



DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: **Andrea Lachenmayr - District of Columbia International School**

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

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

☐ Name Change – Campus or Facility

SUBMISSION DATE: **3/6/2020**

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): **District of Columbia International School, 1400 Main Drive NW, Washington DC 20012**
 - b) Year opened: **2014-15**
 - c) Grade levels served (Currently and at maturation of charter agreement, if applicable): **6-12**
 - d) Date that charter will be eligible for possible renewal: **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 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. 5/1/2025

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

Disclaimer: While processing this application, DC PCSB staff may contact you later to request additional information for the Board's consideration. By submitting this application, you agree to cooperate with DC PCSB staff to ensure your application is processed in a timely manner. For questions, please contact DC PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.

PROPOSAL

District of Columbia International School submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on July 1, 2020 (*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.

After six years of operation DCI is proposing to change our Mission Specific goals to better meet our mission and reflect our IB World School status. See the adjustments and explanations below.

Previous Goal	New Goal
Achieving International Baccalaureate (IB) Candidate Status by SY 2020- 21.	DCI will continue to be an authorized International Baccalaureate (IB) World School.
Students will be assessed in accordance with American Council on the Teaching of Foreign Languages (ACTFL) standards and benchmarking. At least 50% of students who are continuing their language education from elementary school will be on track to achieve the ACTFL Advanced Mid to Advanced High Standards, as indicated by the STAMP (STAndards-based Measurement of Proficiency) 4 assessment, by graduation. At least 50% of students who are either new to DCI or who switch their target language will be on track to achieve ACTFL Intermediate status, as indicated by the STAMP 4 assessment, by graduation.	50% of eleventh grade students who study a language at DCI for at least five years will receive a composite STAMP score of at least: <ul style="list-style-type: none"> - 4.0 in Chinese - 5.0 in French or Spanish
50% of students with disabilities and 50% of English Language Learners will earn the Middle Years Programme (MYP) certificate in tenth grade and either the IB Career-Related Certificate (IBCC) or IB Diploma Programme (DP) in the twelfth grade.	<i>Remove</i>

1. DCI's first goal in its original charter was to achieve IB World School status. We achieved this for all three programs - MYP, DP and CP in the first five years. We would like to continue to have IB be part of our goals, so we would like to modify this goal to ensure that DCI remains authorized as an IB World School in all 3 programs.

2. DCI's original language goals were created without any data. There was no historical basis for the goals, nor were there standards for achievement. After 5 years of operation, DCI has some idea on what achievable goals may be for language acquisition and also for our students with support services. Moreover we had goals split between the students that matriculated from member schools and those from the lottery. This does not make sense as some schools have students starting in 4th or 5th grade and they do not come with significant language skills. It made more sense, and is less confusing to track to goals for all students no matter if they came from a member school. We believe These goals are achievable and demonstrate proficiency in the language.
3. We want to remove the third goal because there is no MYP certificate now that students can earn. When we originally wrote the Charter there was planned to be. And for the DP or CP goal we do not have any data for this goal. Our first students will take the IB DP tests this year. And there are no other schools, really, that can provide this information. Where all of their students are pursuing one of these programs. DCI is an IB for All school, all our students are in the Career or Diploma Programs. Other schools that offer these rigorous programs have kids test in, invite in, opt in or they are magnet schools, or they are private. And even in the schools that do test to allow students to do this curriculum, often only 50% receive the DP Diploma. However, even if they do not receive the Diploma, [in the Chicago Public Schools research study](#), even without the IB Diploma they did get in and successfully complete college at much higher rates. So, we know this is the right program, but without the data of how our students will do, we believe being authorized is the correct measure, not how many students receive the DP, at least for the time being. After we have a few years of data, then we may want to revisit adding this type of goal back for all students or with students with special learning needs.

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

Our mission is: DC International School inspires inquiring, engaged, knowledgeable and caring secondary students who are multi-lingual, culturally competent, and committed to proactively creating a socially just and sustainable world.

DCI was founded by the five language immersion charter schools to enable our students to continue to build on their language skills, to become "multi-lingual" as described above. These goals will help us measure how we are meeting our mission. The levels 4 and 5 on the STAMP test describe that students have met Intermediate levels by the time they are in 11th grade.

The new goals also ensure that we keep our IB World Schools curriculum framework as we are required to stay authorized IB World Schools.

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.

DCI immediately addresses any and all concerns as they come in. We have not had any complaints that prompted a DC PCSB audit, Board action, or community action.

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](#).

There will be no impact.

5. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment(s). If concerns have been brought to your attention, how do you plan to address them? *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Graduation Requirements and Competency-Based Learning Credits. If not applicable, write N/A.]*

We have reviewed our data internally over the last five years and then shared it with our board. We revised the goals based on this review. We have not shared this information publicly. However we will plan to at an upcoming PTO meeting with a review of our yearly results.

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

12/12/2019

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.

SY 2018-19	SY 2019-20 and Beyond Goals	Metric & Business Rules
Achieving International Baccalaureate (IB) Candidate Status by SY 2020- 21.	DCI will continue to be an authorized International Baccalaureate (IB) World School.	<p>DCI was first authorized as an IB World School for the Middle Years Programme (MYP) on April 8, 2016, the Diploma Programme on May 30, 2018, and the Career-related Programme (CP) on July 27, 2018.</p> <p>The school will be deemed to have met this goal if there is no lapse in authorization in any program at the time of the school's next review.</p> <p>Notes:</p> <ul style="list-style-type: none"> - Any time in which the school is not authorized for the MYP, CP, or Diploma Programme by the IB Organization after the dates of initial authorization listed above will be considered a lapse. - The school will continue to provide DC PCSB with the certificate of authorization issued by the IB Organization.

<p>Students will be assessed in accordance with American Council on the Teaching of Foreign Languages (ACTFL) standards and benchmarking. At least 50% of students who are continuing their language education from elementary school will be on track to achieve the ACTFL Advanced Mid to Advanced High Standards, as indicated by the STAMP (STAndards-based Measurement of Proficiency) 4 assessment, by graduation. At least 50% of students who are either new to DCI or who switch their target language will be on track to achieve ACTFL Intermediate status, as indicated by the STAMP 4 assessment, by graduation.</p>	<p>50% of eleventh grade students who study a language at DCI for at least five years will receive a composite STAMP score of at least:</p> <ul style="list-style-type: none"> - 4.0 in Chinese - 5.0 in French or Spanish 	<p>Numerator: Total number of continuously enrolled 11th grade students who have studied Chinese for at least five years and receive a composite score of 4.0 or higher on the STAMP assessment</p> <p><i>Plus</i></p> <p>Total number of continuously enrolled 11th grade students who have studied French or Spanish for at least five years and receive a composite score of 5.0 or higher on the STAMP assessment</p> <p>Denominator: Total number of continuously enrolled 11th grade students at DCI for at least five years</p> <p>Notes:</p> <ul style="list-style-type: none"> - Students who switch their language of study after enrolling at DCI will only be counted in the numerator and denominator if they have continuously studied the language for at least five years. - Continuously enrolled students are those students considered Full Academic Year (FAY) at the time of the state assessment each year and reenrolled at the school during the period of study.
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50% of students with disabilities and 50% of English Language Learners will earn the Middle Years Programme (MYP) certificate in tenth grade and either the IB Career-Related Certificate (IBCC) or IB Diploma Programme (DP) in the twelfth grade.	<i>Remove</i>	
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3. 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.

After six years of operation DCI is proposing to change our Mission Specific goals to better meet our mission and reflect our IB World School status. See the adjustments and explanations below.

- DCI's first goal in its original charter was to achieve IB World School status. We achieved this for all three programs - MYP, DP and CP in the first five years. We would like to continue to have IB be part of our goals, so we would like to modify this goal to ensure that DCI remains authorized as an IB World School in all 3 programs.
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4. How will the new goals better measure the school's mission, curriculum, operations, and education experience for families?

Our mission is: DC International School inspires inquiring, engaged, knowledgeable and caring secondary students who are multi-lingual, culturally competent, and committed to proactively creating a socially just and sustainable world.

We were founded by the five language immersion charter schools to enable our students to continue to build on their language skills, to become "multi-lingual" as described above. These goals will help us measure how we are meeting our mission. The levels 4 and 5 on the STAMP test describe that students have met Intermediate levels by the time they are in 11th grade.

5. If proposing goals and/or academic expectations aside from adopting the [Performance Management Framework](#), please describe how the school will monitor and report its progress towards goal attainment. Please note that all schools are required to report on progress each year in the Annual Report.

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

DCI will report on these goals to the public and the PCSB in our annual report and we will report them to our board and faculty in our data discussions.