

# Charter and/or Charter Agreement Amendment Application

## 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)

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

**SUBMISSION DATE: 3/10/2020**

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

- |   |          |        |
|---|----------|--------|
| iii. Valor Academy                        | 5th-8th  | (2015) |
| g. Wheeler Facility, 3301 Wheeler Road SE |          |        |
| i. Honor Academy                          | 4th-8th  | (2019) |
| ii. KIPP DC Somerset College Preparatory  | 9th-12th | (2019) |

**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. Currently in candidacy phase of accreditation renewal

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

KIPP DC is the highest performing PK-3 through 12<sup>th</sup> grade LEA in the District and a driving force behind closing the opportunity gap. Students who are classified as at-risk perform at a high level with 32% and 36% meeting or exceeding expectations on the PARCC assessment for ELA and math, respectively. KIPP DC students classified as at-risk significantly outperform their similarly classified peers throughout the city. At KIPP DC, we believe all students have the right to rigorous, relevant, and joyful learning experiences that will empower them to be successful in college, careers, and life.

KIPP DC operates the most Tier 1 schools of any charter network. Eight of KIPP DC's ten elementary and early childhood schools are currently Tier 1. Notably, the Department of Education recognized Promise Academy as a National Blue Ribbon school in 2018. Promise Academy was one of two schools with 50% or more students designated at-risk where at least 50% of students met or exceeded expectations on both the Math and ELA sections of the PARCC. Heights Academy was also named a National Blue Ribbon school in 2019. It was the highest performing school in Ward 8.

KIPP DC College Preparatory (KCP) is both a Tier 1- and 4-STAR high school. It was also the most improved public charter high school on PARCC in the entire city. On the STAR framework, KIPP DC had the highest "at-risk" student group score of any LEA.

**PROPOSAL**

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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 \_\_\_\_\_, 20\_\_\_\_ (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.**

KIPP DC seeks approval from PCSB for the following three charter amendments:

(a) Curriculum - We seek to update our curriculum to provide required high school coursework via small group instruction, individualized tutoring / coaching, our existing curriculum and the on-line learning platform Summit Learning

(b) Graduation requirements - We seek to exclude health and physical education credits, and community service hours as a way to allow students who need additionally flexibility to earn a high school diploma as efficiently as possible

(c) Competency-based Learning - We seek to award students credit based on demonstrated proficiency, skill and program completion rather than seat time

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

KIPP DC is committed to educating District students in all grades and from all backgrounds to develop the knowledge, skills, and confidence needed to become thoughtful, intentional citizens in the competitive world.

We educate more than 6,800 students grades PreK3 through 12, including more than 1,500 students in high school. As we review our data and practices, we see that each year a small number of high school students fall behind in credit accumulation due to a range of circumstances that interfere with success in a traditional high school setting. Our current high schools support these students through a range of interventions, credit recovery programs, and efforts by trusted staff. However, at our current size and scale, KIPP DC understands the need to build stronger programming to support ALL of our students to earn a diploma and achieve postsecondary success.

KIPP DC's High School Success Program will be a small, supportive, diploma-granting high school program designed to meet the unique academic and social-emotional needs of KIPP DC high school students who largely meet the alternative criteria as defined by OSSE. With flexible programming and wrap-around services, students gain the knowledge and skills necessary to earn a high school diploma and achieve postsecondary success. Students in this program will benefit from the high caliber of support and ongoing care provided to all KIPP DC students through our rigorous approach and robust support from the KIPP Through College & Career program.

**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 19 years operating schools in the District of Columbia, KIPP DC has maintained a strong academic achievement record, consistently exceeding district averages. We have been fortunate to have PCSB unanimously approve our application for 15-year renewal on November 16, 2015, our charter renewal on July 1, 2016, and our previous charter amendment requests, including our most recent request to reconfigure grades at our Wheeler Campus in November 2019.

During the past three years, PCSB has issued KIPP DC three notices of concern, each of which were related to truancy. To address this critical issue, KIPP DC created the role of attendance coordinator and hired an attendance coordinator at each of our campuses, along with an individual who closely manages the team's work and portfolio.

Our attendance coordinators provide support for school leaders and office managers to monitor attendance, contact parents, and work with families to ensure high rates of student attendance.

In the most recent year, KIPP DC's average chronic absenteeism rate has gone down by 1%, and our average attendance rate has gone up by 1%. At the Douglass and Smilow Campuses in particular, chronic absenteeism has actually decreased by more than 2%--notable as those were the two campuses that received notices of concern last year.

Qualitatively, our level of engagement with families around truancy and attendance issues has substantially increased. We've increased the number of attendance-related calls/conversations with families nearly 10 times over, from roughly 1,000 instances of communication last year to 7,500 this year.

**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](#).*

N/A

**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.]***

While developing this program, we conducted interviews with both students and parents who would meet our criteria for eligibility including being overage/under credited, falling significantly behind on attendance, or having other life circumstances requiring additional school flexibility and support. These criteria largely mirror the OSSE defined alternative school designation criteria. (See ATTACHMENT B for Interview Guide)

During the course of these interviews we learned about the barriers we will need to address, the additional staffing supports that will be required, and the ways in which we will need to adapt our existing high school model. We also spent time visiting the DCPS opportunity academies, youth-focused alternative public charter schools, and speaking with other alternative schools around the country.

In all of our conversations, our partners in this work as well as our families and students were encouraged that we would attempt to provide additional options for rigorous learning for ALL of our students.

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

KIPP DC's Board of Directors unanimously approved the proposed charter amendment at its meeting on February 26, 2020. Please see the meeting minutes located in the Appendix under ATTACHMENT A.

**Section B3: New Curriculum**

**\*ONLY complete this section if applying to amend Curriculum:**

*Curriculum is under the exclusive control of the school. However, pursuant to the charter agreement, a school must submit a petition for charter revision for any material change in the curriculum that results in a material change to the School's mission or goals. In addition, a school must submit a petition for a charter agreement amendment if a school seeks to change a curriculum that is specifically mentioned in its charter agreement. For example, if the mission of a school states that it will use "Core Knowledge" and the school decides to change its mission and offer a different curriculum, it must seek DC PCSB's approval as this is a material change to its charter.*

**1. What is the substantive change that the school is making in its mission and/or education philosophy and how does it impact choices in curriculum, including resources, assessments, instructional strategies, and student outcomes?**

(Note: complete Section A: School's Mission if the mission statement is substantively changing.)

N/A

**2. What resources and materials have you identified that complement the instructional methods and standards in each subject area and grade level? (Instructional materials include but are not limited to: textbooks, workbooks, novels, online programs, manipulatives, teacher resources, smart-boards, computer software, etc.) How will these resources and materials lead to student mastery of the standards while also creating a culture of learning that supports the school's unique mission and educational philosophy?**

Our new High School Success program is envisioned to be a small pilot program housed in a KIPP DC high school space. Our target population would be a small group of 20-40 KIPP DC students who have experienced life events or have adult responsibilities that impede their ability to be successful in our traditional high school model.

We plan to provide these students with flexible academic programming, individualized coaching, and wrap-around social-emotional support, while maintaining a strong school culture and high academic standards. To do this, KIPP DC is planning to partner with the Summit Learning Program while also using the curricular resources already in place at KIPP DC high schools. We believe that the the Summit Learning outcomes of Cognitive Skills (e.g., oral presentation or data analysis), Content Knowledge (e.g., core math standards), and Habits of Success (e.g., curiosity and self-direction) align well with our current goals and our approach to teaching and learning. Our students will continue to benefit from all the services, support and investments provided by KIPP DC, but will also benefit from this new supplemental resource.

**3. What adjustments will be made to learning standards to meet the needs of students far above or below grade level, including students with disabilities?**

Learning standards will not be altered for our new High School Success program. We expect all students in this program to attain the knowledge, skills and mindsets needed to earn KIPP DC high school credits and graduate prepared for post-secondary success. While we do not plan to alter what these students learn, we do plan to provide more flexibility around when and how students learn. To this end, we have created a more flexible schedule and academic approach. We plan to adopt the Summit Learning Platform to deliver high quality, standards-based instruction to our students in a more flexible and supported manner. Our teachers, mental health practitioners and school staff will work to differentiate instruction, accommodate different learning styles, and provide wrap-around support to ensure all of our students complete high school credits and graduate prepared for post-secondary success.

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- 4. Describe the progression of standards as students matriculate through the school.  
Demonstrate that the standards for each year will build off the previous year's learning.**

Students who participate in our KIPP DC High School Success Program will be enrolled at KCP or SCP and will be required to complete KIPP DC graduation requirements except for Health and Physical Education, and community service hours, which we propose to waive for this program. Course work in each subject/content area will progress through standards and build from course to course (For example, Algebra 1 to Geometry, to Algebra 2, to pre-calculus). However, students in this program will benefit from flexibility in how and when they complete course work and will not be bound by grade-level designations. For example, a student who is strong in ELA would be able to complete ELA coursework and advance through the four required ELA credits as s/he completes each course credit. But, if this same student requires additional instruction and support in Math, the student would be able to remain in lower-level Math courses until s/he masters the Math content and progresses through each Math course. So, in theory, this student could be enrolled in 11th grade English and 9th grade Math and 12th Grade History simultaneously, all the while earning credit and building knowledge in each subject area.

Section F1: Graduation Requirements Different from DCMR

**\*ONLY complete this section if applying to amend Graduation Requirements.**

*Per DC PCSB's [High School Graduation Requirements](#)<sup>[RY1]</sup> policy, an approved public charter school has exclusive control over its instructional methods. However, as specified in a school's charter agreement, changes to a school's curriculum that impact the school's mission require a charter agreement amendment, which includes changes to a charter high school's graduation requirements. DC PCSB will approve the graduation requirements of any charter high school that chooses graduation requirements that are equivalent to or surpass the requirements outlined in the [DC Municipal Regulations \(DCMR\) Title V, Chapter 22](#).*

*According to DCMR, "A total of twenty-four (24) credits in corresponding subjects and required volunteer community service hours shall have been satisfactorily completed for graduation."*

*Therefore, per DC PCSB's standard, at minimum, the following subjects and minimum credit values are required in a charter school's graduation requirements:*

<b>COURSES</b>	<b>CREDITS(S)</b>
English	4.0
Mathematics; must include Algebra 1, Geometry, and Algebra II at a minimum	4.0
Science; must include three (3) lab sciences	4.0
Social Studies; must include World History 1 and 2, United States History; United States Government, and District of Columbia History	4.0
World Language	2.0
Art	0.5
Music	0.5
Physical Education/Health	1.5
Electives	3.5
<b>Total</b>	<b>24.0</b>

*If a charter high school elects to require a different standard for graduation requirements, in which its total number of required credits or they require courses differ greatly (e.g., The school has no requirement health/P.E., the school requires additional year(s) of world language, the school requires 26.0 credits to*

graduate) then the school must submit a charter amendment application to DC PCSB for approval. If approved, the school's graduation requirements will become a binding attachment to the school's charter. DC PCSB will use the approved graduation requirements when determining 9<sup>th</sup> grade on track and reviewing transcripts for graduation.

## **Section F1. Graduation Requirements (continued)**

### **1. Please describe in detail your proposed graduation requirements.**

KIPP DC High School Success Program would be a small and supportive competency-based pilot program designed to serve the unique needs of KIPP DC high school students who have fallen behind in their credit accumulation due to a range of personal circumstances that have created barriers to their success. The program would be housed at a KIPP DC high school, and students in the program would stay on the register of KCP or SCP ultimately earn a KIPP DC high school diploma. This small program would follow all KIPP DC graduation requirements with the exception of Health and Physical Education. We also seek to waive the 100 required hours of community service.

### **2. What is the school's rationale for proposing such different graduation requirements?**

Our new, small program seeks to serve students who have adult responsibilities or other personal challenges that make it difficult for them to achieve success in a traditional high school model. Our small and supportive program will provide more flexible scheduling, individualized coaching, academic interventions, and wrap-around social-emotional support. Our goal is for all students to develop the knowledge, skills and mindset they need to earn credit and graduate from KIPP DC prepared for post-secondary success.

Through our research, data review and interviews with students and families we have learned that the completion of the official Health and Physical Education credits along with the required 100 hours of community service can pose a barrier for this group of students. We expect to infuse education on healthy living and smart choices into our social-emotional curriculum, while also providing additional mental health counseling and support for our students. We also plan to conduct community-wide service-learning projects and volunteer activities. However, we seek to remove the formal requirement for students to earn credits and complete hours in these areas so that we can remove a barrier and help our students complete academic credit, earn a high school diploma and achieve postsecondary success.

### **3. Given most DC public charter schools follow, at minimum, the DCMR graduation requirements, how will the school ensure that students transferring into the school or exiting the school will be able to carryover credits from or to other schools?**

Students in this new program will be registered as students at KCP or SCP for accountability and logistical purposes. Our compliance, enrollment and accountability staff will support and address any credit-related questions as they arise. Students who transfer out of the program will possess transcripts from their originally enrolled schools and will be treated the same as any student transferring out of KCP or SCP. Students who transfer into the program will already be enrolled at KCP or SCP, so there should be no issues with accounting for credits. Eligible students can meet with school staff to learn more about this small program to determine if they meet the criteria and would like to pursue an internal shift to the High School Success Program.

### **4. Per DC PCSB's [High School Graduation Requirements Approval Process Policy](#), if a school grants students waivers from a school-specific graduation requirement, then the criteria to receive a waiver must be included in the school's graduation requirements (or other policy formally approved by the school's board) and the school's Board of Trustees must approve each student waiver. If your school grants waivers, please describe the process by which the school's Board will approve each student waiver. If your school does not grant**

**individual student waivers, please write N/A.**

N/A

**5. Describe the involvement the greater community (e.g., teachers, parents) had in this decision, including parents and staff.**

KIPP DC staff has actively engaged in interviews and focus groups with students and families at KCP and SCP who meet the program criteria and are currently behind in credit accumulation. In addition, our grade-level deans, mental health practitioners and other instructional staff have developed strong relationships with students and families who require additional support.

Our school leaders and headquarters instructional leaders have met with teachers and school staff to gather their thoughts, feedback and ideas. We have also gathered thoughts and feedback from school staff via KIPP DC surveys, strategic planning sessions and professional development sessions. If this new program were to be approved, our community engagement team, instruction and mental health teams, and headquarters team will actively involve our teachers, families, students, and greater community in line with all requirements and best practices.

\*Hyperlink to new policy: <https://www.dcpceb.org/sites/default/files/report/2018-04-23%20HS%20Grad%20Policy%20Revised.pdf>

**Section F2: Application to Offer Competency-Based Credits**

**\*ONLY complete this section if applying for approval to offer Competency-based Credits.**

*In 2015, after convening a taskforce of State Board members and representatives from the District of Columbia Public Schools (DCPS), DC PCSB, local education agencies (LEAs), the Office of the State Superintendent for Education (OSSE) and other stakeholders, the State Board of Education (SBOE) decided to update graduation requirements based on the recommendations of the Task Force, including establishing a process for waiving the Carnegie Unit requirement for a school seeking to award competency based unit(s).*

*The final rulemaking ([Section 2203 of the D.C. Municipal Regulations Title 5-A, Chapter 22](#)) indicates that OSSE may establish the information required to be included in the waiver application, as well as the standards and requirements for reviewing the application. Per the law, DC PCSB, as the reviewing body, may waive the Carnegie Unit for public charter schools, and may use add additional information or requirements to best meet the needs of students, and may determine the conditions of the waiver, including renewal. Also, as part of the law, DC PCSB must submit evidence of the progress and quality of implementation on each waiver to OSSE annually.*

*Therefore, to apply for a waiver to offer competency-based credits, please answer the following questions in their entirety.*

**1. Rationale and justification for waiver to award competency-based unit: Describe the rationale and justification for awarding a competency-based unit or units for a competency-based learning course or course series, including any pertinent needs assessment-related data. This must include how a competency-based learning course or course series will meet the aims of the school and the educational needs of students, including how the waiver will allow the school to address specific barriers that impact student achievement or impede progress toward receiving a diploma.**

KIPP DC is the highest performing Pre-K through 12<sup>th</sup> grade LEA in the District of Columbia. Our flagship high school, KIPP DC College Preparatory, is consistently ranked one of the highest performing high schools in the district, especially when considering the complex challenges and obstacles our students face.

We are proud of the work we do, but we also recognize that KCP is a large, comprehensive high school with some traditional instructional approaches and attitudes that don't always work for ALL of our students. We are interested in pursuing a small program of a more flexible, competency-based model for the roughly 20-40 students who are currently enrolled in our high schools but have demonstrated the need for something different. Based on feedback from families and our review of data, we aim to provide flexibility on HOW and WHEN students learn but not WHAT students learn - our new program will maintain a strong school culture, academic rigor and high standards.

Our instructional teams and data teams have reviewed student achievement data and credit accumulation information to better understand this target population. We have also held a series of focus groups and interviews with students who are over-age and under-credited or off-track from graduation. These students are bright and motivated, but some aspects of their personal lives impede their ability to succeed in a rigid high school model. For example, these students have adult responsibilities such as jobs or childcare, they have experienced homelessness, they have interacted with the criminal-justice system or had another personal matter that has interfered with their education. What the data and our community consistently tell us is that a small portion of our students require additional flexibility, coaching and support to develop the knowledge, skills and mindsets needed to complete their credits, earn a diploma and graduate from high school prepared for post-secondary success.

We believe that a small competency-based program based on the models and lessons provided through the Summit Learning Platform will enable us to better reach this target population. KIPP DC is developing a team of teachers and counselors who can adopt the platform and the instructional approach to better teach, coach, counsel and support this small group of students.

- 2. Description of the scope and structure of how the competency-based units will be earned: Provide a description of how students will demonstrate competency in the content. 1) Refer to state assessment reporting and accountability policy for minimum n-size to report. 2) Refer to state assessment reporting and accountability policy for minimum n-size to report. 3) Describe standards of the course. This must include, for each competency-based learning course, the following information. However, if a school is proposing an all-school or all-grade approach, responses may be grouped if answers are applicable across courses.**
- a. Competency-based learning course structure:**

As an overview, KIPP DC plans to use the Summit Learning Platform to provide rigorous and engaging grade-level content to a small group of students in our competency-based pilot program. Where appropriate, KIPP DC curriculum will also be uploaded into the Summit platform in addition to the Summit curriculum so that students can access additional lessons and materials. Students will continue to participate in MAP and ANET testing just as all KIPP DC high school students do. Students in our competency-based program will be required to score 80% or higher on a Summit Learning Final Assessment in order to earn course credit.

- High School Math: Algebra, Geometry, Algebra 2, Statistics, Pre-Calculus
  - Grade levels 9-12
  - Total of 4 competency-based units equivalent to 4 Carnegie units
    - Students will complete math assessments on the Summit Learning Platform with supplemental material from the "College Preparatory Math" curriculum which is currently used at our high schools.
    - Students will also complete unit assessments, MAP and ANET assessments as they progress through the course.
    - Students must score a minimum of 80% on end-of course Summit Learning assessments to earn credit.
    - At this time, we are considering offering "Pass/Fail" or "Credit/No-Credit" grades to enable students to repeat courses as needed and lower stress and pressure on the "GPA". Please note that these discussions are still ongoing.
- High School English Language Arts
  - Grade levels: 9-12
  - Total of 4 competency-based units equivalent to 4 Carnegie units
    - Students will complete ELA assessments on the Summit Learning Platform with supplemental material from the novel study, writers workshop and other curriculum which is currently used at our high schools.
    - Students will also complete unit assessments, MAP and ANET assessments as they progress through the course.
    - Students must score a minimum of 80% on end-of course Summit Learning assessments to earn credit.
    - At this time, we are considering offering "Pass/Fail" or "Credit/No-Credit" grades to enable students to repeat courses as needed and lower stress and pressure on the "GPA". Please note that these discussions are still ongoing.
- High School Science: Biology, Environmental Science, Chemistry, Forensics, Physics
  - Grade levels: 9-12
  - Total of 4 competency-based units equivalent to 4 Carnegie units including 3 lab sciences

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- Students will complete Science assessments on the Summit Learning Platform with supplemental material from stem-scopes, teacher generated lessons and other material which is currently used at our high schools. Students will be able to access the KCP/SCP labs as needed to complete Lab experiments.
- Students will also complete unit assessments, MAP and ANET assessments as they progress through the course.
- Students must score a minimum of 80% on end-of course Summit Learning assessments to earn credit.
- At this time, we are considering offering "Pass/Fail" or "Credit/No-Credit" grades to enable students to repeat courses as needed and lower stress and pressure on the "GPA". Please note that these discussions are still ongoing.
- High School Social Studies: World History 1+2, US History, US Government, DC History
  - Grade levels: 9-12
  - Total of 4 competency-based units equivalent to 4 Carnegie units
    - Students will complete History and Social Studies assessments on the Summit Learning Platform with supplemental material from teacher generated lessons and other material which is currently used at our high schools.
    - Students will also complete unit assessments, MAP and ANET assessments as they progress through the course.
    - Students must score a minimum of 80% on end-of course Summit Learning assessments to earn credit.
    - At this time, we are considering offering "Pass/Fail" or "Credit/No-Credit" grades to enable students to repeat courses as needed and lower stress and pressure on the "GPA". Please note that these discussions are still ongoing.
- Arts, Electives, Foreign Language
  - Grade levels: 9-12
  - Total of 6.5 competency-based units equivalent to 6.5 Carnegie units as outlined by DC Graduation Requirements
    - Students will complete coursework and assessments using the Summit Learning Platform with support from skilled teachers and counselors. Students will access resources, materials and expertise at KCP as needed to complete coursework.
    - Students must score a minimum of 80% on end-of course Summit Learning assessments to earn credit.
    - At this time, we are considering offering "Pass/Fail" or "Credit/No-Credit" grades to enable students to repeat courses as needed and lower stress and pressure on the "GPA". Please note that these discussions are still ongoing.

**b. Time commitment for the course (e.g. frequency offered, when offered, and class schedules if relevant). If the course can be of varying durations, provide an explanation. Standards and instruction:**

- i. Coursework will use state-level content standards in English Language Arts, Math, Science, and the Arts.
- ii. This pilot program will use the Summit Learning Platform to deliver rigorous and engaging curriculum in a high quality, 21st Century format that involves direct instruction, small group collaboration, on-line learning and project-based learning. We believe that the Summit Learning outcomes of Cognitive Skills, Content Knowledge, and Habits of Success align well with our current goals and our approach to teaching and learning. This program will be housed in a dedicated space at our KCP or SCP campus. The class schedule, arrival and dismissal time, and semester length will be modified to better meet the needs of students with adult responsibilities. We expect the bulk of student-learning will occur on-site with direct student / teacher instruction, however

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students will also benefit from on-line access to the Summit platform. See ATTACHMENT C for a sample program schedule.

- iii. KIPP DC has been accepted to join the Summit Learning Program and will benefit from professional development and support from Summit as well as from instructional leadership at KCP and the KIPP DC Instructional Leadership Team. KIPP DC provides 1:1 laptops for all students and we have excellent data and technical resources already in place to support this work. This spring we aim to promote internal staff to work on this program. We also aim to expand existing partnerships to provide high quality counseling and mental health resources to ensure our students are fully supported.

### c. Student participation:

- i. **Target population of the competency learning credit (e.g. all students, students who have previously took and failed the course, students who arrive at the school with the content knowledge already), and whether the competency-based learning course or course series will be replacing or complementing an existing program**
  - The target population for our High School Success / competency-based learning program will be students who are currently enrolled at a KIPP DC high school, meet the criteria below, and choose to join the program. This program will complement, not replace, our existing high school programming. Guidelines for our target population will be as follows:
    - KIPP DC students age 15-21 in grades 10, 11 or 12
    - 2+ credits behind in any one subject/content area and/or 20+ unexcused absences in one school year
    - Other Factors as indicated by Alternative Accountability Framework
      - Pregnant or parenting
      - Homeless
      - Previously hospitalized for a psychiatric condition
      - Expelled from previous school
      - Involved in the criminal or juvenile system
      - Involved in the child abuse /neglect system
      - Parent currently detained / incarcerated, or incarcerated in the last 2 years
- ii. **How will the school will address the needs of students with Individualized Education Plans (IEPs), students with 504 plans, English Learners, or students with other specific needs, to support them in being successful in a competency-based learning course or course series**

Students enrolled in the High School Success Program will benefit from a strong student to teacher ratio, a dedicated mental health practitioner and a Special Education teacher. Students will also benefit from all resources and related services available at KCP/SCP and within the KIPP DC network such as our Campus Director for Student Support, a dedicated School Psychiatrist and compliance support team, our KIPP DC ELL teachers and data and instructional experts.

### d. Assurance that the school will collect and report on the following data annually:

KIPP DC commits to collect and report the below listed data for our competency-based pilot program:

- i. Course details:
  - Official Name
  - Subject (per graduation requirements)
  - Grade level, if applicable d. Number of competency-based units and equivalent Carnegie units

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- Number of students enrolled in each course for previous school year (SY) iii. Number of students completing each course with a passing grade for previous SY
  - Number of students in the course who earned partial competency-based unit(s) and the number of units 4
  - Number of students in the course who did not earn competency-based units
  - Percentage of students determined to have mastered content based on specific assessments identified for use in demonstrating mastery (provided n-size is greater than 10) vii. If applicable, number of students who were rostered to take a PARCC assessment in the subject area of the competency-based learning course and the median PARCC score of the rostered students
    1. Only applicable for HS mathematics and English II
  - If applicable, number of students who were rostered to take a required statewide assessment (e.g. science, health) and the median assessment score of the rostered students
3. **Course syllabus and scope and sequence for academic program: Provide a course syllabus/course syllabi and scope and sequence for the school's academic program that indicate(s) how the course or course series aligns with that scope and sequence course and is aligned to the standards the course or course series is using (as identified in the application). If not available at the time of application, please explain.**

Our High School Success competency-based program will rely heavily on the Summit Learning Platform and pre-existing curricular materials at KCP/SCP. We plan to use professional development sessions with Summit Learning as well as additional planning time with our KIPP DC Instructional Leadership Team this spring and summer to flesh out details for the program's academic model and any potential modifications needed to pre-existing materials. If approved, our team devote significant resources and energy towards our partnership with Summit and the success of this new pilot.

4. **Evaluation: Describe the methods the school will use annually to evaluate the overall competency-based learning process and outcomes. Your answer must include:**
- a. **How educators will evaluate students' progress in learning to ensure the course is meeting student needs.**

This program will benefit from all of the support structures, data analysis capacity and leadership support available for all schools and programs at KIPP DC. Teachers and staff at this program will participate in instructional rounds and coaching support from our instructional leadership and coaching teams. Official academic data will be collected through MAP, ANET and Summit Learning assessments. Data on attendance, discipline and other factors that demonstrate engagement will be tracked by program staff and logged in KIPP DC systems. All data will be tracked and reviewed by teachers, program staff and academic leadership through our official data review cycles, professional development "data days," and headquarters data review teams. In addition, our school team and headquarters team will collect and review softer student data and feedback in Advisory sessions, daily meetings and regular coaching check-ins.

- b. **What student progress in the competency-based learning course or course series will qualify as a competency-based unit. The answer must include an explanation of how students will demonstrate mastery with specific assessments (which may include portfolio or performance-based assessments), and a description of their purpose, design, format, rationale for selection, and the level of performance or achievement that will constitute mastery (e.g. thresholds).**

At this stage in our program development, we plan to award credit to students once they score 80% or higher on the Summit Learning end of course assessments. After reviewing the Summit Learning Platform and visiting a range of alternative schools and programs that do and do not use Summit, our goal is to adopt the Summit Learning Platform with fidelity and award credits based on these rigorous standards.

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**c. How students who have gained success through a competency-based learning course or course series will be tracked on their next steps.**

All students enrolled at KIPP DC, including those who choose to join this small program, benefit from ongoing monitoring and support from the KIPP Through College & Career Program. This program tracks longitudinal data and provides guidance, advising and support for KIPP DC students through their college and career experiences. In particular, students in our High School Success Program will benefit from additional coaching, mentoring and support while in the program and after graduation. We plan to maintain relationships, administer surveys, and leverage the systems and structures already proven and in place at the KIPP Through College & Career program.

**d. How will required annual reporting requirements be met, including how data will be collected.**

Our new High School Success Program will be housed at KCP/SCP and will receive support from the high school data team as well as the KIPP DC Headquarters data, compliance, and academic teams. Our data managers have been involved in program planning and are prepared to complete all required reports. We will collect data through regular ANET and MAP testing as well as through tools available on the Summit Learning Platform.

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### Enrollment Matrix – K-12 Charter Schools

	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Academic Year 2022-23				
<b>Grade Levels</b>	Current	Projected						
KIPP College Prep								
<b>Grade 9</b>	225	225	225	225	225	225	225	225
<b>Grade 10</b>	210	210	210	210	210	210	210	210
<b>Grade 11</b>	200	200	200	200	200	200	200	200
<b>Grade 12</b>	190	190	190	190	190	190	190	190
<b>Total</b>	<b>825</b>							
Somerset College Prep / HS #2								
<b>Grade 9</b>	58	100	150	175	200	225	225	225
<b>Grade 10</b>	54	50	80	125	155	180	210	210
<b>Grade 11</b>	31	40	40	65	105	135	160	200
<b>Grade 12</b>	36	30	30	30	50	85	115	150
<b>Total</b>	<b>179</b>	<b>220</b>	<b>300</b>	<b>395</b>	<b>510</b>	<b>625</b>	<b>710</b>	<b>785</b>
High School Success Program***								
<b>Total</b>	20	20	20	30	30	40	40	40

*\*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.*

**\*\*\*The High School Success Program does not increase enrollment; it only pulls from KCP and SCP enrollment dependent on student need**

**ATTACHMENT A - Board Meeting Minutes**

**KIPP DC**  
PUBLIC SCHOOLS

**Board of Directors Meeting Minutes**  
**Wednesday, February 26, 2020 // 3:00pm – 6:00pm**  
**KIPP DC Headquarters**

**Board Members:** Barry Caldwell, John Duff, Terry Golden, Tony Lewis, Crystal Lockerman, Carol Ludwig, Briana Robinson (by phone), Susan Schaeffler, Jud Starr, Reginald Workman, Alan Wurtzel, Pam Yee

**Quorum Present:** Yes

**KIPP DC Staff:** Dane Anderson, Tom Clark, Abraham Clayman, Katie Cole, Jami Dunham, Justin Ellis, Allison Fansler, Kate Finley, Anna Gregory, Stacie Kossoy, Jacque Patterson, Adam Rupe, Saumil Shah, Susan Toth, Lea Vivian

*Fansler called the meeting to order at 3:02pm.*

**Welcome & Introductions – Allison Fansler**

- Board members and staff introduced themselves.

**Consent Agenda – Allison Fansler**

Fansler called for a motion to approve the consent agenda. Lewis seconded the motion. The items on the consent agenda were unanimously approved. The consent agenda items included:

- Minutes for the December 11, 2019 meeting
- Development Report
- Discipline Committee Report
- Finance Committee Report

**Management Report - Dane Anderson, Allison Fansler, Susan Schaeffler**

- Fansler reviewed recent highlights including Black History Month celebrations, MLK Parade, college applications, and the 100th day of school.
- Anderson discussed the planning for development of the Ferebee Hope site. KIPP DC hopes to begin construction in August 2020, pending approval from the DC Council, the Mayor, and the negotiation of a lease with DGS.
- Clark discussed efforts to raise funds to renovate existing campuses and develop the Ferebee Hope site. KIPP DC hopes to raise \$40 million to redevelop the Ferebee Hope site.
- Fansler introduced a resolution approving KIPP DC to request debt financing for the development of the Ferebee Hope site. Starr made a motion to approve the resolution. Wurtzel seconded the motion. The resolution was unanimously approved.
- Schaeffler discussed a proposal to introduce an alternative program for high school students. Students would be eligible for the program if they met certain risk factors that were creating obstacles for them to complete high school along a traditional route.
- The program would be intended for a small number (20-30) students annually. Students would meet a set of alternative graduation requirements that would result in a high school diploma.

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- Shah discussed the research that KIPP DC staff had done regarding an alternative program.
- Shah discussed the specific requirements that students would be required to meet in order to achieve a high school diploma.
- Shah discussed the charter amendments that KIPP DC would apply for in order to establish this alternative program.
- Shah discussed Summit Learning, the proposed competency-based curriculum that the proposed program would use.
- Lewis asked about scaling. Shah indicated that the program would begin with a small number of students. It could be expanded if it was successful.
- Yee asked if it was standard for alternative schools to remove graduation requirements in the way the proposal would. Shah stated that it was.
- Workman asked if Somerset students were involved in planning for the alternative program. Schaeffler stated that they were.
- Duff asked about the costs for the first year of the program. Schaeffler said the program would cost an estimated \$500,000.
- Wurtzel asked about guardrails to ensure long-term success. Schaeffler explained that current staff and high school leaders were working closely on the program and that it would start as a small program.
- Starr asked about the size of the program. Schaeffler explained that the program would be limited to a small pilot of about 30 students.
- Lockerman asked about how KIPP DC was accepted into the Summit Learning Cohort. Shah explained that KIPP DC had engaged in an 18 month application process.
- Fansler proposed a resolution to approve an application for three charter amendments to the PCSB. The first amendment would remove certain graduation requirements. The second amendment would allow for students to demonstrate competency in order to earn credit. The third amendment would allow for new curricula or assessments to be used as part of the program. The resolution was unanimously approved.

### **2025 Strategic Planning Discussion - Allison Fansler, Susan Schaeffler**

- Schaeffler discussed the 2025 strategic planning process.
- Board members discussed KIPP DC's core strengths and the changing environment in Washington, DC.
- Duff asked about academic scores and testing. Fansler and Schaeffler explained that improving middle school academic achievement remains a priority and that PARCC would continue to be required.
- Duff asked about whether hiring a sufficient number of quality teachers was a major barrier to achieving the organization's goals. Fansler discussed the various efforts to ensure that high quality teachers were present in each classroom through recruiting, training, and retention efforts.
- Lewis discussed potential partnerships with other non-profits in the region so that KIPP DC can focus on the organization's core competencies.
- Starr asked about ways to engage with KIPP students after high school graduation.
- Fansler discussed five proposed strategic priorities:

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- Enhance student learning and experience.
- Amplify the voices of families and communities.
- Identify and confront institutional racism.
- Invest in our people.
- Cultivate new ideas.
- Board members discussed the 2025 key priorities, enablers, reactions, and feedback.
- Lewis talked about partnerships and how we can work together with industries, organizations to surround KIPP so we aren't the "punching bag". If you have partners, everyone can buy into and everyone developing the plan. How do we strengthen our partnerships to strengthen goals
- Board members discussed public perceptions about KIPP DC and the importance of being a community asset rather than a disruptive force. Lockerman - why are we seen as the monster / bad person in the room when our main goal is to help and build - why are people fighting us about Ferebee Hope if they can't produce results at their school.
- Board members discussed ways to effectively advocate for the needs of students and schools given the current political context.
- Board members discussed teacher recruitment and retention.
- Board members discussed parent engagement efforts and thought of ways to engage parents who were not participating in Ferebee Hope or other large meetings.
- Fansler explained the next steps regarding the strategic plan. KIPP DC leadership will share the plan with principals, vice principals, and other staff members. KIPP DC will potentially revise the draft plan and then the Board will vote on the plan. KIPP DC leadership will share the finalized strategic plan with all staff at the kick-off to the 2020-2021 school year.

*Fansler adjourned the meeting at 6:02 pm.*

**ATTACHMENT B – Student and Family Interview Guide**

**General Information**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ MI \_\_\_\_\_

High School: \_\_\_KCP \_\_\_SCP      Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_M \_\_\_F

Number of Credits Behind: \_\_\_\_\_

Days Absent: 18 – 19 \_\_\_\_\_ Days Tardy: 18 – 19 \_\_\_\_\_

Days Absent: 19 – 20 \_\_\_\_\_ Days Tardy: 19 – 20 \_\_\_\_\_

**Location**

Current Address: \_\_\_\_\_ Unit: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Ward: \_\_\_\_\_ How do you get to school (list all ways)? \_\_\_\_\_

How long does it take you to get to school? \_\_\_\_\_

Does the location impact your attendance or tardiness? \_\_\_\_\_

How important is the location of the school?

Explain.

Do you prefer the school be close to a Metro stop or bus line?

Explain.

**High School Currently**

How important is graduating with a high school diploma? \_\_\_\_\_.

Explain.

Top 3 things do you currently enjoy about school?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Do you feel you are struggling? \_\_\_\_\_ If so why? \_\_\_\_\_

### **Ideal High School**

What do you want your high school experience to feel?

What do you need to feel successful?

Does the size of the classes matter to you?

Explain.

How important are extracurriculars for you?

Explain.

How do you feel about a uniform shirt?

Should there be a dress code?

If so, what should the dress code be?

### **After Graduation**

What do you want to do during the first year after graduation?

What do you want to do within three years of graduating high school?

What internship would you be interested to help you after high school?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Questions/Thing for Us to think About

What questions do you have for me?

In planning this alternative space what are things that we need to think about, that we didn't discuss?

What suggestions do you have for the name of the school/program?

What do you want me to know about you?

Parent Notes:

## ATTACHMENT C - Draft Schedule

### Preliminary Draft Schedule

Period / Room	Room 1: ELA	Room2: Math	Room 3: Sci / SS	Room 4: Study Hall	MHP Suite
Advisory / SEL: 9-10	Breakfast / Advisory / SEL				
Period 1: 10-10:50	ELA I	4th Year Math	World History I, II	Guided Study On- line Work / CTE Prep	Counseling / Guidance
Period 2: 10:50- 11:40	ELA II	Algebra I, II	US History		Counseling / Guidance
Period 3: 11:40- 12:30	ELA III, IV	Geometry	US Gov / DC Gov		Counseling / Guidance
Period 4: 12:30-1:20	Art / Music TBD	Lab Science TBD	Senior Seminar		Counseling / Guidance
Lunch: 1:20-2pm	Lunch / Check Ins				Counseling / Guidance
Period 5: 2-2:50	Art / Music TBD	Math TBD	Senior Seminar	Guided Study On- Line Work / CTE Internships	Counseling / Guidance
Period 6: 2:50-3:40	Art / Music TBD	Math TBD	Elective TBD		Counseling / Guidance
Period 7: 3:40-4:30	ELA TBD	Lab Science TBD	Elective TBD		Counseling / Guidance
Period 8: 4:30-5:20	ELA TBD	Lab Science TBD	Elective TBD		Counseling / Guidance
Dinner 5:20-6:00	Dinner / Check Ins / Coaching				

- \* Waiver for PE and Health assumed
- \* Language courses taken on-line with coaching and support
- \* Senior Seminar will include required CPR module
- \* All core content offered with flexible schedule and individualized support