

**ATTACHMENT A**  
**Charter Agreement Amendment**

**THIRD AMENDMENT TO THE 2005 CHARTER SCHOOL AGREEMENT BETWEEN  
DC PUBLIC CHARTER SCHOOL BOARD AND THE LATIN AMERICAN YOUTH  
CENTER'S YOUTHBUILD PUBLIC CHARTER SCHOOL**

This Amendment (the “**Amendment**”) is entered into by and between The Latin American Youth Center's YouthBuild Public Charter School, a District of Columbia nonprofit corporation (the “**School Corporation**”) and the DC Public Charter School Board (originally “PCSB”, hereinafter “**DC PCSB**” or the “**Charter Board**”; collectively, the “**Parties**”). It is effective as of the date it is fully executed.

**WHEREAS**, the Parties entered into a contract on May 25, 2005 (the “**Charter Agreement**”), wherein the School Corporation agreed, among other things, to operate a public charter school (the “**School**”) in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the “**Act**”).

**WHEREAS**, on April 27, 2010, DC PCSB conditionally approved the School Corporation to amend its Charter Agreement to increase its enrollment ceiling. The School Corporation did not meet the conditions for the amendment, and the amendment did not go into effect.

**WHEREAS**, on January 27, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to correct its enrollment ceiling.

**NOW**, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows.

**SECTION 1. AMENDMENT**

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

**1.1** Section 3.1 of the Charter Agreement is struck and replaced with the following:

**3.1** Goals and Academic Achievement Expectations.

A. **Goals.** The School Corporation’s goals and academic achievement expectations are outlined in the table below. The School Corporation will undergo a fifteen-year charter renewal in SY 2019-20. At renewal, the school will be held accountable to the following goals and academic achievement expectations for the following years:

School Year	Criteria
<b>2014-2015</b>	<ol style="list-style-type: none"> <li>1. 65% of the students who enter the school year with at least an eighth grade reading level as measured by the TABE and complete the school year will pass the official GED exam.</li> <li>2. 85% of the students that enter the school with less than an eighth grade reading level and complete the school year will progress at least two grade levels in reading.</li> <li>3. 90% of students who complete the school year will progress at least one grade level in mathematics.</li> <li>4. 12% of the students who enter the school year with a reading level between 4 and 7.9 as measured by the TABE and complete the school year will pass the official GED exam.</li> <li>5. 65% of ELL students will progress at least 20% in English proficiency.</li> <li>6. 95% of students who complete the school year will earn at least one of the following certifications: NCCER; RBI; MOS; or HVAC.</li> <li>7. Students will learn to interact respectfully with peers and authority figures and develop conflict management skills.</li> <li>8. 75% of students who graduate will be successfully placed either into the workforce or a postsecondary institution within three months of completing the school year.</li> <li>9. 50% of students who take the pre- and post-assessment for EQ-I will advance at least 10 points in the effective range in at least two of the three identified low subscale areas according to the Five Areas of interest from the initial Student Summary Report.</li> <li>10. Demonstrate sound financial practices and management and a stable foundation for the school.</li> <li>11. Develop partnerships with real estate agents, local developers, and other nonprofits to locate and secure construction projects.</li> <li>12. Students who complete the school year will complete all the work requirements for our housing related community service project each year.</li> <li>13. The school will have an excellent attendance rate that demonstrates that students want to come to school and have had success in overcoming barriers that have kept them away from school.</li> </ol>

School Year	Criteria
	<p>14. Equip students with basic skills in business-related computer technology.</p> <p>15. Help students learn to communicate effectively by organizing their thoughts and expressing themselves in a clear and concise manner in both written and oral formats.</p> <p>16. Students will take advantage of leadership opportunities to build their skill levels along with a sense of ownership of the school.</p> <p>17. Provide instruction from highly qualified teachers and staff who embrace the school's philosophy and are committed to its mission.</p> <p>18. Develop and sustain a diverse and expert board of trustees to set school policy and oversee accountability.</p> <p>19. Match each student with a mentor who will regularly spend time with the student and serve as a caring adult and friend.</p> <p>20. Employ a social worker who will work individually with students to assess needs for services and referrals (in areas such as counseling, substance abuse treatment, assistance with child care, and housing).</p>
<b>2015-2016, 2016-17, 2017-18 , 2018-2019</b>	<p>Each year, the school will:</p> <ol style="list-style-type: none"> <li>1. 50% of Pre and Post Test ABE and ESL students' scores will increase by one or more National Reporting System - Educational Functioning Levels by the end of the program year.</li> <li>2. 65% (+/- 2 percentage points) of test takers who earn a "Likely to Pass" on the GED Ready exam in a subject area will earn a passing score on the GED Exam in that subject area.</li> <li>3. The percent of exiting students who enter employment or enter post-secondary education, first quarter after exit will be at least 48.8%.</li> <li>4. The percent of exiting students who retain employment or enter post-secondary education, third quarter after exit will be at least 59.3%.</li> <li>5. The in-seat attendance (ISA) rate for YouthBuild PCS will be at least 62.8%.</li> <li>6. The YouthBuild PCS retention rate will reach 60% in two of five years between SY15-16 and SY19-20, and it will not fall more than two points below the baseline year result of 55% in SY 2014-15.</li> </ol>

**B. Metrics and Business Rules.** The following metrics and business rules will be used to calculate whether the School Corporation has met its goals and academic achievement expectations:

SY 2015-16 Charter Goal	Metric	Business Rules
1. 50% of Pre and Post Test ABE and ESL students' scores will increase by one or more National Reporting System ("NRS") Educational Functioning Levels ("EFL") by the end of the program year.	<p><b>Numerator</b> # of student scores in math and/or reading improving by one or more NRS Educational Functioning Levels</p> <p><b>Denominator</b> Total number of pre- and post-Tests of Adult Basic Education ("TABE") scores in English Language Arts ("ELA") and math )</p> <p>Plus</p> <p><b>Numerator</b> # of student scores in ESL students improving by 1 or more ESL level(s)</p> <p><b>Denominator</b>Total number of ESL pre &amp; post-tests )</p> <p><b>*100</b></p>	<ul style="list-style-type: none"> <li>- Only scores for students who take the TABE pre-test and post-test are included in the calculation for TABE scores.</li> <li>- Only scores for students who take the pre- and post-ELL test are included in the calculation for ELL scores</li> <li>- The participation rate for the pretest for this goal must be 85% of the official school enrollment. If the school does not have at least a 85% participation rate, this goal will be deemed unmet.</li> </ul>
2. 65% (+/- 2 percentage points) of GED Ready test takers who earn a "Likely to Pass" on the General Educational Development ("GED") Ready exam in a subject area will earn a passing score on the GED Exam in that subject area.	<p><b>Numerator:</b> The number of passing GED scores in reading, math, Social Studies or Science in the program year regardless of whether the student was enrolled at YouthBuild PCS at the time of taking the exam during that program year.</p> <p><b>Denominator:</b> The number of scores in the "Likely to Pass" range for reading, math, Social Studies or Science.</p>	<ul style="list-style-type: none"> <li>- Each student's score only counts once for each subject area.</li> <li>- Each student only counts in the program year for which he/she took the GED Ready Exam at YouthBuild PCS.</li> <li>- A score will only be counted if it is at the GED "Likely to Pass" range as specified by the GED for each subject area.</li> <li>- A student may count for one subject area only (e.g. Student X</li> </ul>



SY 2015-16 Charter Goal	Metric	Business Rules
	<ul style="list-style-type: none"> <li>• <b>100</b></li> </ul>	<p>may have a GED Ready "Likely to Pass" score for mathematics and a passing score on the GED for mathematics. Student X does not have a "Likely to Pass" score on the GED Ready for Language Arts. Student X mathematics score counts in the numerator and denominator).</p> <ul style="list-style-type: none"> <li>- Students may re-take the GED more than once to earn a passing score in the numerator.</li> <li>- Students who do not have a GED Ready "Likely to Pass" score and a GED score in a subject will not be included in the numerator or denominator</li> </ul>
<p>3. The percent of exiting students who enter employment or enter post-secondary education, first quarter after exit will be at least 48.8%.</p> <p>This represents the Tier 1 cut-off for this measure based on the 2015-16 Adult Education PMF business rules.</p>	<p>This goal will follow the AE PMF business rules in the PMF Technical Guide and Policy for the given year. The school agrees to use the most recent business rule as per the Guide.</p>	

SY 2015-16 Charter Goal	Metric	Business Rules
<p>4. The percent of exiting students who retain employment or enter post-secondary education, third quarter after exit will be at least 59.3%.</p> <p>This represents the Tier 1 cut-off for this measure based on the 2015-16 Adult Education PMF business rules.</p>		<p>This goal will follow the AE PMF business rules in the PMF Technical Guide and Policy for the given year. The school agrees to use the most recent business rule as per the Guide.</p>
<p>5. The in-seat attendance (ISA) rate for YouthBuild PCS will be at least 62.8%.</p> <p>This represents the Tier 1 cut-off for this measure based on the 2015-16 Adult Education PMF business rules.</p>		<p>This goal will follow the AE PMF business rules in the PMF Technical Guide and Policy for the given year. The school agrees to use the most recent business rule as per the Guide.</p>
<p>6. The YouthBuild PCS retention rate, will reach 60% in two of five years between SY15-16 and SY19-20, and it will not fall more than two points below the baseline year result of 55% in SY 2014-15.</p>		<p>This goal is subject to the AE PMF business rules in the PMF Technical Guide and Policy for the given year. The school agrees to use the most recent business rule as per the Guide.</p>

C. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

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

## SECTION 2. CHARTER AGREEMENT

**2.1 Reservation of Rights.** The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

**2.2 Continuing Effectiveness.** Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

**2.3 Representations and Warranties.** The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

**2.4 Counterparts and Electronic Signature.** This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

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

**2.6 Assignment.** This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

**2.7 No Third Party Beneficiary.** Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts,

business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

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

**2.9 Construction.** This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

**2.10 Dispute Resolution.** Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

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

If to DC PCSB:

District of Columbia Public Charter School Board  
3333 14<sup>th</sup> St., NW; Suite 210  
Washington, D.C. 20010  
Attention: Scott Pearson, Executive Director  
spears@dcpcsb.org  
Telephone: (202) 328-2660

If to the School Corporation:

3014 14th Street NW  
Washington, DC 20009  
Attention: Andrew Touchette  
atouchette@youthbuildpcs.org  
202-319-0141



IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

**THE LATIN AMERICAN YOUTH  
CENTER'S YOUTHBUILD PUBLIC  
CHARTER SCHOOL**

By: \_\_\_\_\_

Mark Jordan

**YouthBuild PCS Board Chair**

Date: \_\_\_\_\_

6/23/16

**DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD**

By: \_\_\_\_\_

Darren Woodruff, Ph.D

**DC PCSB Board Chair**

Date: 6/24/2016

**ATTACHMENT B**  
**Comparison of Action Plan and Proposed Goals**

Proposed Goal for SY 2015-16 and beyond	Current Action Plan Measure	Proposed Action Plan Targets by Year					Comparison to Action Plan and Rationale
		13-14 Baseline	14-15 Year 10	14-15 Results	15-16 Target Year 11	SY16-17 - SY19-20 Target Years 12-15	
50% of Pre and Post Test ABE and ESL students' scores will increase by one or more National Reporting System ("NRS") Educational Functioning Levels ("EFL") by the end of the program year.	Percentage of points earned on the PMF student progress indicator (ABE or ESL)	58.8%	58.8%	44.3% <b>(not met)</b>	60%	65%	The proposed goal reports student progress on both the English and math sections of the ABE assessment, whereas the Action Plan measure only includes students' lowest scoring subject area in its progress indicator. The school's proposed goal more completely captures student progress. The school's proposed target of 50% takes into account the school's SY 14-15 results, and while the proposed target of 50% is higher than their historic data, it is more realistic than the action plan target of 60% in SY 2015-16 and takes into account that the school is measuring both English and math.
65% (+/- 2 percentage points) of GED Ready test takers who earn a "Likely to Pass" on the General Educational Development ("GED") Ready exam	Student Achievement (GED Passage Rate)	91.7%	N/A. New format of test- this will be baseline data	N/A School did not have enough students taking exam to report	Meet or exceed state average or show at minimum 5% improvement over the	Meet or exceed state average	This goal is in line with proposed changes to the GED measure on the AE PMF that DC PCSB staff and the AE PMF task force are considering.



Proposed Goal for SY 2015-16 and beyond	Current Action Plan Measure	Proposed Action Plan Targets by Year					Comparison to Action Plan and Rationale
		13-14 Baseline	14-15 Year 10	14-15 Results	15-16 Target Year 11	SY16-17 - SY19-20 Target Years 12-15	
in a subject area will earn a passing score on the GED Exam in that subject area.					previous year		
The percent of exiting students who enter employment or enter post-secondary education, first quarter after exit will be at least 48.8%.	Entered Employment or Entered Post-Secondary	65%	65%	72.1% (met)	65%	70%	The action plan measure and the proposed goal are aligned. The proposed goal is to meet the Tier 1 cut-off of 48.8% for this measure as per the 2015-16 PMF Policy and Technical Guide. While we recognize that the proposed goal is well-below the action plan target, DC PCSB staff thought it unfair to require the school to achieve a goal beyond what we consider acceptable for a Tier 1 school.
The percent of exiting students who retain employment or enter post-secondary education, third quarter after exit will be at least 59.3%.	Retained Employment or Entered Post-Secondary	83%	83%	88.1% (met)	83%	85%	The action plan measure and the proposed goal are aligned. The proposed goal is to meet the Tier 1 cut-off of 59.3% for this measure as per the 2015-16 PMF Policy and Technical Guide. While we recognize that the proposed goal is well-below the action plan target, DC PCSB staff thought it unfair to require the school to achieve a goal beyond what we consider acceptable for a Tier 1 school.



Proposed Goal for SY 2015-16 and beyond	Current Action Plan Measure	Proposed Action Plan Targets by Year					Comparison to Action Plan and Rationale
		13-14 Baseline	14-15 Year 10	14-15 Results	15-16 Target Year 11	SY16-17 – SY19-20 Target Years 12-15	
The in-seat attendance (ISA) rate for YouthBuild PCS will be at least 62.8%.	In-Seat Attendance Rate	67.6%	67.6%	67.4% (not met)	70%	70%	The action plan measure and the proposed goal are aligned. The proposed goal is to meet the Tier 1 cut-off of 62.8% for this measure as per the 2015-16 PMF Policy and Technical Guide. While we recognize that the proposed goal is below the action plan target, DC PCSB staff thought it unfair to require the school to achieve a goal beyond what we consider acceptable for a Tier 1 school.
The YouthBuild PCS retention rate, will reach 60% in two of five years between SY15-16 and SY19-20, and it will not fall more than two points below the baseline year result of 55% in SY 2014-15.	Retention Rate	60.2%	60%	55% (not met)	SY 2015-16 and SY 2016-17: 65%	SY 2017-18: 70% SY 2018-19: 72% SY 2019-20: 75%	The proposed goal is slightly below the Tier 1 cut-off. It takes into account the school's historic performance while committing the school to a higher target over time.



## ATTACHMENT C

### YouthBuild PCS Charter Amendment Application

#### Part I: General Information

**\*All applicants must complete this section\***

SUBMITTED BY: **Mark Jordan, Chair, Board of Directors**  
SUBJECT: **Charter Amendment Request for: (Mark all that apply)**

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

SUBMISSION DATE: February 1, 2016

#### SCHOOL BACKGROUND

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

##### Overview of School Performance

- Provide the following information about your Local Education Agency (LEA) by campus:
  - Campus name(s) and location(s): **YouthBuild Public Charter School, 3014 14<sup>th</sup> Street, NW, Washington, DC 20009**
  - Year opened: **2005-2006**
  - Grade levels served (Currently and at maturation of charter agreement, if applicable): **Non-graded, Adult Education School serving students ages 16-24**
  - Date that charter will be eligible for possible renewal: **2020**
- Please select the performance indicators below that describe the school's current performance\*: (Mark all that apply)
  - ☐ Currently rated Tier 1, or met at least 2/3 of targets on the most recent Accountability Plan, EC, or Adult PMF.
  - ☐ School is not currently under corrective action.
  - ☐ Has historically met enrollment projections w/in 50% of target.
  - ☐ School has been in operation for 3+ years.
  - ☐ School is currently accredited: **School received a recommendation of "Accreditation" from the Visiting Middle States Accreditation Team in October 2015; YouthBuild is currently awaiting full accreditation in April.**

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

#### PROPOSAL

**YouthBuild PCS** 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 **SY 15-16 for Goals and Academic Achievement Expectations, and on July 1, 2017 for Independent LEA Status for Special Education** (leave blank if this has not been determined).

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

**YouthBuild PCS is requesting to change its Charter Goals and Achievement Expectations, as outlined in detail in Section C below. We have undergone an extensive planning process—reviewing data, discussing possible goals options with staff and YouthBuild PCS Board members, and working with PCSB staff to look at comparable schools' goals and achievement expectations—to prepare for the change in goals. We believe these new goals and achievement expectations will align more effectively with the Adult Education PMF, better prepare our students for the new General Education Development (GED) exam, and enable us to focus on the most crucial aspects of our program as we continue to strengthen our program and prepare students for success in college and careers.**

**YouthBuild PCS is also requesting to change our LEA Status for special education, so that we can serve as an Independent LEA for special education purposes effective July 1, 2017. We have engaged in an in-depth planning process for this**

change, completing a Special Education Quality Assurance Review, for example, and developing a five-year operating budget to ensure that we can cover any additional expenses that might arise as a result of this change in status.

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

**YouthBuild PCS' Mission** - YouthBuild Public Charter School (YBPCS) is an alternative high school for young people seeking to transform their lives by re-engaging in their education in a non-traditional school environment. YBPCS prepares students for post-secondary education and the workplace by offering, in English and Spanish, academic, vocational and workforce development programs. YBPCS believes that service to the community is an essential part of the transformative process. Therefore, students serve their community through volunteer projects and by creating housing for low income residents in the Washington, DC metropolitan area.

This amendment will narrow and focus the school's goals and academic achievement expectations, helping us to strengthen the core of our mission—preparing students for success in post-secondary education and the workplace.

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

The proposed amendments were approved by the Board on December 17, 2015 (Independent LEA) and on January 14, 2016 (New Goals and Academic Achievement Expectations). Please see attached minutes and Board Resolution.

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

An announcement of proposed goals changes was posted to the PCSB Website on January 7, 2016 (see attached). Goals and LEA status changes were also discussed with staff and students in preparation for the Middle States Accreditation visit in October 2015 and at internal leadership team meetings. Stakeholders are supportive of the changes. They appreciate the narrowed focus of the goals and their alignment with the Adult Education Performance Management Framework. Stakeholders also understand the need to become an independent LEA for special education purposes.

## **ATTACHMENT D**

### **Approved Board Meeting Minutes**

YouthBuild Public Charter School  
January 14, 2016 Meeting of Board of Trustees<sup>1</sup>

#### Conference Call Meeting

In attendance: Mark Jordan, Elizabeth Grant, Steve Lanning, Noel Bravo

1. The meeting was called to order with a quorum at 8:30 pm.
2. Revised public charter school goals, as transmitted to the Board on January 11, 2016, a copy of which are attached hereto, were discussed and approved for submission to the Public Charter School Board.
3. The Nominations Committee submitted a report of its nominations for Trustees to be voted upon at the scheduled January 27, 2016 meeting of the Member, as set forth in the Bylaws. The nominees are: Mark Jordan, Elizabeth Grant, Steve Lanning, Nolan Smith and Noel Bravo.<sup>2</sup>
4. The meeting was adjourned at 9:30 pm.

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<sup>1</sup> These minutes were approved unanimously by the Board members who participated in the call in January 28, 2016 e-mail communications.

<sup>2</sup> This meeting was postponed due to weather and rescheduled for the week of February 1, 2016.

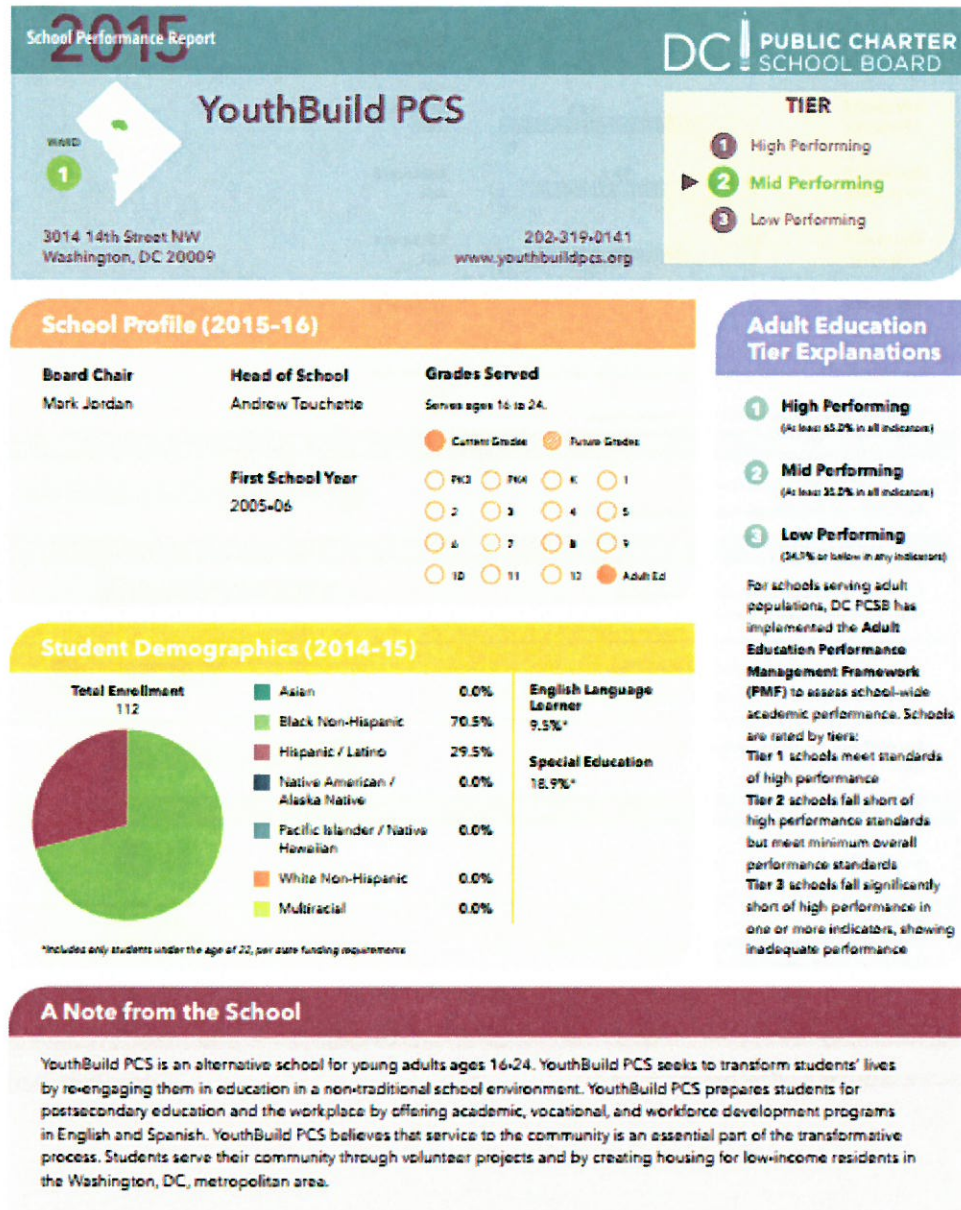
Proposed Goal	Proposed business rule
<p>1. 50% of Pre and Post Test ABE and ESL students' scores will increase by one or more National Reporting System - Educational Functioning Levels by the end of the program year.</p>	<ul style="list-style-type: none"> <li>The proposed goal seeks to determine how many student scores increased by 1 or more EFLs in math and reading or ESL levels. Unlike the PMF, this captures both subjects reading and math for the TABE.</li> <li>Students are tested at their individual levels based on the TABE Locator rather than all being tested at the Level D test.</li> </ul> <p>Calculation:</p> <p># of student scores in math and/or reading improving by 1 or more NRS Educational Functioning Levels / Total number of pre and post TABE scores in ELA and math ) * 100</p> <p>Plus</p> <p># of student scores in ELL improving by 1 or more ELL levels / Total number of ELL pre &amp; post tests ) * 100</p> <ul style="list-style-type: none"> <li>Only scores for students who take the TABE pre-test and post-test are included in calculation for TABE scores</li> <li>Only scores for students who take the pre and post ELL test are included in the calculation for ELL scores</li> </ul>
<p>2. 65% (+/- 2 percentage points) of test takers who earn a "Likely to Pass" on the GED Ready exam in a subject area will earn a passing score on the GED Exam in that subject area.</p>	<p>Numerator: # of passing GED scores in reading, math, SS or science in the program year regardless of whether the student was enrolled at YB at the time of taking the exam during that program year.</p> <p>Denominator: # of scores in the "Likely to Pass" range for reading, math, SS or science. (Each student's score only counts once for each subject area). Each student only counts in the program year for which he/she took the GED Ready Exam at YB.</p> <ul style="list-style-type: none"> <li>Scores will only be counted if they are at the GED "Likely to Pass" range as specified by the GED for each subject area</li> <li>A student may count for one subject area only (e.g. Student X may have a GED Ready "Likely to Pass" score for mathematics and a passing score on the GED for mathematics. Student X does not have a "Likely to Pass" score on the GED Ready for Language Arts. Student X mathematics score counts in the numerator and denominator).</li> <li>Students who do not have a GED Ready "Likely to Pass" score and a GED score in a subject will not be included in the numerator or denominator</li> </ul>
<p>3. The percent of exiting students who enter employment or enter post-secondary education, 1<sup>st</sup> quarter after exit will meet the Tier 1 cut off as detailed in the current year's Adult education PMF. (49%, floor = 0, target = 75%)</p>	<ul style="list-style-type: none"> <li>YB will use the business rules in the PMF Technical Guide for Adult Education</li> <li>YB seeks the right to re-negotiate this goal if the Tier 1 cut off changes by +/- 2 percentage points or the business rules for the calculation of the metric change from those used in SY15-16.</li> </ul>



<p>4. The percent of exiting students who retain employment or enter post-secondary education, third quarter after exit will meet the Tier 1 cut off as detailed in the current year's Adult education PMF. (60%, floor = 39.8, target = 69.8%)</p>	<ul style="list-style-type: none"> <li>YB will use the business rules in the PMF Technical Guide for Adult Education</li> <li>YB seeks the right to re-negotiate this goal if the Tier 1 cut off changes by + - 2 percentage points or the business rules for the calculation of the metric change from those used in SY15-16.</li> </ul>
<p>5. The in-seat attendance (ISA) rate for YouthBuild PCS will meet the Tier 1 cut off as detailed in the current year's Adult education PMF. (63%, floor = 49.5, target = 70%)</p>	<ul style="list-style-type: none"> <li>YB will use the business rules in the PMF Technical Guide for Adult Education</li> <li>YB seeks the right to re-negotiate this goal if the Tier 1 cut off changes by + - 2 percentage points or the business rules for the calculation of the metric change from those used in SY15-16.</li> <li>Attendance will be considered as a stand-alone indicator for calculating Tier 1 at the 65% or above threshold.</li> </ul>
<p>6. The Youthbuild PCS retention rate, as measured by pre- and post- tests following the publisher's guidelines, will reach 60% by school year 2020-21; will reach the Tier 1 cut-off in three of the five following years: 2021-22, 2022-23, 2023-24, 2024-25, 2025-26; and will reach the Tier 1 cut-off in four of the five following years: 2026-27, 2027-28, 2028-29, 2029-30, and 2030-31.</p>	<ul style="list-style-type: none"> <li>YB will use the business rules in the PMF Technical Guide for Adult Education</li> <li>YB seeks the right to re-negotiate this goal if the Tier 1 cut off changes by + - 2 percentage points or the business rules for the calculation of the metric change from those used in SY15-16.</li> </ul>

## ATTACHMENT E

### 2015 Adult Education Performance Management Framework Scorecard



(2014-15)

**Adult Education**

KEY

Weighted  
Score**Student Progress: Improvement of One or More Levels****44.3%****Adult Basic Education (ABE) Performance****Weighted ABE Score 38.3%****ABE Level 1**  
*n<10\**

0 11.8 69.2 100

**ABE Level 2**  
13 students

0 11.8 69.2 100

**ABE Level 3**  
18 students

0 36.5 55.6 84.5 100

**ABE Level 4**  
10 students

0 23 0.0 65 100

**ABE Level 5**  
N/A

\*Levels with results less than 10 students are not displayed but still included in the final score.

\*\*ESL Level 6 is displayed but not included in the overall score.

**English as a Second Language (ESL) Performance****Weighted ESL Score 59.9%****ESL Level 1**  
14 students

0 26.7 64.3 100

**ESL Level 2**  
*n<10\**

0 26.7 64.3 100

**ESL Level 3**  
N/A

0 26.7 64.3 100

**ESL Level 4**  
N/A

0 26.7 64.3 100

**ESL Level 5**  
N/A

0 26.7 64.3 100

**ESL Level 6\*\***  
N/A

0 26.7 64.3 100

**Student Achievement: GED or NEDP Attainment \*\*****N/A****Obtained Secondary Credential**

Fewer than ten students attempted a secondary diploma

**College and Career Readiness: Employment and Postsecondary Outcomes****98.0%****Entered Employment or Entered Postsecondary**

42 students responded to the survey, Survey Response Rate: 75.4%\*\*\*

**Retained Employment or Entered Postsecondary**

42 students responded to the survey, Survey Response Rate: 85.7%\*\*\*

**Entered Postsecondary (Pilot Program Year)**

N/A

**Leading Indicators: Predictors of Future Student Progress and Achievement****61.1%****Attendance****Retention**

Percent of students who are enrolled at the school who took both an academic pre-test and post-test

**TIER 2**

## YouthBuild PCS

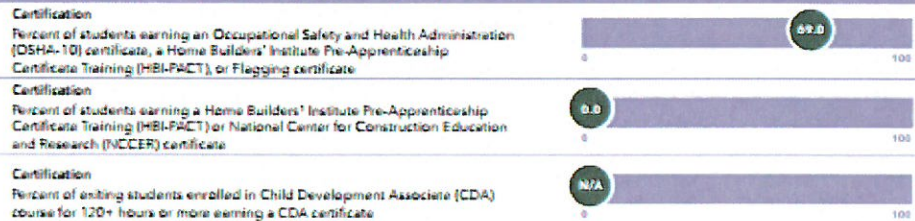
2015 School Performance Report

(2014-15)

### Adult Education



#### Mission Specific Goals: Progress on programming unique to the school's mission



\*\*General Education Development (GED) or National External Diploma Program (NEDP).

\*\*\*Percent of students successfully contacted via Career and College Readiness Surveys by the school.

For a more detailed explanation of the indicators, see our technical guide.