



DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: Abigail Smith- E.L. Haynes PCS

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 (Bylaws, Articles of Incorporation or Management)
Graduation Requirements
Competency-Based Learning Application

SUBMISSION DATE: 5/15/2020

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): E.L. Haynes Elementary School, 4501 Kansas Ave NW (Ward 4); E.L. Haynes Middle School, 3600 Georgia Ave NW (Ward 1); E.L. Haynes High School, 4501 Kansas Ave NW (Ward 4)
b) Year opened: 2004
c) Grade levels served (Currently and at maturation of charter agreement, if applicable): PK3-12
d) Date that charter will be eligible for possible renewal: May 2035

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. December 2024 (received accreditation in December 2017)

*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: In 2018-19, E.L. Haynes Elementary School was rated Tier 1 (81.8%) for the third year in a row, the High School

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.



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was rated Tier 1 (69.2%) for the second year, and the Middle School was rated Tier 2 (52.3%).

PROPOSAL

E.L. Haynes Public Charter Schools 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.

We are requesting to amend our charter agreement to reflect our new, revised mission statement. In March 2019, E.L. Haynes launched a strategic planning process with a goal to clarify our identity as a school. Through the strategic planning process we learned from nearly 400 community members about their hopes for our school community, and subsequently refined our mission statement to better align with our current aspirations for E.L. Haynes.

The new mission maintains the educational philosophy and spirit of E.L. Haynes' original mission.

Specifically, E.L. Haynes removed the language that explicitly referenced our math and science programming (i.e. "Every E.L. Haynes student will be adept in mathematical reasoning, will use scientific methods effectively to frame and solve problems") based on feedback from our community. Our community felt that by including this in our mission we over-emphasized math and science in a way that suggested E.L. Haynes was a STEM program (which is not reflective of our current instructional program). E.L. Haynes' believes math and science are key components of our liberal arts programming, but not more so than other subjects. We focus on math and science instruction at all three campuses and continue to use annual assessment data to improve our instructional program and target students' needs.

Students with disabilities (20% in SY2019-20) and students who speak English as a second language (30% in SY2019-20) make up a significant portion of the E.L. Haynes student body. Our previous mission explicitly named our commitment to serving students with every "home language". In order to better reflect our commitment to serving all students, we added "and ability" to our new mission.

Through our strategic planning process, our community identified a need to shorten our mission statement. As written, our community generally felt that our original mission was unclear and difficult for community members to internalize and remember. To address this observation, we also removed the specific language that described the skills an E.L. Haynes student would possess in the original mission (i.e. "and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen") in addition to the math and science specific language. We added more concise language to clarify our purpose as a school (i.e. "every student...prepares to thrive in college, career, and life") and to include a more aspirational statement about our commitment to helping students become leaders for equity (i.e. "Together, we create a more just and kind world").

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

The amendments to our mission set a clearer charge for the E.L. Haynes students, families, and staff community and will help guide our planning work to better support our students moving forward. Overall, we shifted our mission from a description of the skills we help our students build to a description of vision for students and what we hope to accomplish as a school. By adding "Together, we create a more just and kind world" we also unequivocally state that building a more equitable world is a part of our charge as an organization (which has always been true internally for E.L. Haynes, but was not explicitly called out in our mission).

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.

N/A

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.]*

N/A

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

The E.L. Haynes Board of Trustees voted to adopt the new mission on Tuesday, January 21, 2020. The approved minutes from the January 2020 Board meeting are attached to this application.

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.

N/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.

N/A

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

N/A

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.)

N/A

Section B2.

Mission or Educational Philosophy

***ONLY complete this section if applying to amend Mission/Educational Philosophy.**

A school should apply to amend its mission or education philosophy when it is proposing a material change to its current mission that directly affects students and families. Changes include adding or removing components of the mission, such as second language acquisition, a specific curriculum listed in the mission (e.g., Core Knowledge, Expeditionary Learning, STEM), or specific outcomes (e.g., Career and Technical Education/Certification, International Baccalaureate Diploma). Changes that are revisions in syntax do not require a petition and public hearing. These changes, however, will need to be approved by the DC PCSB Board and memorialized in an executed charter agreement amendment.

A change in a school's mission/education philosophy must happen prior to the start of a school year. DC PCSB will not consider proposed amendments to a school's mission/education philosophy during the year prior to or during the year of a high-stakes review or renewal. Revisions to a school's mission or education philosophy will generally be approved if the school demonstrates a need for the change in the mission through:

- *Family support (e.g. petition with signatures, letters of support, minutes from PTO/PTA meeting(s));*
- *Staff support (e.g. application with signatures, letters of support, minutes from staff meeting(s));*
- *An explanation of how the revised mission will directly improve student outcomes and future success;*
- *Evidence that the amended mission is supported by the curriculum, instruction, and school day.*

1. What is the school's current mission statement and/or educational philosophy?

Every E.L. Haynes student of every race, socioeconomic status and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept in mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

2. What are the proposed changes to the school's mission statement and/or educational philosophy?

We are a learning community where every student—of every race, socioeconomic status, home language, and ability—prepares to thrive in college, career, and life. Together, we create a more just and kind world.

3. How will the new mission and/or educational philosophy impact the school's existing curriculum, operations, and education experience for families?

The new mission maintains the educational philosophy and spirit of E.L. Haynes' original mission. We do not expect the changes to our mission to significantly impact or change our existing curriculum, operations, and educational experience for our families. Our new mission was largely refined to reflect our commitment to being a diverse and inclusive community that holds all students to the same standard, to preparing students for college and also honoring all post-secondary choices, and to fighting for equity and justice.

E.L. Haynes removed the language that explicitly referenced our math and science programming (i.e. "Every E.L. Haynes student will be adept in mathematical reasoning, will use scientific methods effectively to frame and solve problems") based on feedback from our community. Our community felt that by including this in our mission we over-emphasized math and science in a way that suggested E.L. Haynes was a STEM program (which is not reflective of our current instructional program). E.L. Haynes' believes math and science are key components of our liberal arts programming, but not more so than other subjects. We focus on math and science instruction at all three campuses and continue to use annual assessment data to improve our instructional program and target students' needs.

Students with disabilities (20% in SY2019-20) and students who speak English as a second language (30% in SY2019-20) make up a significant portion of the E.L. Haynes student body. Our previous mission explicitly named our commitment to serving students with every "home language". In order to better reflect our commitment to serving all students, we added "and ability" to our new mission.

4. Describe how the School came to this decision to change its mission, and describe the involvement of the greater community in its revision, including parents, staff, and others.

In March 2019, E.L. Haynes initiated a strategic planning process which included re-branding our mission statement. The changes to E.L. Haynes mission were made based on the input from nearly 400 E.L. Haynes community members, including students, staff, families, alumni, and the Board of Trustees. E.L. Haynes leadership collected input, and ultimately finalized our new mission, through interviews, surveys, in-person brainstorming sessions, and working groups.