



Part I: General Information

All applicants must complete this section

SUBMITTED BY: Imani Smauels, Board Chair – The Children’s Guild DC Public Charter School

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

- Enrollment Ceiling Increase
Program Replication of Grades Served
Grade Level Expansion (Single Grade)
Grade Level Expansion (Grade Band)
Additional Facility or New Location
Goals and Achievement Expectations
Mission or Education Philosophy
Curriculum, Standards or Assessments
Name Change – Campus or Facility
Campus Reconfiguration
LEA Status for Special Education
Special Education Enrollment Preference
Governance Structure
Graduation Requirements
Competency-Based Learning Application

SUBMISSION DATE: 4/3/2020

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): The Children’s Guild DC Public Charter 2146 24th Place NE Washington DC.
b) Year opened: 2015
c) Grade levels served (Currently and at maturation of charter agreement, if applicable): K-8
d) Date that charter will be eligible for possible renewal: 2030

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 met enrollment projections within 80% in 2017 and 2018, within 75% in 2016 and 2019
School has been in operation for 3+ years.
School is currently accredited. Pursuing accreditation now.

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

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

The Children's Guild Dc Public Charter 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.

The Children's Guild DC Public Charter School (TCGDC) is requesting a change in the goals established in 2015 and revised in 2016. Upon the designation as an Alternative Accountability School, TCGDC has worked cooperatively with other AAF schools and the DC PCSB staff to determine goals that accurately reflect the population served. This this point, the goals reflect the PMF framework. However, it is quite apparent that the mission and work of our school is not adequately addressed with the existing goals. The revised goals reflect local and national data sets specific to Alternative Accountability. The goals are intended to be rigorous, reflective of the work and provide some comparative data, all the while acknowledging the AAF schools are unique and serve highly specific populations. As a K-8 school, serving mostly special education students and a high number of at-risk students, it is important to find goals that accurate provide information to internal and external stakeholders about our progress.

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

The revised goals maintain the same domains of academic performance and school climate as the previous goals. There is a significant reduction in the number of goals, honing in on the nature of the student body served. The academic goals focus on a measure that has proven to be accessible to our students, providing summative and formative data. The climate goals remain the same, which a slight change in the attendance goal, as supported by data from the sector, and some clarifying language on the school climate survey. The school believes that the revised goals are rigorous, but attainable and do not require a significant shift in the current instructional program. The school examined multiple measures that address the emotional readiness of students to learn, but found the measures to be onerous in executive. However, the school is continuing to refine internal measures that provide both actionable and comparable results.

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.

The school recently was evaluated through the five year review process. The conditions included keeping the school as a K-8 and keeping the enrollment limit

to 450 students. The school has be compliant with PCSB and OSSE regulations, particularly in the area of special education.

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](#).*

The requested goals change should have no impact on the finances of the school. The school is not adding goals, but deleting goals, to make the accountability framework more aligned to the mission of the school.

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.]*

ANC informed September 14, 2019

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

Board began discussing goal changes in June 2019, and continued the discussion through the fall as the school prepared for the five year review.

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.

Please refer to attachment A

2. If the school's existing goals were "not historically measured" or are no longer being pursued, explain why the school is abandoning these goals and how they will be replaced.

The school maintained a large number of goals, with the intent to provide a full picture. However, upon examination, it became apparent that the multiple goals were not driving instructional practice or providing a clear picture of the performance of the school. The intent of the goals application is to streamline the number of goals and to focus on rigorous, attainable and comparative data within the Alternative Accountability Framework. As an AFF school, it is important to compare us to "like" schools and similar populations. The proposed goals move us in that direction.

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

The proposed goals are already in place and are informative to our internal and external stakeholders. We did change the business rules on one climate goal to reflect the national mode of reporting (from mean to median) and we modified

the attendance goal to reflect the broader at-risk population.

4. If proposing goals and/or academic expectations aside from adopting the [Performance Management Framework](#), please describe how the school will monitor and report its progress towards goal attainment. Please note that all schools are required to report on progress each year in the Annual Report.
(If adopting the PMF without any mission-specific goals, this question is not applicable.)

The proposed goals have four years of historic baseline and those goals will continue. The school is not dropping any assessment measures and continues to share data with the PCSB in a collaborative fashion. In addition, the school is working with a national data collection grant to understand the best practices of serving students with high needs.

Attachment A
The Children’s Guild PCS –
Revised Goals and Academic Achievement Expectations

At its SY 2024-25 ten-year charter review, the school will be held to the following goals and academic achievement expectations for all of the following years unless otherwise stated: SY 2019-20, 2020-21, 2021-2022, 2022-23, and 2023-24.

At its SY 2029-30 fifteen-year charter renewal, the school will be held to the following goals and academic achievement expectations for all of the following years unless otherwise stated: SY 2024-25, 2025-26, 2026-2027, 2027-28, and 2028-29.

SY 2015-16 to SY 2018-19 goals	SY 2019-20 and beyond goals
<p><i>i-Ready Assessment</i></p> <p>Annually, 50% of students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the i-Ready reading assessment.</p>	<p>Annually, 50% of students will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the i-Ready reading assessment.</p>
<p>Annually, 50% of students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the i-Ready math assessment.</p>	<p>Annually, 50% of students will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the i-Ready math assessment.</p>
<p>Annually, 50% of special education students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the i-Ready reading assessment.</p>	<p><i>Remove – special education students are included in the above goals</i></p>
<p>Annually, 50% of special education students at each grade level will meet or exceed their projected target (as indicated by the publisher) from the fall to spring administration of the i-Ready math assessment.</p>	<p><i>Remove – special education students are included in the above goals</i></p>
<p><i>State Assessment – Reading</i></p> <p>For SY 2015-16, the percent of special education students in grades 3 through 11 scoring proficient or advanced on the state assessment in reading will exceed the state average for special education students for the reading assessment.</p>	<p>Delete</p>

SY 2015-16 to SY 2018-19 goals	SY 2019-20 and beyond goals
Annually the percent of level 1 and level 2 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 3 and above on the state assessment in reading will meet or exceed the percent of level 1 and level 2 (combined) special education students scoring level 3 and above for the reading assessment city-wide.	Delete
Annually the percent of level 3 and level 4 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 3 and above on the state assessment in reading will meet or exceed the percent of level 3 and level 4 (combined) special education students scoring level 3 and above for the reading assessment city-wide.	Delete
Annually the percent of level 1 and level 2 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 4 and above on the state assessment in reading will meet or exceed the percent of level 1 and level 2 (combined) special education students scoring level 4 and above for the reading assessment city-wide.	Delete
Annually the percent of level 3 and level 4 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 4 and above on the state assessment in reading will meet or exceed the percent of level 3 and level 4 (combined) special education students scoring level 4 and above for the reading assessment sector-wide.	Delete
<p>**—— For all the above goals, if n-size is too small per guidelines in the PMF Guide to calculate the goal as written, the goal will combine students with special education levels 1-4 and compare the percent of special education students at the school scoring 3 or above and 4 or above (separately) to the performance of at risk special education students sector wide</p>	
State Assessment – Reading	Delete

SY 2015-16 to SY 2018-19 goals	SY 2019-20 and beyond goals
<p>Annually, the percent of special education students in grades 3 through 11 scoring proficient or advanced on the alternative state assessment in reading will exceed the state average for special education students for the reading assessment.</p>	
<p><i>State Assessment – Reading</i></p> <p>In SY 2015-16, the percent of non-special education students in grades 3 through 11 scoring proficient or advanced on the state assessment in reading will meet or exceed the charter sector average for non-special education students for the reading assessment.</p>	Delete
<p>Annually the percent of non-special education students in grades 3 through 12 scoring level 3 or above on the state assessment in reading will meet or exceed the percent of non- special education students city-wide scoring level 3 or above on the state assessment in reading.</p>	Delete
<p>Annually the percent of non-special education students in grades 3 through 12 scoring level 4 or above on the state assessment in reading will meet or exceed the percent of non- special education students city-wide scoring level 4 or above on the state assessment in reading.</p>	Delete
<p><i>State Assessment – Math</i></p> <p>For SY 2015-16, the percent of special education students in grades 3 through 11 scoring proficient or advanced on the state assessment in math will exceed the state average for special education students for the math assessment.</p>	Delete
<p>Annually the percent of level 1 and level 2 (combined) special education students at Children’s Guild DC</p>	Delete

SY 2015-16 to SY 2018-19 goals	SY 2019-20 and beyond goals
<p>PCS in grades 3 through 12 scoring level 3 and above on the state assessment in math will meet or exceed the percent of level 1 and level 2 (combined) special education students scoring level 3 and above for the math assessment city-wide.</p>	
<p>Annually the percent of level 3 and level 4 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 3 and above on the state assessment in math will meet or exceed the percent of level 3 and level 4 (combined) special education students scoring level 3 and above for the math assessment city-wide.</p>	Delete
<p>Annually the percent of level 1 and level 2 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 4 and above on the state assessment in math will meet or exceed the percent of level 1 and level 2 (combined) special education students scoring level 4 and above for the math assessment city-wide.</p>	Delete
<p>Annually the percent of level 3 and level 4 (combined) special education students at Children’s Guild DC PCS in grades 3 through 12 scoring level 4 and above on the state assessment in math will meet or exceed the percent of level 3 and level 4 (combined) special education students scoring level 4 and above for the math assessment city-wide.</p>	Delete
<p><i>State Assessment – Math</i></p> <p>Annually, the percent of special education students in grades 3 through 12 scoring proficient or advanced on the state alternative assessment in math will meet or exceed the state average for special education students for the math assessment.</p>	Delete
<p><i>State Assessment – Math</i></p>	Delete

SY 2015-16 to SY 2018-19 goals	SY 2019-20 and beyond goals
<p>In SY 2015-16, the percent of non-special education students in grades 3 through 12 scoring proficient or advanced on the state assessment in math will meet or exceed the charter sector average for non-special education students for the math assessment.</p>	
<p>Annually the percent of non-special education students in grades 3 through 12 scoring level 3 or above on the state assessment in math will meet or exceed the percent of non-special education students city-wide scoring level 3 or above on the state assessment in math.</p>	Delete
<p>Annually the percent of non-special education students in grades 3 through 12 scoring level 4 or above on the state assessment in math will meet or exceed the percent of non-special education students city-wide scoring level 4 or above on the state assessment in math.</p>	Delete
<p><i>College and Career Readiness</i></p> <p>The four-year graduation cohort rate for non-disabled students will meet or exceed the state average for non-disabled students.</p>	Delete
<p><i>College and Career Readiness</i></p> <p>80% of Certificate of Completion students who are aged 18 on the last day of school for the school year will graduate with a certificate of IEP completion by age 21.</p>	Delete
<p><i>The National Center and State Collaborative Alternative Assessment (NCSC)</i></p> <p>Annually, the percent of special education students scoring proficient or advanced on the ELA portion of the NCSC will meet or exceed the state average for special education students at each grade level on the NCSC reading assessment.</p>	Delete

SY 2015-16 to SY 2018-19 goals	SY 2019-20 and beyond goals
<p><i>The National Center and State Collaborative Alternative Assessment (NCSC)</i></p> <p>Annually, the percent of special education students scoring proficient or advanced on the Math portion of the NCSC will meet or exceed the state average for special education students at each grade level.</p>	Delete
<p><i>Attendance</i></p> <p>Annually, the in-seat attendance rate will meet or exceed 90%.</p>	Annually, the in-seat attendance rate will meet or exceed 87.0% .
<p><i>Gallup Student Poll</i></p> <p>Annually, the grandmean of students will meet or exceed the national grandmean on the "Hopeful" domain on a scale of 1 (strongly disagree) to 5 (strongly agree) on the Gallup Student Poll.</p>	No change
<p><i>Gallup Student Poll</i></p> <p>Annually, the grandmean of students will meet or exceed the national grandmean on the "Engagement" domain on a scale of 1 (strongly disagree) to 5 (strongly agree) on the Gallup Student Poll.</p>	No change
<p><i>Student Discipline</i></p> <p>Annually, the school's rate for suspensions, long-term suspensions and expulsions will be lower than the</p>	<p><i>Student Discipline</i></p> <p>Annually, the school's rate for suspensions will be lower than the rates for the state¹ in the following</p>

¹ The target will be set at the state rate for the previous school year. For example, the SY 2019-20 targets will be set based on the state suspension rates for general education students and students with disabilities in SY 2018-19.

SY 2015-16 to SY 2018-19 goals	SY 2019-20 and beyond goals
rates for the state in the following categories: general education students and special education students.	categories: general education students and students with disabilities.
<p data-bbox="302 272 974 302"><i>The National School Climate Survey for Parents</i></p> <p data-bbox="302 337 1058 472">Annually, the mean score on (the domains of Connectedness and Engagement will be 4.0 or higher on a scale of 1 (Strongly disagree) to 5 (strongly agree)).</p>	<p data-bbox="1079 272 1751 302"><i>The National School Climate Survey for Parents</i></p> <p data-bbox="1079 337 1751 472">Annually, the median score on (the domains of Connectedness and Engagement will be 4.0 or higher on a scale of 1 (Strongly disagree) to 5 (strongly agree)).</p>



The Children's Guild DC Charter School Board

Date: Monday, June 10, 2019
Time: 6 – 8 p.m.
Place: 2146 24th PI NE, Washington, DC 20018

Minutes

1. **Call to Order – Mr. Zimmerman**
2. **Public Comment – Mr. Zimmerman**
3. **Approval of Minutes – Mr. Zimmerman**
 - Minutes reviewed and approved by Board
4. **Nominations and Approval for DC Charter Board – Mr. Zimmerman**
 - Dr. Jason Henderson
 - Rev. Charles McNeil Jr.

 - Vote approved by Board to appoint both candidates.
 - Mr. Zimmerman reminded team that his chair is open this summer and new chair will need to be appointed.
5. **Calendar of Board Meetings (monthly or bimonthly) – Mr. Zimmerman**
6. **Budget for FY 20 – Finance Team**
 - Budget reviewed and approved by Board.
 - Reviewed favorable expenditures- \$58K unfavorable due to staffing

FY20 Total Revenues	\$13,798,696	Enrollment	380
Expenses	\$13,687,787	SpEd Enrollment	184
Surplus	\$ 110,850	SpEd %	48%
		FTEs	145

 - Questions about why PCSB asked about our transportation cost- discussion around why they may have asked. Staff responded that most Charters do not offer transportation and it is a big percentage of budget.
7. **Management Accountability System – Ms. Lane and Ms. Nicholson**
 - I. **Compliance**
 - Middle states accreditation submitted
 - Reviewed by-laws
 - Need Board approval by next meeting

- Updating policies in Epicenter as required by contract
- Special Ed Desktop Audit this summer - Jenny Livelli
- Need to adjust goals by 7/1
 - Meeting with Dr. Schuh on 6/14/19
- Policies updated as required by contract

II. Teacher Retention / Recruitment

- KIPP – 4 teachers will attend from July 2019 – June 2020
 - Will receive Special Education Teacher Certification upon completion
- Teacher Boot camp – New teachers the week before all other teachers come back
- Job Fair June 1 – 24 interviewed
 - Requests to hire / offer in process
- 1 staff registered to attend GWU Master’s Program in ED
 - Upon completion, can supervise Master’s Level interns
- Leadership team registered for Leverage Leadership – GSE

III. Academic Outcomes

- Nakia submitted School Improvement Plan to PCSB for approval by deadline
- PARCC test completed- results available this summer
- iReady being finalized this week
 - Will continue to strategically retest until we meet target
- Gallup Poll conducted
- National School Climate Survey conducted
- 115 Students registered for ESY (Plus 6th graders who need to pass onto 7th)

IV. Financial Compliance

- Clean Financial Report From PCSB – Annual budget finalized and submitted

8. Board Friend Raiser Event Update – Dr. Kellner

- Dr. Kellner gave an update on numbers
 - Over 100 people are registered
- The event is tomorrow night at the Ivy Smokehouse

9. Principal’s Report – Mr. Daniels

- Bryan Daniels provided an update on all events celebrating the end of the year
 - Guys/Ties
 - She’s/Tees
 - National Climate Survey this week
 - Gallup Poll Conducted this week
 - Kindergarten and 5th grade promotional ceremonies

10. Other Business (if any) – Mr. Zimmerman

- John Ferguson asked about how we can support students impacted by the closure of Monument.
 - Team informed him that we are working to hold a Hiring Fair for teachers

- Scott Person called Friday to see how many seats we had available to accommodate. We notified Scott that we had a few available at different grade levels that they are welcome to apply for.

11. Adjourn – Mr. Zimmerman



The Children's Guild DC Charter School Board

Date: Monday, August 12, 2019
Time: 6 – 8 p.m.
Place: 2146 24th Pl NE, Washington, DC 20018

MINUTES

Attendees

Chris Zimmerman
Imani Samuels
Latonia Cokely – Phone

Staff

Jenny Livelli – Quality Improvement
Kathy Lane
Bryan Daniels
Kiara Hargrove
Brett Stidham
Nakia Nicholson

Call to order

Mr. Zimmerman called the meeting to order at 6:07 pm.

Previous Meeting Minutes

Mr. Zimmerman tabled the minutes, not enough for a quorum, no vote.

Principal's Report *(see attached documentation)*

Mrs. Nicholson spoke on the audit surrounding the rise in the school's Special Education student numbers which increases constantly; the audit went well and there were no errors found. Mrs. Nicholson discussed the PARCC levels showing the most growth with the elementary students since they have been here at the school longer. In terms of middle school, there are some students coming in two grade levels behind so they will have some transition in meeting mastery levels because of the deficit which explains what the trajectory will look like moving forward. The goal was 30% in ELA and 25% in Math; Mrs. Nicholson is confident that we have met the goals. The school has received positive reactions from the PCSB working group surrounding our data for the improved performance levels in iReady and PARCC.

The attendance goal was not met but has shown growth this past month at 88% attendance. Given our special population this shows growth. The identified goal by PCSB is 90% and we will be asking the parents to complete an attendance survey so we can identify and understand their family difficulties or needs during the Back to School Extravaganza on Saturday, August 21, 2019. All goals met in School Climate and Gallup Surveys which was to increase the social-emotional categories with all stakeholders (students, parents, and staff).

Staffing Updates

Mr. Daniels stated this is the first day back for orientation with the majority of the staff returning. All new and returning staff will go through a two week orientation to get acclimated with one another to build morale. Staff members who were novice and struggling teachers completed a teacher boot camp last week Monday through Friday which went from

day 1 to day 5. The teachers who went through the training were excited to share their experience and what they learned with the entire staff. Mr. Daniels also stated that the majority of staff returned, however, the school is still looking for a SPED Coordinator, OT and SLP. Some staff members have been enrolled in an accelerated course at KIPP to obtain their SPED certifications in a year.

Enrollment Report

On August 17, 2019, the school will be having our 3rd Annual Back to School Extravaganza from 12 to 2 pm which has been announced on the radio and flyers have been distributed. Mr. Daniels spoke about the returning parents being slow to do registration; the majority of the current enrollments are new families. During the event all parents new and returning will be able to register, complete all necessary documents and computers will be available. The school will be giving away backpacks.

Mr. Daniels spoke about the change in the behavior and coaching model shifting to meet the needs of the new and returning students to ensure that there is minimal disruption to the instructional model.

DC Work Plan Review & Progress Report *(see attached documentation)*

Ms. Lane spoke about the PCSB meeting to confirm the projected plan iMAT being developed. We will be developing and moving through various systems (HR, Administration Team, Compliance, Finance). Ms. Lane discussed that each month, items are reviewed based upon upcoming deadlines. For an example, amended by-laws and policies, OSSE and PCSB systems are managed by Ms. Estep. The AAF accreditation is required in our 5 year review and the application process is rigorous (2 year process). The application will be submitted and request sent for review once the PCSB renewal process has been completed. The goal is to submit the application to show progress on the efforts.

Adjourn – Mr. Zimmerman



The Children's Guild DC Charter School Board

Date: Monday, October 14, 2019
Time: 6 – 8 p.m.
Place: 2146 24th PI NE, Washington, DC 20018

MINUTES

Attendees

Imani Samuels (Board Chair)
John Ferguson
Melody Giles
Cleopatra Green-Clarke (phone)
Leslie Nesmith (phone)
Joan Payne (phone)
Chris Zimmerman (phone)

Staff

Brandon Turner
Bryan Daniels
Kiara Hargrove
Jenny Livelli (phone)
Nakia Nicholson
Brandon Turner

Call to order

Ms. Samuels called the meeting to order at 6:04 pm.

Previous Meeting Minutes Approval

Ms. Giles made a motion to approve the minutes, Mr. Zimmerman seconded the motion. Previous minutes approved.

Principal's Report *(see attached documentation)*

Mrs. Nicholson spoke about the I-Ready data that has been released. The Instructional coaches have developed a plan to have push in and pull out services for our students who are having challenges in areas of math and reading. Mr. Daniels stated that as of October 5, 2019, our current enrollment is 339 which includes 8 non-public students for an in seat attendance of 331. During this year's enrollment we had a number of students come from charter schools that have closed. Mr. Daniels and Ms. Giles spoke about the loss of our students.

Attendance rate was at 96% in the month of August and September. Although there has been a rise in our children riding metro rather than our actual buses, the children are eager to come to school. There are only three other schools in the district that provide transportation.

Over the past few weeks, there have been several visitors. The school hosted an ANC Meeting with ANC Commissioner, Jackie Manning, coming to visit and tour the building, meet some students and staff, and visiting the church garage location to see the construction site of the gym.

Staffing Updates

Mr. Daniels stated two teachers resigned because they were not prepared to handle the level of teaching needed at our school. The leadership team has divided the responsibility of these classrooms amongst themselves to ensure that all of the students' needs are met. As of now, the leadership will continue to lead these classrooms.

Enrollment Report

Mr. Daniels spoke about enrollment per grade level. The lower grades have a smaller population of students compared to the middle school which has a larger population of students. Mr. Daniels discussed the retention of returning students that have been here since the school began, the new students as a result of several school closures and word of mouth about the school and it's Special Education Program. There were a handful of students who did not return due to relocation to another state and there were some that did not return as a result of parents not wanting their children attending an identified SPED school. There are no other schools in the district that serve the population that we serve from Kindergarten to 8th grade.

Mr. Turner discussed the marketing and branding for the upcoming year. There will be an event called EDFest on December 14, 2019. The team will be meeting weekly to discuss recruiting moving forward. The majority of our students are coming from Ward 7 and 8 and we are looking to bring more students from Ward 5 to our school for the upcoming year. Mr. Turner discussed the partnership with Howard University students within our school and the impact that it will have moving forward.

DC Work Plan Review & Progress Report *(see attached documentation)*

The annual report overview reflects the standing and the trajectory of the school is in a positive position. The Public Charter School Board members conducted a site visit to see school programming on a regular school day given the known barriers of our student population. In the first year, the school was not deemed eligible to be considered for the Alternate Accountability Framework as we did not meet the criteria, although in the school's second year we were deemed eligible. Ms. Lane discussed the monthly meetings being held for all alternative schools collaboratively because it is felt that the requirements are not appropriate to hold the schools accountable. The new framework will be voted on during this meeting.

Motion

Dr. Payne made a motion to have a working session, Ms. Giles seconded the motion. The motion was approved.

Ms. Lane stated on November 18, 2019, we will receive the written report from PCSB, with two weeks to correct errors and resubmit to them. On December 16, 2019, PCSB will vote about the charter renewal and the continuation of the garage approval from the ANC Commissioners. The final report will be provided to the school once reviewed by PCSB.

iMat team is meeting monthly to track the accountability and compliance required by PCSB and ensure materials have been uploaded and submitted on time. We will be finalizing our application submission to OSSE for the teachers to receive the Special Education certification. There are some teachers attending a program at KIPP and one at George Washington University. The organization has been doing some recruiting efforts for new staff. The monthly audit is clean.

Adjourn – Ms. Samuels