

SCHOOL NAME: Maya Angelou Public Charter School
SUBMITTER: Clarisse Mendoza-Davis
SUBMISSION DATE: 6/28/2021

SCHOOL BACKGROUND

Campus name(s) and location(s): **Maya Angelou Public Charter High School**

Year(s) opened: **1998**

Grade served: **9,10,11,12**

Date the charter will be eligible for renewal: **2022-2023**

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

See attached resolution that confirms Maya Angelou Board of Trustees **approved by unanimous consent** in favor of submission of this charter amendment.

EDUCATIONAL APPROACH

- 1. Describe the school's proposed educational approach and philosophy for educating students. How does this approach differ from the educational philosophy or methods the school articulated in its charter application and agreement?**

Maya Angelou Public Charter High School (MAPCS) is an alternative school that serves "opportunity-youth" in grades 9, 10, 11, and 12. Our charter's mission is to create learning communities in lower-income urban areas where all students, particularly those who have not succeeded in traditional schools, can succeed academically and socially. At the Maya Angelou Schools, we prepare our scholars for life beyond the diploma. Our education approach aligns with our charter's mission; however, our instructional methods and delivery have evolved over the past 25 years.

In school year 2015-2016, our High School campus began its implementation of blended learning: teachers not only continued direct, whole group instruction in our classrooms, but also began utilizing several online learning platforms for daily teaching and learning, academic intervention, and credit recovery. This approach allowed many students to engage in and complete coursework at their own pace, off-site, and outside of the traditional school day in the evenings and on weekends.

This is the first opportunity in which we can amend our charter to create an alternative option for students who have not been successful in traditional high school settings and to extend our programming at the high school. These students include exceptional learners on grade level and not on grade level, over age, and under-credited students, justice involved, committed youth, and students with other at-risk factors. While not explicitly outlined in our charter agreement, our staff created virtual/remote learning plans that were integral to the academic success of students in need of this type of flexibility in order to stay on track for graduation. PCSB has been aware that we have made arrangements like this for students and shown support in certifying students for graduation who have had a remote learning plan in place.

2. What's the rationale for the educational shift?

At Maya Angelou PCS high school, we serve students with a history of academic disengagement for a variety of reasons. The rationale for the shift in our education model is our "opportunity-youth" need flexible schedules to allow them to complete coursework at their own pace. In this 21st century, technology is the way in which this current generation will thrive and excel.

One of our mission-specific charter goals is to graduate at least 70% of our students in 6 years. Our students attend school full time, and some take courses in the evening, over the weekend, and during the summer, while caring for a child and working to support their family. This educational shift will provide our students the flexibility to earn their high school diploma at their own pace and as a result our students will remain engaged and achieve better academic outcomes.

Maya Angelou PCS high school is seeking approval to offer substantive virtual learning using a hybrid learning approach. Hybrid learning will allow us the flexibility to implement individualized learning plans for each student regardless of their academic standing while removing barriers. Within our hybrid model students will receive the following:

- In-person and remote learning
- Individualized learning plans
- Flexible schedules
- Blended learning
- Virtual learning courses for credit recovery, acceleration, and CTE workforce-ready programs
- Interventions (academic and non-academic)
- High impact tutoring

It is not our intention to deprive our students of meaningful social interactions

between students and their teachers by just providing online learning. Our students also need interventions, social and emotional learning, and behavioral support and we will continue to maintain our nurturing and caring environment to provide for our students' needs as this is the "Maya Way".

3. How many students does the school plan to educate virtually? Are there any eligibility requirements a student must meet to participate in the virtual program? If so, describe them below.

All students will continue to receive virtual learning; however, we currently have a significant number of students who will need substantive remote learning through a hybrid approach. This remote virtual learning provided through a hybrid learning model could be done during the school day through an A-B day block schedule or partial day programming.

The eligibility requirements are as follows:

- Students two or more grade levels behind and already at or over the age of 18
- Students that have a valid reason for exclusion from school like maternity leave, lack of childcare, care for a sick or elderly parent, incarceration or justice-involved and other documented hardships
- Medical exemptions as required by OSSE

4. How will the proposed educational approach impact curricular choices, including resources, assessments, standards, and instructional strategies?

The proposed education approach will not have an impact on curricular choices because the hybrid learning model will allow students to use our current curriculum and virtual learning tools in-person and remotely and offer high-impact tutoring, project based learning, and other academic and non-academic programming. Students will continue to participate in all internally administered benchmark assessments and statewide assessments virtually in-person and remotely as well.

We also use other virtual tools to deliver instruction, assess students, and provide academic interventions to students. The major tools used include:

- Google Classroom
- Zoom
- Discovery Education (Science)
- Achieve 3000 Literacy
- Achieve 3000 Math
- MiWrite
- Performance Series

There will be an impact on resources such that Maya Angelou will invest the necessary funding to ensure students have access to additional learning management system tools, course offerings, interventions, and tutoring. An instructional lead if needed due to staffing shortages will be assigned to monitor, support, and coordinate enrichment, as well as interventions. Lastly, we will also need to replenish technical resources and plan to implement Clever (integration platform) to facilitate single sign-on and integration with our student information system, PowerSchool.

5. Identify the virtual platform(s) the school will adopt and provide a rationale for its selection.

We will continue to use Edgenuity Virtual Learning Platforms for supplemental instruction, credit recovery, acceleration, tutoring, and targeted intervention in reading and math. We will add additional core and elective courses, including CTE. All courses will be aligned to our course listing and meet graduation requirements.

The rationale for remaining with Edgenuity is it allows us to offer supplemental instruction as well as credit recovery and as we met with their team this summer, we found they had more services that we could use. The platform aligns with Common Core State Standards and the International Association for K-12 Online Learning guidelines. The courses integrate with assessments including Scantron's Performance Series and Achievement Series. The NCAA, University of California, and College Board's Advancement Placement division have approved select courses for their programs.

With Edgenuity, our teachers can customize the program content and format according to individual student needs. At present, we continue to endeavor to offer students rigor, and a solid proficiency standard for learning, using this virtual learning platform's tools.

a. Identify the virtual platform(s) the school will adopt and provide a rationale for its selection.

We will continue using our in-house standard based curriculum and virtual tools and resources as stated above.

b. Identify the new curricular choices the school will adopt and provide a rationale for the curricular shift.

We are not adopting new curricular choices. We seek approval from the DC Public Charter School Board to allow us the flexibility to provide individual learning for our most vulnerable students through flexible programming using virtual learning in a hybrid model.

c. Describe the long-range plan for curriculum implementation and professional development. How will the school ensure implementation fidelity?

Our long range plan for curriculum implementation and professional development is as follows:

1. Pivot from virtual learning provided mainly through blended learning to hybrid learning which dovetails into more educational options for our most vulnerable students.
2. Provide targeted network and school professional development year round and adequate instructional planning time during work hours to support individual teachers' delivery of their pedagogy, classroom management, and/or differentiation.
3. Strengthen our organization's culture on the utilization of technical and non-technical tools and resources for all stakeholders.

5. How will the school ensure all students—including students with disabilities, English learners, economically disadvantaged and at-risk students, and students above or below grade level—benefit from the proposed educational approach?

All students are assigned a Student Support Specialist whose work is to connect with our students and ensure they remain engaged and have access to resources, interventions, and academic and non-academic support. Edgenuity, Achieve 3000, and MIWrite systems provide computer-adaptive intervention programs to meet students' needs. We also have a team of special education, related service providers, and a clinical health team that provides social and emotional learning and other wraparound support to ensure students' are receiving the benefits from this proposed educational approach.

6. How will the school ensure its proposed educational approach will result in successfully meeting its charter goals and academic achievement expectations? How will the school track outcomes among its virtually educated students?

Our Performance Management and Accountability Team (PMAT) provides analysis on a variety of data, but most importantly our charter goals and other key performance indicators reported to PCSB and OSSE. The Director of Performance Management works closely with school level staff and facilitates a monthly meeting

for Senior Leaders, School Leaders and their staff to look at our current performance standing and growth obtained from the previous month through a process we call "Achieving Excellence at Maya" (AEM). Our Board of Trustees also receive an Academic update at each Board meeting.

We will track indicators of the success of this proposed educational approach using participation, performance on assessments, grades, credit attainment, and graduation. If data shows students' academic performance and engagement is improving, we should see an increased performance outcome on Charter performance goals and the alternative performance framework.

7. How will this approach further serve the school in meeting its mission?

If we succeed, more students will remain engaged, obtain their high school diploma and some will also receive work-force ready certifications in their career pathway.

8. How did the school engage its internal community in redeveloping its educational approach? Include evidence demonstrating staff and parent support for the proposed changes.

Maya PCS High School has strong relationships with students and parents. Students and parents inform staff of their personal stories and challenges. Many of our parents and students provide testimony to the District of Columbia Council. The reasons they disengage are those repeated throughout this amendment.

We are a school of choice and our students who enroll want to earn a high school diploma. We commend all students for seeking a high school diploma even during their second or third try. We are submitting this Charter Amendment request to allow substantive virtual learning using a hybrid learning approach to remove barriers so more students can have successful outcomes.

Attachment: Board Resolution

**MAPCS BOARD RESOLUTION
TO OFFER PERMANENT VIRTUAL PROGRAMMING**

Be it resolved that the Board of Trustees of the Maya Angelou Public Charter School has approved the proposed charter amendment with the D.C. Public Charter School Board in order to offer substantive, permanent virtual programming at the Maya Angelou Public Charter High School separate and apart from its response to the COVID-19 pandemic.



_____ 6/26/2021 _____

Dr. Peter Leone, Chair

Date

Maya Angelou Board of Trustees