

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Board Action Proposal

Staff Proposal

- ☐ Board Action
- ☐ Notice of Concern
- ☐ Notice of Deficiency
- ☐ Notice of Probation
- ☐ Charter Warning
- ☐ Proposed Revocation
- ☐ Revocation
- ☒ Charter Continuance
- ☐ PCSB Policy

School Request

- ☐ Enrollment Ceiling Increase
- ☐ Change in LEA Status
- ☐ Lift Board Action
- ☐ Approve Accountability Plan
- ☐ Operate in a New Location
- ☐ Charter Amendment
- ☐ Approve E-Rate Plan

PREPARED BY: Dr. Jackie L. Boddie, Academic Performance Officer

SUBJECT: Candidacy for Charter Continuance

DATE: December 19, 2011

BACKGROUND

The review of a school's charter is based on its performance as outlined in the School Reform Act, §38-1802.13(a)(b) ("Act"). Pursuant to the Act, a public charter school is a candidate for revocation if the eligible chartering authority determines that the school: 1) 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; 2) failed to meet the goals and student academic achievement expectations set forth in the charter; 3) engaged in a pattern of non-adherence to generally accepted accounting principles; 4) engaged in a pattern of fiscal mismanagement; or 5) is no longer economically viable. Additionally, a standard charter school¹ may be a candidate for charter revocation if its Performance Management Framework (PMF) performance falls into any one of the following categories:

- (1) Performs in Tier III for three consecutive years;
- (2) Performs in Tier III and shows ≥ 5 percentage point decrease in academic score for two consecutive years; or
- (3) Scores 20 percentage points or below in the most recent year.²

As well, a non-standard charter school³ may be a candidate for revocation of its charter if it fails to:

¹ Standard charter schools and programs administer statewide assessments to 3rd – 8th and 10th grade students.

² Standard charter schools and programs will be evaluated using the 20% points or below threshold this charter review cycle. Once schools have established two years or more of PMF data, the PCSB will hold them accountable to one of the three criteria cited.

³ Non-standard schools and programs include schools that provide instructional services to Pk3-2nd grade students, GED and adult learners, and schools with 100% of students identified with special needs.

- (1) Attain the majority of the academic performance goals listed in its accountability plan; or come within 90% of all missed academic performance goals on its accountability plan;
- (2) Perform within a minimum of 90% of its accountability plan attendance targets; or
- (3) Maintain enrollment levels sufficient to sustain the economic viability of the school.

Integrated Design Electronics Academy (IDEA) Public Charter School is in its fourteenth year of operation (1998-2011). The school's mission is to "develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work." The school is located in the Deanwood area of Ward 7 and currently serves 362 students in grades 7 through 12. The school has been accredited by the Middle States Association through 12/1/2013. Based on federal *NCLB* legislation, IDEA's instructional program is in Restructuring Year II.

According to the school's most recent Program Development Review, IDEA's instructional program continues to be an area in need of significant improvement. The school has failed to adequately address its academic targets on the DCCAS and all initiatives have failed to establish a trend of appreciable improvement in the school's academic performance during the course of its fourteen year charter. During the school's most recent nine-year DCCAS record (2002-2011), approximately 55% - 70% of IDEA's learner population has failed to acquire proficient reading and mathematics skills identified in its mission.

<i>Year</i>	<i>% Not Proficient Reading</i>	<i>% Not Proficient Math</i>
2002	76%	71%
2003	72%	70%
2004	68%	63%
2005	64%	72%
2006	78%	75%
2007	66%	70%
2008	55%	58%
2009	57%	60%
2010	59%	66%
2011	61%	62%

One of the greatest concerns cited by the Program Development Review team was the number of continuing Board initiatives not directly related to academic achievement. These efforts, over time, have competed with time and resources necessary to ensure the development of an effective instructional program exemplifying consistent and sustained achievement gains for learners in critical skill areas, specifically reading and mathematics.

IDEA Public Charter School is a Tier 3 school scoring 29.3% of 100 percentage points in middle school program performance and 30.9% in high school program performance under the PMF.

However, in violation of the *School Reform Act §38-18-2.04*, the school has operated an evening adult education program, for a number of years, without filing a charter amendment with the D.C. Board of Education or the DCPSB. The adult education component is outside the conditions, terms, standards or procedures set forth in its charter.

IDEA has not, however, committed any known violations of the conditions, terms, standards or procedures relating to the education of children with disabilities; has not engaged in a pattern of fiscal mismanagement; has engaged in generally accepted accounting principles, and is economically viable.

PROPOSAL

The Integrated Design Electronics Academy (IDEA) Public Charter School is a candidate for charter continuance as it met the PMF academic standard and the non-academic criteria stated in §38-1802.13(a) (b) of the School Reform Act.

A charter amendment, however, must be submitted immediately, if the school is to continue the evening adult education program. Until the Board approves such an amendment, the adult education program at IDEA should be terminated.

Date: <u>12/19/11</u>
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal: <u>Proposal for revocation seconded and approved.</u>



December 21, 2011

Colonel Joseph Stull
Integrated Design and Electronics Academy
Public Charter School
1027 45th Street, N.E.
Washington, D.C.

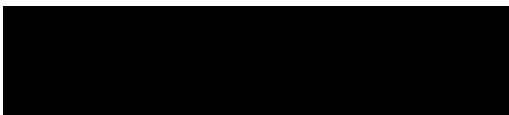
Dear Colonel Stull:

This letter serves to inform you that in its meeting held on December 19, 2011, the DC Public Charter School Board approved a proposal to revoke the charter of Integrated Design and Electronics Academy Public Charter School ("IDEA") for failure to meet the academic goals and student academic achievement expectations set forth in its charter. In addition, IDEA has violated the terms of its charter and the School Reform Act by operating an evening adult education program.

Pursuant to § 38-1802.13 (b)(2) of the School Reform Act of 1995, as amended, you have the right to request in writing an informal hearing on the proposed revocation within fifteen (15) days of receipt of this letter.

Should you have any questions, please contact Jacqueline Scott-English at (202) 328-2671.

Sincerely,



Brian W. Jones
Chair

Cc: IDEA Public Charter School Board of Trustees
Norman Johnson, Executive Director
DC Public Charter School Board Members

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

INTEGRATED DESIGN AND ELECTRONIC ACADEMY (IDEA)

PUBLIC CHARTER SCHOOL

Background

Integrated Design Electronics Academy (IDEA) Public Charter School is in its fourteenth year of operation (1998-2011). The school transitioned to the DC Public Charter School Board (PCSB) in 2007. The school's mission is to *"develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work (grades 7-12)."* The school is located in the Deanwood area of Ward 7 and currently serves 362 students in grades 7 through 12. The school has been accredited by the Middle States Association through 12/1/2013. Based on federal *NCLB* legislation, IDEA's instructional program is in Restructuring Year II.

According to the school's most recent Program Development Review, IDEA's instructional program continues to be an area in need of significant improvement. Additionally, the new curricular design process is in various stages of development. Therefore, there continues to be no comprehensive curriculum in place for all core and elective courses. The school has failed to adequately address its academic targets on the DCCAS and all initiatives have failed to establish a trend of appreciable improvement in the school's academic performance during the course of its fourteen year charter. During the school's most recent nine-year DCCAS record (2002-2011), approximately 55% - 70% of IDEA's learner population has failed to acquire proficient reading and mathematics skills sufficient to meet the demands of challenge and competitiveness in these critical areas, as specified in its mission.

<i>Year</i>	<i>% Not Proficient Reading</i>	<i>% Not Proficient Math</i>
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One of the greatest concerns cited by the Program Development Review team was the number of Board foci on continuing initiatives not directly related to academic achievement. These efforts, over the years, have consistently competed with time and resources necessary to ensure the development of an effective instructional program reflective of consistent and sustained achievement gains for learners, particularly in the critical areas of reading and mathematics skills.

Charter Review Summary

Both IDEA academic programs are Tier III; scoring 29.3% out of 100 percentage points in the middle school grades under the Performance Management Framework (PMF) and 30.9 of 100 percentage points under the PMF in the high school grades. Additionally, according to the *Annual Report 2010-2011*, and the Program Development Review interviews with faculty hired to teach in the evening, IDEA has conducted an Adult Education Program for a number of years. There is no official record of the school's formal request for a charter amendment to add this program to the original charter; this is a violation of the *School Reform Act 38-18-2.04*. None has been submitted to the former Board of Education or to the DC Public Charter School Board.

“...A charter school must have PCSB approval at least 120 days before implementing a modified curriculum or instructional method, if it represents a significant departure from the curriculum or instructional method described in its application.”

The budget for this program, according to IDEA school leadership, has been partially funded through the Department of Education's 21st Century Community Learning Centers (CCLC) Grant, which the DOE identifies as a resource for student Academic Improvement. The *No Child Left Behind* legislation mandates that the focus of the 21st CCLC programs be placed on providing academic and other enrichment opportunities to children in high-poverty, low-performing schools, to help these children succeed in meeting State and local academic standards. Concomitantly, schools receiving the grant, have the option of opening learning centers to families of those students who participate in center activities. DOE describes the family-focus activities as opportunities for literacy and related educational development. The language of the legislation allows centers “to serve adult family members of students, but not community members at large.” The Adult Education Program at IDEA Public Charter School does not appear to meet these *NCLB* legislative criteria. The center has offered free adult education classes in the evening, specializing in computer technology to community members at large. Eighty-five evening students were enrolled in the program 2010-2011. The Program Development Review team advised IDEA leadership that a charter amendment must be submitted to the PCSB, in order to legally continue this program component.

The school has not committed any known violations relating to the education of children with disabilities. Based on its 2010-2011 **PMF** academic and non-academic performance, IDEA is not a candidate for charter revocation.

Academic Performance Results

The following analysis of IDEA's academic performance is based on the four common PMF indicators for each secondary program: middle/high:

Middle School Performance

(1) Middle School Student Progress: Possible Points – 40

Overall, IDEA's eighty-five 7th and 8th grade students demonstrated below-average progress in both reading and math on the DC CAS, scoring only 6 of 20 possible points in reading and 5 of 20 possible points in math. Thus, the school earned **11** of **40** points for its middle school MGP measure.

(2) Middle School Student Achievement: Possible Points – 25

Overall, of the eighty-five students in grades 7 and 8 taking the DC CAS in reading, 39.5% were "proficient and advanced" and 5.3% were advanced only. In math, 44.7% were "proficient and advanced" and 0% of students were "advanced only." The middle school earned 1.93 of 10 points for "proficient and advanced" in reading; it earned .53 of 2.5 points for "advanced only" in reading; 3.26 of 10 points for "proficient and advanced" in math and 0 of 2.5 points for "advanced only" in math. Therefore, IDEA earned **5.72** points of **25** points for its middle school achievement measure.

(3) Middle School Gateway: Possible Points – 15

Of the 44 eighth graders taking the DC CAS reading assessment, 45% were proficient and advanced. IDEA earned **4.5** of **15** possible points for its middle school Gateway measure.

(4) Middle School Leading Indicators – Possible Points - 20

Overall, IDEA's middle school attendance rate was 90.3% earning the school 5.3 of 10 possible points. Its re-enrollment rate was 64.2%. IDEA earned 2.74 of 10 possible points. Thus, IDEA earned **8.04** of **20** possible points for its middle school leading indicator measure.

High School Performance

(1) High School Student Progress: Possible Points – 15

IDEA's sixty-nine tenth grade students demonstrated average progress in reading and better than average progress in math on the DC CAS, scoring 3.9 of 7.5 possible points in reading and 6.9 of 7.5 possible points in math. Thus, the school earned **10.78** of **15** points for its high school Student Progress MGP measure.

(2) High School Student Achievement: Possible Points – 30

Of the sixty-nine students in grade 10 taking the DC CAS in reading, 40% were “proficient and advanced” and 0% of students tested were advanced only. IDEA earned 2.1 of 10 possible points in grade 10 reading. Of the sixty-nine students tested in grade ten mathematics, 30.3% scored “proficient and advanced” on the DC CAS. The school earned 1.26 of 10 possible points. The percentage of students who scored “advanced only” in mathematics was 0%. Therefore, the school earned 0 of possible 2.5 points. The school earned was 0 of 5 possible points for Advanced Placement and International Baccalaureate performance. Thus, IDEA earned **3.4** points of **30** possible points for the high school achievement measure.

(3) High School Gateway: Possible Points – 30

Overall, of the 41 seniors enrolled at IDEA during the 2010-2011 SY, 40 seniors graduated. IDEA received 5.4 of 7.5 possible points or a 95% graduation rate. Of the eleventh grade students taking the PSAT at IDEA, 20% scored 80 or higher on the reading and math portions of the test. IDEA earned 3 of 7.5 possible points for its PSAT Gateway performance. Of all twelfth graders who took the SAT, 26.1% scored 800 or higher on the verbal and math portions of the test. IDEA earned 1.89 of 7.5 possible points for its students’ SAT performance. Because IDEA’s college acceptance rate of 37 did not exceed PCSB’s established floor of 63%, the school earned 0 of 7.5 possible points. Additionally, of **30** possible points, IDEA received **10.33** for its high school Gateway measure.

(4) High School Leading Indicators – Possible Points - 25

IDEA’s High School attendance rate was 90.3% earning the school 5.3 of 10 possible points. Its re-enrollment rate was 57.7%, which did not exceed the 59% floor established by the PCSB, resulting in the high school’s earning 0 of 10 possible points. And finally, 48% of ninth grade high school students were on track to graduate with their 2011-2015 cohort, earning the school 1.12 of 5 possible points. Overall, IDEA earned **6.42** of **25** possible points for its high school leading indicator measure.

Non-Academic Performance Results

The following analysis of IDEA’s non-academic performance is based on §38-1802.13(a) (b) of the School Reform Act:

- (1) Compliance-** The Board of Trustees has implemented an additional instructional program without submitting a Charter Amendment to obtain official Board approval for an Adult Education Evening Program, a violation of the ***School Reform Act 38-18-2.04***. The original charter was approved “to provide education for students in grades 9-12.” In 2003, the school submitted a charter revision request to the D.C. Board of Education requesting the addition of grades 7 and 8. Therefore, the school is currently operating outside the legal restrictions of the originally approved charter. In the area of special education, the school has not committed any known violations related to the education of children with disabilities. The school is under PCSB

Restructuring Year II in compliance with *NCLB* federal legislation. The school has had no compliance issues during the 2010-2011 school year.

- (2) **Financial** - Based on the information available, PCSB believes that the IDEA PCS has solid fiscal management processes in place. The school's audit reports (FY08-FY10) reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform exceptionally well in terms of cash flow and liquidity management. For the year ending June 30, 2010, the school's net assets approached \$4.6 million up \$678K from FY09 year-ending results. Additionally, the school's liquidity ratio of 6.31 indicates that the school possessed \$6.31 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 seek to continuously improve its fiscal management and internal controls.
- (3) **Economic Viability**- Based on the information contained in the tables and charts above, PCSB staff concludes that IDEA PCS is economically viable and of sound fiscal health.