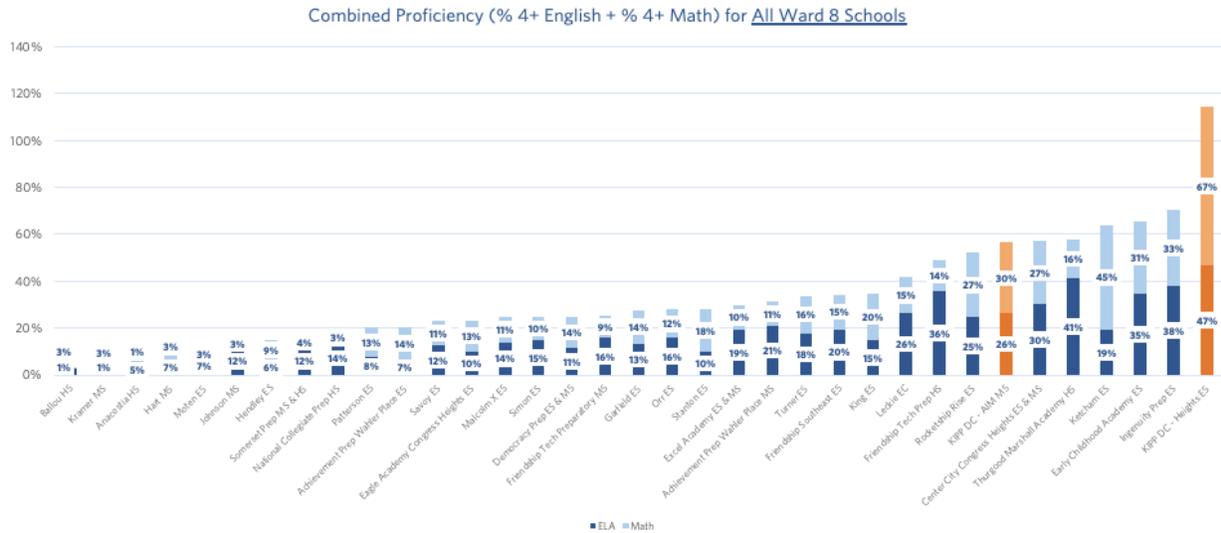
What we have seen so far at Somerset is inspiring: exceptional talent, a deep commitment to student learning, and a positive culture of achievement and support. We are enthusiastic about the opportunity to get to know Somerset's students, families, and colleagues in the months ahead. We believe we can offer added support, capacity, and energy to the community. Our hope is to develop a strong partnership to provide a sense of continuity for scholars and the community – and build upon the great work the school has been doing over the past few years.

Somerset Prep is closest to the following schools:

School	Grades	Theme / Mission
Eagle Academy PCS - Congress Heights	PK3 - 3	The mission of Eagle Academy Public Charter School is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem solving abilities, and emphasizing cognitive, social and emotional growth by engaging children as active learners.
Malcolm X Elementary School	PK3 - 5	Malcolm X Elementary School provides a safe and nurturing program that produces a rigorous academic environment for our students in grades PK3 - 5th grade. Our staff is committed to delivering a challenging academic program that supports social emotional growth for every child.

Hart Middle School	6 - 8	Charles Hart Middle School proudly serves the students and families in our community. We value education and uphold a culture of transparency, open communication and collaboration among all of our stakeholders. We encourage our students to be lifelong learners and positive citizens.
King Elementary School	PK3 - 5	Located in Congress Heights in Southeast DC, Martin Luther King, Jr. Elementary School seeks to inspire young learners to become highly motivated contributors to society. We believe in a demanding educational agenda that builds on the active engagement of school, parents and community and our staff maintains a steadfast commitment to continuous student achievement.
Ballou High School	9 - 12	Ballou Senior High School offers honors and AP courses, grade-level Academies, Inclusion classes for students with special needs, and more than 50 partnerships with national and community organizations. More than 10 percent of graduating seniors are selected for the Achievers Scholarship from the Bill & Melinda Gates Foundation.
Center City PCS - Congress Heights	PK3 - 8	Center City Public Charter Schools empowers our students and families for lifelong success by building moral character, promoting academic excellence, and generating public service throughout Washington, D.C.
Democracy Prep	PK3 - 8	The mission of Democracy Prep Congress Heights is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.
Achievement Prep PCS - Wahler Place Elementary	PK3 - 3	The mission of Achievement Prep is to prepare students to excel as high-achieving scholars and leaders in high school, college and beyond. Critical to Achievement Prep's mission is also the idea of developing and fostering a strong character in all scholars.
Achievement Prep PCS - Wahler Place Middle	4 - 8	The mission of Achievement Prep is to prepare students to excel as high-achieving scholars and leaders in high school, college and beyond. Critical to Achievement Prep's mission is also the idea of developing and fostering a strong character in all scholars.

KIPP DC operates some of the highest performing schools in Ward 8, including the highest performing elementary school and the 2nd highest performing middle school:



KIPP DC currently serves an at-risk population of ~60% at KIPP DC AIM and KIPP DC Heights, which educate a special education population of 17% and 24%, respectively. These figures are in line with other charter schools in Ward 8.

6. Describe how you have engaged your school’s community in the decision to relocate, expand, or divide into this new location. Submit documentation of your communications with your staff and families regarding this new location. Please explain any potential concerns raised by the school’s internal community, including students, teachers, etc.

See Part I, Question 5.

7. Describe all community outreach that has been done in the local community of the new school location. Submit documentation of communications with nearby principals, neighbors, ANC representatives, Councilmembers, and others, notifying them of your plans.

See Part I, Question 5.

8. Will there be newly-created slots for additional students? If so, discuss student recruitment efforts in the new school community.

If our request for an enrollment ceiling increase is granted, over time, we would maintain the class size of approximately 75 students per grade in all existing grades 6-12, as well as add 150 slots for students in grades 4 and 5. As previously mentioned, we plan to start 4th and 5th grade with no more than two classrooms each. If the PCSB approves of KIPP DC’s amendment

requests, MySchoolDC will send electronic notifications to all students who have applied to Somerset and KIPP DC informing them of the new partnership. Thus, we anticipate the majority of the new students who will enroll in Somerset will be those 1,000+ students from Ward 8 on our waitlist. We also intend to do targeted outreach to students who live nearby and could access the school via a short walk, metro, or bus ride.

9. What is the occupancy maximum at the new location? If the maximum occupancy load for staff and students is less than the total number of staff and students who will occupy the facility at any point in the future, please explain how you will address this issue.

See Section A1, Question 3.

10. In addition to providing a 5-year Operating Budget, please answer the following questions regarding the financial impact of the proposed new location:

a. How much does the proposed new facility cost, and how many students will be served at the new site?

See Section A2, Question 4a.

b. What is the school's per-pupil cost, and how does this compare with its per-pupil allowance?

See Section A2, Question 4b.

c. If you plan to operate multiple facilities, in addition to the proposed new location, what is the LEA's total facilities cost (e.g. lease, plus mortgage)? How does this expense compare with your per-pupil allowance?

See Section A2, Question 4c.

d. What additional sources of funding do you plan to use to pay for this new facility.

See Section A2, Question 4d.

e. If applicable, what contingencies do you have in place in case the new location enrolls fewer students than anticipated?

See Section A2, Question 4e.

\* \* \*

## **Appendix:**

- Attachment A: 5-Year Operating Budget
- Attachment B: Partnership Communications
  - Somerset Parent & Family Letter
  - KIPP DC Letter to Somerset Families
  - KIPP DC Letter to Somerset Staff
  - KIPP DC e-Mail to KIPP DC Staff
- Attachment C: MOU & Board Resolution
  - Somerset - KIPP DC MOU
  - KIPP DC Board Resolution Approving MOU
- Attachment D: KIPP DC Org Chart



