



DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD

Council of the District of the District of Columbia

Performance Oversight Hearing

DC Public Charter School Board

Monday, February 3, 2014

**DC Public Charter School Board Fiscal Year 2013 Performance Oversight Questions**

**General Questions**

- Q1: Please provide a current organization chart for PCSB and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY13 or to date in FY14.
- Q2: Please provide the agency's performance plan for FY13. Did the PCSB meet the objectives set forth in the FY13 performance plan? Please provide a narrative description of what actions the Board undertook to meet the key performance indicators, including an explanation as to why any indicators were not met. Additionally, during the agency's FY12 oversight response it was stated that the "PCSB has developed performance goals for January-June 2013 and will create annual goals for June 2013- June 2014." Please submit those as well.
- Q3: Please provide the agency's performance plan for FY14. What steps has the agency taken to date in FY14 to meet the objectives set forth in the FY14 performance plan?
- Q4: Please provide the following budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY13 and to date in FY14:
- At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
  - At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
  - At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.
- [NOTE: for electronic submission we want the raw data – CFO data dump]
- Q5: Please provide a complete accounting of all intra-district transfers received by or transferred from PCSB during FY13 and to date in FY14. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within PCSB the transfer affected.
- Q6: Please provide a complete accounting of all reprogrammings received by or transferred from the PCSB during FY13 and to date in FY14. For each, please provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.
- Q7: Please provide a list of all PCSB's fixed costs budget and actual dollars spent for FY13 and to date in FY14. Include the source of funding and the percentage of these costs assigned to each PCSB's program. Please provide the percentage change between PCSB's fixed costs budget for these years and a narrative explanation for any changes.

- Q8: Please provide the capital budget for PCSB and all programs under its purview during FY13 and FY14, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY13 and FY14. Did any of the capital projects undertaken in FY13 or FY14 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact.
- Q9: Please provide a current list of all properties supported by the PCSB budget. Please indicate whether the property is owned by the District or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, electric).
- Q10: Please describe any spending pressures for public charter schools and PCSB that existed in FY13. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.
- Q11: Please identify potential areas where spending pressures may exist in FY14 for PCSB and public charter schools. Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY14 budget.
- Q12: Please provide a list of all FY13 full-time equivalent positions for PCSB, broken down by program and activity. In addition, for each position please note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).
- Q13: How many vacancies were posted for PCSB during FY13? To date in FY14? Which positions? Why was the position vacated? In addition, please note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.
- Q14: How many employee performance evaluations were completed in FY13 and how was performance measured against position descriptions? To date in FY14? What steps are taken to correct poor performance and how long does an employee have to correct their performance?
- Q15: Please provide the Committee with the following:
- A list of all employees who receive cellphones, personal digital assistants, or similar communication devices at agency expense and the cost per each employee
  - A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY13 and to date in FY14, and the amount;
  - A list of travel expenses for FY13 and to date in FY14, arranged by employee;
  - A copy of the agency's employee handbook and description of any changes made in FY13 and FY14 to date; and
  - A list of the board of trustees at each public charter school LEA.
- Q16: Please provide the following information for all grants awarded to PCSB during FY13 and to date in FY14:
- Grant Number/Title;
  - Approved Budget Authority;
  - Expenditures (including encumbrances and pre-encumbrances);
  - Purpose of the grant;

- Grant deliverables;
- Grant outcomes, including grantee performance;
- Any corrective actions taken or technical assistance provided;
- PCSB program and activity supported by the grant;
- PCSB employee(s) responsible for grant deliverables; and
- Source of funds.

Q17: Please provide the following information for all grants/subgrants awarded by PCSB during FY13 and to date in FY14:

- Grant Number/Title;
- Approved Budget Authority;
- Expenditures (including encumbrances and pre-encumbrances);
- Purpose of the grant;
- Grant deliverables;
- Grant outcomes, including grantee/subgrantee performance;
- Any corrective actions taken or technical assistance provided;
- PCSB employee/s responsible for overseeing the grant; and
- Source of funds.

Q18: Please provide the following information for all contracts awarded by PCSB during FY13 and to date in FY14:

- Contract number;
- Approved Budget Authority;
- Funding Source;
- Whether it was competitively bid or sole sourced;
- Expenditures (including encumbrances and pre-encumbrances);
- Purpose of the contract;
- Name of the vendor;
- Contract deliverables;
- Contract outcomes;
- Any corrective actions taken or technical assistance provided; and
- PCSB employee/s responsible for overseeing the contract.

Q19: Please provide the following information for all contract modifications made by PCSB during FY13 and to date in FY14, broken down by agency program and activity:

- Name of the vendor;
- Purpose and reason of the contract modification;
- employee/s responsible for overseeing the contract;
- Modification cost, including budgeted amount and actual spent; and
- Funding source.

Q20: Please provide the following information for all purchase card transactions during FY13 and to date in FY14:

- Employee that made the transaction
- Transaction amount
- Transaction purpose

Q21: Please provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within PCSB during FY13 and to date in FY14. This includes any reports of the DC Auditor or the Office of the Inspector General. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

**Governance, Operations, and Performance Plan**

Q22: Please provide the names, resumes, and terms of appointment for all members of the DC Public Charter School Board. How many board positions are currently vacant? For each vacancy, please give the dates that the position has been vacant.

Q23: How do the members of the Public Charter School Board evaluate the effectiveness of the PCSB as an agency? What types of performance measures are used? Please provide a narrative description of any such performance measures and how they have been used in FY13 and to date in FY14 to improve the agency's function. Additionally, please provide a copy of the LEA survey the PCSB conducted during Summer 2012, please include a narrative response illustrating the steps the PCSB took in FY13 and FY14 to date, to respond to the feedback from the survey.

Q24: Please describe any partnerships or collaborations currently underway between the PCSB and other District government agencies. In particular, point out any new partnerships or collaborations developed, planned, or implemented over the last fiscal year. Please include the following agencies:

- DC Public Schools;
- DC Public Library;
- DC Department of General Services;
- DC Department of Transportation;
- DC Department of Behavioral Health;
- Office of the Deputy Mayor for Education;
- Office of the Deputy Mayor for Health and Human Services; and
- Office of Planning.

Q25: Please list the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school. Please also indicate how many mental health clinicians are employed by District agencies and allocated to each school. Additionally, for each campus that lacks school-based physical, behavioral, and mental staff, please detail how the PCSB worked with LEAs to remediate their absence in FY13 and FY14 to date.

- Q26: Please list all employees detailed to or from your agency. Please provide the reason for the detail, the detailed employee's date of detail, and the detailed employee's projected date of return.
- Q27: Please identify all electronic databases maintained by your agency, including, but not limited to those databases containing information about special education, 504 plans, student discipline, and student support teams. Please provide the following:
- A detailed description of the information tracked within each system, including each recordable data element;
  - Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system; and
  - The age of the system and any discussion of substantial upgrades that have been made or are planned to be made to the system.
- Q28: Please provide the Committee with a report by LEA (if the LEA has multiple schools, include data for each school) on the number of faculty, and total salary of each category of personnel and instructional staff at each school.
- Q29: During FY13, the PCSB highlighted at its budget oversight hearing that there are regulations that hamper the agency and the ability of public charter schools to be successful. Please identify and cite any statutory or regulatory impediments to your agency's operations and the operations of public charter schools. Additionally, please detail of any legislation passed at the local or federal level during FY13 or FY14, to date that impacted the agency.
- Q30: Please list all regulations for which the agency is responsible for oversight or implementation. Please list by chapter and subject heading, including the date of the most recent revision.
- Q31: Please provide a list of all inter-agency programs, initiatives, or MOUs (with government agencies and outside partners) currently in place, all MOUs entered into within the last year, and any MOUs planned for the coming year. Please be sure to include copies of any MOUs with the submission.

## **Budget**

- Q32: Please identify any special purpose revenue accounts maintained by, used by, or available for use by your agency during FY13 and FY14, to date. For each account, please list the following:
- The revenue source name and code;
  - The source of funding;
  - A description of the program that generates the funds;
  - The amount of funds generated by each source or program in FY13 and FY14, to date; and
  - Expenditures of funds, including the purpose of each expenditure, for FY13 and FY14 to date.
- Q33: Please detail how the agency worked to improve the payment processes for public charter schools in FY13 and FY14 to date.

- Q34: During FY13, the PCSB reported to the Council that the “PCSB does not bear responsibility for ensuring that public charter schools are properly billing Medicaid for eligible school-based services as this activity falls under the domain of each public charter schools’ board of trustees”, and that “Many charter schools do not bill because the administrative costs of seeking Medicaid billing reimbursements exceeds the revenue generate by the billing activities” Subsequently, the PCSB informed the Committee that the agency was working with DC HCF to identify the charter schools that are and are not billing for Medicaid reimbursements. Please update the Committee on the PCSB’s work in this area in FY13 and FY14 to date, please include a list of LEAs that are billing Medicaid for school-based services; a narrative response of the PCSB’s collaboration with DCHCF; and an analysis the PCSB conducted to determine whether the benefits of Medicaid billing outweigh the costs for each school.
- Q35: Please provide a complete accounting of all grant lapses in FY13, including a detailed statement on why the lapse occurred and corrective action the agency undertook. Please also indicate if the funds can still be used and/or whether they carried over into FY14.
- Q36: For contracts above \$100,000, please report on each contracting party’s compliance with First Source requirements detailing the contracting party’s number of new hires during FY13, and FY14 to date, and the percentage of those new hires that were District residents.

### **Capital & Planning**

- Q37: Please provide an account of each public charter schools facilities expenditure
- Include the total amount allocated in, FY12, FY13 and FY14 from the local facilities allowance.
  - Include the total amount each school spent in, FY12, FY13 and FY14 to date on facilities and capital improvements.
- Q38: Per the agency’s FY12 Performance Oversight Response, the board stated that it captures “public charter school facilities expenditures on an annual basis”. Please provide a copy of the facilities expenditure reporting template and an accounting of the expense categories for each public charter LEA in FY13.
- Q39: Please provide a list of charter LEAs currently operating in facilities formerly occupied by D.C. Public Schools. For each such LEA, please provide a narrative description of the process through which the LEA was granted the building and any role the PCSB played in facilitating the transfer of the building to the Charter operator. Does that PCSB have regular communication with the Executive regarding facilities needs for new or applying charter operators/LEAs? If so, please describe the nature and frequency of those communications.
- Q40: Please illustrate how the PCSB coordinates with other education agencies in school facilities planning
- Q41: Please discuss how the PCSB worked with the Chief Librarian over the past fiscal year regarding bulk buying options for public charter schools in addition to school library services and resources.
- Q42: Please explain any emergency response procedures in place for the PCSB; in addition please explain the emergency response planning for PCS as it relates to on-campus emergencies. Please discuss how PCSB receives information from district agencies to help guide emergency response activities and resource support requests. Please provide a narrative response to how the PCSB ensures schools are implementing the required safety plans, drills, and policies.

**Stakeholder Engagement and Communication**

- Q43: Please describe any initiatives your agency implemented within FY13 or FY14, to date, to improve the internal operation of the agency or the interaction of the agency with outside parties. Please describe the results, or expected results, of each initiative.
- Q44: How does the agency communicate with, and solicit feedback from, education stakeholders including parents? For FY13, Please describe:
- What the Board has learned from this feedback;
  - How the Board has changed its practices as a result of such feedback; and,
  - How parents can find out what special education programs the different charter schools offer.
- Q45: Please describe the process by which the Board addresses concerns and complaints from parents and stakeholders regarding the LEAs within its purview. Please provide a report on the complaints the board received in FY13, and FY 14 to date by LEA (if the LEA has multiple schools, include data for each school). Please include copies of all documentation and forms for this process.

**Student Achievement**

- Q46: Please detail how the PCSB worked with charter LEAs in FY13 and FY14 to date to improve student achievement.
- Q47: Please provide a sector report of the promotion rate (percent of students and number of students) by grade for DC public charter school and charter LEA for SY 2012-2013.
- Q48: For FY13 and FY14 to date please provide an update regarding the implementation of the Partnership for Assessment of Readiness of College and Careers (“PARCC”) assessment in public charter schools. Please describes any barriers to implementation, and how the PCSB is working with schools to identify any program and technological enhancements needed to administer the new assessment.

**Special Populations & Student Support Services**

- Q49: Please provide the audited enrollment information for SY 2012-2013, and current enrollment information for SY 2013-2014 to date for each LEA (if the LEA has multiple schools, include data for each school):
- The total student enrollment by grade (based on audited enrollment);
  - Summer school enrollment by grade.
- Q50: Please report, by LEA (if the LEA has multiple schools, include data for each school), the number of residency fraud findings and investigations for the 2012-2013 school year as well as for the 2013-2014 school year to date.
- Q51: Please describe the process by which the Board enforces truancy regulations for and collects data on student attendance at public charter schools. Please provide the following data on student attendance:



- For each LEA (if the LEA has multiple schools, include data for each school) and by sector, please provide the number of truant students by grade for the 2012-2013 school year, and 2013-2014 school year to date;
  - a) The number and percent of students with 1-5 unexcused absences
  - b) The number and percent of students with 6-10 unexcused absences
  - c) The number and percent of students with 11-20 unexcused absences
  - d) The number and percent of students with 21 or more unexcused absences
- Of the cases in which children have 10 or more absences, how many per LEA have been referred to CFSA?
- For cases involving students 14 years and older, how many per LEA have been referred to CSS?
- A list of all LEAs or individual schools for which you have issued a “notice of concern,” and whether or not they have met the requirements of the notice.

Q52: Please provide copies of all of PCSB’s policies regarding school discipline. What is required in a new charter application and charter renewal application regarding discipline?

Q53: Please provide the following data for the 2012-2013 school year and the 2013-2014 school year to date, broken down by school, by whether or not a student has an IEP, and by grade level:

- The number and percent of students suspended for 1-10 days;
- The number and percent of students suspended more than 10 days in total;
- The number and percent of students who received more than one 10 day suspension;
- The number and percent of students expelled;
- The number and percent of suspensions and expulsions that involved special education students;
- The number of students that were referred to an Alternative Educational Setting for the course of a suspension; and,
- A narrative describing the types of disciplinary actions that led to the suspensions and expulsions

Q54: Please describe the type of Alternative Educational Settings that are provided to suspended or expelled students and how PCSB ensures these settings are able to provide adequate education to these students. How are students evaluating in these settings? Do Alternative Educational Settings provide specialized instruction and related services?

Q55: How do PCSB and OSSE share information regarding the oversight of special education in charter schools? What information do the two agencies share? How does PCSB evaluate the monitoring documents provided by OSSE?

Q56: What assistance does PCSB provide to charter schools to help them improve their ability to meet the needs of students in special education? Please be sure to describe the special education self-studies that PCSB has offered to charter schools. Please provide copies of any of these self-studies that have been completed.

Q57: Please provide the following information on special education services:

- The number of students with special education needs served by all charter schools;
- The number of students with special education needs, broken down by school; and,
- The number of special education students referred to non-public school settings by LEAs.

- Q58: Has PCSB changed its practice of utilizing the Special Education Performance Monitoring Tool in the last fiscal year? What forms of non-compliance have been reported? How has this tool impacted the practices of charter schools or PCSB?
- Q59: Please also discuss the planning and implementation of the Special Education Audit Trigger Policy. Has this policy entered full effect? Please list all charter schools for which PCSB conducted special education audits in the last two school years, including what flag triggered the audit and what outcome resulted.
- Q60: Does the PCSB recognize any gaps in the audit and oversight framework for public charter schools? Are there areas where compliance with federal and local law is not monitored adequately?
- Q61: Please report on the Mystery Shopper program. Please describe any non-compliance identified by the program in the last fiscal year and how PCSB has worked to remedy any identified noncompliance.
- Q62: Please list all self-contained special education classrooms currently operated by each of the charter schools. For each classroom, please list:
- The school at which the classroom is located;
  - Which disability classifications (e.g., emotional disturbance, learning disability) the classroom is designed to serve;
  - Whether the students in the classroom are included with general education students at lunch?
  - Whether students in the classroom with general education students in academic classes?
  - The number of special education teachers assigned to the classroom;
  - The number of general education teachers, if any, assigned to the classroom;
  - Whether the teachers assigned to the classroom have full or provisional special education certification;
  - For high school classrooms, whether students in the classroom can earn credits toward graduation;
  - The ages and/or grade levels that the classroom is designed to accommodate;
  - The maximum number of students the classroom can accommodate;
  - The current number of students in the classroom;
  - The classroom's maximum student-to-staff ratios;
  - The type and number of non-teacher staff assigned to the classroom (e.g., behavior techs, aides);
  - Any evidence-based and/or structured curriculum used in the classroom;
  - Any online and/or blended instructional program used in the classroom;
  - The classroom's average enrollment in SY 12-13;
  - The classroom's average enrollment in SY 13-14 to date;
  - The resources available in the school to support the classroom (e.g., school psychologist, sensory room, adaptive PE equipment).
- Q63: Please detail the transitional programs that PCS offer or have planned for older students receiving special education services? Please provide any reports or assessments that have been completed on the performance of PCS transition planning. For each transition program please list:
- Number of students served currently or to be served;
  - Number of students served in SY13-14 or to be served;
  - Capacity of program;
  - Specific services offered by program (e.g., academic, vocational, related services)
  - Eligibility criteria for students;
  - Percentage of students who apply to the program who are accepted into it;

- Percentage of the students who start the program that finish it;
- Number of staff, by discipline; and,
- Percentage of students who achieve paid internships or employment as a result of completing the program.

Q64: Please provide outcomes data for students with disabilities transitioning out of PCS into adulthood, including the following data for school years 2011-2012 and 2012-2013:

- The number of students receiving an eligibility determination from RSA before graduation;
- The number of students connected to a postsecondary pathway to graduation;
- The number of students attending college within a year of high school graduation.

Q65: Please give an update on the evidence-based instruction, treatment, and practices being utilized in the schools including any reading, math, and social/emotional programs used by public charter schools (e.g., Read 180, Lindamood Bell, and Tools of the Minds), as well as Mental Health Consultation, Cognitive-Behavioral Intervention for Trauma in Schools, and Structured Psychotherapy for Adolescents Responding to Chronic Stress. For each program, please provide:

- Any outcome studies for these programs or treatments;
- Which schools are offering these three programs (or any additional programs);
- How many staff members are trained in each program;
- What entity provided any training received;
- Number of students currently being served by each program;
- Capacity of each program;
- Cost of each program;
- Source of funding for each program;
- Whether the program is designed for use with students with disabilities and, if so, what sort of disabilities; and
- Whether the public charter schools have plans to increase the use of the program or to create similar programs.

Q66: Please describe any steps public charter schools have taken to implement Trauma Systems Therapy (TST) or Applied Behavior Analysis (ABA) and identify public charter schools that plan to implement these systems in the future.

Q67: With regard to visiting instruction (i.e., home and hospital instruction), please provide:

- The number of students served by visiting instruction in SY 12-13 and SY 13-14 to date;
- The average waiting time between the submission of a request for visiting instruction and the beginning of that instruction;
- Courses available through visiting instruction;
- Any special education instruction and related services available to students receiving visiting instruction;
- Whether, and how, visiting instruction can accommodate a full-time IEP; and
- Provisions to ensure that students requiring visiting instruction may take all of the classes necessary to earn a high-school diploma.

Q68: What positive behavioral interventions are available to schools to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents?

- Which schools are using evidence-based interventions such as Positive Behavioral Interventions & Supports?
- What specific interventions are they using?
- How is their staff trained?

Q69: How is the PCSB working to ensure that LEAs are timely implementing the provisions of the South Capitol Street Memorial Act of 2012? Please provide a list of LEAs with information indicating their progress in implementing the following provisions of the South Capitol Street Memorial Act:

- Sec. 115b, that LEAs are aware of and participating in the youth behavior health program
- Sec 203, That LEAs are collaborating with the executive to plan the expansion of school-based behavioral health programs;
- Sec 304 (a), That LEAs have or are adopting policies and procedures to reduce truancy rates, including implementing action plans or other strategies; and
- Sec 304(b)(2), That LEAs are referring the appropriate students to CFSA and CSS after acquiring consecutive unexcused absences

Charter School Authorization, and Revocation

Q70: How many public charter schools are currently operating in the District? Please provide a current list of all charter schools operating during the 2013-2014 school year and those approved to open and/or expand in the 2014-2015 school year.

Q71: When a public charter school is approved to open or expand its location please describe the community notification process that a school is obligated to perform along with the Board's role in ensuring that process is complete.

- For each school that was conditionally approved to open in 2013 and each expansion campus that has been approved to open in 2013, please list the school and provide information on when the community stakeholders were notified as required by D.C. Official Code §1-309.10.
- Please specify how the PCSB plans and incorporates the location of existing schools when deciding to approve a charter or expansion campus.

Q72: How many charter school applications did PCSB receive in FY13 and FY14 to date? How many of those that applied were given conditional approval to open?

Q73: Please describe the PCSB's process and timeline for charter renewal. Please illustrate how the agency communicated in FY13 and FY14 to date, with the school, its trustees, and parents before making its recommendation. Additionally, please describe in what ways the board encourages charter school restart options or collaborations with charter operators during this process.

Q74: How many public charter schools were closed in FY13 and how many schools are slated for closure or revocation in FY14, to date?

- Please list the name of each school and a narrative description of the reason for closure and/or revocation.
- Please describe which Board policies and/or law that grant the Board with the authority to close a school or allow the Board to close an individual campus.

- Q75: Please describe the process and timeline for closing a public charter school once the PCSB has voted for the revocation process.
- Is this process adequate to meet the needs of students and families? If so, why? If not, why not?
  - Does the PCSB have the staff and resources to appropriately manage the actual closing of each school in the charter revocation process?
  - Please also include what happens to the assets of the closing school and in particular the school building if it is privately owned or leased from the District.
- Q76: PCSB developed its Performance Management Framework to outline the process by which it evaluates the performance of charter schools. Please provide the following information regarding the Performance Management Framework:
- The indicators used to determine the tier level for each school;
  - The number of schools in each Tier;
  - How the PCSB will support schools to help them advance from Tier 2 and Tier 3 to Tier1; and
  - How the PMF tiers correlate with the State Report Card.
- Q77: How does the PCSB communicate to operators of Tier 3 schools that their performance is unacceptable. Please provide a narrative description of that process and a list of Tier 3 schools that the PCSB is currently working with to implement performance improvement plans as well as copies of any such performance improvement plans.
- Q78: In FY 2013 the PCSB underwent, an outside review by the National Association of Charter School Authorizers (NACSA) which identified several changes that the agency should implement to address particular weaknesses in its authorizing practice and procedures. Please detail the recommendations that NACSA illustrated to the agency in its review and the steps the board took in FY13 and FY14 to date to address the identified gaps and improve the operations of the board.

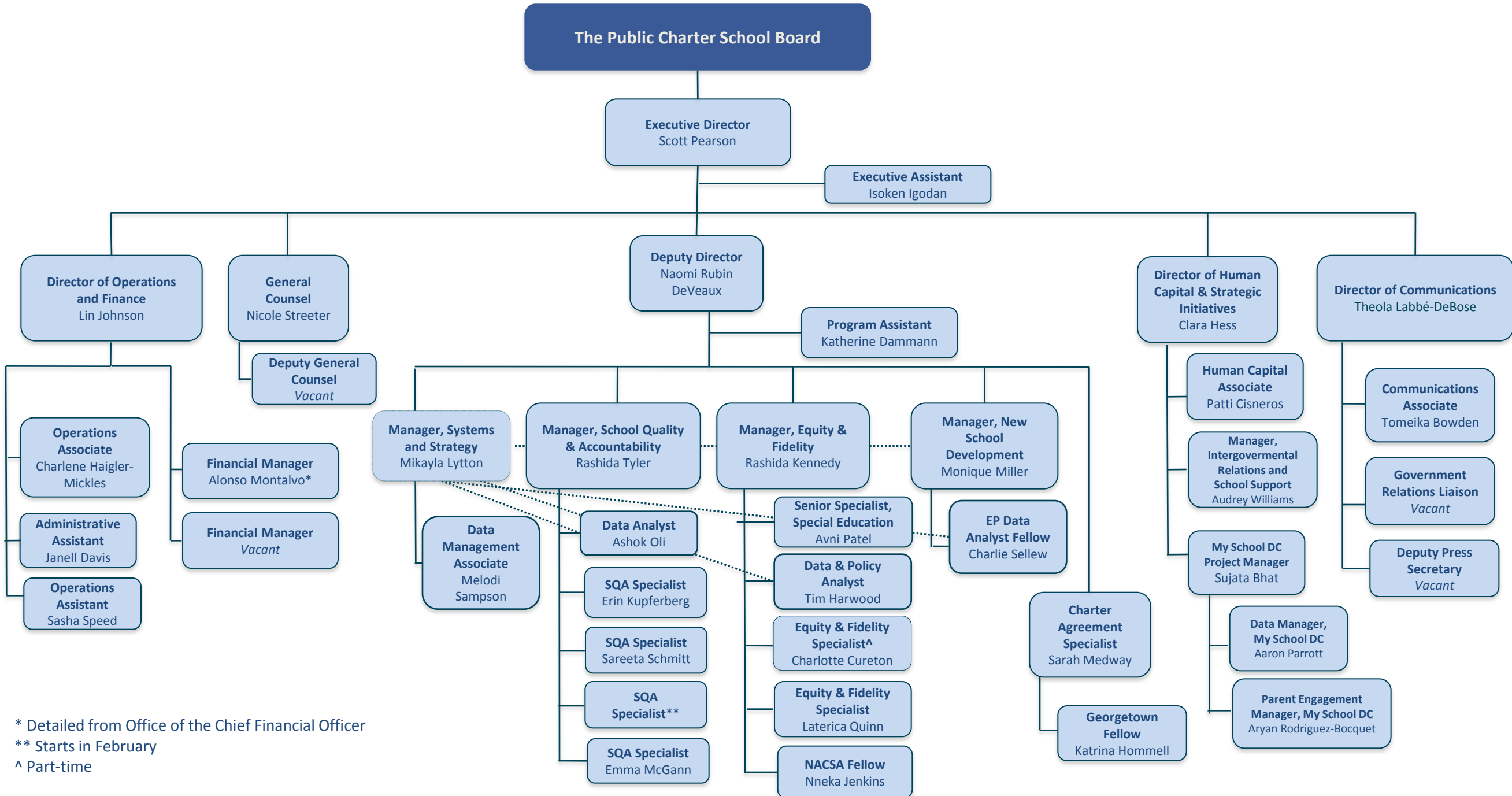
- 1 Please provide a current organization chart for PCSB and the name of the employee responsible for the management of each office/program. (If applicable, please provide a narrative explanation of any organizational changes made during FY13 or to date in FY14.)<sup>1</sup>**

<b>Department</b>	<b>Title</b>	<b>Incumbent</b>
Executive Team	Executive Director	Scott Pearson
School Performance Department	Deputy Director	Naomi Rubin DeVeaux
Communications Department	Director of Communications	Theola Labbé-DeBose
Finance and Operations Department	Director of Finance and Operations	Lin Johnson, III
Legal Department	General Counsel	Nicole Streeter
Human Capital and Strategic Initiatives Department	Director of Human Capital and Strategic Initiatives	Clara Hess

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<sup>1</sup> Please see organizational chart in this section tab.

# DC Public Charter School Board 2014 Organizational Chart



\* Detailed from Office of the Chief Financial Officer

\*\* Starts in February

^ Part-time

- 2 Please provide the agency’s performance plan for FY13. Did the PCSB meet the objectives set forth in the FY13 performance plan? Please provide a narrative description of what actions the Board undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.**
- Additionally, during the agency’s FY12 oversight response it was stated that the “PCSB has developed performance goals for January-June 2013 and will create annual goals for June 2013- June 2014.” Please submit those as well.**

In its FY13 performance plan, PCSB fully achieved 13 of the 14 initiatives and partly achieved one of the 14 initiatives. PCSB fully achieved 13 of the 19 key performance indicators and partially met the remaining six indicators as more fully described below.

## **FY 2013 Performance Plan**

### **District of Columbia Public Charter School Board PCSB (GB0)**

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#### **MISSION**

The D.C. Public Charter School Board’s (PCSB) mission is to provide quality public school options for DC students, families, and communities.

#### **SUMMARY OF SERVICES**

The D.C. Public Charter School Board has four key functions: 1) ensuring that only highest quality applicants are approved to open charter schools through a comprehensive application review process, 2) using effective oversight in holding schools to high standards for results and making oversight decisions in the interests of students, 3) providing meaningful support including clear feedback, rewards and consequences, and 4) active engagement of our stakeholders- being transparent and accountable, providing information, and soliciting feedback about community impacts and preferences

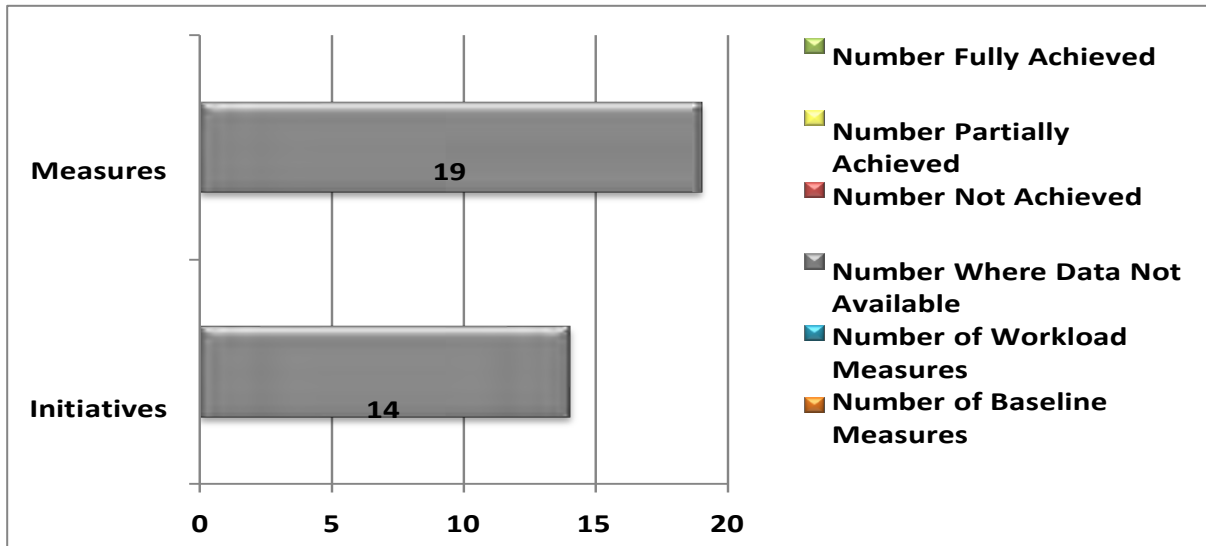
#### **ACCOMPLISHMENTS**

- ✓ 1 Tier 1 schools continue to expand and provide quality seats to more students in the District, while several Tier 3 schools were right-sized or closed.
- ✓ 2 The fiscal health of public charter schools is improving with only a few schools, which are low fiscally performing.
- ✓ 3 PCSB is actively engaging students, parents, community leaders, politicians, and other stakeholders through broader social media presence, increased online footprint, improved community outreach, and targeted information.

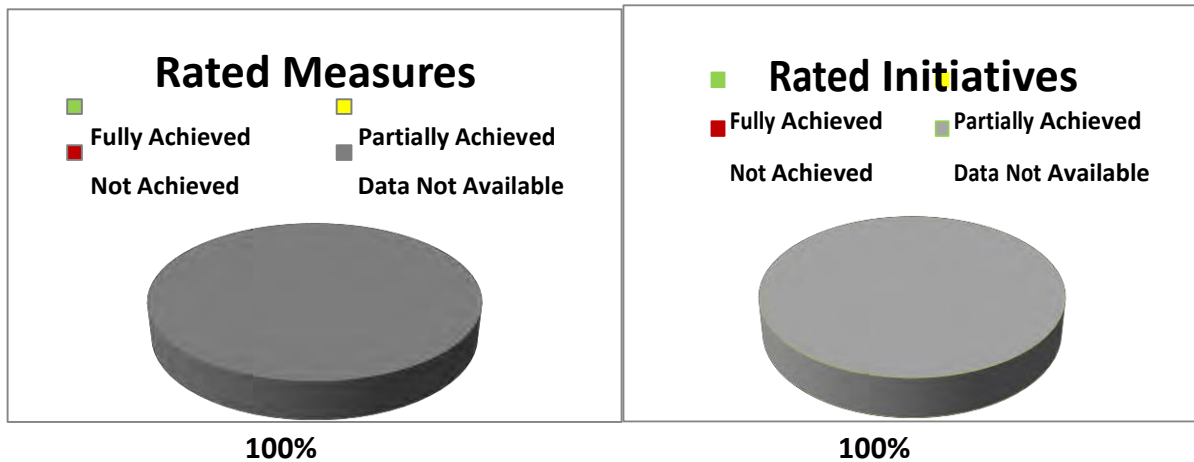


# OVERALL OF AGENCY PERFORMANCE

## TOTAL MEASURES AND INITIATIVES



## RATED MEASURES AND INITIATIVES



**Note:** Workload and Baseline Measurements are not included

Default KPI Rating:	
>= 100%	Fully Achieved
75 - 99.99%	Partially Achieved
< 75%	Not Achieved

## Performance Initiatives – Assessment Details

### Performance Assessment Key:



Fully achieved



Partially achieved



Not achieved



Data not reported

### Agency Management

#### OBJECTIVE 1: Promote increased school academic quality through oversight reviews and our Performance Management Framework (PMF).

##### INITIATIVE 1.1: Conduct rigorous 5, 10 and 15-year reviews of DC charter schools.

- **Response to Initiatives: Fully Achieved.** In FY13, PCSB conducted 16 in-depth reviews of all LEAs in their 5<sup>th</sup>, 10<sup>th</sup>, or 15<sup>th</sup> years. These reviews included an analysis of whether the schools are meeting their goals and student academic achievement expectations as set forth in their charter. The reviews included analyzing quantitative evidence data from state assessments, financials, and other data provided by the school or third parties and qualitative evidence gathered through Qualitative Site Reviews (QSRs). In total, PCSB conducted 57 QSRs in FY13 of public charter schools, including reviews of school campuses of low-performing schools according to our Performance Management Framework or were designated Focus or Priority by OSSE through its ESEA Waiver ranking system.

##### INITIATIVE 1.2: Address low-performing schools in any year of their charters.

- **Response to Initiatives: Fully Achieved.** In FY13, PCSB completed the Performance Management Framework (PMF) to evaluate the academic performance. Seven Tier 3 campuses were identified in the FY13 PMF report. In addition to conducting QSRs, PCSB had “board-to-board” meetings with each school’s leadership to emphasize the necessity for immediate action. In these discussions, PCSB explained the situation the school was in and listened to actions that the school’s board would take to avoid charter revocation. Actions discussed included: closing grade levels, limiting or slowing the school’s growth plans, closing a campus, changing leadership, or, in some cases, the school’s board engaging with a high-quality operator to serve some or all of the grades or to assume the charter.

##### INITIATIVE 1.3: Encourage Tier 1 schools to expand or replicate.

- **Response to Initiatives: Fully Achieved.** In FY13, a total of nine Tier 1 public charter school expanded or replicated. Specifically, four charter schools (KIPP DC PCS, DC Prep PCS, EL Haynes PCS, Washington Yu Ying PCS) received enrollment ceiling increases in April 2013 and five charter schools (Achievement Prep PCS, DC Bilingual PCS, Elsie Whitlow Stokes PCS, LAMB PCS, and Washington Yu Ying PCS) were conditionally approved to expand to serve additional grades.

	<p><b>INITIATIVE 1.4: Complete successful pilots of our Early Childhood and Adult Education PMFs and implement the new PMFs for SY14-15.</b></p> <ul style="list-style-type: none"> <li>● <b>Response to Initiatives: Fully Achieved.</b> PCSB is on track to publish the results of the Early Childhood and Adult Education PMFs in pilot form in its 2014 PMF and is currently on track to publicly launch the new PMFs in SY14-15.</li> </ul>
<p><b>OBJECTIVE 2: Ensure charter schools fulfill their roles as public schools serving all students.</b></p>	
	<p><b>INITIATIVE 2.1: Use improved data quality and data transparency, along with other efforts at education and technical assistance, to reduce incidences of expulsion, long-term suspension, and truancy.</b></p> <ul style="list-style-type: none"> <li>● <b>Response to Initiatives: Fully Achieved.</b> The number of schools that submit their attendance and discipline data monthly has increased. In SY 2012-13, one school received a Notice of Concern for not responding to data submission (which are sent by staff and are not Board action). That school's Notice was lifted over the summer once data submission had improved. We have added staff to help schools troubleshoot issues with their student information systems and ProActive and created dashboards for schools to see their data in real-time so that it is actionable. PCSB also makes public charter school expulsion, mid-year withdrawal, long-term suspension, and unexcused absence, and in-seat attendance rates on an annual basis through our Equity Reports.</li> </ul>
	<p><b>INITIATIVE 2.2: Develop and share easy-to-read spreadsheets and dashboards for schools leaders to compare their school's discipline and attendance data with other schools serving similar populations.</b></p> <ul style="list-style-type: none"> <li>● <b>Response to Initiatives: Fully Achieved.</b> In addition to the dynamic dashboards shared with school leaders through private portals in SharePoint, schools are able to use the 2013 Equity Reports to compare their school's attendance and discipline data from SY 2012-13 to all schools in DC, not just charters. The 2013 Equity Reports show each school's data compared to all schools in DC that serve that same grade population. The metrics in this report include demographic, in-seat attendance, unexcused absences, suspension, expulsion, DC CAS proficiency by subgroup, DC CAS median growth percentile by subgroup, student midyear entry, and student midyear withdrawal. Regarding dynamic reports for SY 2013-14, schools are able to check their data to ensure that the data showing in ProActive matches their Student Information System. This highlights an improvement for PCSB.</li> </ul>

	<p><b>INITIATIVE 2.3: Improve oversight and support to schools around services to students with special needs.</b></p> <p><b>Response to Initiatives: Fully Achieved.</b> Through monthly data review, PCSB identified one LEA that had a significantly higher ratio of discipline for students with disabilities as compared with the general education population. Instead of conducting an audit, this topic will be raised at a board-to-board meeting with the school. There are two Special Education audits in progress based on another trigger in PCSB’s Special Education audit policy—low enrollment of Level 3 and Level 4 disabilities. The outcome of these audits is yet to be determined. PCSB hired a senior specialist, special education to conduct Quality Assurance Reviews (QARs) of public charter school’s special education programs. The QARs are voluntary, but, last year, 12 schools underwent the review. In addition a special education specialist attends every QSR site visit, reviewing both the school’s special education teachers and co-teachers and aids. Their findings are included in the QSR reports as part of the overall review of the school.</p>
<p><b>OBJECTIVE 3: Improve fiscal and compliance oversight.</b></p>	
	<p><b>INITIATIVE 3.1: Continue efforts to improve fiscal monitoring of charter schools, publishing “Audit Management Unit” (“AMU”) reports for SY11 and SY12 that provide clear indicators of charter school financial health.</b></p> <p>● <b>Response to Initiatives: Fully Achieved.</b> In FY13, PCSB released its second reports to the public and schools. The entire report was placed on PCSB website for the first time. The low fiscally performing schools declined to three in audited FY12, a decline of six schools from the prior year.</p>
	<p><b>INITIATIVE 3.2: Use AMU reporting to work with financially struggling charter schools on steps to improve their health.</b></p> <p>● <b>Response to Initiatives: Fully Achieved.</b> The number of high fiscally performing schools increased to 24 in audited FY12 from 16 in the prior year. Also, the number of low fiscally performing schools decreased to three in audited FY12 from nine in the prior year. PCSB met with school leaders to understand the early sign of financial troubles and discuss the schools’ action plan to address the issues. Throughout the year, PCSB continues to review these schools’ financial performance on an interim basis to identify early signs of growing financial weaknesses.</p>
	<p><b>INITIATIVE 3.3: Improve payment processes to charters through the establishment of a summer school audit process.</b></p> <p>● <b>Response to Initiatives: Partially Achieved.</b> PCSB did not fully meet this goal, but the agency implemented the initial stage of collecting schools’ summer school enrollment rosters in three points in time to eliminate false identified students. The agency is working on a more effective way to identify duplicate students in multiple school summer rosters.</p>

**OBJECTIVE 4: Increased community engagement and parent education about school quality.**

**INITIATIVE 4.1: Improve community engagement and community awareness of charter schools and charter school quality ratings by enhancing our website, [www.dcpsb.org](http://www.dcpsb.org)**

**Response to Initiatives:** Fully Achieved. PCSB distributed 7,000 PMF parent guides in English and Spanish at community event and Charter School Expo in FY13. Both the PMF report and PMF parent guides are on the agency's website. Additionally, PCSB formed a community advisory group and held several community forums in several DC wards. In FY13, PCSB was in the planning stage of developing PMF dashboard for parents to access online and learn about school quality. Also, planned to join the open data movement in November 2013 to give parents more access to charter school information through a new open data Web portal: [data.dcpsb.org](http://data.dcpsb.org). The site, powered by the cloud-based open data software provider Socrata, launched with PCSB data focusing on Early Childhood Education and Adult Education Performance Management Framework (PMF) data and the 2013 DC Equity Reports. Parents can use [data.dcpsb.org](http://data.dcpsb.org) to drill into topics such as attendance rate, early childhood assessments, adult education program job placement, and others. The portal allows users to create their own filtered views of the data, create data visualizations like bar graphs, pie charts, custom maps, and others, and share their creations through social media tools that are integrated into the platform.

**INITIATIVE 4.2: Improve ease of applying to charter schools by creating a common enrollment process and publicizing this widely through various print and electronic platforms.**

**Response to Initiatives:** Fully Achieved. In 2013 PCSB, DCPS, DME, and most charter LEAs collaborated to create a common application and lottery called My School DC. The My School DC application is a single online application DC families will use to apply for the 87 participating public charter schools (PK3–12), DCPS out-of-boundary schools (K–12), DCPS PK3 and PK4 programs, and DCPS specialized high schools (9–12) for 2014-15 schools year admission. This year the high school deadline is February 3<sup>rd</sup> and the PK3-8<sup>th</sup> grade deadline in March 3. The My School DC common lottery is a single, random lottery that determines placement for new students at all participating schools. Student-school matches are based on the number of spaces at each school; sibling, proximity, and other [preferences](#); and each student's choices. Through the My School DC common lottery, the six DCPS [specialized high schools](#) admit students based on specific criteria. Students who want to stay in their current school or attend their feeder-pattern DCPS schools do not need to apply to the lottery but rather follow their school's reenrollment procedures. An extensive parent outreach campaign is underway and includes door-to-door canvassing, attendance at community events, office hours for assistance with completing the application, media advertisements, and social media outreach. My School DC is also partnering with city agencies for example, DC Public Libraries, the Department of Youth Rehabilitation Services, Office of Latino Affairs, Office of Asian and Pacific Islander Affairs, DC Water, and the Department of Human Services.

<ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>INITIATIVE 4.3: Continue to expand PCSB community outreach, engaging in two way dialogue with the public through social media (live-tweeting PCSB Board meetings).</b></p> <p><b>Response to Initiatives:</b> Fully Achieved. PCSB has increased its social-media presence by sharing schools' updates, positive news about charter schools, Board meeting and Hearing updates, and sector information through Twitter. Consequently, the number of Twitter followers increased to 1,500 in FY13.</p>
<ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>INITIATIVE 4.4: Improve transparency around PCSB's authorizer work, making Board and other materials available to the public.</b></p> <p><b>Response to Initiatives:</b> Fully Achieved. In FY13, PCSB increased transparency around its work by making such materials publicly available as FY13 PMF reports, FY2012 AMU financial reports, QSR reports, charter school renewal and review reports, school's audits and budgets, PCSB Board meeting minutes, NACSA authorizer evaluation report, and numerous blog contributions.</p>

## Key Performance Indicators – Details

 Fully achieved    
  Partially achieved    
  Not achieved    
  Data not reported

	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
●	1.1	Number of charter LEAs receiving 5, 10 or 15 year review	N/A	16	16	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	1.2	Number of charter LEAs having one or more campuses with a PMF score of 40 or below taking concrete actions such as closure, grade-span	N/A	5	5	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	1.3	Number of Tier 1 charter LEAs taking concrete steps to expand or replicate.	N/A	5	9	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	1.4	Successful completion of Early Childhood/ Adult Ed PMFs	N/A	100%	100%	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	2.1	Reduce school truancy rate by 20% for the charter sector through partnerships with CFSA, DC Superior Court, and other agencies that can	N/A	20%	19%	Partially Achieved	DC PUBLIC CHARTER SCHOOLS BOARD

	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
●	2.2	Reduce rate of expulsions for other charter reasons	N/A	20%	2.5%	Partially Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	2.3	Number of schools participating in our SPED self-study	N/A	10	12	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	2.4	Reduction in number of campuses with a Mystery Shopper	N/A	30%	27%	Partially Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	2.5	Less than 10% will receive an out-of compliance warning from PCSB Board for violating our Data Submission Policy (approved May 2012).	N/A	10%	3%	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	3.1	Number of AMU reports issued	N/A	1	1	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	3.2	Number of schools worked with on financial issues	N/A	7	7	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	3.3	Number of schools whose fiscal health improved as a result of oversight efforts	N/A	2	6	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	3.4	Establishment of a summer school audit process	N/A	100%	50%	Partially Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	4.1	Number of PMF Parent Guides distributed in English and Spanish	N/A	4,000	7,000	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD



	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
●	4.2	Number of campuses participating in common deadline	N/A	90	85	Partially Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	4.3	Number of Twitter followers	N/A	1,000	1,500	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	4.4	Number of community meetings participated in	N/A	10	10	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	4.5	Number of PCSB Board meetings televised	N/A	2	0	Partially Achieved	DC PUBLIC CHARTER SCHOOLS BOARD
●	4.6	Increase in charter school data available on www.dcpsb.org	N/A	15%	15%	Fully Achieved	DC PUBLIC CHARTER SCHOOLS BOARD

**3 Please provide the agency’s performance plan for FY14. What steps has the agency taken to date in FY14 to meet the objectives set forth in the FY14 performance plan?**

PCSB’s measurable progress on key performance indicators in FY14 began during Quarter 1. Achievements to date are highlighted below. Note that the first 17 measures in the performance plan were for metrics through FY13 so they are not included below. Measures for FY14 and beyond begin with metric 18:

Num.	Key Performance Indicator	FY14 Proj.	FY14 YTD Actual To Date
18	Number of charter LEA’s receiving 5, 10, and 15 year reviews	16	PCSB staff has completed 15-year reviews for all seven schools up for renewal. The Board has either voted on, or is in the process of considering, the staff-prepared renewal reports. PCSB is now turning to the five schools with 5- or 10-year reviews. The forecast of 16 was an error. There are in fact 12 schools undergoing 5, 10, or 15- year reviews in FY14 and 13 schools in FY15.
19	Number of charter LEA’s under review having one or more campuses with a PMF score of 40 or below taking concrete actions such as closure, reduction in grade span, or aggressive turnaround.	5	To date the following schools meet one of these criteria: <ul style="list-style-type: none"> <li>• Arts and Tech Academy PCS (closing; takeover by KIPP DC PCS)</li> <li>• Booker T. Washington PCS (Closure)</li> <li>• Perry Street Prep PCS (Closure of high school in 2014-15)</li> </ul>
20	Number of Tier 1 charter LEA’s with announced plans to expand or replicate	5	To date, the following Tier 1 schools have announced plans to expand or replicate: <ul style="list-style-type: none"> <li>• KIPP DC PCS</li> <li>• DC Prep PCS</li> <li>• Paul PCS</li> <li>• Two Rivers PCS</li> </ul>

Num.	Key Performance Indicator	FY14 Proj.	FY14 YTD Actual To Date
			<p>Additionally, through DC International, the following four Tier 1 schools have announced plans to expand or replicate:</p> <ul style="list-style-type: none"> <li>• Washington Yu Ying PCS</li> <li>• DC Bilingual PCS</li> <li>• Elsie Whitlow Stokes PCS</li> <li>• Latin American Montessori Bilingual PCS</li> </ul>
21	Successful completion of Early Childhood / Adult Ed PMFs	100%	These are currently in pilot phase and are on track to be launched for the 2014-15 school year.
22	Number of PCS campuses receiving an out-of-compliance warning from our board for violating our Data Submission Policy	10%	No schools have yet received a notice of concern from the Board for violating our Data Submission Policy. Such a concern occurs after three staff-level out of compliance notices.
23	Reduction in the charter school truancy rate for the charter sector through partnerships with CFSA, DC Superior Court, and other agencies that can help schools identify and solve the core issues causing educational neglect	20%	The current reduction, through December 31, 2013, is 4%.
24	Reduction in the rate of expulsions for “other charter” reasons	20%	The number of expulsions for non-Federal reasons for the period of the August through December declined from 28 in SY2013 to 8 in SY2014, a 71% decline.

Num.	Key Performance Indicator	FY14 Proj.	FY14 YTD Actual To Date
25	Number of schools participating in our SPED self-study	10	Five LEAs participated in the Fall. Ten additional schools have expressed interest in participating in the Spring.
26	Reduction in number of campuses with a Mystery Shopper Violation	20%	This data is not yet available as the Mystery Shopper calls are still being made.
27	Number of AMU reports issued	1	AMU report is in the process of being prepared and is released in the spring.
28	Number of schools worked with on financial issues.	7	PCSB has worked with all three schools identified in the FY12 AMU report as having weak financials.
29	Number of schools whose fiscal health improved as a result of oversight efforts	2	This result must await the publication of the FY13 AMU report.
30	Establishment of a summer school audit process	100%	This is in development for rollout this summer.
31	Number of PMF Parent's guides distributed	4,000	PCSB has distributed 20,000 copies of its Parent's Guide to date.
32	Number of campuses participating in common deadline	90	88 charter school campuses are participating in the My School DC common lottery.

Num.	Key Performance Indicator	FY14 Proj.	FY14 YTD Actual To Date
33	Number of Unique visitors to "Your Choice, Your Charter" website	3,000	As of February 1 there were 36,253 unique visitors to the My School DC common lottery site, which replaced the Your Charter, Your Choice common deadline site.
34	Number of Twitter followers	1,000	@DCPCSB currently has 1,928 followers.
35	Number of community meetings participated in	11	<p>To date, PCSB has participated in 4 community meetings, ranging presenting to a mom's group in Ward 3 to an education forum in Ward 7, a school fair in Ward 5 and an ANC meeting in Ward 6.</p> <p>Additionally PCSB has met with 7 community residents to date in Wards 1, 4, 5 7 and 8.</p>
36	Number of PCSB board meeting televised	2	PCSB has not yet begun televising meetings but is on track to meet this goal.
37	Increase in charter school data available on <a href="http://www.dcpcsb.org">www.dcpcsb.org</a>	10%	There has been at least a 20% increase in the amount of charter school data available on dcpcsb.org. Additionally, PCSB has contracted with Socrata to make data more easy for the public to manipulate and visualize. And PCSB has developed interactive views of its Performance Management Framework to allow members of the public to more easily see underlying PMF data.

PCSB's FY 2014 Performance Plan is enclosed for review in this section tab.



**FY 2014 PERFORMANCE PLAN**  
**District of Columbia Public Charter School Board**

**MISSION**

The D.C. Public Charter School Board's (PCSB) mission is to provide quality public school options for DC students, families, and communities by conducting a comprehensive application review process, providing effective oversight of and meaningful support to DC public charter schools, and by actively engaging key stakeholders.

**SUMMARY OF SERVICES**

The PCSB carries out four key functions, 1) ensure that only the highest quality organizations are approved to open charter schools which is accomplished through our comprehensive application review process, 2) make effective oversight decisions in the interest of students and hold charter schools to high standards with respect to results, 3) provide clear feedback to charter schools and maintain a system of rewards and consequences to manage progress towards desired outcomes, 4) actively engage key stakeholders to ensure transparency and accountability through an exchange process that facilitates the sharing of critical information and feedback regarding community impact and preferences.

**AGENCY WORKLOAD MEASURES**

<b>Metric</b>	<b>FY 12 Actual</b>	<b>FY13 Year to Date Data</b>
# of Public Charter Schools Applications	12	11
# of Qualitative Site Reviews (formally PDRs)	29	54
# of Compliance Reviews	98	102
# of Financial Reviews	285	285
# of Workshops	NA	35
# of School Openings (New Charters and New Campuses)	4 new charters schools; 1 expansion	4 new charter schools; 2 expansions
# of School Closings	0	0



**OBJECTIVE 1: Promote increased school academic quality through oversight reviews and our Performance Management Framework (PMF)**

**INITIATIVE 1.1: Conduct rigorous 5, 10 and 15-year reviews of DC charter schools.**

PCSB will complete rigorous reviews of schools in their 5<sup>th</sup>, 10<sup>th</sup> or 15<sup>th</sup> year of operation, ensuring that low-performing schools, according to our PMF, take one or more actions to improve performance or close. Rigorous reviews will include Qualitative Site Reviews (QSRs); review of academic performance and non-academic, finance, and compliance indicators; and assessment of performance against the goals and academic achievement expectations of a school's charter.

- Metric: Number of charter LEAs receiving 5, 10 or 15 year review – target 16

**Completion date: September 2014**

**INITIATIVE 1.2: Address low-performing schools in any year of their charters.**

PCSB will continue to effectively monitor the performance of each school in its portfolio. School leadership will be required to meet with PCSB staff and board to discuss a school's performance if performance is found to be lacking.

- Metric: # of charter LEAs having one or more campuses with a PMF score of 40 or below taking concrete actions such as closure, grade-span reduction, takeover, or aggressive internal turnaround – target 5

**Completion date: September 2014**

**INITIATIVE 1.3: Encourage Tier 1 schools to expand or replicate.**

PCSB will continue to promote the expansion of Tier 1 schools. Schools that are high achievers will be given rewards to help promote their expansions.

- Metric: Number of Tier 1 charter LEAs taking concrete steps to expand or replicate: target 5

**Completion date: September 2014**



**INITIATIVE 1.4: Complete successful pilots of our Early Childhood and Adult Education PMFs and implement the new PMFs for SY14-15.**

PCSB will work to introduce the Early Childhood and Adult Education PMFs during the upcoming school year. PCSB staff will be required to facilitate numerous working group sessions to ensure that the charter school community is able to inform and shape the new mechanisms.

- Metric: Successful completion of Early Childhood/ Adult Ed PMFs – target 100% approved by the Board

**Completion date: September 2014**





**OBJECTIVE 2: Ensure charter schools fulfill their roles as public schools serving all students:**

**INITIATIVE 2.1: Use improved data quality and data transparency, along with other efforts at education and technical assistance to reduce incidences of expulsion, long-term suspension, and truancy.**

PCSB collects data from schools to be used for a variety of reasons including the following:

- to inform policy; provide schools with sector-level trends; ensure compliance of applicable law;
- provide transparency to the public and stakeholders; identify schools that may be outliers in regards to truancy, discipline, student populations served, and disparities in performance of subgroups within a school. These data are currently being shared with schools via spreadsheets as we continue to build dashboards.

The following databases house the data that PCSB uses for the aforementioned reasons:

**Epicenter**

Schools submit documents into Epicenter related to compliance, governance, operations, finance and academic performance. Once submitted, PCSB staff “approves” or “rejects” the document based on the content, accuracy and completion. Documents that are rejected are returned to the school to be resubmitted—in some cases, if the school does not fix the issue that caused the document to be rejected, it can lead to a Board Notice of Concern.

**ProActive**

ProActive is PCSB’s primary tool for collecting student-level data. PCSB staff holds bi-weekly data meetings to look at the data as a group and identify trends and discuss how our policies should be tweaked based on the data. PCSB staff also monitors data submission compliance through ProActive; any school that does not submit their data may receive an Out-of-Compliance Notice, which can ultimately lead to a Board Notice of Concern. The data housed here is also used to create quarterly truancy reports, which are sent to schools and inform them of their truancy rates, and whether their attendance is improving or not. Data in ProActive is pulled monthly and used to alert schools of how many students have reached the truancy point (10/25+ unexcused days) and thus should have been reported to CFSA. Additionally, PCSB staff analyzes the data on a monthly basis and conducts audits based on the Attendance & Discipline Audit Policy (as well as random audits on schools with outlier data). These audits assure data quality by investigating unclear or suspicious attendance or discipline data. Audits will be conducted to determine if schools are accurately submitting unexcused and excused data into their Student Information Systems, to determine if schools are consistently following their own Attendance Policies, and to determine what types of behavioral infractions are leading schools to suspend students.



The data in ProActive is also used to determine the attendance rates reported in the Performance Management Framework (PMF), PCSB's framework for tiering schools based on academic performance. It is also used to monitor enrollment and mid-year withdrawal. Re-enrollment is reported on the PMF, and mid-year withdrawal will be reported, tentatively, as a pilot to schools in the upcoming PCSB Equity Reports. Special Education audits will be conducted beginning in April (using data housed in ProActive), to determine if schools are assigning suspensions and expulsions to students with disabilities at a higher rate than students without.

PCSB is committed to making a major effort to improve the timeliness and accuracy of ProActive data.

**Completion date: September 2014**

**INITIATIVE 2.2: Develop and share easy-to-read spreadsheets and dashboards for schools leaders to compare their school's discipline and attendance data with other schools serving similar populations to help schools understand and ultimately reduce incidences of expulsion, long-term suspensions, and truancy.**

PCSB uses a program, SharePoint, to facilitate file and data sharing amongst PCSB staff and with each LEA. The PCSB SharePoint program has an internal and external interface. The internal interface is what PCSB uses to store important documents, keep track of organizational goals, and test real-time data reports before releasing them to LEAs. The external interface allows schools to view their enrollment, attendance, and discipline data in customized reports. For example, schools are able to view reports that state whether they have uploaded at least 90% of their attendance. By developing a secure external interface, PCSB has been able to develop dynamic student and school level reports for LEAs to view the data they have submitted to ProActive. These reports allow schools to monitor their attendance submissions in real-time and also view reports that summarize their discipline and truancy incidents.

The summary reports created by PCSB are meant to encourage schools to check that the data in ProActive accurately reflects the data in their own school information systems, and allows LEAs to compare how they are performing in these areas relative to the sector average and schools that serve similar grade levels. PCSB has plans to develop visual dashboards on its external interface for discipline, truancy, enrollment and academic performance. These dashboards will allow LEAs to drill down and evaluate how students are performing by sub-group in these areas. One dashboard that is under development is PMF performance disaggregated by subgroup. PCSB enforces truancy regulations through Quarterly Truancy Reports, PCSB Truancy Policy, monthly CFSA notifications and individualized contacts with schools highlighted in our biweekly data review meetings. Each of these processes is outlined below:



### **Quarterly Truancy Reports**

PCSB staff provides quarterly truancy reports to LEAs. These reports show the number and percent of unexcused absences for each school. It also displays truancy rates broken down by the following grade levels: elementary, middle, and high school, so schools may see if their truancy numbers are an outlier as compared with the rest of the sector. Following the first quarter, data indicating ways in which the school has improved (or declined) is added to these reports through the Truancy Policy.

### **Bi-Weekly Data Meetings**

PCSB staff and leadership analyze charter data bi-weekly, including truancy data and PCSB leadership may reach out to schools on a case-by-case basis. Additionally, at these meetings, PCSB staff discusses which schools should be audited for their truancy and attendance data (if it falls under the trigger audit policy or is an outlier). For example, a school was audited for having zero unexcused absences, which alerted staff that the school may be inaccurately submitting their data. The audit revealed that the school was indeed submitting inaccurate data and was thus issued a Board Notice of Concern.

- Metric: Less than 10% will receive an out-of compliance warning from PCSB Board for violating our Data Submission Policy (approved May 2012).
- Metric: Reduce school truancy rate by 20% for the charter sector through partnerships with CFSA, DC Superior Court, and other agencies that can help schools identify and solve the core issues causing educational neglect.
- Metric: Reduce rate of expulsions for “other charter” reasons by 20%.

**Completion date: September 2014**

**INITIATIVE 2.3: Improve oversight and support to schools around services to students with special needs, implementing a detailed self-study to help schools improve education delivery through reflective practice and creating audit policies to address issues. Expand mystery shopper program of contacting schools posing as parents of special needs children seeking to apply.**

PCSB will continue to conduct Special Education audits using data housed in ProActive to determine if schools are assigning suspensions and expulsions to students with disabilities at a higher rate than students without.

- Metric: Number of schools participating in our SPED self-study: 10
- Metric: Reduction in number of campuses with a Mystery Shopper violation by 30%

**Completion date: September 2014**



### **OBJECTIVE 3: Improve fiscal and compliance oversight.**

**INITIATIVE 3.1: Continue efforts to improve fiscal monitoring of charter schools, publishing “Audit Management Unit” (“AMU”) reports for SY11, SY12 and SY 13 that provide clear indicators of charter school financial health.**

The D.C. School Reform Act of 1995 (SRA) vests the District of Columbia Public Charter School Board (PCSB) with authority and obligation to monitor the operations of DC public charter schools (PCS), including periodically reviewing each school’s fiscal management (PCSB Fiscal Policy Handbook, Fourth Edition, January 2011).

Per the SRA, public charter schools are required to submit annual financial audits performed by PCSB-approved independent auditors. PCSB reviews each school audit. Additionally, PCSB has for years reviewed key financial ratios of all schools it oversees, comparing these ratios with industry standards of health. Historically, this review was conducted using a tool known as the General Performance Assessment Tool (GPA).

In January 2011, PCSB established an Audit Management Unit (AMU) to enhance its charter school financial oversight. The AMU consists of three District agencies with responsibility for aspects of charter school finances: PCSB, the Office of the Chief Financial Officer (OCFO), and the Office of the State Superintendent of Education’s (OSSE) Office of Charter School Financing and Support.

An immediate goal of the AMU was to improve on the GPA tool by enhancing its financial metrics, incorporating qualitative inputs, and standardizing interventions with poorly performing schools. The AMU engaged bearsolutions LLC, an independent financial consulting firm with hands-on experience and background in nonprofit and educational organizations, for the analytical tools and processes necessary to satisfy the immediate goals and requirements of the AMU. This engagement resulted in the deployment of CHARM™ (Charter Audit Resource Management), a fiscal oversight model and supporting database tool. CHARM™ analyzes uniform data from PCS financial audits in order to measure the fiscal performance of DC charter schools. Pilot reports were issued for FY10 and FY11, and this FY12 report is the second report made available to schools and the public. The CHARM™ model is currently used annually; an abbreviated version is being developed for quarterly reviews.

- Metric: Number of AMU reports issued – target 1

**Completion date: September 2014**



### **INITIATIVE 3.2: Use this reporting to work with financially struggling charter schools on steps to improve their health.**

An essential component of each financial review is to identify early on those schools showing low and inadequate fiscal performance, placing them in danger of insolvency. This is a critical function since according to the SRA, PCSB can close a charter school at any time if the school “has a pattern of non-adherence to Generally Accepted Accounting Principles (GAAP), a pattern of fiscal mismanagement or is no longer economically viable.” According to a report by Jeremy Williams (PCSB’s CFO), *Data Driven Authorizing: Evaluating Fiscal Performance*, 60% of PCS that closed between 2004 and 2009 were closed for financial reasons (ranging from mismanagement of funds to insufficient cash balances). Some of these cases were sudden, causing significant disruption to the school community and considerable expense to PCSB. It was therefore important to develop an “early warning” system that allowed PCSB to work with schools early enough to avoid insolvency-driven closures.

For the FY10 review, a subjective measure was used to identify at-risk schools. For FY11, the CHARM™ Score was developed to provide a more sophisticated measure of financial health. This Score was also calculated for the FY12 Review. An AMU Task Force<sup>3</sup>, comprised of PCS leaders, accounting service providers and PCSB representatives, convened in April 2013. PCS leaders expressed concern about the CHARM™ Score being used as a financial rating tool or risk measure by commercial lenders and investors. Hence, the FY12 CHARM™ PCS Report Cards do not include the CHARM™ Score and the AMU Task Force will further consider the role of the CHARM™ Score this summer.

PCSB will continue to rely on the CHARM™ Score for internal guidance in identifying low-performing schools for financial review and PCSB site visits. In some cases, information gathered during site visits clarified a school’s unique financial structure. Certain financial structures, such as New Market Tax Credits<sup>4</sup>, have adverse effects on a school’s financials and lead to a lower CHARM™ Score than is reflective of the school’s actual financial health. In other cases, schools identified actions to improve financial performance and remediate audit deficiencies, steps that PCSB monitors. PCS leaders report the review meetings are helpful in improving understanding of financial performance standards, clarifying results of the individual PCS reports, and developing plans to address agreed-upon issues. Minutes of the meetings, documenting the discussions and agreements, are distributed to school representatives as well as PCSB and OCFO participants.



The AMU's work has produced results. Improvement has been dramatic. The number of high-performing schools has increased by 13 (118%) while the number of low-performing schools has decreased by 10 (77%) since FY10.

- Metric: Number of schools worked with on financial issues – target 7
- Metric: Number of schools whose fiscal health improved as a result of oversight efforts – target 2

**Completion date: September 2014**

**INITIATIVE 3.3: Improve payment processes to charters through the establishment of a summer school audit process.**

PCSB will develop a desktop summer school audit process to reduce the likelihood of the District making duplicate payments for students mistakenly identified on multiple school summer school rosters.

- Metric: Establishment of a summer school audit process – target 100% completion

**Completion date: September 2014**



**OBJECTIVE 4:** Increased community engagement and parent education about school quality.

**INITIATIVE 4.1: Improve community engagement and community awareness of charter schools and charter school quality ratings by enhancing our website, [www.dcpsb.org](http://www.dcpsb.org), increasing awareness and usage of our mobile app, MyDCcharters, and widely distributing PMF rankings through our PMF Parent Guide in English and Spanish.**

PCSB's stakeholder engagement plan includes community outreach activities, including community forums, information provided through publications, refreshing the PCSB website and updates to email subscribers, hosting or participating in community events, active engagement with the Community Advisory Group and encouraging community member participation and feedback in PCSB hearings, community forums and events. PCSB will also make a concerted effort to widely disseminate PMF parent guides in English as well as Spanish.

- Metric: Number of PMF Parent Guides distributed in English and Spanish – target: 4,000

**Completion date: September 2014**

**INITIATIVE 4.2: Improve ease of applying to charter schools by creating a common enrollment process and publicizing this widely through various print and electronic platforms.**

In 2013 PCSB took a lead role in helping to address the challenges parents face in applying to charter schools. We facilitated the creation of a common application deadline, with more than 45 LEA's representing 91 campuses voluntarily adopting the common application deadline of March 15, the lottery deadline of March 22, and April 12 as the deadline for parents to commit to a lottery spot. These campuses used to have more than 30 deadlines – now they have one. We launched a major promotional effort around the city so that parents were aware of this deadline. Early indicators show a huge increase in applications and we are currently collecting data on the number of newly accepted students, final application numbers, waiting list data, and information on available seats.

We are now in early discussions with these schools about creating a common system of choice as a pilot in FY14 and are optimistic that we will have the same sort of voluntary participation as we had with the common deadline in FY13. We have also been actively collaborating with DCPS to create a common application and lottery system across charters and DCPS. For coming year's pilot we are planning to use philanthropic and existing operating funds. However as we are still creating a detailed budget, we may learn throughout the spring and summer that more funds are required. As we learn more we pledge to share ongoing



updates with the DC Council. We expect to learn more about ongoing operating costs through this pilot and anticipate submitting a budget request for 2014-15.

There are four major work streams in the next phase of this project: policy decisions, parent education, technical solutions, and school level communication. To create policies to govern a common system charter LEAs and DCPS will need to collaborate on business rules for a common application and lottery such as the number of schools to which students can apply and the role of waitlists and policy decisions for mid-year placement. Given the power and flexibility of the lottery algorithm, many of these decisions can look different for each LEA – the business rules just need to be transparent and documented. Costs associated with this work stream are estimated at \$100,000 for a project manager who will convene school leaders, document business rules and decision-making, and manage the project overall – including the remaining work streams. The second work stream, parent education, includes creating comprehensive, easy to access school program information and providing clear guidance on the application and lottery process.

This work includes paid and earned media, resources, website material but most importantly additional capacity for high-touch assistance for parents who may need more help navigating a new system. Costs associated with this work stream are estimated at \$500,000. The technical work stream includes the web-based interface (and possibly a synonymous paper-based application) for a common online application reflecting the agreed upon business rules as well as the lottery algorithm that work behind the scenes to match students with their preferred schools using the agreed upon business rules. Costs related to the website and application integration are estimated at \$100,000 and the cost for the algorithm is \$300,000- \$400,000. School level communications are the least costly, but perhaps most important work stream. This work stream includes engaging deeply with the LEAs upfront as part of the opt-in process and decision-making process.

This also includes sharing data and improving data processes before and after the lottery. Costs related to this are included in the staff-time associated with the first work stream.

- Metric: Number of campuses participating in common deadline – target 90

**Completion date: September 2014**

**INITIATIVE 4.3: Continue to expand PCSB community outreach, engaging in two way dialogue with the public through social media (live-tweeting PCSB Board meetings), participating in community meetings across the city, and improving accessibility of board meetings.**

PCSB will continue to increase Twitter activity including Tweeting information on each monthly Board meeting and other positive news about charter schools.

- Metric: Number of Twitter followers – target 1,000





- Metric: Number of community meetings participated in - target 10
- Metric: Number of PCSB Board meetings televised – target 2

**Completion date: September 2014**

**INITIATIVE 4.4: Improve transparency around PCSB's authorizer work, making board and other materials available to the public and publishing increased amounts of data on charter school performance, compliance, and finances.**

- Metric: Increase in charter school data available on [www.dcpcsb.org](http://www.dcpcsb.org) - target 15%

**Completion date: September 2013**



## KEY PERFORMANCE INDICATORS (Through FY 2013)

	Measure	FY2011 Actual	FY2012 Target	FY2012 Actual	FY2013 Projection	FY2014 Projection	FY2015 Projection
1	Number of new items posted to the website (weekly)	10	10	10	10	Not Applicable	Not Applicable
2	Community member subscriptions for email updates	1,500	2,000	2000	2,200	Not Applicable	Not Applicable
3	Number of PCSB events on Twitter	16	16	20	20	Not Applicable	Not Applicable
4	Number of Twitter Followers	100	400	600	200	Not Applicable	Not Applicable
5	Average # of community members participating and/or attending PCSB meetings and hearings	30	30	33	30	Not Applicable	Not Applicable
6	Meetings or hearings held by the PCSB each year	20	20	16	20	Not Applicable	Not Applicable
7	Community meeting or events hosted or participated in by PCSB members or staff	8	8	10	10	Not Applicable	Not Applicable
8	PCSB community-oriented publications distributed	8	8	55	8	Not Applicable	Not Applicable
9	Number of campuses passing initial compliance screen	87	93	87	99	Not Applicable	Not Applicable
10	Number of campuses passing initial governance screen	77	82	Not Available	89	Not Applicable	Not Applicable
11	Number of campuses requiring a targeted Program Development Review	36	31	22	26	Not Applicable	Not Applicable
12	Number of campuses requiring a full Program Development Review	41	36	28	32	Not Applicable	Not Applicable
13	Number of performance measures to demonstrate charter school performance	40	40	75	40	Not Applicable	Not Applicable
14	Number of PMF Review Reports by Sept 15	102	103	105	105	Not Applicable	Not Applicable
15	Donors identified to support MODMS/technology	1	1	1	Not Applicable	Not Applicable	Not Applicable
16	Donors identified to support MASP initiative	1	1	1	Not Applicable	Not Applicable	Not Applicable
17	Donors identified to support PCS oversight	1	1	1	1	Not Applicable	Not Applicable



## KEY PERFORMANCE INDICATORS (FY 2014 and beyond)

	<b>Measure</b>	<b>FY2011 Actual</b>	<b>FY2012 Target</b>	<b>FY2012 Actual</b>	<b>FY2013 Projection<sup>1</sup></b>	<b>FY2014 Projection</b>	<b>FY2015 Projection</b>
18	Number of charter LEAs receiving 5, 10 or 15 year review	Not Applicable	Not Applicable	Not Applicable	16	16	16
19	Number of charter LEAs under review having one or more campuses with a PMF score of 40 or below taking concrete actions such as closure, reduction in grade span, or aggressive turnaround	Not Applicable	Not Applicable	Not Applicable	5	5	5
20	Number of Tier 1 charter LEAs with announced plans to expand or replicate	Not Applicable	Not Applicable	Not Applicable	5	5	5
21	Successful completion of Early Childhood/ Adult Ed PMFs	Not Applicable	Not Applicable	Not Applicable	100%	100%	TBD
22	Number of PCS campuses receiving an out-of-compliance warning from our Board for violating our Data Submission Policy	Not Applicable	Not Applicable	Not Applicable	10%	10%	10%
23	Reduction in the charter school truancy rate for the charter sector through partnerships with CFSA, DC Superior Court, and other agencies that can help schools identify and solve the core issues causing educational neglect	Not Applicable	Not Applicable	Not Applicable	20%	20%	20%
24	Reduction in the rate of expulsions for “other charter” reasons	Not Applicable	Not Applicable	Not Applicable	20%	20%	20%
25	Number of schools participating in our SPED self-study	Not Applicable	Not Applicable	Not Applicable	10	10	10
26	Reduction in number of campuses with a Mystery Shopper Violation	Not Applicable	Not Applicable	Not Applicable	30%	20%	20%
27	Number of AMU reports issued	Not Applicable	Not Applicable	Not Applicable	1	1	1
28	Number of schools worked with on Financial issues	Not Applicable	Not Applicable	Not Applicable	7	7	7

<sup>1</sup> These metrics are only applicable to fiscal years 2013 and beyond.



29	Number of schools whose fiscal health improved as a result of oversight efforts	Not Applicable	Not Applicable	Not Applicable	2	2	2
30	Establishment of a summer school audit process	Not Applicable	Not Applicable	Not Applicable	100%	100%	TBD
31	Number of PMF Parents guides distributed	Not Applicable	Not Applicable	Not Applicable	4000	4000	4000
32	Number of campuses participating in common deadline	Not Applicable	Not Applicable	Not Applicable	90	90	90
33	Number of unique visitors to "Your Charter Your Choice" website	Not Applicable	Not Applicable	Not Applicable	3000	3000	3000
34	Number of Twitter followers	Not Applicable	Not Applicable	Not Applicable	1000	1000	1500
35	Number of community meetings participated in	Not Applicable	Not Applicable	Not Applicable	10	10	10
36	Number of PCSB Board meetings televised	Not Applicable	Not Applicable	Not Applicable	2	10	10
37	Increase in charter school data available on www.dcpcsb.org	Not Applicable	Not Applicable	Not Applicable	15%	10%	10%

- 4 Please provide the following budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY13 and to date in FY14: At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object. At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object. At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group. [NOTE: for electronic submission we want the raw data – CFO data dump]**

Please see the enclosed budgets in this section tab.

S061 V2.1 PRD DISTRICT OF COLUMBIA R\*STARS 2.1 01/24/14 05:33 PM  
LINK TO: \_\_\_\_\_ AGENCY BUDGET FINANCIAL INQUIRY DSNF

AGENCY: GB0 AY: 13 ORG CODE: 0010 PGM CODE: 1000 FUNC CODE: \_\_\_\_\_  
AP FUND: \_\_\_\_\_ FUND: 0100 GRANT/PH: \_\_\_\_\_ PROJECT/PH: \_\_\_\_\_  
COMP SRC/GRP: 0050 OBJ/COBJ/AGY OBJ: \_\_\_\_\_ AGY OBJ GROUP: \_\_\_\_\_  
ORG LEVEL: 02 DC PUBLIC CHARTER SCHOOL BOARD  
PGM LEVEL: 02 AGENCY MANAGEMENT PROGRAM

*FY 2013*

FUNC LEVEL:		(MA, YA, MY, YY, MC, YC)		DETAIL/SUMMARY: <u>D</u>
INQ TYPE: <u>MC</u>	INQ YEAR: <u>13</u>	INQ MONTH: <u>13</u>	ADJUSTED BUDG:	1,076,000.00
BUDGET AVAIL:		128,194.00	BUDG % AVAIL:	11.91
EXPEND/BUDG %:		88.09	ALLOT/BUDG %:	0.00
ALLOTMENT BAL:		947,806.00-	UNEXPND ALLOT:	947,806.00-
BT TITLE		AMOUNT	BT TITLE	AMOUNT
09 ORIG EXP BU		1,076,000.00		
15 CASH EXPEND		947,806.00		
17 ACCRUED EXP		.00		

F1-HELP F2-DOC INQ F5-NEXT F9-INTERRUPT ENTER-INQUIRE CLEAR-EXIT

S061 V2.1 PRD DISTRICT OF COLUMBIA R\*STARS 2.1 01/24/14 05:34 PM  
LINK TO: \_\_\_\_\_ AGENCY BUDGET FINANCIAL INQUIRY DSNF

AGENCY: GB0 AY: 14 ORG CODE: 0010 PGM CODE: 1000 FUNC CODE: \_\_\_\_\_  
AP FUND: \_\_\_\_\_ FUND: 0100 GRANT/PH: \_\_\_\_\_ PROJECT/PH: \_\_\_\_\_  
COMP SRC/GRP: 0050 OBJ/COBJ/AGY OBJ: \_\_\_\_\_ AGY OBJ GROUP: \_\_\_\_\_  
ORG LEVEL: 02 DC PUBLIC CHARTER SCHOOL BOARD  
PGM LEVEL: 02 AGENCY MANAGEMENT PROGRAM

*FY2014*

FUNC LEVEL:  
INQ TYPE: MC (MA, YA, MY, YY, MC, YC) DETAIL/SUMMARY: D  
INQ YEAR: 14 INQ MONTH: 13 ADJUSTED BUDG: 1,161,000.00  
BUDGET AVAIL: 144,350.00 BUDG % AVAIL: 12.43  
EXPEND/BUDG %: 87.57 ALLOT/BUDG %: 0.00  
ALLOTMENT BAL: 1,016,650.00- UNEXPND ALLOT: 1,016,650.00-  
BT TITLE AMOUNT BT TITLE AMOUNT  
09 ORIG EXP BU 1,161,000.00  
15 CASH EXPEND 1,016,650.00  
17 ACCRUED EXP .00

F1-HELP F2-DOC INQ F5-NEXT F9-INTERRUPT ENTER-INQUIRE CLEAR-EXIT

BUDGET - FY13 BUDGET ANALYSIS  
(Period ending December 31, 2012)

**Question 4: Please provide the following budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY13 and to date in FY14: At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object. At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object. At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object. [Note: CFO Record is requested].**

**DC PUBLIC CHARTER SCHOOL BOARD FISCAL PERIOD ENDING SEPTEMBER 30, 2013**

	Budget			Actuals			Variance		
	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total
0011 - REGULAR PAY - CONT FULL TIME	\$99,000	\$0	\$99,000	\$107,000	\$0	\$107,000	\$8,000	\$0	\$8,000
0012 - REGULAR PAY - OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0013 - ADDITIONAL GROSS PAY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	\$30,000	\$0	\$30,000	\$21,194	\$0	\$21,194	-\$8,806	\$0	-\$8,806
0015 - OVERTIME PAY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>01 - PERSONNEL SERVICES</b>	<b>\$129,000</b>	<b>\$0</b>	<b>\$129,000</b>	<b>\$128,194</b>	<b>\$0</b>	<b>\$128,194</b>	<b>-\$806</b>	<b>\$0</b>	<b>-\$806</b>
0020 - SUPPLIES AND MATERIALS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0030 - ENERGY, COMM. AND BLDG RENTALS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0033 - JANITORIAL SERVICES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0034 - SECURITY SERVICES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0035 - OCCUPANCY FIXED COSTS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0040 - OTHER SERVICES AND CHARGES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0041 - CONTRACTUAL SERVICES - OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0050 - SUBSIDIES AND TRANSFERS	\$947,000	\$2,419,000	\$3,366,000	\$947,806	\$3,130,760	\$4,078,566	\$806	\$711,760	\$712,566
0070 - EQUIPMENT & EQUIPMENT RENTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>02 - NON-PERSONNEL SERVICES</b>	<b>\$947,000</b>	<b>\$2,419,000</b>	<b>\$3,366,000</b>	<b>\$947,806</b>	<b>\$3,130,760</b>	<b>\$4,078,566</b>	<b>\$806</b>	<b>\$711,760</b>	<b>\$712,566</b>
<b>TOTAL LOCAL FUNDS</b>	<b>\$1,076,000</b>	<b>\$2,419,000</b>	<b>\$3,495,000</b>	<b>\$1,076,000</b>	<b>\$3,130,760</b>	<b>\$4,206,760</b>	<b>\$0</b>	<b>\$711,760</b>	<b>\$711,760</b>



BUDGET - FY13 BUDGET ANALYSIS  
(Period ending December 31, 2012)

**Question 4: Please provide the following budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY13 and to date in FY14: At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object. At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object. At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object. [Note: CFO Record is requested].**

**DC PUBLIC CHARTER SCHOOL BOARD FISCAL PERIOD ENDING DECEMBER 31, 2014**

	Budget			Actuals			Variance		
	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total
0011 - REGULAR PAY - CONT FULL TIME	\$112,000	\$0	\$112,000	\$28,000	\$0	\$28,000	-\$84,000	\$0	-\$84,000
0012 - REGULAR PAY - OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0013 - ADDITIONAL GROSS PAY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	\$32,000	\$0	\$32,000	\$8,000	\$0	\$8,000	-\$24,000	\$0	-\$24,000
0015 - OVERTIME PAY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>01 - PERSONNEL SERVICES</b>	<b>\$144,000</b>	<b>\$0</b>	<b>\$144,000</b>	<b>\$36,000</b>	<b>\$0</b>	<b>\$36,000</b>	<b>-\$108,000</b>	<b>\$0</b>	<b>-\$108,000</b>
0020 - SUPPLIES AND MATERIALS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0030 - ENERGY, COMM. AND BLDG RENTALS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0033 - JANITORIAL SERVICES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0034 - SECURITY SERVICES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0035 - OCCUPANCY FIXED COSTS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0040 - OTHER SERVICES AND CHARGES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0041 - CONTRACTUAL SERVICES - OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0050 - SUBSIDIES AND TRANSFERS	\$1,017,000	\$3,048,000	\$4,065,000	\$1,016,650	\$1,587,449	\$2,604,099	-\$350	-\$1,460,551	-\$1,460,901
0070 - EQUIPMENT & EQUIPMENT RENTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>02 - NON-PERSONNEL SERVICES</b>	<b>\$1,017,000</b>	<b>\$3,048,000</b>	<b>\$4,065,000</b>	<b>\$1,016,650</b>	<b>\$1,587,449</b>	<b>\$2,604,099</b>	<b>-\$350</b>	<b>-\$1,460,551</b>	<b>-\$1,460,901</b>
<b>TOTAL LOCAL FUNDS</b>	<b>\$1,161,000</b>	<b>\$3,048,000</b>	<b>\$4,209,000</b>	<b>\$1,052,650</b>	<b>\$1,587,449</b>	<b>\$2,640,099</b>	<b>-\$108,350</b>	<b>-\$1,460,551</b>	<b>-\$1,568,901</b>

- 5 Please provide a complete accounting of all intra-district transfers received by or transferred from PCSB during FY13 and to date in FY14. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within PCSB the transfer affected.**

N/A - No intra-district transfers occurred during FY13. None are anticipated during FY14.

- 6 Please provide a complete accounting of all reprogrammings received by or transferred from the PCSB during FY13 and to date in FY14. For each, please provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.**

N/A – No reprogrammings occurred during FY13. None are anticipated during FY14.

- 7 Please provide a list of all PCSB’s fixed costs budget and actual dollars spent for FY13 and to date in FY14. Include the source of funding and the percentage of these costs assigned to each PCSB’s program. Please provide the percentage change between PCSB’s fixed costs budget for these years and a narrative explanation for any changes.**

PCSB’s annual fixed costs budget includes rent, security, janitorial services, and electricity, which are included in the agency’s lease payments. The funding source is primarily special purpose funding.<sup>1</sup>

	<b>FY13 Actual</b>	<b>FY14 Budgeted</b>
Total	\$387,322	\$394,000
Percentage Change	---	2%

The yearly 2% increase in PCSB’s fixed costs budget represents higher rental expenses for our 3333 14<sup>th</sup> St NW office location. Of the projected \$394,000 fixed costs budget in FY14, PCSB spent \$90,924 as of December 2013.

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<sup>1</sup> Special source funding is comprised of the 0.5% oversight administrative fee that PCSB charges to DC public charter schools.

- 8 Please provide the capital budget for PCSB and all programs under its purview during FY13 and FY14, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY13 and FY14. Did any of the capital projects undertaken in FY13 or FY14 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact.**

As a charter authorizer, PCSB does not own or maintain school buildings. As a result, PCSB's capital budget has typically been minimal. Capital budget costs have included computers, technology, furniture, and maintenance. There were no capital projects in FY13 or projected in FY14 that have or will affect PCSB's operating budget.

In FY13, the total capital expense was \$15,600. In FY14, PCSB's budgeted capital expense is \$30,000. These expenses include new technology that will allow the agency to conduct and broadcast meetings in more venues and communities, expanding its reach. PCSB has spent approximately \$4,000 in FY14 to date.

- 9 Please provide the capital budget for PCSB and all programs under its purview during FY13 and FY14, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY13 and FY14. Did any of the capital projects undertaken in FY13 or FY14 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact. Please provide a current list of all properties supported by the PCSB budget. Please indicate whether the property is owned by the District or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, electric).**

PCSB is an independent DC agency. PCSB holds two operating leases for office space at 3333 14<sup>th</sup> Street, NW, Washington DC. First, PCSB leases its office space on the second floor under an operating lease with Tivoli, effective July 15, 2005 until June 30, 2015. Second, PCSB entered into a sublease agreement for the office space on the third floor and the conference room of its current location, effective March 1, 2007. This agreement was renewed on June 2010, and expires on June 30, 2015.

In FY13, PCSB's annual fixed costs was \$387,322. The budgeted FY14 annual fixed costs amount is \$394,000.

**10 Please describe any spending pressures for public charter schools and PCSB that existed in FY13. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.**

In FY13, there were no spending pressures for public charter schools and PCSB.

**11 Please identify potential areas where spending pressures may exist in FY14 for PCSB and public charter schools. Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY14 budget.**

For PCSB and public charter schools there are no potential areas where spending pressures may exist in FY14.



**12 Please provide a list of all FY13 full-time equivalent positions for PCSB, broken down by program and activity. In addition, for each position please note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).**

<b>Department &amp; Team</b>	<b>Full-time Equivalent Positions</b>	<b>Employee</b>	<b>Filled/ Vacant</b>	<b>Source of Funds</b>
Executive	Executive Director	Scott Pearson	Filled	local
Executive	Executive Assistant	Isoken Igodan	Filled	local
School Performance Department	Deputy Director	Naomi Deveaux	Filled	local
School Performance Department	Program Assistant	Katherine Dammann	Filled	local
School Performance Department: School Quality and Accountability Team	Manager, School Quality and Accountability	Rashida Tyler	Filled	local
School Performance Department: School Quality and Accountability Team	School Quality and Accountability Specialist	Emily Nolan McGann	Filled	local
School Performance Department: School Quality and Accountability Team	School Quality and Accountability Specialist	Erin Kupferberg	Filled	local
School Performance Department: School Quality and Accountability Team	School Quality and Accountability Specialist	Sareeta Schmitt	Filled	local
School Performance Department: School Quality and Accountability Team	Data Analyst	Ashok Oli	Filled	local
School Performance Department: School Quality and Accountability Team	School Quality and Accountability Specialist	Taunya Nesin	Vacant	local
School Performance Department: Equity and Fidelity Team	Manager, Equity and Fidelity Specialist	Rashida Kennedy	Filled	local
School Performance Department: Equity and Fidelity Team	Equity and Fidelity Specialist (part-time)	Charlotte Cureton	Filled	local
School Performance Department: Equity and Fidelity Team	Data and Policy Analyst	Tim Harwood	Filled	local
School Performance Department: Equity and Fidelity Team	Senior Specialist, Special Education	Avni Patel	Filled	local
School Performance Department: Equity and Fidelity Team	Equity and Fidelity Specialist	Laterica Quinn	Filled	local
School Performance Department: Charter Agreement Team	Manager, New School Development	Monique Miller	Filled	local
School Performance Department: Charter Agreement Team	Charter Agreement Specialist	Sarah Medway	Filled	local
School Performance Department: Charter Agreement Team	Education Pioneer Data Analyst Fellow	Charlie Sellew	Filled	local

<b>Department &amp; Team</b>	<b>Full-time Equivalent Positions</b>	<b>Employee</b>	<b>Filled/ Vacant</b>	<b>Source of Funds</b>
School Performance Department: Charter Agreement Team	Georgetown Fellow	Katrina Homel	Filled	local
School Performance Department: Data Team	Manager, Systems and Strategy	Mikayla Lytton	Filled	local
School Performance Department: Data Team	Data Management Associate	Melodi Sampson	Filled	local
School Performance Department	Senior Policy Advisor, Special Education	Tameira Lewis	Filled	local
Finance and Operations Department	Director of Finance and Operations	Lin Johnson, III	Filled	local
Finance and Operations Department	Operations Associate	Charlene Haigler- Mickles	Filled	local
Finance and Operations Department	Receptionist	Janell Davis	Filled	local
Finance and Operations Department	Operations Assistant	Sasha Speed	Filled	local
Finance and Operations Department	Financial Manager (Detailed from Office of the Chief Financial Officer )	Alonso Montalvo		local
Finance and Operations Department	Financial Manager	Vacant	Vacant	local
Communications Department	Director of Communications	Theola Labbé- DeBose	Filled	local
Communications Department	Communications Associate	Tomeika Bowden	Filled	local
Communications Department	Government Relations Liaison	Vacant	Vacant	local
Communications Department	Deputy Press Secretary	Vacant - new role	Vacant	grant funded
Human Capital and Strategic Initiatives Department	Director, Human Capital and Strategic Initiatives	Clara Hess	Filled	local
Human Capital and Strategic Initiatives Department	Human Capital Associate	Patricia Cisneros	Filled	local
Human Capital and Strategic Initiatives Department	Manager, Intergovernmental Relations and School Support	Audrey Williams	Filled	local
Human Capital and Strategic Initiatives Department	My School DC, Project Manager	Sujata Bhat	Filled	grant funded
Human Capital and Strategic Initiatives Department	My School DC, Parent Engagement Manager	Aryan Rodriguez Bocquet	Filled	grant funded
Human Capital and Strategic Initiatives Department	My School DC, Data Manager	Aaron Parrott	Filled	grant funded
Legal Department	General Counsel	Nicole Streeter	Filled	local
Legal Department	Deputy General Counsel	Vacant - new role	Vacant	local

**13: How many vacancies were posted for PCSB during FY13? To date in FY14? Which positions? Why was the position vacated?**

- **In addition, please note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.**

<b>FY13: 7 total vacancies posted</b>					
<b>Posted vacancy</b>	<b>Reason for vacancy</b>	<b>Steps take to fill vacancy</b>	<b>Length of vacancy</b>	<b>Currently filled or vacant?</b>	<b>Funding source</b>
Financial Analyst	New position	Position announcement posted online in multiple sources	Seven weeks	Filled then vacated when incumbent transferred internally. Role revised and posted in FY14	Local
Communications Associate	Incumbent vacated role	Position announcement posted online in multiple sources	Fifteen weeks	Filled	Local
Program Assistant	New position	Position announcement posted online in multiple sources	Eight weeks	Filled	Local
My School DC, Project Manager	New position	Position announcement posted online in multiple sources, outreach to task force members	Five weeks	Filled	Grant funded
School Quality and Accountability Specialist	Incumbent vacated role	Position announcement posted online in multiple sources	Eleven weeks	Filled then vacated. Posted in FY14 and filled.	Local
Data Management Associate	Incumbent vacated role	Position announcement posted online in multiple sources	Seventeen weeks	Filled	Local
My School DC, Parent Engagement Manager	New position	Position announcement posted online in multiple sources	Eight weeks	Filled	Grant funded

**FY14 to date: 10 total vacancies posted**

<b>Posted vacancy</b>	<b>Reason for vacancy</b>	<b>Steps take to fill vacancy</b>	<b>Length of vacancy</b>	<b>Currently filled or vacant?</b>	<b>Funding source</b>
Manager, Intergovernmental Relations and School Support	New position	Internal transfer	Two weeks	Filled	Local
Director of Finance and Operations	Incumbent vacated role	Position announcement posted online in multiple sources	Four weeks	Filled	Local
My School DC, Data Manager	New position	Position announcement posted online in multiple sources	Six weeks	Filled	Grant funded
Equity and Fidelity Specialist	Incumbent vacated role	Position announcement posted online in multiple sources	Ten weeks	Filled	Local
School Quality and Accountability Specialist	New position	Position announcement posted online in multiple sources	Ten weeks	Filled	Local
School Quality and Accountability Specialist	Incumbent vacated role	Position announcement posted online in multiple sources	One month	Filled	Local
Deputy General Counsel	New position	Position announcement posted online in multiple sources	Vacant	Vacant	Local
Financial Manager	Incumbent was promoted	Position announcement posted online in multiple sources	Vacant	Vacant	Local
Government Affairs Liaison	Incumbent transferred internally	Position announcement posted online in multiple sources	Vacant	Vacant	Local
Deputy Press Secretary	New position	Position announcement posted online in multiple sources	Vacant	Vacant	Grant funded

**14 How many employee performance evaluations were completed in FY13 and how was performance measured against position descriptions? To date in FY14? What steps are taken to correct poor performance and how long does an employee have to correct their performance?**

PCSB conducts annual performance evaluations of all full-time and part-time employees, as well as three-month reviews of new employees. To ensure that all employees are meeting individual job requirements, the performance evaluation includes a list of performance goals for the evaluation period and whether or not the employee met the goals, as well as a list of performance goals for the next year. Additionally, each employee participates in an interim “step-back” review half way through the annual review cycle. Managers work with each employee to address areas of weakness and build on strengths. Employees who display poor performance are given sufficient time to improve depending on the performance area of concern through the use of direct manager feedback and/or personal improvement plans.

Annual reviews are conducted in the summer. Performance evaluations have been conducted or are underway now for all full-time and part-time employees. Approximately 99% of the PCSB team has undergone performance evaluations. The PCSB team also includes fellows to support its work; some of these fellows are employed by other entities, and thus not subject to the same review process. In addition, some individuals are employed as contractors. These individuals are subject to specific contractual deliverables and services but not reviewed in the same manner as part-time and full-time PCSB employees.

**15 Please provide a current organization chart for PCSB and the name of the employee responsible for the management of each office/program. (If applicable, please provide a narrative explanation of any organizational changes made during FY13 or to date in FY14.)**

- **A list of all employees who receive cellphones, personal digital assistants, or similar communication devices at agency expense and the cost per each employee**
- **A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY13 and to date in FY14, and the amount;**
- **A list of travel expenses for FY13 and to date in FY14, arranged by employee;**
- **A copy of the agency’s employee handbook and description of any changes made in FY13 and FY14 to date; and**
- **A list of the board of trustees at each public charter school LEA.**

Cellphones, PDA’s or Similar Communication Devices

- Scott Pearson – Ipad with monthly data plan
- Tomeika Bowden, Communications Dept. – Ipad with monthly data plan

Bonuses, Special Pay, Additional Compensation, and Hiring Incentives

<b>FY13</b>	
<b>Employee</b>	<b>Bonus Amount</b>
Scott Pearson	\$3,083
Isoken Igodan	\$500
Naomi DeVeaux	\$3,583
Rashida Tyler	\$500
Emily Nolan McGann	\$500
Erin Kupferberg	\$500
Ashok Oli	\$500
Rashida Kennedy	\$500
Charlotte Cureton	\$500
Tim Harwood	\$500
Avni Patel	\$500
Monique Miller	\$500
Sarah Medway	\$500
Mikayla Lytton	\$500
Charlene Haigler-Mickles	\$500
Janell Davis	\$500
Theola Labbé-DeBose	\$3,583
Clara Hess	\$3,583
Patricia Cisneros	\$500
Audrey Williams	\$500

<b>FY13</b>	
<b>Employee</b>	<b>Bonus Amount</b>
Nicole Streeter	\$3,583
Richard Fowler	\$3583
Jeremy Williams	\$500
Carolyn Trice	\$500
Ino Okoawo	\$500
Mustafa Nustraty	\$500
Jackie Boddie	\$500
Linda Hamilton	\$500
<b>Employee</b>	<b>Hiring Bonus Amount</b>
Lin Johnson	\$5,000
Tomeika Bowden	\$2,000
Sujata Bhat	\$10,000

<b>FY14</b>	
<b>Employee</b>	<b>Bonus Amount</b>
Scott Pearson	\$1,500
Isoken Igodan	\$1,750
Naomi Deveaux	\$16,750
Katherine Dammann	\$250
Rashida Tyler	\$4,250
Emily Nolan McGann	\$3,250
Erin Kupferberg	\$4,750
Ashok Oli	\$1,750
Rashida Kennedy	\$6,250
Amanda Stefanski	\$2,500
Charlotte Cureton	\$2,750
Tim Harwood	\$3,250
Avni Patel	\$3,250
Monique Miller	\$250
Sarah Medway	\$5,250
Charlie Sellw	\$250
Katrina Homel	\$250
Mikayla Lytton	\$3,250
Melodi Sampson	\$250
Lin Johnson	\$250
Charlene Haigler-Mickles	\$1,720
Janell Davis	\$2,250
Sasha Speed	\$250
Theola Labbé-DeBose	\$10,750
Tomeika Bowden	\$250
Clara Hess	\$15,250
Patricia Cisneros	\$1,750

<b>FY14</b>	
<b>Employee</b>	<b>Bonus Amount</b>
Audrey Williams	\$3,250
Sujata Bhat	\$250
Aryan Rodriguez Bocquet	\$250
Aaron Parrott	\$250
Nicole Streeter	\$16,750
Alfred Dunn	\$250
Amanda Stefanski	\$2500

### **Employee Handbook Changes**

In FY13 PCSB updates its employee handbook to include sexual orientation to the list of statuses protected under our equal employment opportunity practices. PCSB also clarified its formal complaint and grievance procedures in the case of a complaint against the Executive Director. PCSB added the following sentence to the section on employee conduct: “Employees should behave with decorum and in a polite manner to all staff and visitors.” In the section on outside employment PCSB added the prohibition of using PCSB computers for any outside employment activities. PCSB also revised the employee dress code to allow for business casual dress when at the office and not in meetings with external stakeholders.

In FY14 PCSB updated its employee handbook to include a new provision on outside employment. All current and new employees received an updated copy of this handbook.<sup>1</sup>

### **Working or Volunteering at Charter Schools.**

As written in the Employee Handbook (pII-1), PCSB employees may not work for a DC public charter school, or group applying for a charter, without written permission from the Executive Director. Unless tutoring students, PCSB employees may not volunteer for a DC public charter school, or group applying for a charter, without written permission from the Executive Director.

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<sup>1</sup> A copy of this handbook is enclosed in this section tab for Council review.





DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD

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# Employee Handbook

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**October 2013**

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As an independent agency of the District of Columbia Government, the PCSB's Handbook is superseded by the District Personnel Manual (DPM) in cases of omission. However, the PCSB's compensation and employee benefits programs are different from those provided to the DC Government employees.

## ***Handbook Receipt Form***

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**I acknowledge that I have received my personal copy of the “*District of Columbia Public Charter School Board (PCSB) Employee Handbook*” and that I have carefully read the information concerning the policies and other information applicable to employees of PCSB.**

I understand the policies and other information described in the handbook and I accept responsibility and accountability for adhering to the principles and policies concerning my business conduct while employed by PCSB. I am also aware that violations of these principles can lead to disciplinary action, up to and including dismissal.

In addition, I understand that this handbook states PCSB’s policies and practices in effect, as of the date of publication. I understand that nothing contained in the handbook may be construed as creating a promise of future benefits or an express or implied binding contract with PCSB for benefits or for any other purpose.

*I agree that this handbook does not constitute an employment or other form of contract, that it may be revised at any time at PCSB’s sole discretion, without prior notice, and that it in no way changes the fact that PCSB’s relationship with me is governed by the legal doctrine of “employment at will”.*

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**Date**

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**Employee’s Name Printed**

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**Employee’s Signature**

## ***Introduction***

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The District of Columbia Public Charter School Board (PCSB) is an independent agency within the District of Columbia (DC) government, established in 1997, to authorize, hold accountable, and when necessary, revoke public charter schools in Washington, D.C.

The PCSB Board of Directors is comprised of seven members who are appointed by the Mayor and confirmed by the City Council. The PCSB Board of Directors is responsible for reviewing and approving charter school petitions and providing oversight of the charter schools it authorizes. The PCSB Board of Directors defines the agency's policies and hires staff to implement them. According to the DC Code, the Chair of the Board has legal authority to "appoint, terminate, and fix the pay" of an Executive Director and other staff. The Executive Director makes recommendations to the Chair of the Board for hiring of other staff, and supervises staff in the day-to-day operation of PCSB.

### **Vision Statement**

PCSB's vision is to lead the transformation of public education in DC, and serve as a national role model for charter school authorizing and accountability.

### **Mission Statement**

PCSB's mission is to provide quality public school options for DC students, families, and communities through:

- A comprehensive application review process;
- Effective oversight;
- Meaningful support; and,
- Active engagement of its stakeholders.

Because PCSB's mission is to serve the DC community and its budget comes mostly from public funding sources, PCSB believes that its employees have a special responsibility to adhere to the highest standards of ethics and professionalism in representing the organization and carrying out its mission.

### **Purpose of the Employee Handbook**

The PCSB employee handbook is intended to serve as a guide for the personnel policies and practices of PCSB. It is not a contract of employment, and its provisions shall not constitute contractual obligations enforceable against PCSB.

PCSB reserves the right to make changes, from time to time, with or without notice, in the policies and practices described in the employee handbook. Moreover, because it is impossible to anticipate every situation that may arise, PCSB reserves the right to address a situation in a manner different from that described herein if, in PCSB's discretion, the circumstances so warrant.

If you have questions about the policies and procedures described in this handbook, or suggestions for improvement, please see a member of the PCSB leadership team.

# ***Section I – Employment Practices***

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## **Staff Structure**

The PCSB is lead by the Executive Director, with a leadership team consisting of the Deputy Director, General Counsel, Director of Finance and Operations, Director of Human Capital and Strategic Initiatives, and Director of Communications. The Executive Director, in consultations with appropriate directors, directs and oversees all hiring and firing decisions, performance evaluations, base salary and bonus determinations, and all other major PCSB personnel decisions. The Executive Director reports and is accountable to the DC Public Charter School Board for staff operations and organizational performance.

## **Employment At-Will**

PCSB abides by the legal doctrine of "Employment At-Will." This means that an employee's employment can be terminated "at-will" (i.e., at the option of the employer or employee at any time, with or without prior notice and with or without cause).

Being hired by PCSB is neither a guarantee of employment for any specified duration nor an employment contract of any kind. Any exception to the "Employment At-Will" policy may occur only with written authorization from the Executive Director.

Notwithstanding anything to the contrary in any section of this employee handbook, including any language which otherwise might be construed as a promise, this employee handbook is not intended to create, nor does it create, any expressed or implied contractual rights in any person.

This employee handbook is not a contract or any offer to form a contract, and it does not create any binding contractual commitments between employees and PCSB regarding any subject, and does not alter or limit the at-will employment status of PCSB's employees.

By proceeding to any section in this employee handbook, employees are acknowledging their knowledge and understanding that the employee handbook neither creates any contractual rights nor alters their status as an at-will employee.

Further, by acknowledging receipt of the employee handbook, employees agree to abide by the terms of this policy and accept this doctrine as the basis of their employment with PCSB.

## **Equal Employment Opportunity**

PCSB greatly appreciates the talent and dedication of employees and is dedicated to treating all employees with dignity and respect. This includes a commitment to providing a pleasant and safe work environment. It also includes a commitment to maintaining a well-trained, knowledgeable management team that is willing to do what is necessary to foster good employee relations and ensure PCSB's success in achieving its mission.

PCSB is an equal employment opportunity employer in both policy and practice. Accordingly, we recruit, hire, train, promote and make all other employment decisions without regard to race, color, religion, national origin, sex, age, marital status, sexual orientation, veteran or parental status, disability (except where related to ability to perform the job) or any other status protected by applicable federal, state, or local law. Further, in carrying out this commitment, we make



## ***Section I – Employment Practices***

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reasonable accommodations when necessary for applicants and employees with known disabilities to perform essential job functions.

It is also our policy that any form of discrimination or harassment on the basis of race, color, religion, national origin, sex, age, marital status, sexual orientation, veteran or parental status, disability or any other status protected by federal, state, or local law will not be tolerated in the workplace. Included within this prohibition is any form of sexual harassment, whether it involves verbal or physical conduct or otherwise interferes with employees work or working environment.

### **Discrimination**

PCSB believes that employees have the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, PCSB expects all relationships among individuals in the office will be business-like and free of bias, prejudice and harassment.

It is PCSB's policy to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, age, disability, marital status, sexual orientation, citizenship or any other characteristic protected by law. Any such discrimination or harassment is strictly prohibited. It is also PCSB's policy to comply fully with all applicable state or local laws, which may forbid discrimination on the basis of other characteristics.

The conduct prohibited by this policy applies not only to conduct exhibited by fellow employees or volunteers but also to persons not directly connected to PCSB (e.g., outside vendors, consultants, contractors, customers, etc.). Further, the conduct prohibited by this policy involves not only conduct in the workplace but also in any work-related setting outside the workplace, such as during business trips, business meetings and business-related social events.

PCSB encourages prompt reporting of all perceived incidents of discrimination or harassment so that they may be investigated. PCSB strictly prohibits retaliation against employees who report discrimination or harassment or who participate in an investigation of such reports.

### **Policy Applicability**

PCSB's policy against discrimination applies to any aspect of the employer-employee relationship. This relationship includes but is not limited to:

- PCSB-sponsored social and recreational programs;
- Benefits;
- Compensation;
- Disciplinary actions;
- Hiring;
- Recruiting;

## ***Section I – Employment Practices***

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- Leaves of absence;
- Promotions;
- Recruiting;
- Training and development;
- Position upgrades; and
- Work environment.

### **Harassment**

PCSB is committed to a work environment in which all employees are treated with respect and dignity. Employees have the right to work in a professional atmosphere that prohibits discriminatory practices, including harassment. PCSB expects that all relationships among persons in the workplace (or during company-sponsored events) to be business-like and free of bias, prejudice and harassment.

#### **Definition of Harassment**

Harassment on the basis of any protected characteristic also constitutes discrimination. Under this policy, harassment is considered to be verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of their race, color, religion, sex, national origin, age, disability, marital status, citizenship or any other characteristic protected by law or that of their relatives, friends or associates, and that:

- Has the purpose or effect of creating an intimidating, hostile or offensive work environment;
- Has the purpose or effect of unreasonably interfering with an employee's work performance; or
- Otherwise adversely affects an employee's employment opportunities.

It is the policy of PCSB to vigorously investigate reports of sexual harassment and prohibit retaliation against individuals who report such an incident or participate in an investigation. If sexual harassment is found to exist in the workplace, immediate and appropriate disciplinary action will be taken up to and including dismissal.

#### **Definition of Sexual Harassment**

Sexual harassment, one form of prohibited harassment, consists of unwelcome sexual advances, requests for sexual favors or other verbal or physical acts of a sexually-biased nature where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- An employment decision is based on an individual's acceptance or rejection of such conduct; or

## ***Section I – Employment Practices***

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- Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It also includes non-sexual behaviors such as verbal abuse that reflects harassment of an individual as a result of their sex or other status, regardless of whether sexual innuendo is used.

Sexual harassment may also include a range of subtle and not so subtle behaviors that may involve individuals of the same or different gender.

Some examples of inappropriate behavior are:

- Unwanted sexual advances or requests for sexual favors;
- Sexual jokes and innuendo;
- Verbal abuse of a sexual nature;
- Commentary about an individual's body, sexual prowess or sexual deficiencies;
- Leering;
- Whistling or touching;
- Insulting or obscene comments or gestures;
- Display in the workplace of sexually suggestive objects or pictures; and
- Other physical, verbal or visual conduct of a sexual nature.

### **Incident Reporting**

Employees are strongly encouraged to report all perceived incidents of discrimination, harassment and/or retaliation, regardless of the offender's identity or position. Employees who believe they have been the victim of such conduct should discuss their concerns with their manager.

PCSB also encourages employees who believe they are being subjected to such conduct to promptly advise the offender that their behavior is inappropriate and request that it be discontinued. Often this action will resolve the matter. However, individuals have the option to pursue such matters through informal or formal complaint procedures, as they feel appropriate.

### **Complaint Procedures**

#### Informal Discussion

If, for any reason, employees do not wish to address the offender directly, or if such action does not successfully end the offensive conduct, employees should notify their manager or the ombudsperson.

Employees reporting discrimination, harassment or retaliation should be aware, however, that PCSB might deem it is necessary to take action to address such conduct beyond an informal discussion. This decision will generally be discussed with the employee. The best course of

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action in any case will depend on many factors and, therefore, the informal procedure is flexible by design.

NOTE: The informal complaint procedure is not a required first step for employees wishing to report a perceived incident of conduct prohibited by this policy. However, if employees feel they are the victim of discrimination, harassment or retaliation, they must bring it to the attention of management through either the formal or informal procedure.

### Formal Procedure

Employees who believe they have been the victim of discrimination, harassment or retaliation or who believe they have witnessed such conduct may choose to formally report their concerns, in writing, to their manager. If the manager is the person accused of the inappropriate conduct, the employee may submit the written complaint to the Executive Director. If the Executive Director is the person accused of the inappropriate conduct, the employee may submit the written complaint to the Board Chair. PCSB encourages prompt reporting so that rapid and constructive action can be taken.

All reported allegations of discrimination, harassment, or retaliation will be investigated promptly. Such investigations may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. It may also include review of personnel files and other pertinent documents for the purpose of discovering or analyzing facts.

Confidentiality is maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action. Additionally, if the complainant inquires about the status of a pending discrimination complaint, the complainant must be advised that management may not discuss the case.

Misconduct constituting discrimination, harassment or retaliation is dealt with appropriately. Responsive action may include:

- Training;
- Referral to counseling;
- Disciplinary actions such as warnings or reprimands;
- Demotions and/or withholding promotions;
- Reassignment;
- Suspension without pay; and
- Dismissal.

Employees who have questions or concerns about this policy should contact their manager or a member of the PCSB leadership team.

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### **Americans with Disabilities Act**

PCSB is committed to the protection of qualified individuals from employment discrimination because of a disability, in accordance with the Americans with Disabilities Act (ADA) of 2008. Under ADA disability is defined as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment.

This commitment applies to all phases of the employment process, including: job application, hiring, advancement, discharge, compensation and training. Applicants or employees who satisfy the particular job requirements for educational background, employment experience, skills, licenses, and any other qualification standards that are job-related, and who are able to perform the tasks as essential to the job, with or without reasonable accommodation, are protected. Employees should bring complaints of discrimination to the attention of their manager.

If the person charged with discrimination is an employee's manager, employees should take the complaint directly to the Executive Director. If the person charged with discrimination is the Executive Director or a member of the PCSB, employees should take the complaint directly to the Board Chair.

After notification of a complaint, an impartial investigation will be initiated by the manager (or the Executive Director, if necessary) as soon as possible, and not later than three (3) weeks from the date the complaint was filed. After the investigation has been completed, a determination will be made by the Executive Director or Board Chair, if necessary, regarding the resolution of the case within five (5) days of the completion of the investigation. If warranted, the disciplinary action will be taken up to and including involuntary termination.

This policy prohibits retaliation against employees who bring discrimination charges or who assist in investigating charges. Employees who bring a good faith discrimination complaint or assists in the investigation or such a complaint will not be adversely affected in terms and conditions of employment, nor discriminated against or discharged because of the complaint.

## ***Section II – Workplace Conduct and Expectations***

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### **Employee Conduct**

PCSB is committed to providing a professional and safe work environment for all employees. To ensure this environment is maintained, it is important that all employees conduct themselves in a professional and honest manner. Employees should behave with decorum and in a polite manner to all staff and visitors.

The information discussed here is intended to serve as a framework to guide employee conduct on a day-to-day basis. The list is not meant to be all-inclusive, and other circumstances may arise that require the discipline and/or immediate dismissal of an employee.

### **Code of Ethics**

All PCSB employees are expected to maintain a high standard of ethical business practices in their accepted roles and responsibilities, and in all operations.

It is the policy of PCSB to fully comply with the intent and spirit of all applicable laws and regulations. PCSB expects its employees to conduct themselves in a professional and honest manner. Further PCSB expects employees to conduct business in accordance with the letter and spirit of relevant laws and refrain from dishonest or unethical conduct.

### **Outside Employment**

This policy sets forth guidelines and restrictions for PCSB employees who wish to engage in paid employment activities outside of PCSB.

Outside employment is defined as employment not compensated through PCSB for activities including consulting, part-time and short-term employment in general. PCSB employees may engage in outside employment activities outside PCSB hours and away from PCSB subject to the following restrictions:

- The outside employment must not interfere with performance of their duties; and
- The outside employment must not create a real or apparent conflict of interest.

All outside employment activities must be conducted without the use of PCSB supplies, equipment, including computers, or facilities; or the use of privileged, official, or protected information. No portion of PCSB time may be devoted to private purposes. Details regarding restrictions that apply to outside employment are discussed below.

#### **Restrictions on Outside Employment**

- Working or Volunteering at Charter Schools. PCSB employees may not work for a DC public charter school, or group applying for a charter without written permission from the Executive Director. Unless tutoring students, PCSB employees may not volunteer for a

## ***Section II – Workplace Conduct and Expectations***

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DC public charter school, or group applying for a charter without written permission from the Executive Director.

- **Interference with the Performance of Job Duties.** Outside employment activities must occur outside an employee's work schedule. PCSB employees may not engage in outside employment activities that interfere with their work assignment or the satisfactory performance of their job duties.
- **Conflicts of Interest.** Conflicts of interest are not permitted, regardless of the amount of compensation or time base. The following guidelines are used to determine whether a real or apparent conflict of interest would exist as a result of outside employment. Questions concerning potential conflicts of interest should be referred to the Executive Director.

**Avoidance of Unfair Competitive Advantage.** An employee's employment, consulting, or other business activity(s) outside of PCSB may not influence decisions made at PCSB in such a way as to give unfair competitive advantage to an outside business organization.

- **Separation of PCSB and Private Interests.** An employee's outside employment, consulting or other outside business activity must not affect PCSB's business dealings with an outside organization in which the employee or a near relative of the employee has a financial interest.
- **Use of Confidential Information.** The use of confidential information for personal financial gain is a type of conflict of interest and is prohibited. Confidential information is information that is known to an individual because of their connection with PCSB but is not available to the public.

### **Disclosure and Reporting Requirements**

Employees engaged in outside business activity as defined in this policy are required to disclose the following information to PCSB, in order for outside business activities to be reviewed for continued appropriateness and to assure that outside business activities meet PCSB requirements:

- Changes in an employee's outside employment relationship or assignment;
- An appreciable change in the number of hours involved; and/or
- Notification that the employee is the target of an investigation by a federal or state agency.

Disclosure and reporting of outside employment activity should be provided in writing to the manager and Director of Human Capital and Strategic Initiative for the employee file.

### **Employment of Relatives/Personal Relationships**

In an effort to ensure fairness and objectivity, and to avoid conflicts of interests or favoritism, nepotism or bias by one employee toward another, PCSB has established the following guidelines:

## ***Section II – Workplace Conduct and Expectations***

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- Managers may not date a subordinate;
- No employee is permitted to hire a relative;
- When related persons work for PCSB, one relative may not supervise another; and
- Related persons may not be involved in evaluating each other's job performance or in making recommendations for salary adjustments, promotions or other budget-related decisions.

For the purposes of this policy only, the terms “*relative*” and “*related person*” are deemed to include individuals related by marriage, blood or adoption, or by virtue of a domestic partnership.

Potential conflicts of interest also may involve current employees who establish a formal relationship (e.g., marriage), or begin dating each other. A potential conflict-of-interest situation may exist when such employees work in the same office or department (or in a manager/subordinate relationship), or when one employee has access to confidential information.

Although PCSB does not prohibit hiring relatives or those with a close relationship to current employees, applicants are required to disclose any such relationships.

### **Conflict of Interest**

All employees are expected to maintain a high standard of ethical business practices in their accepted roles and responsibilities, and in all PCSB operations.

Outside activities, actions, employment or proprietary interests that jeopardize, displace, overlap with, or materially interfere with PCSB interests form a basis for conflict and are prohibited.

All business transactions conducted in the name of the PCSB are to be made in an objective manner, free from favoritism, nepotism or bias. This includes any business, management or financial interest or activity in any entity that is a customer or supplier of PCSB. An employee's failure to report a potential conflict of interest to their manager may subject the employee to disciplinary action, up to and including termination.

### **Work Hours and Attendance**

#### **Basic Workweek**

The regular, full-time workday is from 9:00 a.m. to 5:30 p.m. and the regular full-time work week is from Monday to Friday. PCSB may consider adjustments in the time parameters of the workday on a case-by-case basis. No employee will make arrangements to arrive for work after 10:00 a.m. An employee should discuss this matter with their manager for approval.



## ***Section II – Workplace Conduct and Expectations***

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Lunch and breaks for non-exempt employees should be scheduled and taken according to the applicable state's wage and hour laws. Managers are responsible for ensuring adequate coverage during lunch periods and exceptions to such schedules can only be approved by managers.

Non-exempt, full-time employees, whether regular or temporary, are required to take a minimum of thirty (30) minutes (unpaid) for lunch each day. Subject to state law, non-exempt, part-time employees, whether regular or temporary, may work up to five (5) hours per day without a lunch period.

### **Attendance**

Employees are expected to report to work when scheduled and to be on time. Regular attendance and punctuality are essential to the efficient operation of all PCSB activities, and they are a requirement for continued employment. We do recognize that occasional illness or extenuating personal reasons may cause unavoidable absence or tardiness. PCSB's expectations when such instances occur are described below.

#### Early Departure

If employees need to leave work before the end of their scheduled work period, they must obtain permission from their manager prior to leaving.

#### Makeup Time for Tardiness and Short Absences (Non-Exempt Employees)

As stated above, all employees are expected to arrive at work on time. In the event non-exempt employees arrive more than one hour late for work in the morning or returning from lunch will be required to use personal or vacation leave for the time missed.

#### Vacation Leave

Employees are expected to request approval of vacation leave, in advance, from their manager.

#### Failure to Report to Work

Employees, whether exempt or non-exempt, are expected to call-in prior to being absent from work (unless an emergency situation makes this impossible). If an employee is off from work or late for any reason and has not received advance permission for the absence, he or she must call his or her manager before 8:45 a.m. to report the absence or lateness.

Employees who fail to report to work without contacting their manager or leaving their manager a message for three (3) consecutive workdays will cause PCSB to consider the employee to have voluntarily "abandoned" their job. In this situation, employees will be removed from the payroll and will be ineligible for rehire.

Further, absence without prior official leave approval for three (3) separate days within a two (2)-month period will be grounds for disciplinary action. Such action may be reconsidered if an employee provides acceptable, detailed and verifiable written evidence of extenuating circumstances immediately upon return.

## ***Section II – Workplace Conduct and Expectations***

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### **Professional Appearance**

Employees are expected to maintain an appropriate appearance that is businesslike, neat and clean, as determined by the requirements of their position. PCSB reserves the right to define appropriate standards of appearance for the workplace.

As a general rule, PCSB maintains a policy allowing business casual dress in the workplace when the employee has no external meetings. In the event of external meetings, employees are to dress in business attire. However, employees are expected to wear attire that is appropriate for the workplace at all times. Examples of unacceptable attire include:

- Leggings (or Spandex pants) and shorts;
- Sweats/exercise clothes;
- Flip-flop plastic sandals, slippers or bedroom shoes;
- Clothing that reveals undergarments or resembles sleepwear, i.e. camisole appearance; and
- Clothing that is tight fitting, revealing, or with holes or tears.

### **Workplace Infractions**

PCSB recognizes that each problem that may arise in the workplace will present a unique set of circumstances. When this happens, the unique situations will be addressed based on the individual facts and the context of relevant surrounding circumstances. For this reason, the list of infractions below is not intended to alter the “at-will” employment relationship and is merely illustrative of the types of conduct that will not be tolerated.

The following is a partial list of infractions that will result in disciplinary action or dismissal:

- Insubordination or refusal to comply with instructions;
- Disclosing information about PCSB that has been identified as confidential;
- Falsification of organizational records, documents and communications of any kind;
- Excessive, unscheduled absences and tardiness;
- Discovery by PCSB that criteria utilized in the hiring process was false or purposely misleading;
- Failure to comply with finance, accounting or travel guidelines and policies;
- Engaging or participating in activities considered to be unethical or fraudulent;
- Theft or misuse of funds, services, supplies or equipment;
- Downloading of inappropriate information, graphics or software;
- Inability to perform the job;

## ***Section II – Workplace Conduct and Expectations***

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- Failure to adhere to PCSB policies;
- Harassment of any type, discrimination or other prohibited conduct;
- Threatening, coercing or intimidating other employees;
- Immoral, indecent, disrespectful or demeaning conduct;
- Use of abusive language, disorderly conduct;
- Possession of, or attempting to work under the influence of, alcohol or any illegal or controlled substance;
- Violation of criminal laws on PCSB premises or while representing PCSB, and
- Possession of a weapon on PCSB's premises or at a PCSB event.

This list is not all-inclusive.

### **Drug and Alcohol Use**

PCSB is committed to a drug and alcohol free work place during normal business hours. To that end, PCSB's policy forbids the possession, use, distribution or sale of alcohol or illegal drugs in the work place or while employees are on company business. However, the PCSB may sponsor a business-related event(s) where alcohol may be consumed in the work place.

It is the goal of PCSB in establishing this policy to:

- Establish and maintain a safe, healthy working environment for all employees;
- Reduce absenteeism and tardiness and improve productivity; and
- Reduce the risk of injury to other employees, the impaired employee, to third parties, such as colleagues of clients, or to property.

Employees who begin work while impaired or who become impaired while at work are guilty of a major violation of PCSB's policy and federal regulations and subject to severe disciplinary action. Severe disciplinary action can include suspension, dismissal, or any other penalty appropriate under the circumstances. Likewise, the use, possession, transfer, or sale of any substance in PCSB's building or any other work site, such as a conference, is prohibited; and violations are subject to severe disciplinary action.

Employees who are taking prescription drugs that might affect their ability to perform or their safety are responsible for reporting this fact to their manager. The purpose of such reporting is for the protection of the employee (e.g., for safety purposes in case of an adverse reaction to the drug while at work, and to prevent false accusations of illegal substance use).

Maintaining a drug free work environment is an important goal of PCSB. Violation of this policy may lead to disciplinary action up to, and including, termination of employment.

## ***Section II – Workplace Conduct and Expectations***

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### **Smoke-free Workplace**

For health and safety reasons, employees are prohibited from smoking in the workplace or while representing PCSB, except where provided otherwise under state law.

For purposes of this policy, the following definitions apply:

- The “*workplace*” is considered to be all PCSB premises as well as meeting rooms, other facilities, or areas used for PCSB-sponsored functions and events.
- “*While representing PCSB*” is understood to include any time employees are attending a business or social function as part of their role or job duties with PCSB.

Employees who smoke in the workplace or at a PCSB-sponsored event or function will be subject to disciplinary action up to and including termination.

### **Corrective/Disciplinary Action**

PCSB strives to make all employees aware of any performance-related problems. If an employee’s work habits, behavior, attendance, and/or productivity do not meet the requirements of their position, the employee’s manager will point out the deficiencies at the earliest possible opportunity to determine the appropriate course of action.

#### **Categories of Corrective Action**

When a manager determines that an employee is not meeting his/her responsibilities, the manager generally will advise the employee of any gaps between their objectives and actual performance. This can be done through informal discussions or more formalized action. The severity of corrective action depends on the seriousness of the performance issue as determined by the manager, in consultation, with the Human Capital Department.

## ***Section II – Workplace Conduct and Expectations***

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### Informal Counseling

The manager may bring the problem to the attention of an employee first through informal counseling. Employees generally will be advised of the conduct warranting the counseling and of the necessary steps to be followed in order to avoid further management action.

### Letter of Caution

A letter of caution generally will be given to employees in cases where informal counseling has not proven successful or where the manager and the Executive Director determine the infraction should first be addressed at this level.

### A Final Written Warning, Suspension and Dismissal

A final written warning, suspension or dismissal is warranted in cases where employees continue not to meet their responsibilities by engaging in unacceptable conduct after receiving a letter of caution or when the manager, the Director of Business Oversight, or designee determine that the infraction should first be addressed at one of these levels. Except for circumstances warranting disciplining employees at a later step, discipline will normally proceed on the first occasion of adverse conduct following the issuance of a letter of caution to a final written warning. For example, an employee may be placed on Leave Without Pay (LWOP) for a minimum of one half day to a maximum of three days.

### Suspension

An employee's manager may, under certain conditions and in an attempt to achieve fairness, recommend to the Executive Director that an employee be suspended (with or without pay) to allow for a reasonable length of time to gather facts and arrive at a decision.

For each category of corrective action employees shall be given the opportunity to prepare a written response rebutting the facts and/or conclusions contained either in the letter of caution or in the written memo of disciplinary action.

## **Grievance**

Within any group of people working together, honest differences of opinion regarding working conditions or other matters may arise from time to time. PCSB recognizes this and believes that employees having a complaint made in good faith should have the opportunity to be heard and to have any discrepancy resolved without fear of recrimination or penalty. Further, PCSB believes such employees should expect and receive fair and courteous consideration of their complaints and/or problems as well as a prompt reply.

To ensure employees are afforded the opportunity and considerations inherent in this policy, PCSB has established a formal grievance resolution process. This process is applicable to complaints and/or problems related to policy interpretation and/or policy administration.

## ***Section II – Workplace Conduct and Expectations***

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NOTE: This grievance resolution process does not apply to issues specifically related to sexual harassment or discrimination. Please refer to the Sexual Harassment and Discrimination policies in Section I and any applicable state policies for additional information on addressing complaints concerning these issues.

### **Grievance Resolution Process:**

PCSB's grievance resolution process has a number of specific steps which generally must be followed systematically by all employees having a complaint or problem that falls within the scope of this process. These steps and associated target timeframes are summarized below. If employees feel uncomfortable raising their complaint with their manager, they may raise the complaint with the Human Capital Associate or Director of Human Capital.

<b>Grievance Procedure Steps</b>	<b>General Time Frame for Completion</b>
<p>1. An employee brings the matter to the attention of their immediate manager in order to resolve the matter.</p> <ul style="list-style-type: none"><li>▪ If an employee is not satisfied with the suggested resolution, the employee should initiate a meeting with the Executive Director.</li><li>▪ If the employee grievance is with the Executive Director, the employee should submit the grievance in writing to the Board Chair.</li></ul>	5 Days
<p>2. The Executive Director conducts a formal investigation of the employee's complaint and provides the employee with a response.</p>	15 Days

NOTE: Management generally will use its best efforts to complete each step of the grievance procedure within the suggested timeframes. However, this may not always be possible, due to, for example, pressing work issues and vacation and holiday schedules. In addition, certain employee matters may be serious enough that managers should consider bypassing certain steps and bringing the matter directly to the attention of the Human Capital Department.

### **Non-Exempt Employees:**

Federal law requires the maintenance of detailed timekeeping records for all employees eligible for overtime payment. A PCSB timesheet should be used to record and report time worked daily.

Non-exempt employees who do not work a full day and use leave for a portion of the workday should record the applicable leave on their time card to the nearest hour.

## ***Section II – Workplace Conduct and Expectations***

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### **Exempt Employees:**

In instances where the District of Columbia Family and Medical Leave Act applies, exempt employees working a reduced leave schedule in increments of less than one full day should record the time actually worked to the nearest hour.

Exempt employees who are absent for a day or more may receive pay for that absence, to the extent they have any unused vacation leave, sick leave or other paid leave hours. An exempt employee's salary will be reduced only when they miss a full workday or more and have exhausted all available paid leave.

### **Use of Company Property**

A large percentage of PCSB's business is transacted by telephone and email. The telephone equipment of PCSB is provided for the purpose of providing service to our clientele; therefore, employees should try to limit personal calls, whether incoming to outgoing, to those made out of absolute necessity or emergency.

The copier and fax are intended for business use. The equipment may be used for personal reasons, provided it:

- Does not interfere with PCSB business; and
- Is done on personal time (during a break or before or after the work day).

### **Computer Usage**

PCSB operates an electronic information system (EIS) which is comprised of computer hardware, software, network accounts providing e-mail, World Wide Web browsing, etc, and is the property of PCSB. The EIS is intended to be used for business purposes in serving the interests of PCSB in the course of normal operations. This policy provides PCSB employees with an effective and consistent standard relative to the use of computers, e-mail, and internet usage.

The communication systems, as well as the equipment and stored data, are and remain at all times the property of the PCSB. Accordingly, all messages and files created, sent, received or stored within the system should be related to organizational business and are and will remain the property of PCSB.

### **Downloading Software**

Employees are prohibited from downloading software from the internet without prior written approval of the Information Technology Director. Downloading of games from the internet is prohibited. Downloading of any executable files or programs which change the configuration of your system by anyone other than information technology personnel is prohibited. Employees should take extreme caution when downloading software or files from the internet. All files or software should be passed through virus protection programs prior to use. Failure to detect viruses could result in corruption or damage to files and/or unauthorized entry into the PCSB

## ***Section II – Workplace Conduct and Expectations***

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network. It is mandatory that you comply with copyright and trademark laws when downloading material from the internet.

If employees find that any damage occurred as a result of downloading software or files, the incident should be reported immediately to the Information Technology Director.

Employees may not install other on-line services to access the internet on PCSB owned computers. Any questions should be directed to the Information Technology Director.

### **E-mail Usage**

The primary purpose of the electronic mail system is to expedite necessary business communications between two or more individuals. As such, the use of electronic mail is for PCSB's business purposes.

This policy should be read and interpreted in conjunction with all other PCSB policies, including but not limited to policies prohibiting harassment, discrimination, offensive conduct or inappropriate behavior. The content of e-mail messages and other communications, whether oral or written, may not contain anything that would reasonably be considered offensive or disruptive to any employee. Offensive content would include, but is not limited to, sexual comments or images, racial slurs, gender specific comments, or any comments that would offend someone on the basis of their age, sex, sexual orientation, religious or political beliefs, national origin, or disability. Employees are prohibited from using electronic mail for any unethical purposes, including but not limited to pornography, violence, gambling, racism, harassment, or any illegal activity. Employees are forbidden from using profanity or vulgarity when posting electronic mail. Employees should consult the PCSB Style Guide for the standard PCSB email protocols.

Disclosure of any confidential information through electronic mail to any party not entitled to that information is prohibited.

The dissemination of copyrighted materials or proprietary data without appropriate approval is strictly prohibited.

### **Email Etiquette**

When utilizing e-mail, etiquette is important. The strategies for effective e-mail communication are as follows:

- Communicating urgent matters for immediate response;
- Keeping all messages as brief as possible will minimize reading time for recipient, therefore keeping communication efficient;
- Be as complete as possible by using the simple rules of who, what, when, where and why to answer any anticipated questions;
- Avoid communicating through e-mail on a sensitive subject that should be addressed in person; if possible; and
- Communicate confidential information through a form other than e-mail.



## ***Section II – Workplace Conduct and Expectations***

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While the PCSB encourages employee use of the internet, its use is restricted to the following:

- To communicate with employees, vendors, or clients regarding matters within an employee's assigned duties;
- To acquire information related to, or designed to facilitate the performance of regular assigned duties; and
- To facilitate performance of any task or project in a manner approved by the employee's manager.

### **Personal Use**

As previously stated, the EIS is intended for business purposes. Incidental personal use of the system is permitted. However, personal use should not interfere with PCSB's operations. Any personal use is expected to be on the employee's own time and at the employees own expense and is not to interfere with the employee's job responsibilities.

### **PCSB's Right to Monitor and Consequences**

PCSB reserves the right to retrieve and review any message or file composed, sent or received. It should be noted that although a message or file is deleted or erased, it is still possible to recreate the message. Therefore, ultimate privacy of messages cannot be assured to anyone. Although electronic mail and voice mail may allow the use of passwords for security, confidentiality cannot be guaranteed. It is possible for messages to be retrieved and viewed by someone other than the intended recipient. Furthermore, all passwords are known by the administrators of the PCSB system as the system may need to be accessed in the absence of an employee.

Violations of this policy may be subject to disciplinary actions, up to and including termination.

### **Confidential Information**

PCSB understands that employees in the course of their employment will receive and become aware of information, projects, and practices which are sensitive and confidential in nature. All employees are expected to keep all such information strictly confidential, and agree that they will not communicate, disclose, divulge or otherwise use, directly or indirectly, such confidential and/or sensitive information.

By accepting employment, employees agree to maintain in confidence and to use only in the interest of PCSB any and all information acquired by them in the course of their employment and to only use such information for the performance of their jobs. Particular care must be taken to keep confidential any information received under an express or implied secrecy obligation or information received from third parties.

Further, information acquired in the course of employment must not be used for individual benefit. Access to confidential information does not carry with it personal benefit or advantage but imposes an obligation to keep such information confidential and to use it solely in the interest of PCSB.

## ***Section II – Workplace Conduct and Expectations***

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It is PCSB's policy that all information considered confidential will not be disclosed to external parties or to employees without a "need to know." If there is a question or doubt regarding whether certain information is considered confidential, employees should first check with their manager or the Executive Director.

### **Violence in the Workplace and Workplace Safety**

Every workplace has the potential for violence. Violence may be directed at managers or peers, and can come from employees, former employees, family members, customers, vendors or visitors in the workplace. It can range from starting rumors or exchanging angry words to taking physical action. In rare cases, violence may even take the form of an armed assault.

PCSB has a commitment to providing a safe environment for employees, customers, and visitors and will not tolerate threatened or actual violence, intimidation or assaultive behavior in the workplace or at events sponsored by PCSB. Any display or threat of violence will subject an employee to disciplinary action, up to, and including dismissal.

#### Examples of Violent Behavior

Regardless of the cause, violent behavior will not be tolerated. For purposes of this policy, violent behavior may range from verbal abuse to actual physical assault. Some specific examples include:

- Making direct or indirect threats (at work or at home), either in person or through letters, phone calls, voice mail, e-mail, etc.;
- Forcefully throwing or striking objects;
- Stalking, frightening or showing undue focus on another person;
- Concealing or using a weapon (gun, knife, etc.); or
- Physically assaulting (e.g., shoving, tripping, punching, etc.) a co-worker, manager, volunteer, etc.

#### Security Precautions

Visitors in the workplace can also cause violent incidents.

To guard against this potential source of violence, employees are encouraged to:

- Escort visitors while they are on the premises;
- Report suspicious activities to a manager;
- Never prop open a locked door or entrance; and
- Report burned out lights and broken locks to person(s) responsible for the facility.

## ***Section II – Workplace Conduct and Expectations***

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### Dealing with Upset Employees

If employees feel an employee is displaying examples of potentially violent behavior, they should notify their manager or the Executive Director for guidance.

### Dealing with a Violent Situation

In the event of a violent situation, employees should not put themselves in potential danger. Rather, they should:

- Get to a safe area;
- Try to remain calm
- Call 911 if emergency assistance is required. As instructed by the 911 Operator, stay on the line and provide specific information as to your whereabouts in the building. and
- Notify your manager or the Executive Director as soon as possible.

## **Solicitations**

Solicitations for any causes or organizations other than the PCSB are prohibited during working time. If a solicitation occurs, employees are not required to make any contribution or provide support.

Distribution of literature for outside interests is permissible only in non-work areas and during non-work times. “Working area” includes any portion of PCSB premises where employees customarily perform or are actually performing their regularly assigned duties or any other activities in furtherance of the organization’s business. “Working time” includes all working hours during which an employee is on duty, but does not include such periods as lunch or rest breaks.

Harassing or intimidating tactics in the course of these activities are strictly forbidden. In addition, employees may conduct approved activities only during their own lunches or breaks and in non-work areas.

## ***Section III – Hiring and Employment Practices***

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### **Employment Classifications**

There are three classifications of employees with respect to applicability of these policies. Employees are classified as regular full-time, regular part-time, or temporary according to the following definitions.

#### Regular Full-time

Regular full-time employees are employees who work a standard work week of 35 hours or more on a regularly scheduled basis with full-time responsibility and are entitled to full benefits in accordance with the applicable eligibility requirements.

#### Regular Part-time (Benefits Eligible)

Regular part-time employees are ones who work less than a standard 35-hour work week on a regularly scheduled basis and are eligible for only those benefits outlined in their employment letter or other written agreement with PCSB, as authorized by the Executive Director.

#### Temporary

Temporary employees are those who are hired with the understanding that their employment will not continue beyond a stated date or beyond completion of a specified project or projects and are not entitled to regular benefits.

NOTE: Independent contractors, including consultants, are those non-employees who are paid on a fee-for-service basis to perform certain specified services. Volunteers are those who provide services to the PCSB without financial compensation, other than reimbursement for authorized expenses. Neither independent contractors nor volunteers are considered employees of the PCSB and are not covered by this handbook.

### **Exempt and Non-Exempt Employees**

Employees are classified as exempt or nonexempt according to the following definitions:

#### Salaried Exempt

Positions of a managerial, administrative, or professional nature, as prescribed by federal and state labor statutes, are exempt from mandatory overtime payments.

#### Salaried Nonexempt

Positions of clerical, technical, or service nature, as defined by statute, which are covered by provisions for overtime payments under the Fair Labor Standards Act are entitled to overtime pay at the rate of one-and-a-half times their regular rate of pay for all hours worked in excess of 40 hours per week.

Nonexempt employees must maintain an accurate record of actual hours worked and must obtain prior approval of their manager for any work in excess of 40 hours per week.

## ***Section III – Hiring and Employment Practices***

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### **Orientation and Adjustment Period**

The first six months (180 calendar days) of employment are considered an Orientation and Adjustment Period; in addition, employees that transfer or are promoted will also be subject to a six-month orientation and adjustment period. This period may be extended at the discretion of the manager.

The Orientation and Adjustment Period begins on the date an individual is hired as a regular employee by PCSB and runs for 180 calendar days thereafter. During this period, employees have a chance to determine their satisfaction with PCSB and their job. At the same time, the employee's manager has the opportunity to evaluate their ability to perform the assigned position's requirements effectively.

NOTE: PCSB abides by the legal doctrine of "Employment At-Will," meaning that employment may be terminated at the option of the employer or the employee at any time, with or without advance notice, and with or without cause. (See Section I – Employment Practices, *Employment At-Will*)

Managers may request that an employee's Orientation and Adjustment Period be extended in the following circumstances:

- Extended absence or illness on the part of the manager or employee;
- For reasons outside the individual's control, the employee is unable to assume the full responsibilities of the position; and/or
- The employee's performance does not meet expectations after six months of employment.

Except in these extenuating circumstances, the expectation is that both parties will become clear about whether the individual and the position are a good match before the end of the six-month period.

### **Employee Privacy and Personnel Records**

PCSB recognizes an employee's right to privacy. In achieving this goal, PCSB adopts these basic principles:

- Collection of employee information will be limited to that needed for business and legal purposes.
- Confidentiality of an employee's personal information in PCSB records will be protected to the greatest extent possible.
- All in-house employees involved in record keeping will be required to adhere to these policies and practices. Violations of this policy will result in disciplinary action.

## ***Section III – Hiring and Employment Practices***

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- Internal access to an employee’s records will be limited to those employees having an authorized, business-related “need to know.” Performance reviews conducted by an employee’s current manager will be made available to a potential new manager if the employee applies for another employment opportunity within PCSB.
- PCSB will refuse to release potential personal information to outside sources without an employee’s written approval, unless legally required to do so.
- Employees are permitted to see their personal information maintained in PCSB records. They may correct inaccurate factual information or submit written comments in disagreement with material contained in their records.
- PCSB will verify the following information requested as part of legitimate credit checks authorized by employees: date of employment; position held; annual gross salary; and social security number.

From time to time, PCSB may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if requested to do so. Employees who refuse to cooperate fully with an investigation may be subject to discipline, up to and including termination.

### **Job Performance**

Generally, performance reviews of employees will be conducted three-months after entry and on an annual basis. Performance reviews are intended to identify both those aspects of the job that employees are performing well and those aspects that need attention. They are also a formal opportunity for employees to express any concerns they may have relative to their job or about employment with PCSB. However, if employees do have concerns, they should not wait until their next review to express them; employees approach their manager about issues, problems or questions related to employment with PCSB.

## ***Section IV – Compensation Administration***

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### **Pay Schedule**

PCSB employees are paid biweekly on alternating Fridays by direct deposit into a banking account designated by the employee. Employees are responsible for providing the appropriate bank account information to the Human Capital Department in order to initiate this process.

Paychecks are accompanied by a summary of payroll deductions authorized by the employee and a statement of gross and net income. Pay statements are delivered to employees by Friday of each pay week.

### **Payroll Deductions**

The following mandatory deductions will be made from every employee's gross wages:

- Federal income taxes;
- Social Security tax;
- Medicare tax; and
- State tax and local tax (when appropriate).

In accordance with federal regulations, employees are required to complete and submit a federal withholding allowance certificate (IRS Form W-4) on or before their first day on the job as well as anytime their circumstances change.

PCSB also makes any voluntary deductions that employees have authorized, such as health insurance benefits, or monies for PCSB's retirement plan.

Employees receive an annual Wage and Tax Statement (IRS Form W-2) for the preceding year on or before January 31. Employees, who believe their payroll deductions are incorrect for any pay period, or on the W-2, should contact the Human Capital Associate.

### **Overtime Pay**

Non-exempt employees who work more than forty (40) hours per week will receive overtime pay for all additional hours worked (i.e., time worked beyond forty (40) hours). Overtime pay for these additional hours are computed at 1 ½ times the employee's normal hourly rate. Overtime is paid for work completed in excess of 40 hours a week or as required by District law.

Employees must receive approval from their manager prior to working extra hours that would qualify for overtime pay.

Paid leave (e.g., vacation, personal, etc.) is not included for purposes of computing overtime. Overtime is based solely on hours worked. Employees should review the Overtime Policy for further information.

## ***Section IV – Compensation Administration***

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### **Bonuses**

Bonuses, when paid, are a matter of discretion, not of right. Namely, whether a bonus will be paid in a particular year will depend upon a number of factors to be considered by the Executive Director and the Board of Directors. PCSB makes no promise regarding the payment of bonuses, and employees should not expect to receive a bonus. The fact that a bonus may be granted once, or more than once, does not mean that it will be granted again in the future, or that, if granted, it will be in the same amount.

### **Wage Garnishments or Attachments**

PCSB recognizes its responsibility in protecting personal privacy and dignity of employees. For this reason, the PCSB exercises great care and judgment in the collection, maintenance, use and release of personal information about employees.

The Human Capital Associate handles all wage garnishments, attachments, or other legal processes that require PCSB to withhold an employee's earnings.

Managers are not informed of a garnishment or wage attachment situation unless there are unusual circumstances or a compelling "need to know." All requests for employee information (i.e., other than business reference information) must be directed to the Director of Business Oversight for reply.

Legal requests requiring disclosure of information or attachment of wages are handled by the Director of Business Oversight in consultation with the Executive Director. Absent a legal duty to provide information, no information is provided to attorneys or private agencies without an employee's consent.

Should a server come to PCSB to affect a summons, garnishment papers, etc., PCSB will notify applicable employee in order to provide them with an opportunity to meet privately with the outside servers. In such situations, the decision to meet or not meet with the server is solely the employee's. An employee's decision to meet or not meet with the server will not affect PCSB's legal requirement to execute the garnishment.

### **Pay Policies in Case of Emergency Closing**

PCSB follows the lead of the District of Columbia Government. If the District of Columbia Government allows "liberal leave", the office will be open and employees must use their vacation or personal leave if they deem it unsafe to report to work. Employees with no available vacation or personal will be unpaid.



## ***Section V – Employee Benefits***

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### **Federally Required Benefits**

PCSB pays for the following legally mandated benefits on behalf of employees:

- Social Security and Medicare
- Workers' Compensation
- Unemployment Insurance

PCSB also complies with the legal requirements of the following:

- Consolidated Omnibus Budget Reconciliation Act (COBRA)
- Health Insurance Portability and Accountability Act (HIPAA).

These legally mandated benefits provide additional protection if employees become disabled, separate from PCSB, divorce, etc. Highlights of the benefits are provided below.

#### **Social Security and Medicare**

Social Security and Medicare provide four basic benefit provisions:

- Retirement income;
- Disability income;
- Death benefits; and
- Retirement health care (Medicare)

Rates for employees and PCSB are established by law and represent a percentage of earnings. Contributions to Social Security and Medicare are deducted from every paycheck subject to federal guidelines.

#### **Workers' Compensation**

Workers' Compensation is an insurance program that provides income protection for employees who sustain a work-related injury or illness while at work or traveling on behalf of PCSB. Contributions for Workers' Compensation are regulated by state law and are paid in full by PCSB on behalf of employees.

#### **Leave Benefits: Vacation Leave**

Regular full-time employees are entitled to paid vacation leave as specified in their employment letters. Vacation leave is prorated based on the employee's hire date. While employees are encouraged to use vacation leave during the year, they may carry-over up to 40 hours of vacation, which must be used within one year of the carry-over date. Vacation leave should be scheduled with consideration of PCSB's activities and work requirements, and managers must approve all vacation requests in advance. If a paid holiday falls during an employee's requested vacation period, only non-holiday days will be counted as vacation leave. Employees will be

## ***Section V – Employee Benefits***

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paid for accrued vacation time upon termination. If an employee voluntarily or involuntarily leaves, any used vacation time that has not been accrued will be owed to PCSB. An automatic deduction will apply to the employee's last paycheck or the employee will receive an invoice if the payment due exceeds the amount of the employee's last paycheck.

**Increase in leave begin on anniversary date of employment as follows:**

- \* 15 days per year- 4 years of employment
- \* 20 days per year-7 years of employment
- \* 25 days per year-10 years of employment

### **Leave Benefits: Personal Leave**

Personal leave consists of paid days off that the employee may take at any time with their manager's approval, in order to celebrate religious or other holidays not on PCSB's holiday list, attend to personal business, or for any other purpose. Consistent with the terms of the employee's employment letter, personal leave is accrued at four hours per pay period.

The Accrued Sick and Safe Leave Act allows employees who are employed for one year and have worked at least 1,000 hours during the 12-month period are entitled to roll-over 40 hours of personal leave. The PCSB allows all employees to roll-over 40 hours of personal leave.

Employees must complete the proper steps to request leave, including getting approval from their manager and submitting record of leave taken. An employee who is absent due to illness may be asked to provide acceptable proof that the leave was illness-related. Employees will not be paid for unused personal leave upon termination of employment with PCSB.

### **Leave Benefits: Holiday Leave**

Each calendar year, a list of paid holidays that will be recognized by the PCSB is circulated to employees. In general, the PCSB follows the schedule of holidays observed by the DC Government:

- Martin Luther King's Birthday
- President's Day
- DC Emancipation Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veteran's Day
- Thanksgiving Day and the Friday following Thanksgiving
- Christmas Eve
- Christmas Day

## ***Section V – Employee Benefits***

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- New Year's Eve
- New Year's Day

If a holiday falls on a Saturday, it will be observed on the Friday prior to the holiday. If a holiday falls on a Sunday, it will be observed on the Monday following the holiday.

Regular full-time employees are paid for each observed holiday. Regular part-time employees are entitled to be paid for only those designated holidays or portions thereof on which they would ordinarily work, according to their regular, approved schedules.

### **Leave Benefits: Accrued Sick and Safe Leave Act**

The Accrued Sick and Safe Leave Act requires employers within the District of Columbia to provide paid leave to employees for an absence if the employee or the employee's family member is a victim of stalking, domestic violence, or sexual abuse; provided the absence is directly related to social or legal services pertaining to the stalking, domestic violence, or sexual abuse, to:

- Seek medical attention for the employee or the employee's family member to recover from physical or psychological injury or disability caused by domestic violence or sexual abuse;
- Obtain services from a victim services organization;
- Temporarily or permanently relocate;
- Take legal action, including preparing for or participating in any civil or criminal legal proceeding related to or resulting from the domestic violence or sexual abuse; or
- Take other actions to enhance the physical, psychological, or economic health or safety of the employee or the employee's family member or to enhance the safety of those who associate or work with the employee.

Employees who are employed for one year and have worked at least 1,000 hours during the 12-month period immediately preceding the request for leave are entitled to up to five days of paid safe leave per calendar year to ensure the safety of the employee or a family member as defined.

Employees must request safe leave in writing, state a reason for the absence and indicate the expected duration of the leave. If the need for leave is foreseeable, the employee must provide 10 days' advance notice. If the need for leave is unforeseeable, an oral request should be provided prior to the start of the work shift for which the paid leave is requested. In the case of an emergency, employees must provide notification prior to the start of the next work shift or within 24 hours of the onset of the emergency, whichever is sooner.

Employees who take safe leave for three or more consecutive days are required to provide reasonable certification of the need for leave including, for example, a police report, a court

## ***Section V – Employee Benefits***

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order, or a signed statement from a victim or witness advocate or domestic violence counselor. This certification shall be provided upon the employee’s return to work. In providing certification, no health care provider shall be required to provide information protected by the Social Security Act or the Health Insurance Portability and Accountability Act (HIPAA).

Employees will not face retaliation or reprisal for requesting or using leave or asserting rights under this policy. PCSB will not interfere with, restrain or deny an eligible employee’s use of leave, attempt to use leave or assertion of rights under this policy. Employees may raise concerns regarding this policy and seek redress for those concerns without fear of discrimination or discharge. Any employee who believes he or she has been treated in violation of this paragraph should immediately inform the Human Capital Department, his/her manager, or the Executive Director.

### **Family and Medical Leave (FML)**

Employees of PCSB benefit from the District of Columbia Family and Medical Leave Act (FML) of 1990 (DC FMLA) which allows eligible employees to take job-protected, unpaid leave for the birth of a child, placement of a child for adoption or in foster care, the employee’s own serious health condition and to care for a family member with a serious health condition.

An employee who has worked for PCSB for at least one year without a break in service, and has worked at least 1,000 hours in the 12 months preceding the start date of leave is eligible for up to 16 weeks of medical leave and 16 weeks of family leave in a 24-month period.

An employee may be eligible for an unpaid leave of absence for the following reasons:

- a. The birth and care of a newborn child (“family leave”);
- b. The placement of a child for adoption or foster care, and to care for a newly placed child for whom the employee permanently assumes and discharges parental responsibilities (“family leave”);
- c. To care for a family member with a serious health condition (“family leave”); or
- d. An employee’s own serious health condition that creates an inability to perform job functions (“medical leave”).

A **“serious health condition”** is a physical or mental illness, injury, or impairment that involves inpatient care at a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care, OR a condition which requires continuing care by a licensed health care provider or other competent individual. This policy covers illnesses of a serious and long-term or chronic nature resulting in recurring or lengthy absences, but may not require treatment from a healthcare provider during the absence.

A **“family member”** is someone to whom the employee is related by blood, legal custody or marriage; a foster child; a child living with the employee for whom the employee permanently assumes and discharges parental responsibility; or a person with whom the employee shares or has shared, within the last year, a mutual residence and with whom the employee maintains a committed relationship.

## ***Section V – Employee Benefits***

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Eligible employees may request up to a maximum of 16 workweeks of unpaid family leave in a 24-month period and, separately, up to 16 workweeks of unpaid leave in a 24-month period for medical leave. Leave to bond with a child must be taken within 12 months of the birth or placement of a child. Any combination of family and medical leave may not exceed the maximum limit. If both spouses work for PCSB and are eligible for leave under this policy, the spouses will be limited to taking 4 weeks of family leave simultaneously. PCSB will measure the 24-month period as a “rolling 24-month period” measured backward from the date an employee uses or would use any leave under this policy.

If medically necessary for a serious medical condition concerning the employee or a qualifying family member, leave may be taken on an intermittent or as needed basis. When employees have some control over the timing of the leave, such as leave needed for medical appointments, they are expected to consult with their manager to arrange a time that will minimize the disruption to the operations. If leave is “intermittent,” each time an employee takes leave, PCSB will compute the amount of leave the employee has taken under this policy and subtract it from the amount of available leave; the balance remaining is the amount to which the employee is entitled for that DC FMLA-qualifying period. The 16 workweeks of family leave may be taken on a reduced schedule over a period not to exceed 24 consecutive workweeks. If leave is unpaid, PCSB will reduce an employee’s compensation to reflect the amount of leave taken.

For eligible employees, the PCSB will provide four (4) weeks of paid FML. An employee may elect to use any available vacation or personal leave for the remainder of the FML period. Otherwise, the balance of the leave will be unpaid.

### **Required Notice/Forms**

If the need for family or medical leave is foreseeable, employees must notify their manager and complete the necessary leave request form at least 30 days prior to the date on which he/she anticipates the need for leave. When the need for leave is unforeseeable, the employee should notify his/her manager no later than five (5) days after the leave commences or as soon as practicable under the circumstances, and comply with PCSB’s call-in procedures. You should provide your manager with as much information as possible so he/she knows that you are requesting FML. Notice can be provided by the employee’s spouse, any adult family member, a healthcare provider or any other responsible party if the employee cannot personally do so. Failure to provide timely notice may result in a delay of the start of job-protected leave until proper notice is given.

### **Certification**

For a leave requested because of a serious health condition, whether it involves an employee or a family member, a healthcare provider must complete a *Certification of Healthcare Provider for Employee’s Serious Health Condition/Certification of Healthcare Provider for Family Member’s Serious Health Condition* form, which can be obtained from the Human Capital and Strategic Initiatives Department.

## ***Section V – Employee Benefits***

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Employees are responsible for obtaining and forwarding the appropriate form to the healthcare provider for certification and for ensuring that the completed form is returned to the Human Capital and Strategic Initiatives Department within the designated timeframe.

The Human Capital and Strategic Initiatives Department will notify employees if certification is required as well as when it is due (within 15 days of the request for leave, unless it is not practicable under the circumstances despite an employee’s diligent “good faith” effort). Failure to provide the necessary certification in a timely manner may result in the delay or denial of leave until satisfactory documentation is provided.

At its discretion, PCSB may require a second medical opinion at its own expense. If the second healthcare provider’s opinion *conflicts* with the original certification, PCSB, at its expense, may require a third mutually agreeable healthcare provider to conduct an examination and provide a final and binding opinion. PCSB may require that the employee obtain subsequent recertification for either family leave or medical leave where the employee requests an extension of FML, the PCSB obtains information which causes PCSB to doubt the validity of the need for leave, or more than six (6) months have passed since the initial certification.

### **Leave is Unpaid**

Only the first four (4) weeks of absence under the FML Policy is paid although employees may be eligible for short or long-term disability payments, vacation, paid sick and safe leave, personal and/or workers’ compensation benefits under those programs. Disability and workers’ compensation leaves will run concurrently with a DC FMLA-qualifying leave. Depending upon the reason for the leave, other available accrued paid leave can be substituted for unpaid leave. Any paid leave will run concurrently with a DC FMLA-qualifying leave.

1. If an employee requests leave because of adoption or foster care placement of a child, parental as well as any accrued vacation and/or personal leave can be substituted for unpaid family leave.
2. If an employee has requested leave because of his/her own serious health condition, birth of a child, or to care for a family member, any accrued paid leave can be substituted for unpaid family/medical leave at the employee’s election.

**NOTE:** The substitution of paid leave does not keep the absence from counting towards the maximum family/medical leave protected under the DC FMLA.

### **Health and Other Benefits**

FML does not cause employees to lose any previously accrued employment benefits; however, employees will not accrue seniority or other employee benefits during the period of an unpaid FML. During paid FML leave, employees continue to accrue benefits.

During FML, PCSB will maintain an employee’s health, life, and disability benefits, as though the employee continued to be actively employed.

## ***Section V – Employee Benefits***

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1. Paid Leave of Absence - If an employee's leave is paid, his/her regular portion of any required plan premiums will be deducted as a regular payroll deduction. Accruals for seniority, sick and vacation leave also continue.
2. Unpaid Leave of Absence - If the leave is unpaid, an employee must pay his/her portion of the premium, no later than the normal due date. Before commencing FML, an employee must contact the Human Capital Associate to arrange for payment of premiums. An employee's insurance coverage will cease if the premium payment is more than 45 days late. In addition, an employee does not accrue benefits (e.g., sick leave, vacation, seniority, etc.) while on an unpaid leave of absence.

### **Continuation of Employment**

Upon return from FML, employees will be restored to their original position or an equivalent position with equivalent pay, benefits and other terms of employment. The only exception to the restoration procedure is for key employees. Key employees may be denied reinstatement if:

1. The denial of restoration of employment is necessary to prevent substantial and grievous economic injury to PCSB's operations, and the injury is not directly related to the employee's need for FML; and
2. PCSB notifies the employee of its intent to deny restoration to employment and the basis for the decision at the time it provides the eligibility for leave letter to the employee following a request for FML.

### **Parental Leave**

The DCFMLA also requires all employers to provide 24 hours of parental leave per year to allow employees to attend school-related events. D.C. Code § 32-1201 (2001). The employee must give ten days' advance notice, unless such notice is impossible. The employer may deny the leave only if providing the requested leave would disrupt business operations and make the achievement of production or service delivery unusually difficult. Employers are required to provide leave to allow a parent, aunt, uncle, or grandparent to attend school-related events sponsored by a school or parent-teacher association, including concerts, plays, rehearsals, sporting games or practices, and meetings with teachers or counselors.

### **Paid Leaves of Absence (Bereavement)**

Regular full-time employees who experience the death of a parent, parent-in-law, spouse, domestic partner, sibling, child, grandparent, grandchild, step-parent, step-sibling, step-child, or step-grandchild may take up to three days of paid bereavement leave. Employees taking bereavement leave must fill out a leave form and follow normal procedures for leave submission.

## ***Section V – Employee Benefits***

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### **Paid Leaves of Absence (Military)**

If called for National Guard service or military reserve duty, regular full-time employees are granted leave with pay. PCSB pays the difference between such employees' normal earnings and the military base pay for a period of up to two (2) weeks per year. Employees who are called to active duty or who volunteer for emergency active duty are guaranteed reemployment upon return in accordance with the "Veterans Reemployment Rights Act." During such leaves, employees are eligible to purchase continued health, vision and dental coverage under provisions of COBRA as described in the Medical/Dental Summary Plan Description.

### **Paid Leaves of Absence (Jury Duty)**

If an employee is selected for jury duty, the employee will be placed on paid leave. During this leave period, PCSB will pay the difference between the employee's normal pay and his or her "jury duty" pay. It is imperative that employees selected for jury duty give their manager notice of their selection for jury duty within three business days of receiving the notice. Employees taking leave for jury duty must fill out a leave form and follow normal procedures for leave submission.

### **Paid Leaves of Absence (Voting)**

It is the policy of PCSB to provide employees time off to vote in state, national, and local elections.

Employees who are registered voters may receive up to three hours of paid time off to vote. Leave must be taken at the beginning or end of the employee's regularly scheduled work time, whichever allows the most free time for voting and the least time off from the regular working schedule, unless otherwise approved.

This time will not be deducted from leave balances; however, it should be recorded as "Administrative Leave" on timesheets. Employees must notify their managers at least one day prior to the day of the election if they are planning to take any time at the start or the end of the workday.

If additional time is needed to vote, employees can use accrued vacation or personal leave at their discretion. Time off to vote is recorded for non-exempt employees as non-worked time when calculating overtime.

### **Unpaid Leave of Absence**

Full-time employees may request unpaid leave, not covered by any of the other policies included herein, by filing a written request with the Executive Director. The Executive Director may use discretion in granting or denying the request, depending on the circumstances of the request and/or the needs of the PCSB. If a request for unpaid leave is granted, the PCSB will, in its discretion, determine whether any benefits will continue through the leave, and at what cost, if



## ***Section V – Employee Benefits***

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any, to the employee. This will depend upon a number of factors, including the nature and extent of the leave.

### **Health Insurance**

PCSB offers individual health insurance coverage to all regular full-time employees. Those employees wishing to expand their coverage to include family members must make arrangements individually with the Human Capital Department for payment of additional coverage.

The benefits provided, as well as the exclusions, deductible amounts, requirements for eligibility and other terms and conditions of coverage, are summarized in the Summary Plan Description. A copy is located on the shared drive under HC-Employee Information.

If an employee's employment relationship with PCSB is terminated, his or her medical coverage continues through the last day of the month in which the termination occurs. Deductions for the remainder of the month will be taken from the employee's last paycheck. After the last day of employment, continuation of coverage is available through COBRA. The employee is responsible for premium payment to the PCSB on a monthly basis.

### **Life Insurance**

PCSB currently provides group life insurance to its regular full-time employees. Summary Plan Descriptions of the insurance plans describe, in general terms, eligibility requirements and benefits provided. A copy of these descriptions is located on the shared drive under HC-Employee Information.

### **Short and Long Term Disability**

PCSB currently provides short-term and long-term disability to its regular full-time employees. Summary Plan Descriptions of the insurance plans describe, in general terms, eligibility requirements and benefits provided. A copy of these descriptions is located on the shared drive under HR-Employee Information.

Those employees that will need disability coverage must make arrangements with the Human Capital Department.

### **Retirement Plan**

PCSB offers a retirement plan to regular full-time employees. Summary Plan Descriptions of the insurance plans describe, in general terms, eligibility requirements and benefits provided. A copy of these descriptions is located on the shared drive under HC-Employee Information.

### **Professional Development**

## ***Section V – Employee Benefits***

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PCSB believes strongly in the value of on-going staff training and education, and seeks to support activities that will enhance the skills and performance of its employees. Requests regarding professional development activities will be evaluated and approved by the manager on a case-by-case basis. Please review the Professional Development Policy for more information.

### **Parking/Commuter Reimbursement**

PCSB offers free parking to its employees. Reimbursements are available to employees who use public transportation to commute to work or attend external meetings. To receive reimbursement, an expense account form with receipts attached (if applicable), must be submitted within one month of the date on which they were incurred to the Finance and Operations Department. Reimbursement checks will be prepared in the biweekly payment cycle.

### **Flexible Spending Account**

Regular full-time employees may make contributions toward the cost of healthcare expense and dependent coverage on a pre-tax basis. In addition, employees may also contribute on a pre-tax basis toward expenses not covered by health, dental, and vision plan. The Summary Information Sheet with the general terms, eligibility requirements, and benefits provided is located on the shared drive under HC-Employee Information.

### **Work-Life Balance Employee Assistance Program**

PCSB currently provides a work-life balance employee assistance program to its regular full-time employees as part of the long-term disability. Descriptions of the program, in general terms, eligibility requirements, and benefits provided are located on the shared drive under HC-Employee Information.

### **Workers Compensation**

All employees of the PCSB are covered by workers' compensation insurance, as required by law. If an employee is injured during work or sustains an accident on the PCSB premises or while traveling on Board business, the employee should report the injury or illness immediately (within 24 hours) to the Human Capital Department.

## ***Section VI – Separating from PCSB***

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### **Voluntary Resignation**

Employees desiring to terminate employment, regardless of employment classification, are expected to give as much advance notice as possible. A minimum of two weeks or 10 working days is considered to be sufficient notice time.

An employee's manager, the Executive Director, or designee, may require an employee to leave PCSB immediately rather than work during the notice period. When immediate voluntary termination occurs, employees may receive pay "in lieu of notice," the maximum being two weeks.

### **Involuntary Separation**

#### **Involuntary Separation With Cause**

Employment may be terminated by PCSB at any time for cause, without providing advanced notice and/or severance pay.

Examples of cause for termination include, but are not limited to:

- Malfeasance;
- Breach of confidentiality;
- Supplying false information;
- Insubordination;
- Use or possession of alcohol or drugs while on the job;
- Failure to satisfactorily complete the Orientation and Adjustment Period;
- Sexual harassment or discrimination;
- Chronic unexcused absence or lateness;
- Unsatisfactory job performance;
- Theft of organization property;
- Failure to comply with PCSB's Standards of Conduct policy;
- Conflict of interest; or
- Any other activities showing willful disregard of PCSB interests or policies.

Each termination situation presents a unique set of circumstances. Fairness and common sense dictate that each separation decision be reviewed and decided on its individual facts, in the context of surrounding circumstances.

#### **Involuntary Separation Without Cause**

Termination may result from changes in PCSB's financial or programmatic operating circumstances.

Examples of involuntary separation with cause include but are not limited to:

## ***Section VI – Separating from PCSB***

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- Job elimination;
- Loss of funding; or
- Inadequate funding.

In all such actions, PCSB strives to ensure that such decisions are made as fairly as possible and with concern for the well being of employees involved.

### **Severance Pay**

Severance pay is not available to employees who are dismissed for reasons related to misconduct as an employee, including violations of the PCSB's policies.

Regular full-time employees who have completed at least one year of full-time employment with the PCSB and who are laid off because of cutbacks or reductions in staff, or terminated involuntarily for reasons not connected with misconduct or unsatisfactory performance, are entitled to severance pay calculated at the rate of one week's pay for every year of employment, so long as they:

- Continue to work until the last day scheduled for their employment, unless this requirement is expressly waived by the Executive Director or the Chair of the Board of Directors;
- Turn in all reports and paperwork required to be completed by them when due and no later than the last day of work;
- Return any files, documents, equipment, keys, software or other property belonging to the Board;
- Participate in an exit interview, upon the request of their manager; and
- Agree to sign a release of employment-related claims against the PCSB, upon the Executive Director or Chair of the Board of Directors' request.

Notwithstanding the above, employees who violate the PCSB's policies or who demonstrate unacceptable conduct (including insufficient effort on the job) during the remainder of their employment following notice of the termination or lay-off may be denied severance pay and/or may be dismissed prior to the agreed-upon termination date, in the discretion of the Executive Director or Chair of the Board of Directors.

### **Final Pay**

When employees leave PCSB, their final paychecks include payment for time worked during the final pay period, any vacation leave due and any petty cash or expense reimbursements due.

All outstanding time records must be approved and submitted to Payroll before payment can be given for any vacation due. As permitted by law, deductions, previously authorized in writing,

## ***Section VI – Separating from PCSB***

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will be made for settlement of indebtedness to PCSB. As permitted by law, deductions will also be made for any vacation or personal leave taken in excess of what has actually been accrued.

Keys, credit cards and other PCSB materials and equipment must be turned in or accounted for. In addition, other documented obligations to the PCSB, including personal expenses on organizational credit cards, etc., must be satisfied or resolved by the employee before the final paycheck is released.

### **Unemployment Compensation**

Unemployment compensation is required by law and PCSB contributes to the appropriate state fund to cover all employees.

Eligibility for unemployment compensation insurance is determined according to state regulations and may provide state-regulated income in certain cases when employees leave PCSB.

### **Employment References and Verification**

All requests involving employment references for former PCSB employees should be referred to the Human Capital Department.

Reference information provided by PCSB is limited to verification of an employee's dates of employment, and last position(s) held. Final rate of pay is only disclosed when the request is accompanied with an employees' (active or former) signature.

Under no circumstance does PCSB disclose information regarding the following:

- Eligibility for rehire;
- Reason for leaving;
- Circumstances surrounding separation;
- Performance history; or
- Any other data requested.

## ***Section VII – Other Policies***

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### **Employee Incurred Expenses and Reimbursement**

Employees must obtain advance consent of the Director of Business Oversight before incurring job-related expenses over \$150. Approved expenses should be documented on a voucher request, with receipts attached, and submitted within one month of the date on which they were incurred to the Director of Business Oversight. Expense checks are prepared on a bi-weekly cycle. Consult with the Director of Business Oversight to obtain further information on the bi-weekly expense reimbursement process.

**16 Please provide the following information for all grants awarded to PCSB during FY13 and to date in FY14:**

- **Grant Number/Title;**
- **Approved Budget Authority;**
- **Expenditures (including encumbrances and pre-encumbrances);**
- **Purpose of the grant;**
- **Grant deliverables;**
- **Grant outcomes, including grantee performance;**
- **Any corrective actions taken or technical assistance provided;**
- **PCSB program and activity supported by the grant;**
- **PCSB employee(s) responsible for grant deliverables; and**
- **Source of funds.**

Please see the enclosed spreadsheets for further details.

<b>Name</b>	PCSB 2013 Quality Initiatives			
<b>Approved Budget Authority</b>	Walton Family Foundation			
<b>Expenditures</b>	\$300,000			
<b>Purpose</b>	Improve the timeliness and quality of production, distribution and communication of our Performance Management Framework (PMF)	Develop and implement school quality reviews that are authentic, rigorous, non-intrusive and objective, and that are closely tied to the legal standards for charter renewal and revocation		
<b>Deliverables</b>	Create and disseminate 5,000 English and 2,000 Spanish Parent Guide to Performance Reports through charter school expo, DC School Reform now and GreatSchools.org, and gov't and community agencies such as libraries, and community center by April 2013	Parents and other visitors to <a href="http://www.dcpsb.org">http://www.dcpsb.org</a> have access to quantitative PMF school quality data in their school search results by August 1, 2013.	By August 1, 2013, develop and implement a new "Qualitative Site Review" (QSR) for a total of 38 schools, which examine how a school has performed against its charter goals, covering all schools up for 15-year charter renewals (9 schools), all schools in their 5th and 10th anniversaries (5 and 2 schools, respectively) where the law calls for a more intensive review of school performance), all OSSE Focus and Priority Schools (7 schools, as determined based on the ESEA Waiver methodology) and all schools with low PMF scores or for schools with non-tested grades, low numbers of accountability targets hit (12 schools).	By August 1, 2013, develop and implement new Special Education Quality Reviews (SEQR). These reviews will be conducted at 16 schools up for charter renewal or in their 5th or 10th anniversary year, and will look comprehensively at the academic systems put in place to support students with special needs, the academic outcomes, and the schools' compliance with various federal laws regarding students with disabilities.
<b>Outcomes</b>	In distribution partnership with GreatSchools, disseminated the Parent Guide through live events, government and community agencies and at schools that had children undergoing a transition from daycare to school, including for example: Annual Charter School Recruitment Expo (3,000 copies; 2,600 English and 4,000 Spanish) Advocates for Justice and Education (nonprofit - 350 copies) United Planning Organization (nonprofit, w/child development centers - 300 copies) Rosemount Center (daycare - 150 copies) Office of DC Councilmember Yvette Alexander (D-Ward 7) (300 copies)	Developed Qualitative Site Review and completed QSRs at 29 charter LEAs representing 49 campuses,	Parents can access PMF information in nine places when navigating <a href="http://www.dcpsb.org">www.dcpsb.org</a> , compared to one place at the start of this grant term:	Phase 1: All 16 schools that received a 5-, 10- or 15-year review also received a Special Education Desk Audit. PCSB staff went through school complaints with compliance with the Office of State Superintendent of Education (OSSE) special education requirements. <ul style="list-style-type: none"> <li>o The results of the desk audit were included as a summary within the review report discussing the school's overall special education compliance or achievement gap.</li> <li>o The results of the desk audit were also summarized in an appendix that was attached to the 5-, 10- and 15-year review reports so the school's special education performance could be a component of the renewal decision.</li> </ul> Phase 2: Known as a Quality Assurance Review (QAR), schools were encouraged to complete a QAR, which was a self-reflection and an opportunity for schools to discuss how their programs and the services offered served students with disabilities. This was optional as the School Reform Act does not allow us to mandate such a special education review. But those schools that did not complete Phase 2 received a site visit. <ul style="list-style-type: none"> <li>o Of the 16 LEAs, 12 completed the self-reflection and we completed a site review of the 4 that did not complete the QAR.</li> <li>o For both the QAR and the site visit, the outcome is a school-generated action plan.</li> <li>o For the QAR, the 12 schools and PCSB came together as a group to help each other starting writing the action plans, by sharing resources and best practices among each other.</li> </ul>
<b>Corrective Actions/ Technical Assistance</b>	n/a			
<b>Program/Activity Supported by Grant</b>	Communications / School Quality and Accountability	School Quality and Accountability	Communications / School Quality and Accountability	School Quality and Accountability / Legal
<b>Employee Responsible</b>	Theola Labbé-DeBose (Communications Dept)	Naomi Rubin DeVeaux (School Performance Dept)	Tomeika Bowden (Communications Dept)	Naomi Rubin DeVeaux (School Performance Dept); Nicole Streeeter (Legal)
<b>Source of Funds</b>	Walton Family Foundation	Walton Family Foundation	Walton Family Foundation	Walton Family Foundation





<b>Name</b>	Next Generation Accountability Systems			
<b>Approved Budget Authority</b>	Michael and Susan Dell Foundation			
<b>Expenditures</b>	scheduled \$500,000			
<b>Purpose</b>	Improve the timeliness and quality of production, distribution and communication of our Performance Management Framework (PMF)	Develop best charter authorizer practices through a case study and hiring of new Communications Associate	Expand Early Childhood PMF and Adult Education PMF; modify existing Middle/HS PMFs to include online component	Revise/Expand financial oversight tools (CHARM)
<b>Deliverables</b>	Hire Communications Associate	Complete PCSB case study and resources guide dissemination plan	Expand Early Childhood PMF and Adult Education PMF; modify existing Middle/HS PMFs to include online component	Revise/Expand financial oversight tools (CHARM)
<b>Outcomes</b>	Increase the number and percent of Tier 1 seats citywide	Decrease the number and percent of Tier 3 seats citywide	Increase the number and percent of Tier 1 seats in targeted neighborhoods citywide	Decrease the number and percent of Tier 3 seats in targeted neighborhoods citywide
<b>Corrective Actions/ Technical Assistance</b>	n/a	n/a	n/a	n/a
<b>Program/Activity Supported by Grant</b>	Communications	School Quality and Accountability / Communications	School Quality and Accountability	Finance and Operations
<b>Employee Responsible</b>	Theola Labbé-DeBose (Communications Dept)	Naomi Rubin DeVeaux (School Performance Dept)	Tomeika Bowden (Communications Dept)	Naomi Rubin DeVeaux (School Performance Dept)
<b>Source of Funds</b>	Michael and Susan Dell Foundation	Michael and Susan Dell Foundation	Michael and Susan Dell Foundation	Michael and Susan Dell Foundation

	see PDF - attached

<b>Name</b>	New Schools Venture Fund		
<b>Approved Budget Authority</b>	New Schools Venture Fund		
<b>Expenditures</b>	scheduled \$188,916		
<b>Purpose</b>	Support the design and implementation of My School DC, a city-wide common enrollment system for charter LEAs and DC Public Schools. This includes work executed between May of 2013 and June of 2014.	Create a plan for My School DC for school year 14-15 and beyond	
<b>Deliverables</b>	Interim Report	Annual Data Collection	Final Report
<b>Outcomes</b>	Monitor grant progress and trigger staged disbursements	Used by NewSchools to evaluate the performance of our Portfolio, identify benchmarks, and inform our board, investment partners, and funders	Used by NewSchools for final grant closure
<b>Corrective Actions/ Technical Assistance</b>	N/A		
<b>Program/Activity Supported by Grant</b>	School Quality and Accountability	Communications / School Quality and Accountability	Communications / School Quality and Accountability
<b>Employee Responsible</b>	Naomi Rubin DeVeaux (School Performance Dept)	Theola Labbé-DeBose (Communications Dept)	Theola Labbé-DeBose (Communications Dept)
<b>Source of Funds</b>	New Schools Venture Fund	New Schools Venture Fund	New Schools Venture Fund

**17 Please provide the following information for all grants/subgrants awarded by PCSB during FY13 and to date in FY14:**

- **Grant Number/Title;**
- **Approved Budget Authority;**
- **Expenditures (including encumbrances and pre-encumbrances);**
- **Purpose of the grant;**
- **Grant deliverables;**
- **Grant outcomes, including grantee/subgrantee performance;**
- **Any corrective actions taken or technical assistance provided;**
- **PCSB employee/s responsible for overseeing the grant; and**
- **Source of funds.**

There were no sub grants awarded by PCSB in FY13 and FY14 to date, and no plans to award any sub grants in FY14.

**18 Please provide the following information for all contracts awarded by PCSB during FY13 and to date in FY14:**

- **Contract number;**
- **Approved Budget Authority;**
- **Funding Source;**
- **Whether it was competitively bid or sole sourced;**
- **Expenditures (including encumbrances and pre-encumbrances);**
- **Purpose of the contract;**
- **Name of the vendor;**
- **Contract deliverables;**
- **Contract outcomes;**
- **Any corrective actions taken or technical assistance provided; and**
- **PCSB employee/s responsible for overseeing the contract.**

Please find the spreadsheets enclosed in this section tab.

**Contracts over \$10,000**

(October 1, 2012 through September 30, 2013)

Vendor Name	Purpose	Actuals	Competitively Bid	Contract Monitor	Monitoring Activity	Funding Source
Abbe Kaufmann Associates	Charter School Expo Event Planning	13,000	No	Theola Labbe-DeBose	Contract Satisfied	O600
American Institute for Research	School Performance Consulting	22,048	No	Naomi DeVeaux	Contract Satisfied	O600
Ashish Sijapati	Data Analyst	40,382	No	Naomi DeVeaux	Contract Satisfied	O600
bearsolutions LLC	Fiscal Oversight Consulting	193,319	No	Lin Johnson	Contract Satisfied	O600
CBS Outdoor	Advertisement for Charter School Expo	30,000	No	Theola Labbe-DeBose	Contract Satisfied	O600
Cheyenne Gartin	School Closure Specialist	13,353	No	Lin Johnson	Contract Satisfied	O600
Colonial Catering - GWU	Event Meeting	12,395	No	Lin Johnson	Contract Satisfied	O600
Community IT Innovators	IT Services	36,122	No	Lin Johnson	Contract Satisfied	O600
Corporate Computer, Inc.	Database	89,874	No	Lin Johnson	Contract Satisfied	O600
CTR Services	Print Production	50,559	No	Theola Labbe-DeBose	Contract Satisfied	O600
DC Web Designers	Website Design	23,463	No	Theola Labbe-DeBose	Contract Satisfied	O600
Dinolt Becnel & Wells	Residency Fraud Investigation	79,800	No	Lin Johnson	Contract Satisfied	O600
Dorothee Bush	Qualitative Site Review (Multiple Engagements)	11,170	No	Naomi DeVeaux	Contract Satisfied	O600
Educational Support Systems, Inc	Academic Data Tool	38,251	No	Naomi DeVeaux	Contract Satisfied	O600
Gwendolyn Bryant-Jones	Qualitative Site Review (Multiple Engagements)	18,330	No	Naomi DeVeaux	Contract Satisfied	O600
Horning Brothers Corporation	Office Space Lease	275,497	No	Lin Johnson	Contract Satisfied	O600
James Moore	Charter School Project Management	26,893	No	Theola Labbe-DeBose	Contract Satisfied	O600
Jessica Sutter	School Closure Consultant	21,871	No	Lin Johnson	Contract Satisfied	O600
Kendall, Prebola and Jones, CPAs	Financial Auditing Services	22,733	No	Lin Johnson	Contract Satisfied	O600
Kramer Editing Services	Copyediting Services	11,400	No	Theola Labbe-DeBose	Contract Satisfied	O600
KSA-Plus Communications, Inc.	External Printing Services	31,600	No	Theola Labbe-DeBose	Contract Satisfied	O600
Monique Felder	Qualitative Site Review	13,177	No	Naomi DeVeaux	Contract Satisfied	O600
Peggy W Kay	Qualitative Site Review (Multiple Engagements)	10,770	No	Naomi DeVeaux	Contract Satisfied	O600
ProActive School Inc	Academic Data Platform	239,280	Yes-FY2011 (Renewal)	Naomi DeVeaux	Contract Satisfied	O600/WFF Grant
Remote IT Solutions	IT Services	101,042	No	Lin Johnson	Contract Satisfied	O600
Rosemarie Russo	Bookkeeping Services	15,820	No	Lin Johnson	Contract Satisfied	O600
School Readiness Consulting, LLC	Qualitative Site Review (Multiple Engagements)	55,645	No	Naomi DeVeaux	Contract Satisfied	O600
Sojourners	Sublease Office Space	131,526	No	Lin Johnson	Contract Satisfied	O600
Tembo Consulting Inc	School Performance Project Management	45,553	No	Naomi DeVeaux	Contract Satisfied	O600
US Equipment Finance	Office Printer Lease	32,176	No	Lin Johnson	Contract Satisfied	O600
Washington Convention Center Authority	Charter School Expo Venue	9975	No	Theola Labbe-DeBose	Contract Satisfied	O600
XO One	Telephone/internet communication	30,868	No	Lin Johnson	Contract Satisfied	O600

**No contract modifications occurred in FY13.**

**Contracts over \$10,000**

(October 1, 2013 through December 30, 2013)

<b>Vendor Name</b>	<b>Purpose</b>	<b>Budgeted</b>	<b>Competitively Bid</b>	<b>Contract Monitor</b>	<b>Monitoring Activity</b>	<b>Funding Source</b>
bearsolutions LLC	Fiscal Oversight Consulting	120,000	No	Lin Johnson	Still in Progress	O600
Community IT Innovators	IT Services	100,000	No	Lin Johnson	Still in Progress	O600
Corporate Computer, Inc.	Database	141,000	No	Lin Johnson	Still in Progress	O600
Horning Brothers Corporation	Office Space Lease	274,000	No	Lin Johnson	Still in Progress	O600
James Moore	Charter School Project Management	20,000	No	Theola Labbe-DeBose	Still in Progress	O600
Jessica Sutter	School Closure Consultant	25,000	No	Lin Johnson	Still in Progress	O600
Kendall, Prebola and Jones, CPAs	Financial Auditing Services	25,000	No	Lin Johnson	Still in Progress	O600
ProActive School Inc	Academic Data Platform	190,000	Yes-FY2011 (Renewal)	Naomi DeVeaux	Still in Progress	O600/WFF Grant
Rosemarie Russo	Bookkeeping Services	15,000	No	Lin Johnson	Still in Progress	O600
Sojourners	Sublease Office Space	120,000	No	Lin Johnson	Still in Progress	O600
US Equipment Finance	Office Printer Lease	32,000	No	Lin Johnson	Still in Progress	O600
XO One	Telephone/internet communication	12,000	No	Lin Johnson	Still in Progress	O600

**No contract modifications has occurred yet in FY14.**



**19 Please provide the following information for all contract modifications made by PCSB during FY13 and to date in FY14, broken down by agency program and activity:**

- **Name of the vendor;**
- **Purpose and reason of the contract modification;**
- **employee/s responsible for overseeing the contract;**
- **Modification cost, including budgeted amount and actual spent; and**
- **Funding source.**

There were no contract modifications during FY13 and to date in FY14.

**20 Please provide the following information for all purchase card transactions during FY13 and to date in FY14:**

- **Employee that made the transaction**
- **Transaction amount**
- **Transaction purpose**

There were none.

**21 Please provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within PCSB during FY13 and to date in FY14. This includes any reports of the DC Auditor or the Office of the Inspector General. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.**

There were none.

**22 Please provide the names, resumes, and terms of appointment for all members of the DC Public Charter School Board. How many board positions are currently vacant? For each vacancy, please give the dates that the position has been vacant.**

<b>DC Public Charter School Board Members and their Terms<sup>1</sup></b>	
<b>Board Member</b>	<b>Terms</b>
John McKoy	1st Term - December 8, 2008 1st Term Ended - February 24, 2011 2nd Term - July 12, 2012 2nd Term Ends - February 24, 2015
Darren Woodruff	1st Term - December 8, 2008 1st Term Ended - February 24, 2010 2nd Term - July 12, 2012 2nd Term Ends - February 24, 2014
Don Soifer	1st Term - February 19, 2010 1st Term Ended - February 24, 2012 2nd Term - February 25, 2012 2nd Term Ends - February 24, 2016
Emily Bloomfield	1st Term - March 19, 2010 1st Term Ends - February 24, 2014
Sara Mead	1st Term - September 21, 2009 1st Term Ended - February 24, 2013 2nd Term - July 18, 2013 2nd Term Ends - February 24, 2017
Herbert Tillery	1st Term - July 10, 2013 1st Term Ends - February 24, 2017
Barbara Nophlin	1st Term - July 10, 2013 1st Term Ends - February 24, 2015
Scott Pearson Executive Director Ex-Officio	Began January 2012 – current

There are seven positions on the PCSB Board. There are no Board vacancies at this time.

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<sup>1</sup> Please see enclosed resumes in this section tab.

# John H. McKoy

## PROFESSIONAL SUMMARY

Senior level executive with extensive background leading major public, private, and nonprofit sector organizations. Experience and achievement in bottom line program and operations management, strategic planning, and team-building.

## PROFESSIONAL EXPERIENCE

### **FIGHT FOR CHILDREN, Washington, DC** **2007-Present**

*Fight For Children is a nonprofit organization dedicated to increasing the number of urban youth in the Washington, DC metropolitan area who are prepared for post-secondary education and careers. [www.fightforchildren.org](http://www.fightforchildren.org)*

#### **Director, Programmatic Initiatives**

Work closely with local community, business, education, and government leaders to develop collaborative strategies aimed at improving the quality of life of underserved children and youth in the Washington metropolitan area.

### **ANACOSTIA WATERFRONT CORPORATION, Washington, DC** **2006-2007**

*A quasi-independent public-private partnership charged with implementing 20 year plan for the revitalization of Anacostia riverfront communities. Encompasses coordinating real estate development, river reclamation, park and trail development, as well as stimulating affordable housing, and local jobs and business formation.*

#### **Executive Vice President**

Responsible for corporate operations, like purchasing, contracting, workforce development, human resources, communications and external relations; also managed various real estate and community development projects along the Anacostia River.

- Designed two innovative service organizations to implement workforce and youth service mandates

### **MANAGEMENT CONSULTANT, Washington, DC** **2004-2005**

As a *sole practitioner*, provided strategic business analyses, coaching and facilitation services for clients including: The Urban Institute, Annie E. Casey Foundation, Downtown DC, and Search for Common Ground.

### **DC AGENDA, Washington, DC** **1997 - 2004**

*A city-wide think tank that assisted local government and acted as a community intermediary for civic problems concerning business, nonprofit, and public sector leaders.*

#### **President/CEO**

Responsible for overall management, communications, program development, and fund-raising.

- Major policy role in child and family service collaboratives.
- Incubated several new organizations in Washington, DC, including a Neighborhoods Indicators project.
- Built two leadership development programs, including a Neighborhood College.

### **LOCKHEED MARTIN IMS, Washington, DC** **1989 - 1997**

*Within Fortune 50 Corporation, industry-leading provider of high tech services to State and Local governments.*

**Vice President, Communications Industry Services****1996 - 1997**

Responsible for business development of telecommunications services to state and local governments.

- Identified market niche in telecommunications network management for state governments.

**Senior Regional Vice President****1989 - 1996**

Responsible for overall management and marketing of regional contracts in data processing services for local governments.

- In second year of employment elevated office to the second most profitable in the country within the IMS division.
- Succeeded in maintaining 100% successful rebid rate during six year tenure.
- Built profitable business from contract superiors originally thought would generate only marginal returns.

**TEAM MANAGEMENT ASSOCIATES, Washington, DC****1986 – 1989**

A management and leadership consulting firm whose clients included, The Rockefeller Foundation, Port Authority of New York, United Negro College Fund, and Harvard Community Health Plan.

**Managing Partner**

Founded and built the partnership by marketing and delivering services with other consulting firms and individuals.

- Built a profitable practice that more than doubled its sales with other consulting firms and individuals.
- Credited with helping one of the region's most successful architectural interiors firm build its management team.

**THE MILTON COMPANY, Washington, DC****1984 - 1986**

*A residential townhouse development company active in the Washington area.*

**Assistant Vice President, Acquisitions**

Responsible for land acquisitions for various development projects.

- Successfully completed sale of firm's only downtown office building.
- Negotiated purchase of various suburban land sites.
- Identified and researched new product markets that have proven very profitable- life care communities and starter townhomes.

**DISTRICT OF COLUMBIA GOVERNMENT, Washington, DC****1982 - 1984****Planning Director**

Agency head for the Mayor's land -use planning and zoning policy office.

- Led multi-agency task force in preparation of DC's first modern city-wide comprehensive development plan.
- Successfully defended departmental budgets before both city and Congressional panels over five year period.
- Negotiated successful resolution of contentious zoning cases.
- Reorganized and streamlined DC City Planning Department reducing head-count by 20%, while significantly increasing productivity.

## OTHER ACCOMPLISHMENTS AND AFFILIATIONS

- **DC Public Charter School Board** 2008 -  
Board Member: Chair (Feb. 2013 -)
- **State Early Child Development Coordinating Council** 2011-  
Chair
- **Public Education Partnership Fund** 2003-2005  
Board Member
- **Center for Excellence in Municipal Management, George Washington University** 2003 -2005  
Board Member
- **NPower for Greater DC Region** 2003 –2005  
Board Member
- **Mayor's Comprehensive Plan Assessment Task Force** 2002 - 2003  
Chair
- **DC Fiscal Policy Institute** 2002 -  
Advisor
- **DC's Workforce Investment Council** 2000 -2004  
Vice Chair
- **Humanities Council** 1997-2004  
Board Member
- **DC Chamber of Commerce** 1993 - 1997  
First Vice President
- **Leadership Washington** 1991 – 1992  
One of 50 regional leaders chosen
- **American Friends Service Committee** 1966-1968  
Development Volunteer in Guatemala City

## EDUCATION

- Masters of Public Administration** 1978  
*Harvard University*  
John F. Kennedy School  
Cambridge, MA
- Masters of City Planning** 1970  
*University of Pennsylvania*  
Department of City Planning  
Philadelphia, PA
- Bachelors of Arts** 1966  
*Hamilton College*  
Clinton, New York
- Language Proficiency**  
Fluent in conversational Spanish

## DARREN WOODRUFF, PH.D.

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### ***Education***

- Ph.D. 1997, Howard University School of Education: Educational Psychology
- Ed.M. 1991, Harvard University Graduate School of Education: Human Development & Psychology/Administration & Supervision
- B.A. 1986, Stanford University: Psychology & Communication

### ***Professional Experience***

- **Board Member and Vice Chair**, DC Public Charter School Board, 2008 – Present
- **Committee Member, Walter and Theodora Daniel Education Research Fund**, Howard University, 2006 – Present
- **Principal Research Analyst**, American Institutes for Research (AIR), Washington, DC  
Responsible for research, technical assistance and evaluation activities across a range of educational topics including supports for at risk youth, special education, and comprehensive school reform. Additional responsibilities include staff supervision, presenting at regional and national conferences, and preparing briefs, reports, and publications for multiple target audiences.
- **Co-Project Director, National Center on RTI (2007 – Present)**  
Co-Project director of the five-year, \$14.2 million National Center on Response to Intervention (RTI), a technical assistance center funded by the U.S. Department of Education. NCRTI serves as a central source of knowledge, expertise, and research on RTI strategies for states, local school districts, researchers and parents.
- **Project Director, Great Lakes East Comprehensive Center (2005 – Present)** This comprehensive technical assistance center provides support to state education agencies (Indiana, Michigan, and Ohio) to build capacity for meeting the requirements of the No Child Left Behind Act. Current areas of focus: districts in corrective action, response to intervention, professional development for teachers and addressing minority disproportionality in special education.

### ***Additional Professional Experience***

- **Project Director**, Rhode Island Disproportionality Project (2007 – 2009)
- **Project Director**, Evaluation of Major League Baseball's Breaking Barriers Program (2002–2005)
- **Technical Assistance Coordinator**, Elementary and Middle Schools Technical Assistance Center (1998-2002)
- **Associate Research Scientist**, Yale University (1997-1998)
- **Instructor**, Howard University School of Education (1994 - 1995)

*Selected publications and conference presentations available upon request*



## **Don Soifer**

Executive Vice President

Lexington Institute

Don Soifer is a co-founder and Executive Vice President of the Lexington Institute, where he directs domestic policy research programs on education, energy and other topics for the Arlington, VA-based nonpartisan think tank.

His education policy work, including research on charter schools, higher education finance, special education and closing the achievement gap for English language learners, has been published in numerous media outlets including the *New York Times*, *Washington Post*, *USA Today* and *New York Daily News*. Soifer makes regular radio and television appearances, including on Fox News and Fox Business and Wisconsin Public Radio.

He has testified several times before the U.S. Congress as well as to several state legislatures and boards of education, and his research has been widely cited by education policymakers and scholars. He has also served as a consultant for the Virginia Department of Education.

Through his work at Lexington, Soifer has regularly advocated for a more robust, high-quality charter school movement, and runs the Virginia Charter School Resource Center, which works with charter school applicants around the commonwealth, offering technical assistance to develop stronger charter applications.

Soifer serves on several advisory and governing boards for government and nonprofit organizations. He serves on the District of Columbia's Public Charter School Board, initially appointed by Mayor Fenty in 2008. The independent authorizing board is responsible for the oversight of 53 charter schools on 98 campuses, serving over 31,000 students. Soifer also serves on the board of directors for Carpe Diem Schools, an Arizona-based charter school network widely recognized as one of the nation's exemplary blended learning instructional models. Carpe Diem opened a new school in Indianapolis in 2012, representing its first step in a national expansion strategy.

Soifer's other affiliations include directing the nonprofit U.S. Consumer Postal Council ([www.postalconsumers.org](http://www.postalconsumers.org)) and serving on the State Department's Advisory Committee on International Postal and Delivery Services.

In addition to his nonprofit work, Soifer also provides business strategy consulting services to clients that include Fortune 500 and other companies.

He is a 1990 graduate of Colgate University and has lived in Washington, DC.

## **Emily M. Bloomfield**

Emily Bloomfield is currently leading a startup initiative to address the educational needs of pre-teens and teens in foster care. She also serves on the board of the DC College Success Foundation. Most recently, Ms. Bloomfield served as a Senior Policy Advisor to Stand for Children. Her prior experience includes serving as an elected member of the Board of Education in the Santa-Monica-Malibu Unified School District (SMMUSD) in California where she served as Vice-President and President of the Board. Other previous employment includes working as a product manager for CitySearch, a Senior Associate in Marketing and Strategic planning at the Los Angeles Times, and as a Senior Economist at LMC International.

**Emily Bloomfield** returned to Washington DC in 2007, following a career in public education, strategic planning, and international economics, in California and the United Kingdom.

She joined Stand for Children, an education advocacy non-profit that organizes (currently in ten states) to advance initiatives promoting improved public education, as Senior Policy Advisor. She was responsible for continually updating staff and field organizers on what works in education reform and notifying and explaining key developments in national and state education policies.

Prior to Stand for Children, Emily served on the board of education and was part of the team that drove a transformation program that dramatically improved overall educational outcomes and closed significantly the achievement gap among students of different socio-economic and ethnic backgrounds in the Santa Monica-Malibu Unified School District (SMMUSD). After playing a leading role in the citizen's group which created a community-based strategic plan with Superintendent John Deasy, Emily was elected a member, then Vice-President, then President of the SMMUSD Board of Education, to which she was re-elected in 2006 and on which she served in 2002-07, when she moved back to Washington DC. During that period, in which curriculum, teaching methods, student academic support, school leadership, and high school structure were all overhauled, overall student scores in math and reading rose by 33 percent, while achievement scores for African-American and Hispanic students in SMMUSD rose by an average of over 50 percent.

Emily began her professional career in Washington DC, working in international economics in the public sector management unit of the World Bank, and later as a senior research economist for LMC International in Oxford, UK, an economics consulting firm specializing in agricultural commodities and industrial raw materials. In these roles, she worked in over 25 countries on a host of economic development and public sector reform issues. Emily then worked in a series of strategic planning and marketing executive roles in Los Angeles in media and technology, for the *Los Angeles Times*, Carparts Technologies, CareerPath.com, and as the first Product Manager for the successful Internet start-up CitySearch (now owned by Ticketmaster). Emily also applied her skills to bringing information technology access to low income neighborhoods and children in her work for non-profit ventures Urban Technology Center and The Children's Partnership.

Emily earned a B.A. from the University of Chicago, a Masters in Public Administration from the Maxwell School of Syracuse University, and an MPhil. in Economics from Oxford University.

Emily serves on the board of DC College Success Foundation and the Board of Georgetown Day School.

## **Sara Mead**

Sara Mead is a senior associate partner with Bellwether Education Partners, a non-profit organization working to improve educational outcomes for low-income students. She focuses on thought leadership as well as strategic advising at Bellwether. Her work on federal education policy, charter schools, preschool, and gender in education has been featured in numerous media outlets including *The Washington Post*, *New York Times*, and *USA Today*, and she has appeared on CBS and ABC News and on NPR. Before joining Bellwether, she directed the New America Foundation's Early Education Initiative. She has also worked for Education Sector, the Progressive Policy Institute, and the U.S. Department of Education. She serves on the District of Columbia Public Charter School Board, which authorizes charter schools in the District of Columbia and holds them accountable for results, and on the board of Democrats for Education Reform. The daughter, granddaughter, and sister of public school educators, she holds a bachelor's degree in public policy from Vanderbilt University.

st

# Herb Tillery

Executive Director at College Success Foundation - District of Columbia

Washington D.C. Metro Area

Nonprofit Organization Management

Current College Success Foundation - District of Columbia,  
Greater Washington Urban League,  
Kappa Alpha Psi

Previous Leadership Greater Washington,  
Mentors, Inc.,  
Creative Leaps

Education North Carolina Agricultural and Technical State University

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12 days ago

SEE MORE

## BACKGROUND

### EXPERIENCE

#### **Executive Director**

College Success Foundation - District of Columbia

December 2006 – Present (6 years 4 months)

I am responsible for providing leadership in the establishment, development and management of all aspects of the DC Achievers Scholarship Program. The DC Achievers Scholarship Program is designed to improve the high school and college graduation rates of low-income, high-potential students in six high schools in Wards 7 and 8 in the District of Columbia. Achievers Scholars attend Anacostia Senior High School, Ballou Senior High School, H.D. Woodson Senior High School, Friendship Collegiate Academy Public Charter School, Maya Angelou Public Charter School – Evans Campus, and Thurgood Marshall Academy Public Charter School. Approximately 2,000 D.C. Achievers scholarship awards will be granted over the next ten years – all made possible by a \$116 million grant from the Bill & Melinda Gates Foundation

#### **Board Member**

Greater Washington Urban League

2004 – Present (9 years)

#### **Life Member**

Kappa Alpha Psi

1974 – Present (39 years)

#### **Board Member**

Leadership Greater Washington

2005 – 2009 (4 years)

#### **Board Chair**

Mentors, Inc.

2003 – 2006 (3 years)

#### **Consultant**

Creative Leaps

2002 – 2006 (4 years)

#### **Deputy Mayor for Operations**

Government of the District of Columbia

June 2001 – December 2006 (5 years 7 months)

During my tenure as the Deputy Mayor for Operations, I had responsibility for providing leadership and direction in the management of the Office of Contracting and Procurement; the Office of Personnel; the Office of Property Management; the Department of Public Works; the Department of Transportation; the Department of Motor Vehicles; and the Department of the Environment. I also concurrently served as the interim Director, Department of Health, (consisting of over 1400 employees with a \$1.5 billion budget) responsible for improving morale; restoring credibility in the public health care system; rebuilding the infrastructure; and leading the search for a new permanent director. I was again called upon to concurrently serve as the interim Director, Office of Contracting and Procurement, with primary objectives of streamlining the contracting and procurement processes; improving customer support; providing expanded opportunities for Local, Small, Disadvantaged Business Enterprises (LSDBEs); and matching the skills to the needs of the organization.

**Executive Director**

The George Washington University Center for Excellence in Municipal Management

1998 – 2002 (4 years)

**Deputy Dir of Operations; Chief of Staff**

District of Columbia Public Schools (DCPS)

1996 – 1998 (2 years)

**Colonel (retired)**

US Army

1971 – 1997 (26 years)

## **Barbara B. Nophlin**

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1441 35<sup>th</sup> Street, SE · Washington, DC 20020 · 202-582-1218  
“An award-winning educator with over 25 years experience”

### **SUMMARY OF QUALIFICATIONS**

- Capable administrator, skilled in program/budget development and management.
- Proven instructional leader; adept in creating exemplary learning environments.
- Extensive experience managing teams of educators, parents, and community members.
- Strong working knowledge of education research and evaluation.
- Excellent communications skills, including writing and public presentation abilities.

### **EDUCATION**

- M.S. in Education (Administration and Supervision)  
Trinity College, Washington, DC
- B.S., Early Childhood Education  
District of Columbia Teachers College, Washington, DC

### **PROFESSIONAL EXPERIENCE**

Retired Educator: July 2009 – present

#### **Consultant**

#### **Principal Support Team, Coaching New Principals in the Friendship Public Charter School Network**

Professional Development Reviews, New application reviews, School Improvement Reviews and Transcript Reviews, DC Public Charter School Board

Administration and Management

#### ***As Head of School, Paul Public Charter School:***

- Oversee management and implementation of school operations;
- Provide leadership, direction and support to the implementation of the school’s instructional and program plans to ensure alignment with the shared vision and mission;
- Monitor progress on all measures of school and staff performance, which includes the progress made toward those areas identified in the Accountability Plan;
- Communicate clearly the policies of the Board of Trustees to school staff.
- Maintain a close relationship with the Board of Trustees and school management to plan, manage and direct a cost-effective and strategic fundraising campaign for the school.

#### ***As Director, Office of Policy, Research and Analysis: DC State Education Office***

- Supervised and provided guidance to Senior Analysts and Analysts in research and development of short and long-range policy and legislative priorities to inform the annual policy book, budget, Citywide Strategic Plan and submissions to federal government;
- Provided in-depth evaluations and research of public policy issues and alternatives including best practices surveys, cost benefit analyses, inventories of related activities underway, assessment of relative need for competing proposals and options for action;

#### ***As School Principal: Amidon Elementary School DC Public Schools***

- Supervised all school operations, including budgets (local school funds and district funds), procurement, school records, and facilities.
- Managed student recruitment and enrollment process.

- Recruited and hired *all* school personnel.
- Ensured compliance with federal, state, and local regulations and policies.

***As District-level Program Director: DC Public Schools***

- Assisted in the development and implementation of all phases of school procedures in more than 25 school buildings.
- Provided technical assistance and support to school-level personnel.

***As Child Development Coordinator: US Department of Defense***

- Planned and implemented effective operating procedures for all Marine Corps Child Care operations.
- Developed and wrote policy to promulgate Marine Corps-wide guidelines for child care center programs.

**PROFESSIONAL EXPERIENCE**

Instructional Leadership

***As Principal and Assistant Principal:***

- Provided leadership, direction, and support for the implementation of instructional program plans.
- Set standards for student achievement.
- Advanced proven teaching and learning practices.
- Supported and monitored the professional development plans of faculty and staff.

***As Early Childhood Coordinator and Instructional Support Specialist:***

- Coordinated staff development and training for the Elementary Division of the DC Public School System.
- Wrote semester-long graduate courses, workshops, and action labs to support reform initiatives within the school system.
- Supervised arrangements of all logistics for learning events, including identification of sites, dissemination of course syllabi, identification of instructors, as well as final submission of final grades to the proper authorities.
- Monitored course delivery and student participation.

**WORK HISTORY**

***Head of School***, Paul Public Charter School, Washington, DC, 7/04-7/09

***Director***, Office of Policy, Research and Analysis, Executive Office of the Mayor, State Education Office, Washington, DC, 4/03-7/04

***Principal/School Leader***, Community Academy Public Charter School, Washington, DC, 7/00-9/02

***Principal***, Amidon Elementary School, Washington, DC, 1/99-7/00

***Assistant Principal***, Garrison Elementary School, Washington, DC, 7/98-12/98

***Executive Assistant***, Assistant Superintendent, District of Columbia Public Schools, Washington, DC, 1/97-7/98

***Early Childhood Coordinator and Instructional Support Specialist***, District of Columbia Public Schools, Washington, DC, 1/91-1/97

***Education Consultant***, Kaplan School Supply Corporation, Washington, DC, 1/87-1/91

***Child Development Coordinator***, United States Navy/Marine Corps, Washington, DC, 2/81-12/86









## **Scott Pearson**

**Scott Pearson** is the executive director the DC Public Charter School Board. Scott is a longtime advocate of charter schools, and has extensive experience in education and the private sector.

An appointee of President Barack Obama, Scott served as associate assistant deputy secretary in the Office of Innovation and Improvement at the U.S. Department of Education. His responsibilities included issues of school choice and charter schools, as well as education for military families, and innovation policy development. He also served as acting director of the federal Charter Schools Program, helping him gain a thorough understanding of the national charter school movement.

A believer that “the most important work in education happens at the local level,” Scott also understands the impact charters can have from a local perspective. When he lived in San Francisco, he co-founded Leadership Public Schools, a charter management organization whose college-preparatory high schools serve low-income communities in the San Francisco Bay Area. Scott also served as a trade negotiator during the Clinton Administration, and he worked with distinction at America Online and Bain and Company.

Scott holds a Bachelor of Arts degree from Wesleyan University, a master’s in public administration from Harvard’s Kennedy School of Government, and a master’s in business administration from the Harvard Business School. He lives in DC with his wife and two children.

**23 How do the members of the Public Charter School Board evaluate the effectiveness of the PCSB as an agency? What types of performance measures are used? Please provide a narrative description of any such performance measures and how they have been used in FY13 and to date in FY14 to improve the agency's function. Additionally, please provide a copy of the LEA survey the PCSB conducted during Summer 2012, please include a narrative response illustrating the steps the PCSB took in FY13 and FY14 to date, to respond to the feedback from the survey**

In FY13 the PCSB submitted a performance report to the Office of the City Administrator. In this report PCSB outlined its major objectives for the fiscal year and explained its accomplishments based on the completion of the stated objectives. An analysis of the quality of completion of the objectives is an indicator of the Board's effectiveness as an agency.

The PCSB also looks at the "[Principles and Standards for Quality Authorizing](#)," a publication from the [National Association of Charter School Authorizers \(NACSA\)](#) to evaluate how the Board is implementing its authorizing practices. The PCSB compares its authorizing practices to the standards outlined by NACSA. In July 2013 NACSA conducted an independent formative authorizer evaluation of PCSB and delivered a report at a public meeting.

Annually PCSB develops organizational performance goals that are evaluated by its Board of Directors.

Additionally, PCSB sought feedback from the public charter schools it authorizes via a survey administered in the summer of 2012. The survey results from 35 of the 53 LEAs revealed that the majority of charter leaders believe that PCSB provides them with the right amount of autonomy and support in the three main oversight categories: finance, compliance, and academics.

PCSB responded to the survey feedback and:

- Provided additional technical assistance opportunities through webinars, videos, and seminars for new schools and addressing complex compliance requirements for all schools
- Streamlined communications by revising its weekly electronic newsletter Tuesday Bulletin, limiting other mass emails, significantly decreasing ad-hoc data requests, and creating a "schools@dcpcsb.org" email address to better communicate specifically with public charters schools
- Adopted an internal practice to respond to charter leader requests within 24 hours
- Continually sought feedback and refined existing oversight practices while preserving charter autonomy

A copy of the 2012 Authorizer Survey is enclosed in this tab as requested.

# 2012 Authorizer Survey

360 feedback on PCSB's oversight and support

8/16/2012

The DC Public Charter School Board

Sarah Shaw  
Education Pioneers Fellow

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## Executive Summary

The DC Public Charter School Board (PCSB) works with 53 local educational agencies (LEAs) that operate 98 charter school campuses in our nation's capital. The PCSB provides support and technical assistance to these LEAs, but must balance this involvement with the autonomy that charter schools are granted by their charter agreement. This survey sought to understand this balance and provide an opportunity for charter leaders to provide 360° feedback on their interactions with the PCSB. The goal of this survey is to gain insight into the current service offerings of the PCSB and make strategic changes to better meet the needs of the LEA stakeholders and the charter schools they operate.

The survey results revealed many positive responses to the current practices of the PCSB. The vast majority of charter leaders believe the PCSB provides them with just the right amount of autonomy in the three main oversight categories: finance, compliance, and academics. Furthermore, half of respondents "agree" or "strongly agree" that the PCSB is constantly improving its oversight. Additionally, the communications the PCSB uses to disseminate information to stakeholders, such as emails, press releases, and newsletters, were also overwhelmingly rated to occur in just the right amount.

The survey also illuminated some areas in which the PCSB could better serve the needs of its charter school partners. In general, charter schools would like to see slightly more support in most major areas. However, there is a sizeable gap between the support and technical assistance desired by charter schools and the assistance actually provided by the PCSB in complex compliance issues such as data validation and interpretation and Special Education. Only 35% of leaders "agree" or "strongly agree" that the PCSB's inaugural accountability index, the Performance Management Framework (PMF), helped them identify strengths and weaknesses at their schools. Finally, while communication frequency is often right on target, 53% of leaders gave the effectiveness of PCSB communications a rating of "3" on a five-point scale.

The data collected from this survey suggest that the PCSB could provide more meaningful oversight and technical support to its charter school partners in a few ways:

- Providing proactive training opportunities for complex compliance requirements
- Crafting clear, streamlined, and timely communications to increase effectiveness
- Adopting internal policy to guarantee response to charter leader requests within 24 hours
- Refining existing oversight practices while preserving charter autonomy

Half of charter leaders "agree" or "strongly agree" that the PCSB is constantly improving its oversight. By adding more targeted opportunities to build capacity around very technical compliance issues and by communicating quickly and effectively with charter LEAs, the PCSB is likely to provide better and more meaningful support to its charter LEAs. These changes will likely show an increase in satisfaction on future surveys.

## Company Overview

The DC Public Charter School Board (PCSB) was created in 1996. It has been the sole authorizer for charter schools in Washington, DC since 2007. The PCSB evaluates the performance of and provides oversight and support to 53 charter school organizations with 98 campuses in our nation's capital, serving over 41% of the students in the city.

The PCSB's mission is to provide quality public school options for students and families in Washington DC. This is accomplished through:

- A rigorous charter school application review process
- Effective oversight of operational charter schools
- Meaningful support for those schools
- Active engagement of multiple stakeholders

Additionally, the PCSB strives to serve as a national role model for all other groups that authorize and oversee charter schools.

## Project Overview

### History

In February 2012, PCSB staff members interviewed leaders from prominent charter authorizing agencies, including the National Association of Charter School Authorizers (NACSA), the State University of New York (SUNY) Charter Schools Institute, and Friends of Choice in Urban Schools (FOCUS), to identify best practices for charter authorizers. When asked how charter authorizers should be evaluated, two interviewees indicated that a survey of charter satisfaction would be a good way to acquire feedback and ensure the authorizer is meeting the needs of its schools. James Merriman, the CEO of the NYC Charter School Center, wanted to determine the "customer satisfaction" of the charters he served with a school survey but had never done so. Jonas Chartock, the CEO of Leading Educators and former Executive Director of the SUNY Charter Schools Institute, envisioned an evaluative "dashboard" of metrics that would assess the performance of an authorizers, including measures of satisfaction levels of charters. PCSB is one of the first charter school authorizers to implement a survey evaluating the satisfaction levels and oversight feedback of its charter partners.

### Objective

The purpose of the survey is to measure and evaluate the way PCSB serves its local educational agency (LEA) partners by giving charter LEAs the opportunity to provide 360° feedback to PCSB. PCSB will be able to incorporate this feedback as it revises its operations and portfolio management procedures, improving school service in the future.

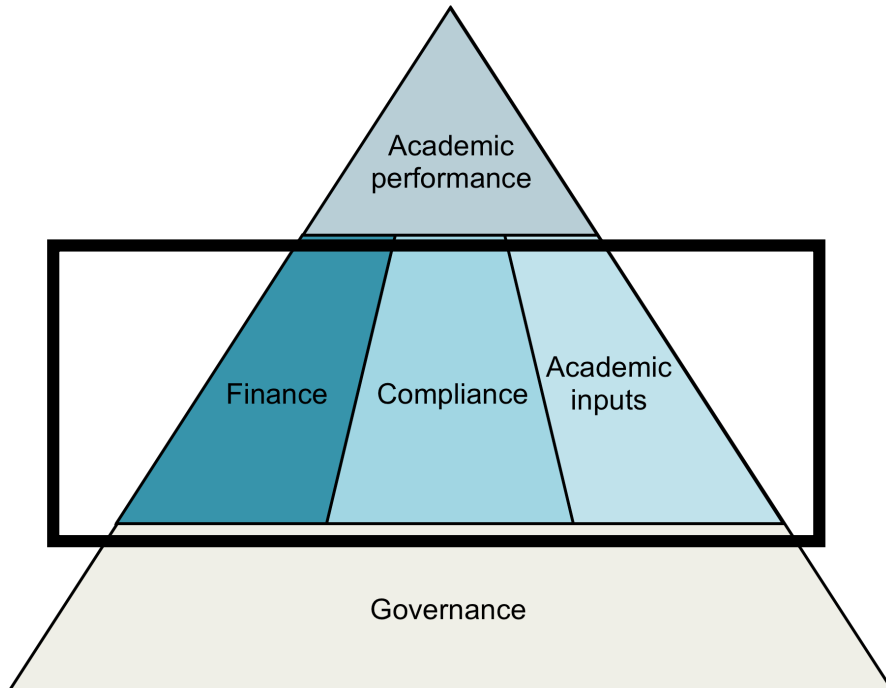


## Methodology

### Primary Research

I conducted interviews with many staff members of the PCSB to draft the most comprehensive and informative questions possible. I met with the Communications department, the School Quality and Accountability team, and the Finance and Human Capital managers to review the questions in person. I send the preliminary draft to the Charter Agreement team via email and solicited feedback as our meeting was unexpectedly delayed. This input from the PCSB staff allowed me to ensure the survey would provide meaningful feedback to each department and addressed the major interactions the PCSB has with its charter LEAs.

In 2009, the Boston Consulting Group (BCG) completed an engagement with the PCSB to develop an authorizer accountability model for effective charter school management. This model created a holistic performance management approach that built on the three identified oversight areas: finance, compliance, and academics. BCG determined these areas of PCSB oversight, coupled with effective



charter governance, would lead to high academic performance. I reviewed the primary documents created by BCG during this engagement to gain insights into the intended structure of the PCSB. These presentations helped me align the major support functions listed in the PCSB in the survey with the best practices identified by BCG. This also informed the survey design, as questions focused on the degree of autonomy in these three key oversight areas.

*Source: BCG Performance Management Project Summary, PowerPoint, January 2009*

### Secondary Research

In addition to interviews, I also researched best practices for survey design in order to ensure high quality results. The “Right Amount” scale was developed from the book *The Versatile Leader* by Bob Kaplan. This book discusses how to identify strengths and weaknesses, and suggests that a weakness might in fact be doing something too often. Kaplan places the target rating in the middle of the scale with extremes on either end. This served as a model for many of the scales in the survey

## **Administration**

The survey was administered in two ways. First, charter school leaders attending the Charter School Leaders Meeting on August 2, 2012, received a paper copy of the survey. During the presentation, leaders heard a brief overview of the purpose of the survey from me and Clara Hess, the PCSB Director of Human Capital and Strategic Initiatives. Completed surveys were collected after the meeting and entered by hand into a Google Forms survey. Second, the link to the same online Google survey was distributed via the Tuesday Bulletin on August 7, 2012. In all 30 paper responses and 5 electronic responses were received for a total of 35 responses.

## **Limitations**

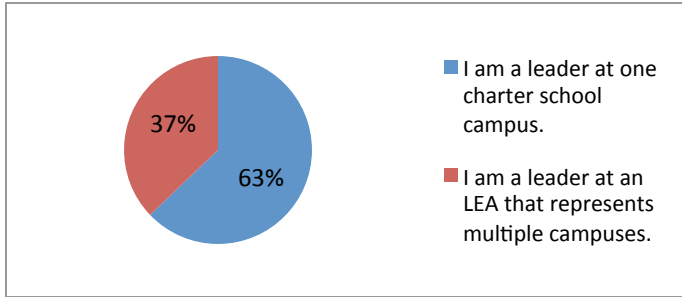
The survey will be as comprehensive as possible, however certain limitations will occur based on the survey design. Because the survey is not mandatory, the results will not be perfectly representative of all charter schools. Survey respondents will be anonymous in an effort to acquire the most honest feedback possible, and therefore it will be impossible to ensure that all charter LEAs have participated. This anonymity also allows for multiple leaders from a single LEA to submit the survey, which could potentially further distort the data.

## **Desired Outcome**

This project will result in survey data that will allow PCSB to learn how its primary stakeholders, DC public charter schools, perceive its services. This will allow PCSB to make changes to its service procedures to better meet the needs of the charter schools it supervises and continually improve its practice. PCSB will also be able to use the survey as an example for other charter authorizers to solicit 360° feedback from their charters. This is in line with PCSB's vision to lead the transformation of public education by serving as a local and national model for charter school authorizing.

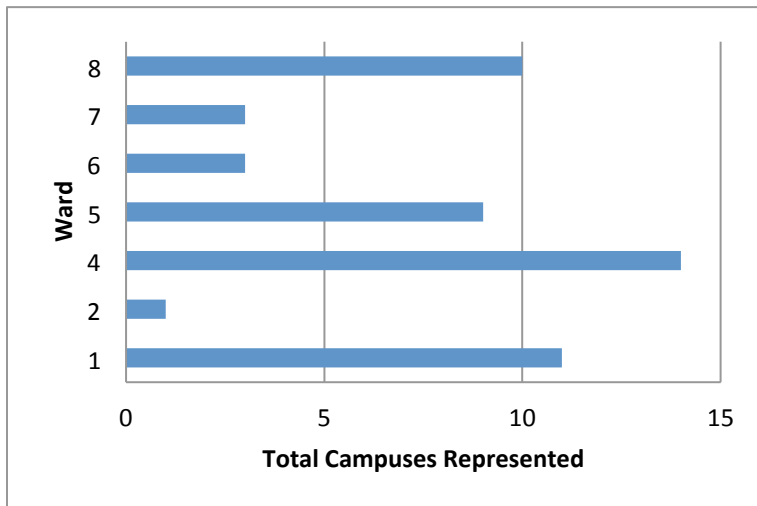
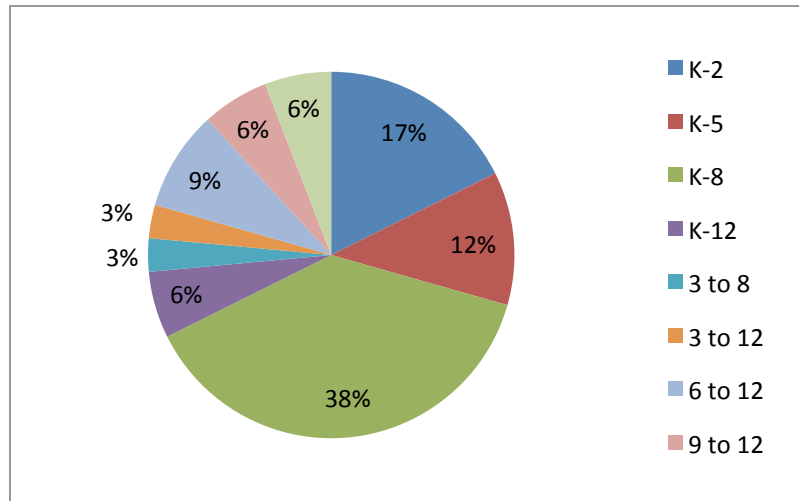
## Demographic Results

Surveys were submitted from a diverse group of charter school leaders that is representative of all charter schools in Washington DC.

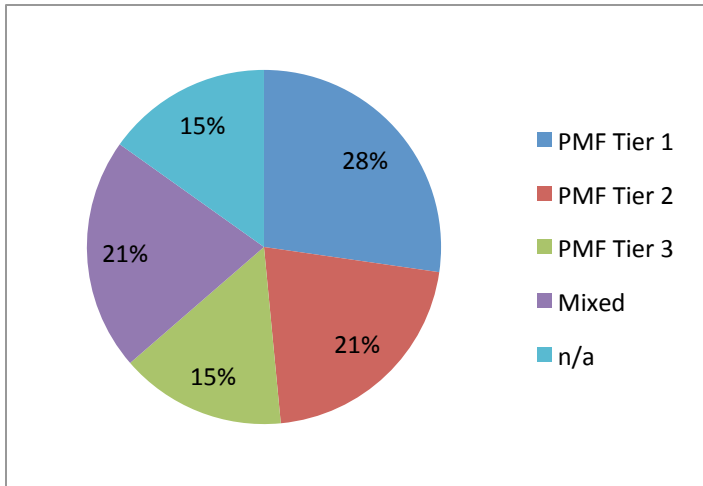


Almost two-thirds of leaders represented a single charter school, while another third represented an LEA or multiple campuses. This is fitting given that the survey was primarily administered at the Charter School Leaders Meeting.

Responses were submitted from schools that serve a variety of grade levels, and all grade levels were represented in the survey. For the purposes of classification, Early Education grades are included in the Kindergarten (K) designation. The majority of responses represent K-8 schools with 38%.



Responses were received from leaders representing every ward that currently houses a charter school. 68% of all responses represented campuses or LEAs that operate north of the Anacostia River, and 26% of responses represented campuses or LEAs that operate south of the Anacostia River. Six percent of respondents represented LEAs that operate schools on both sides of the River.



Responses were submitted from schools that represent every tier of the Performance Management Framework (PMF), schools that currently do not participate in the PMF, and LEAs that operate schools with a mixture of tiers among their campuses. The distribution is fairly even across all groups, with a slight majority of Tier 1 schools. This may be because Tier 1 schools are more amenable to the PCSB and therefore more likely to fill out a survey when requested.

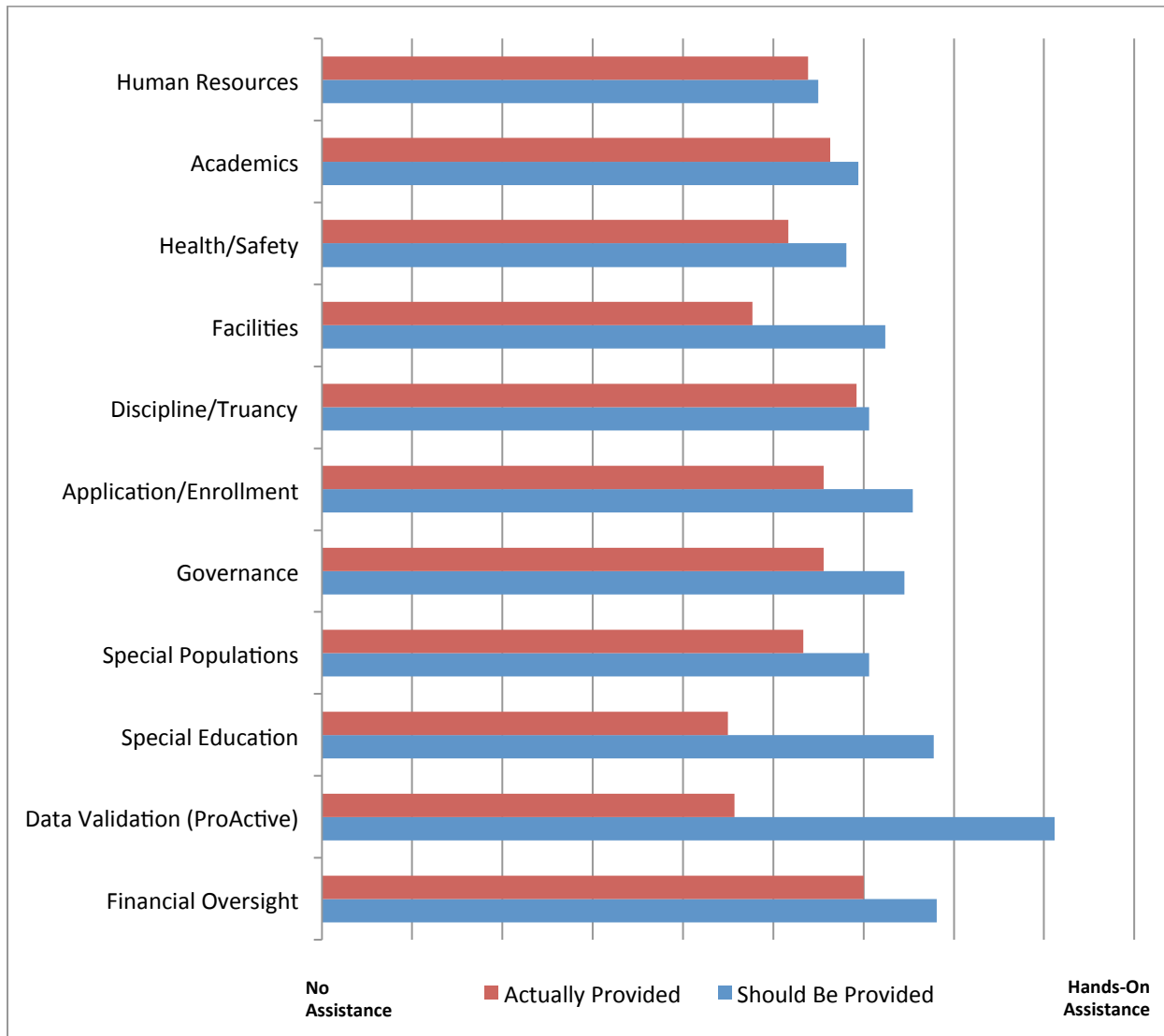
Overall, the survey results are broad enough and representative enough that the data in this report can be considered illustrative of the charter sector as a whole.

## Technical Assistance

The first section of the survey attempted to understand the level of direct support and technical assistance desired by charter schools. Respondents then rated current service and support levels provided by the PCSB.

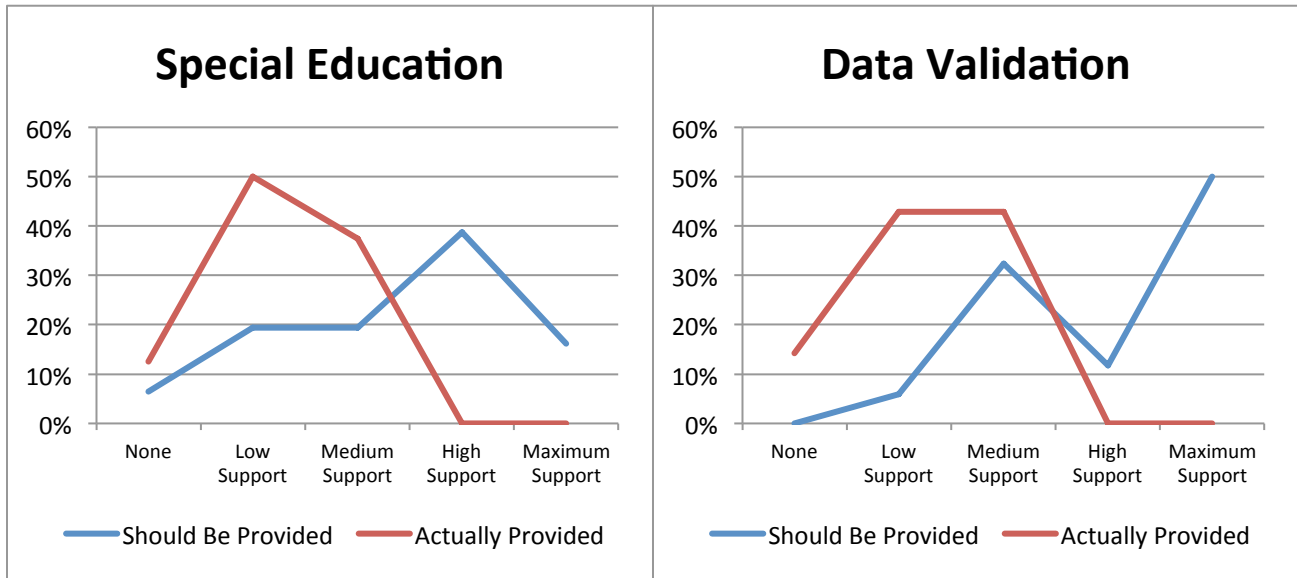
### Results

The first section of the survey focused on questions relating to technical assistance and how much the PCSB should provide to school leaders. The chart below compares the desired level of technical assistance with the actual level of technical assistance provided, as rated from no assistance to very high levels of hands-on assistance.



In general, charter school leaders prefer a moderate level of assistance that is a balance between PCSB intervention and complete independence. Overall, leaders believe slightly more technical assistance should be provided. However, this gap is very small for most domains.

Only three areas show a large difference between the amount of technical assistance that is actually provided and the amount that should be provided. These areas are facilities, data validation, and Special Education.

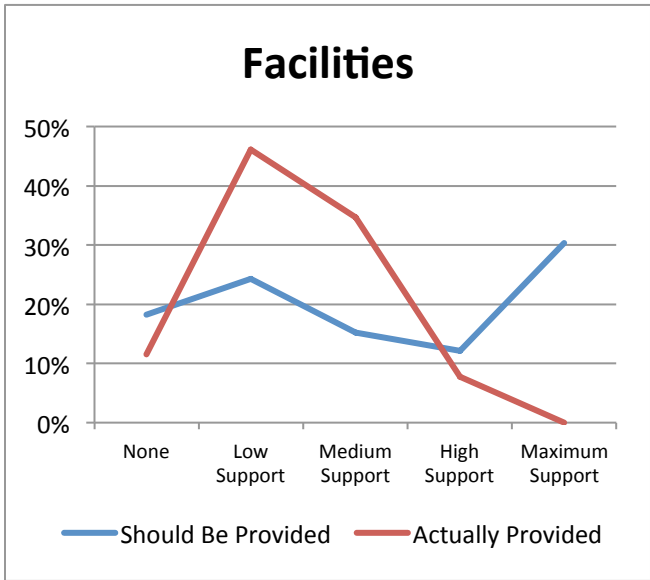


Special Education and data validation had the largest gaps between desired support and current support. Nearly 40% of respondents would like high levels of support for Special Education, including trainings and PCSB recommendations, and yet 50% believe the support they are currently receiving is too low. Similarly, 50% of school leaders want hands-on support from the PCSB for their data validation, and 57% do not believe they are receiving adequate support at this time.

Tier 1 schools were overwhelmingly more likely to feel they are receiving too little support from the PCSB around Special Education and data validation. Six out of seven Tier 1 schools (86%) that answered the Special Education question rated PCSB assistance in this area as “Too Little.” Six out of eight Tier 1 schools (75%) that answered the data validation question rated PSCB assistance as “Too Little” or “Far Too Little.” The responses from the other tiered schools were more mixed, with Tier 3 schools generally more likely to want more support than Tier 2 schools.

Similarly, six out of eight Tier 1 schools (75%) that answered the data validation question believe they are receiving too little or far too little support. Tier 3 schools are next most likely to think they receive too little support with 67% reporting current technical assistance is not enough, followed LEAs with multiple schools in different tiers with 50%. The most satisfied group was Tier 2 schools, reporting 60% satisfaction with current levels of support around ProActive and data validation.

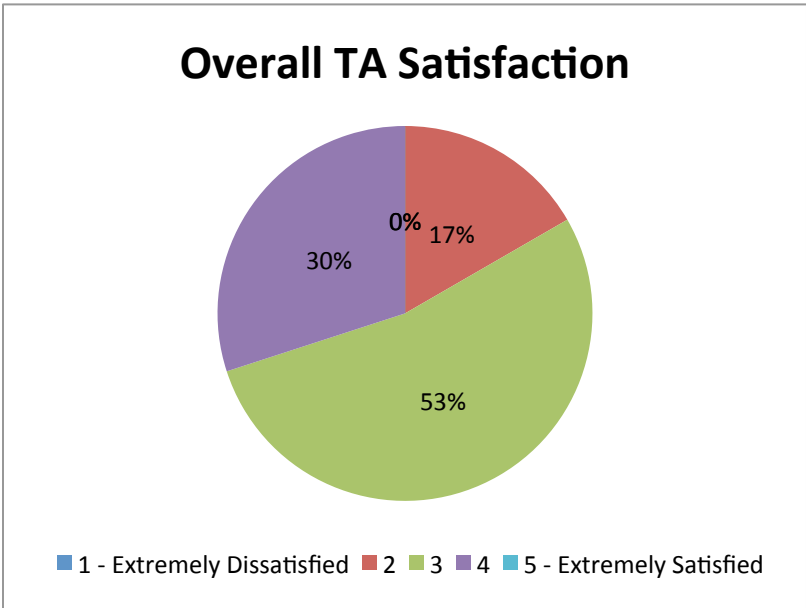
The facilities graph on the next page reveals an interesting shape as there is a slight U-shape in the amount of support that charter leaders believe should be provided. There is a sizeable group that believes no or low support should be provided, while yet another group believes maximum support



should be provided. While leaders are divided on the amount of support that should be provided, a vast majority, 46% of respondents, say too little is currently being done to support charter facilities.

The facilities data also revealed patterns between schools in different PMF tiers. Tier 1 schools are more likely to prefer low levels of support, while schools that are not rated on the PMF (alternative and early education schools) are more likely to prefer maximum support. Tier 3 schools are split evenly between maximum support and no support. Tier 2 schools and LEAs with multiple tiers provided mixed results and did not reveal any telling patterns.

Ratings for overall satisfaction with the current support and technical assistance provided by the PCSB were entirely in the middle of the scale. On a scale of one to five, with one being “Extremely Dissatisfied” and five being “Extremely Satisfied,” no respondents selected one or five. The majority of respondents (53%) fell in the middle of the scale and selected three to rate their satisfaction. More respondents fell on the side of satisfied (30%) than dissatisfied (17%).



When providing additional comments around technical assistance and support, respondents offered mixed views. Some indicated the PCSB provided too much assistance, while others indicated specific areas in which they would like to see more support, including alternative schools, facilities, and ProActive. A complete list of comments can be found in Appendix II (see page 24).

One particularly detailed comment indicated a need for capacity building at charter schools. The respondent wrote, “For the amount of time we spend trying to meet the PCSB's requirements and guidelines, we receive very little guidance, training, or feedback.” Another respondent expressed a similar concern about capacity building and worried that current technical assistance provided by the PCSB is too often “retroactive instead of proactive.”

## Conclusions

The results of this section illustrate some of the PCSB's strengths and areas for improvement related to technical assistance and support. By and large the amount of support provided is in line with the amount of support and assistance provided by the PCSB. This is a strength, and it shows that the PCSB is generally meeting the service needs of its charter LEAs.

While the PCSB largely meets the needs of LEAs, there is room to improve upon the areas where more or different support is desired. The focus areas for the PCSB should be primarily data and Special Education. These are complex compliance issues that often require high levels of detail on both the charter and PCSB end. While schools should have staff members who can understand data and implement Special Education policies, it seems that many do not or at least believe more support could be provided.

The PCSB should continue to develop workshops, trainings, webinars, and printed or Web resources to support charter leaders in these areas. These communications should be planned with plenty of advanced notice and organized and presented with clarity. By increasing the proactive technical assistance opportunities and designing public resources like manuals and handbooks for later reference, the PCSB can help charter sites build capacity for entering and understanding data more effectively. Building this capacity will strengthen the relationship between the PCSB and LEAs.

A further study will be required to fully understand the specific training needs and technical assistance challenges the charter schools have and what they are looking to learn from the PCSB. This general study simply identified this area as a place of particular concern among charter leaders.

The third largest gap area, facilities, can be given a more nuanced treatment. Most tiered schools are largely satisfied with the facilities assistance they receive from the PCSB. Schools that do not currently receive an evaluation on the PMF are overwhelmingly more likely to want hands-on facilities support and less likely to want other technical support. This makes sense given that these programs operate with unique education models and generally educate very young children or adults. The PCSB should work more closely with these alternative education LEAs to help locate and secure facilities than with traditional school LEAs.

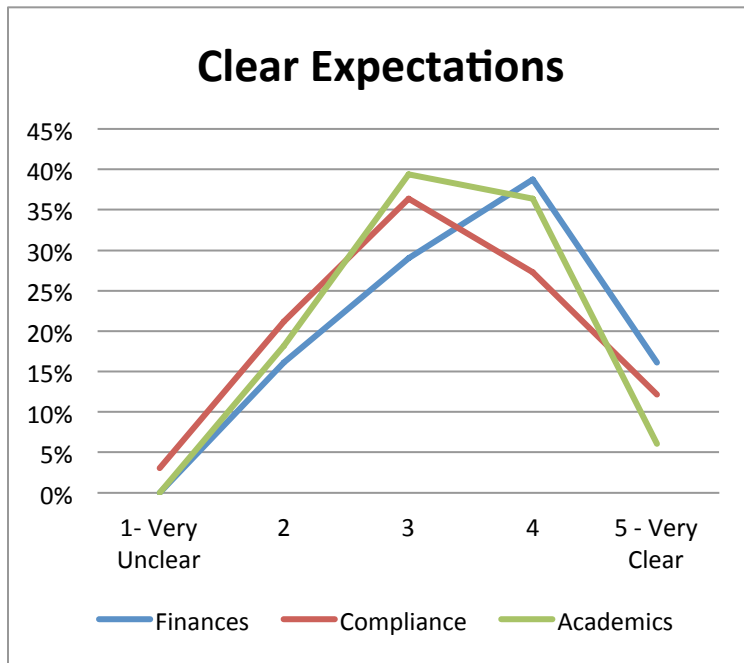
Because data entry and validation is such a large part of the PCSB's interaction with operational charter schools, improving the services in this domain will likely lead to an increased overall satisfaction level among charter leaders.



## Oversight

The oversight section focused on how well the PCSB communicates its accountability and autonomy expectations. These expectations were divided into three categories of PCSB oversight: finances, compliance, and academics. These were the three areas of oversight that BCG chose as the most important for impacting student and school performance.

## Results

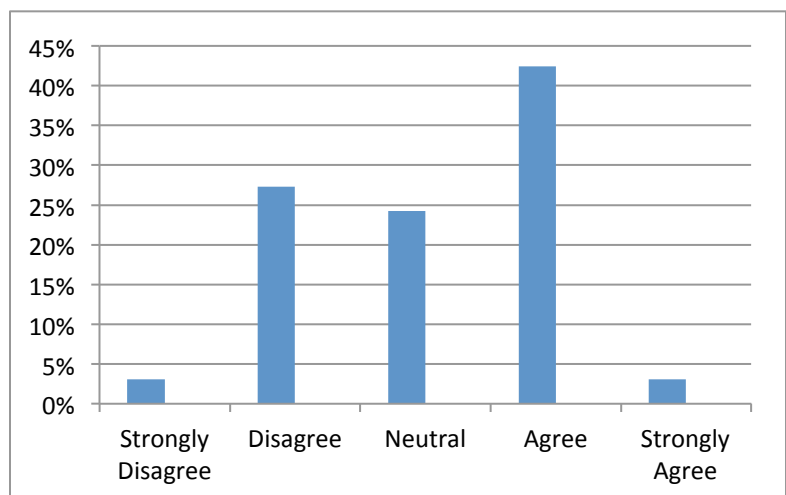


This graph shows the percentage of respondents who chose each rating on a five-point scale from “Very Unclear” to “Very Clear” in each of the three oversight areas. According to these results, the PCSB is clearest when establishing its expectations for financial oversight. Academic expectations are largely split between choices three and four. Expectations for compliance oversight peak in the middle, with 36% selecting three. Overall, the graph shows that accountability expectations are expressed clearly for all three oversight areas.

The next section of the survey asked respondents to indicate the extent to which they agreed or disagreed with each statement around PCSB oversight and accountability.

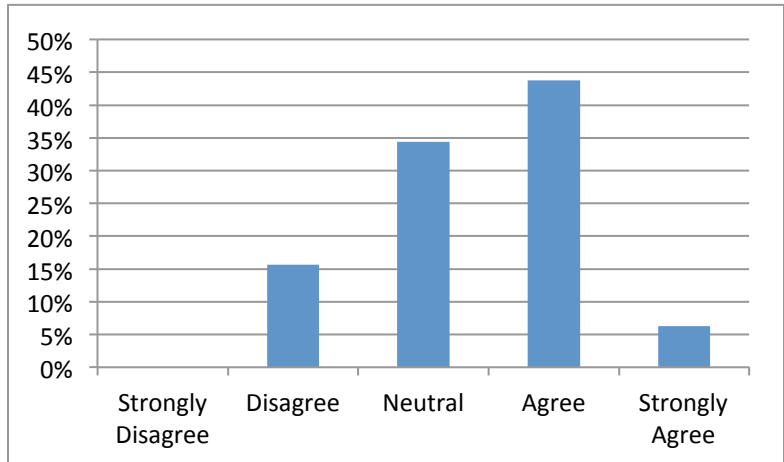
### I know how the PCSB will evaluate my school.

Here the largest group of respondents agrees that they know how the PCSB will evaluate them. However, when considering the three lowest categories together, 55% of respondents disagree or are neutral about PCSB evaluations. This number can be improved with clear, direct, and effective communications.



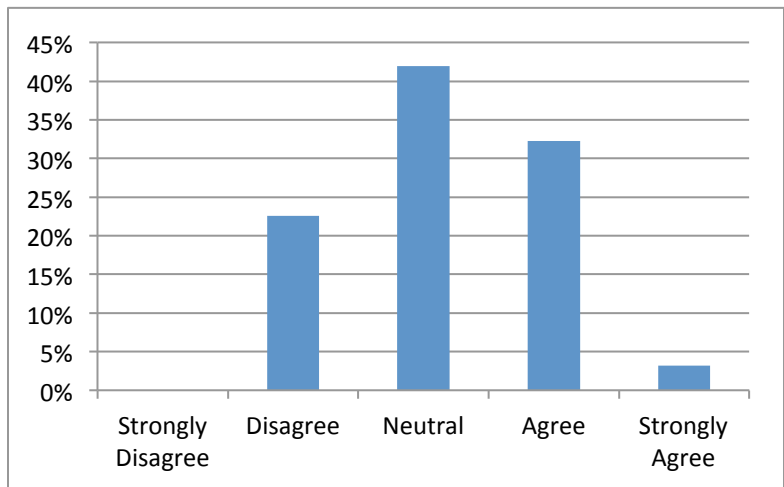
**I know what data the PCSB requires from me.**

This data is also split. While the most popular rating agreed that the data requirements from the PCSB are clear, still 50% of respondents either disagree or are neutral about this topic. Clarity around expectations and timelines will improve this trend and will reduce confusion about data validation requirements.



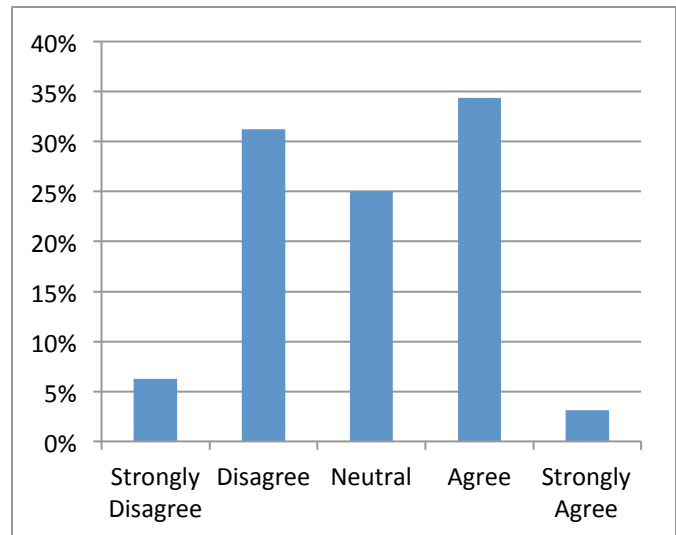
**The PMF has helped me identify areas of strength and weakness at my campus.**

Only 35% of school leaders agree or strongly agree that the PMF helps them identify strengths and weaknesses. The vast majority, 42%, are neutral on this topic. Building school capacity to understand and interpret data from the PMF could be achieved through workshops or webinars.



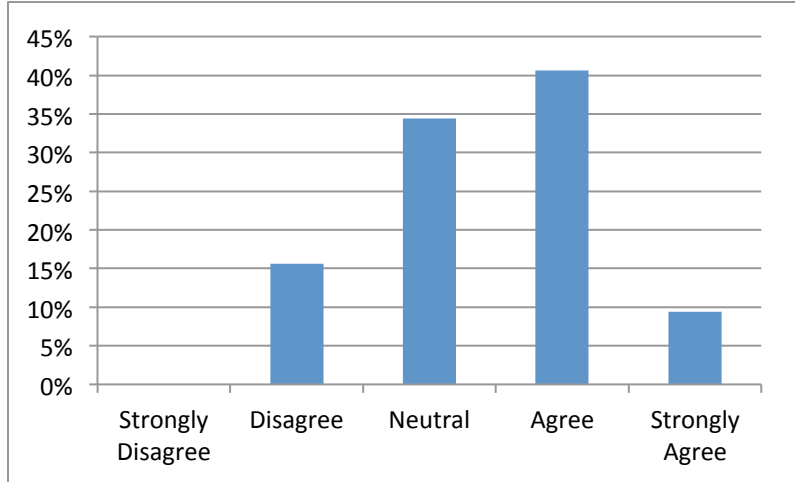
**I know which PCSB staff member to ask if I need information about something.**

In light of the recent organizational changes at the PCSB, this question was designed to shed light on how respondents felt about losing their single PCSB representative. 37% of leaders agree or strongly agree, and another 37% of leaders disagree or strongly disagree with this statement. Another quarter are neutral. As the A-Z Guide is utilized more fully and the organizational change becomes better understood, the answers should shift to the right.

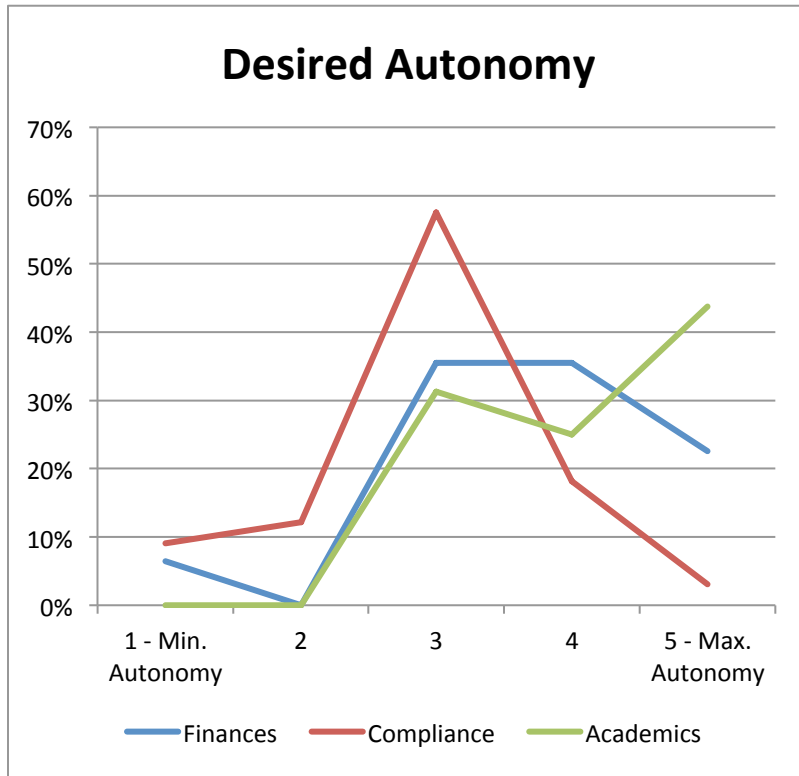


**The PCSB is constantly improving its oversight.**

The climbing results for this question bode well for the future of the PCSBB. Only 16% believe the PCSB is not improving its oversight, while the vast majority agrees that the PCSB is constantly working to improve its service and oversight level. As newer policies become more refined, this rating should continue to improve.

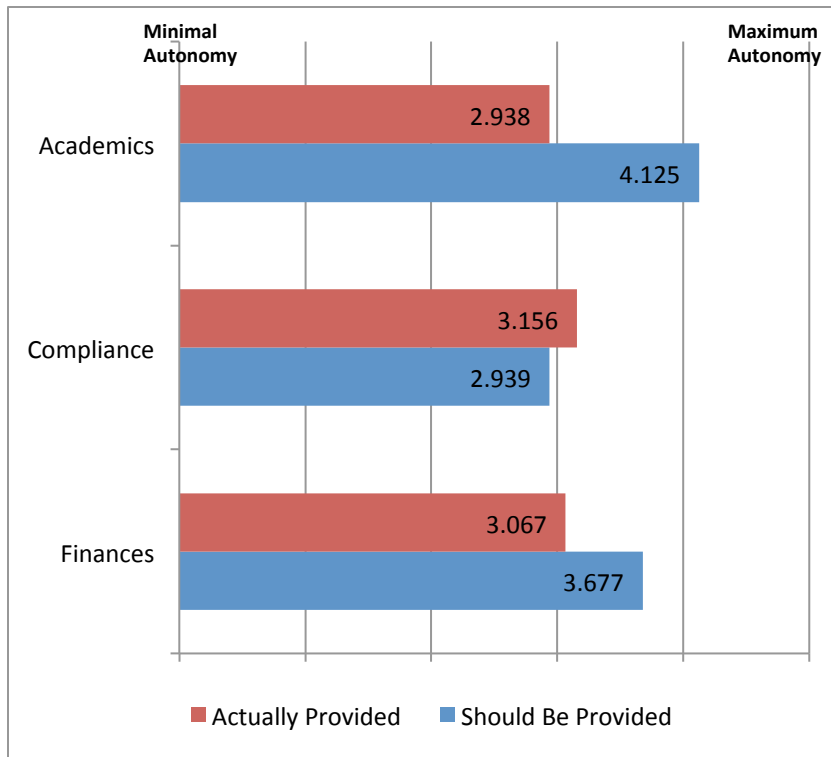
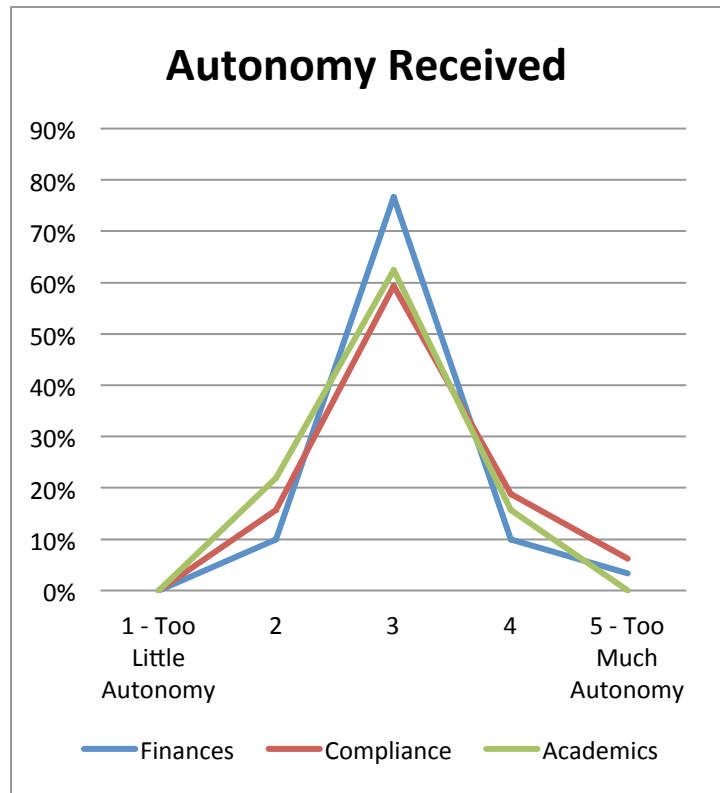


The final section of the oversight section of the survey asked leaders to indicate the amount of autonomy they should receive in each oversight area and how much autonomy they feel they currently receive from the PCSB. One of the crucial roles of the PCSB is to provide support and oversight successfully while balancing the independence of the charter school LEAs, which they receive by their very nature.



Charter leaders indicated that they would like the most autonomy from the PCSB when selecting their academic program, such as their curriculum and instruction methods. 69% of respondents selected either a four or five on the five-point scale from minimum to maximum autonomy. Of these three oversight areas, leaders would prefer to have more support and less autonomy when it comes to compliance for issues such as Special Education and safety. Leaders were split between wanting medium and high autonomy for school finances.

The last question of this section asked leaders to rate how much autonomy they felt they were currently receiving from the PCSB in each of the three oversight areas. On this scale, the poles were “Too Little Autonomy” and “Too Much Autonomy.” A score of three would indicate the appropriate amount of autonomy. As this chart shows, an overwhelming number of leaders believe the PCSB is providing the appropriate amount of autonomy in all three areas. The highest satisfaction level was in finances, where 77% of leaders rated oversight as the right amount. Academics followed with 63% and compliance received a majority 59%. This shows that the PCSB has found a very satisfactory balance between support and autonomy.



When comparing the two autonomy graphs, the difference between the amount of autonomy desired and received is not usually very large. The greatest difference comes in academics, where charter leaders would prefer to receive more autonomy than they currently receive. Yet 63% of leaders rated the autonomy of the PCSB as the right amount. While this chart shows an interesting comparison between the ratings of charter leaders, the individual graphs are more telling of the overall satisfaction of charter leaders with the autonomy provided by the PCSB.

## Conclusions

Generally charter leaders are pleased with the oversight provided by the PCSB. The vast majority of respondents believe that expectations for finance, compliance, and academics are clearly communicated by the PCSB.

50% of leaders agree that they know what data the PCSB requires, and nearly 50% agree that they know how the PCSB will evaluate their school. If the PCSB can clearly, directly, and effectively communicate these standards in a timely way, these percentages should rise quickly over time. The PCSB has demonstrated clear communication surrounding the accountability expectations. Existing finance communications, the most highly rated, should be used as a model for data and evaluation communications to improve clarity and increase satisfaction in these oversight areas.

Unsurprisingly, the majority of charter school leaders prefer the highest levels of autonomy when it comes to academics. Charter leaders clearly believe that they should control their academic content such as curriculum and instruction with minimal intervention from the PCSB. While the comparison graph shows a large gap between the amount of autonomy desired and the received when it comes to academics, 63% of these leaders believe the PCSB is providing the right amount of autonomy. Largely charter school leaders believe the PCSB provides adequate autonomy while overseeing charter operations.

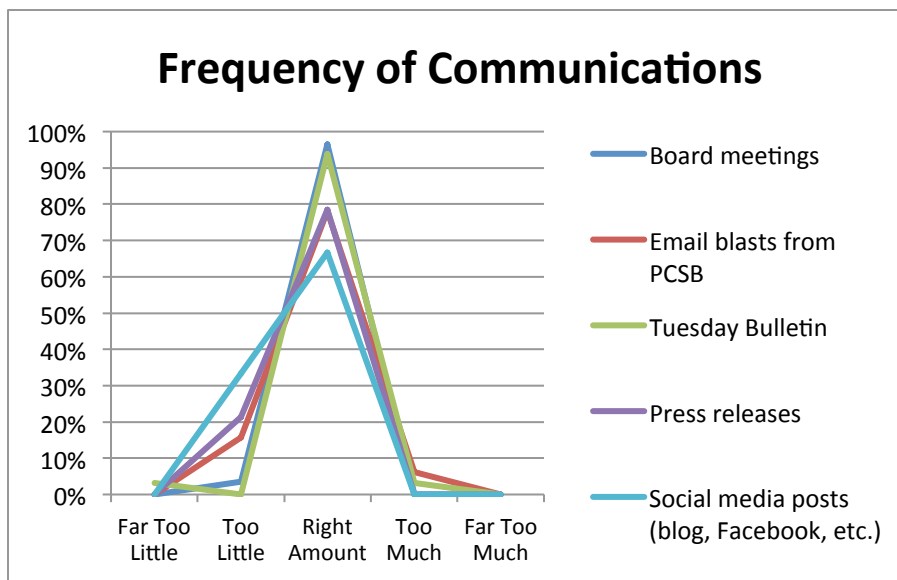
As the PCSB continues to refine its oversight practices, it should continue to preserve the autonomy of its charter LEAs. Charter leaders were nearly unanimous in their support of the PCSB's current balance between autonomy and meaningful assistance. This balance should be preserved during future adjustments to support and oversight policies.

## Communications

The communications section asked leaders to comment on the ways in which the PCSB interacts with them and the public.

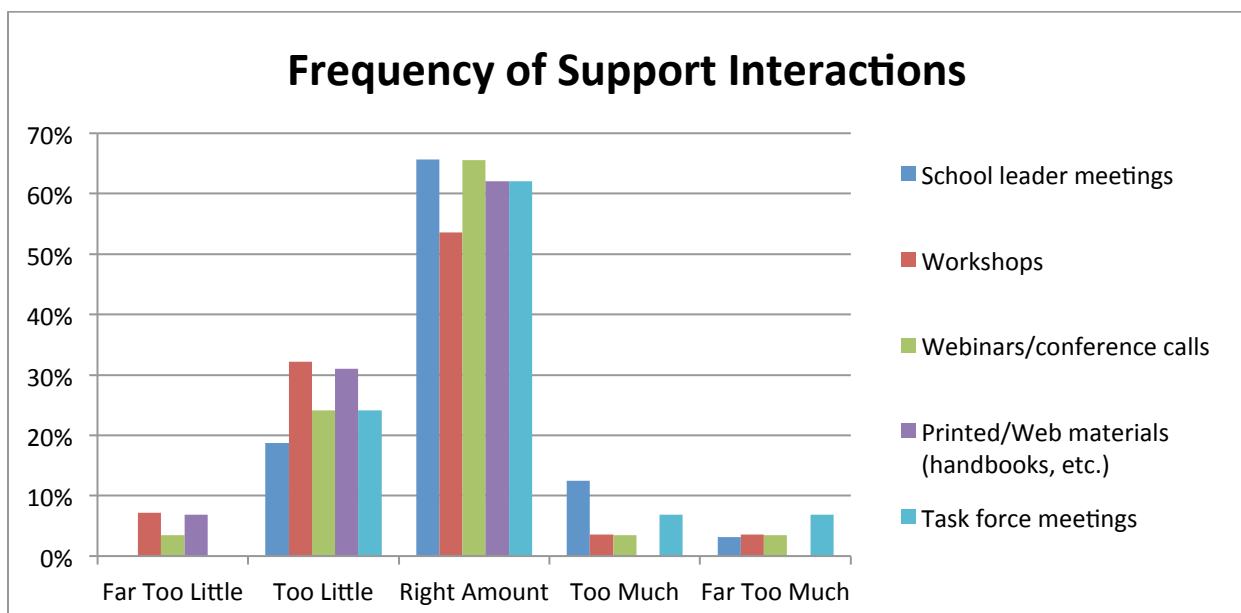
### Results

In the first question, leaders were asked to rate the amount or frequency of ten interactions: school leader meetings, workshops, webinars or conference calls, board meetings, printed and web materials such as handbooks, task force meetings, emails from the PCSB, the Tuesday Bulletin newsletter, press releases, and social media posts. Almost all communications are perceived to be the right amount by school leaders.



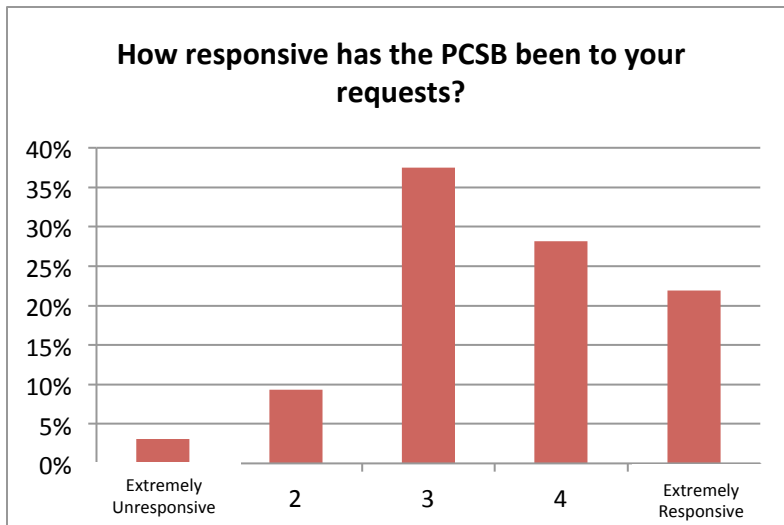
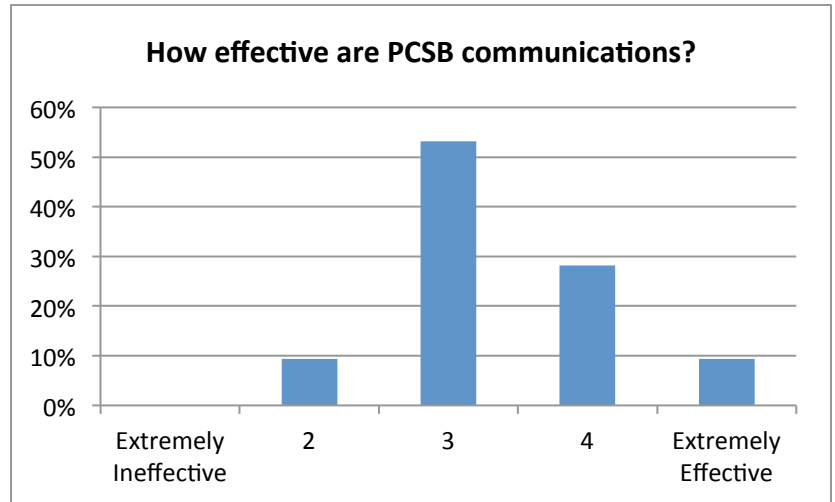
The top-rated communications methods were Board meetings at 96%, Tuesday Bulletin at 94%, press releases at 79%, email blasts from the PCSB at 78%, and social media posts at 67%. All of these are methods meant to share information only. In general, these activities received higher ratings than support interactions.

The perceived amount of support interactions was much more variable.



The majority of school leaders still believe these support and communication interactions are offered in the right amount. However, many more believe the interactions are not enough. Most notably, 39% of leaders reporting workshops happen too infrequently and 38% do not believe there are enough handbooks or support materials published or uploaded to the PCSB website. Not a single respondent felt the PCSB produced too many published or Web-based materials.

In addition to taking the pulse of the frequency of PCSB communications methods, school leaders were asked to indicate the overall effectiveness of these communications. The overwhelming majority, 53%, selected three on a five-point scale from “Extremely Ineffective” to “Extremely Effective.” A rating of three is satisfactory, but it suggests there is significant room for improvement as well.



Another crucial interaction charter leaders have with the PCSB is personal communications requesting information, support, or referrals. The survey asked leaders to indicate how responsive the PCSB staffers have been in responding to requests. 50% of leaders gave the PCSB a four or five on a five-point scale from “Extremely Unresponsive” to “Extremely Responsive.” This means the other 50% gave the PCSB responsiveness a three or lower. The majority, 38%, remain neutral.

## Conclusions

There is a clear difference between the approval of information-disseminating communications and support interactions. The PCSB has found the correct balance of sending emails, newsletters such as the Tuesday Bulletin, and press releases to inform all stakeholders about the latest PCSB news. These interactions appear in just the right quantity according to charter leaders.

There is a much larger discrepancy among communication methods that are meant to provide more direct support, such as workshops, webinars, and published materials. Many leaders believe the PCSB

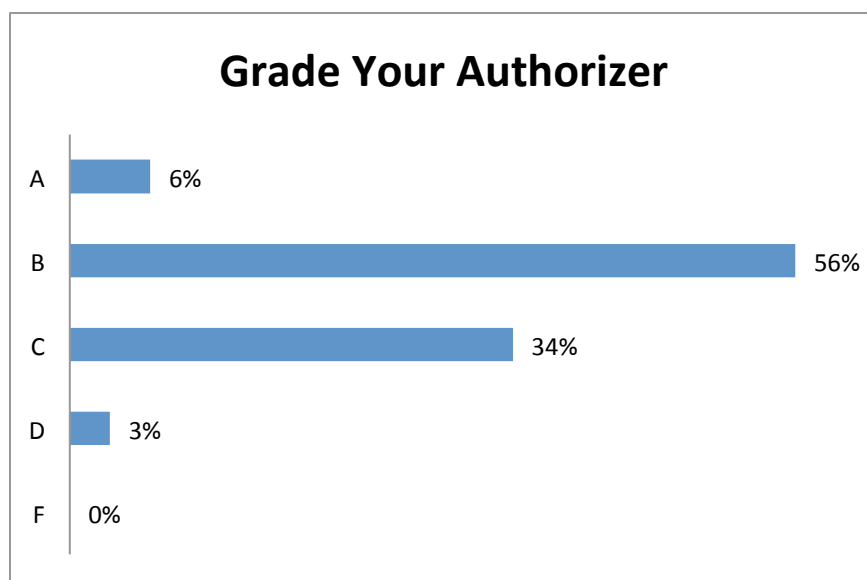
should be hosting more of these support interactions than are currently offered. These interactions should be designed to support leaders with changes in reporting or requirements for the PCSB, difficult areas of implementation, or particularly timely or controversial areas. As illuminated in this study, the PCSB should consider developing these resources around data and Special Education, as these are two areas that leaders have indicated is not currently supported to the fullest extent possible by the PCSB.

School leaders are generally pleased with the frequency of communications and interactions with the PCSB. However, simply because the frequency is correct doesn't mean the methods themselves are effectively answering the questions or meeting the needs of charter leaders. The question relating to PCSB effectiveness was illuminating as it showed that in fact most leaders are neutral about the efficacy of PCSB communications. The PCSB should commit to thoughtfully and clearly designing all communications, both those designed to share information and those designed to support schools, to more effectively and clearly communicate the key messages. With more clearly written and more streamlined communications, the PCSB can easily improve this rating in the future and ensure charter leaders are receiving all of the pertinent information communicated by the PCSB.

The PCSB should create a formal and transparent communication policy around responding to LEA requests. Many of the interactions charter leaders have with the PCSB revolve around questions and requests for information or support. When these interactions are not satisfactory, it may color the leader's perception of the PCSB in other areas as well. If the PCSB adopts and publicizes an internal policy to respond to all requests within 24 hours, even if to refer that leader to another person or agency, charter leaders will know they can depend on the PCSB for reliable assistance. It will also help hold PCSB staff members accountable to responding to requests and questions for charter leaders.

## Report Card

Inspired by the DC city government's summer 2012 "Grade Your Government" project, the survey asked leaders to provide a letter grade to the overall service provided by the PCSB.



The majority of school leaders, 56%, gave the PCSB a "B." Another sizeable group, 34%, gave the PCSB a "C." More respondents selected "A" than "D." Using a traditional 4.0 scale where an A is worth 4 points, a B worth 3 points, and a C worth 2 points, the Grade Point Average (GPA) of the PCSB is 2.66. This is equal to a B- average.



## Recommendations

The PCSB could provide more meaningful oversight and technical support to its charter school partners by making a few small changes to current procedures and policies.

### **Providing proactive training opportunities for complex compliance requirements**

The PCSB should continue to develop workshops, trainings, webinars, and printed or Web resources to support charter leaders in areas that are complicated to report or implement, with a particular emphasis on data entry, validation, and interpretation. These communications should be planned with plenty of advanced notice and organized and presented with clarity. By increasing the proactive technical assistance opportunities and designing public resources like manuals and handbooks for later reference, the PCSB can help charter sites build capacity for entering and understanding data more effectively. Building this capacity will strengthen the relationship between the PCSB and LEAs.

### **Crafting clear, streamlined, and timely communications to increase effectiveness**

The PCSB should commit to thoughtfully and clearly designing all communications, both those designed to share information and those designed to support schools, to more effectively and clearly communicate the key messages. With more clearly written and more streamlined communications, the PCSB can ensure charter leaders are receiving all of the pertinent information intended in the communication. This can be accomplished through internal capacity building and training around drafting presentations, communicating effectively in writing and in person, and seeking feedback to constantly improve. The Style Guide and Style Book currently under revision by the communications department will also assist with improving effectiveness by establishing guidelines for communications.

### **Adopting internal policy to guarantee response to charter leader requests within 24 hours**

Creating a formal and transparent communication policy will help hold PCSB staff members accountable to responding to requests and questions for charter leaders. Many of the interactions charter leaders have with the PCSB revolve around questions and requests for information or support. When these interactions are not satisfactory, it may color the leader's perception of the PCSB in other areas as well. If the PCSB adopts and publicizes an internal policy to respond to all requests within 24 hours, even if to refer that leader to another person or agency, charter leaders will know they can depend on the PCSB for reliable assistance. This small change would be a quick win, as it would immediately begin to improve LEA impressions of the PCSB as an agency that works *for* them, not simply an agency that works *over* them.

### **Refining existing oversight practices while preserving charter autonomy**

As the PCSB continues to refine its oversight practices, it should continue to preserve the autonomy of its charter LEAs. Charter leaders were nearly unanimous in their support of the PCSB's current balance between autonomy and meaningful assistance. This balance should be mindfully preserved during future adjustments to support and oversight policies.

## Next Steps

In the immediate future, the PCSB leadership team should review the data collected with PCSB Board. Certain results should be communicated to charter leaders as an update in the Tuesday Bulletin. This update should indicate that current policies will be reviewed to better meet their needs, and should articulate any change that will directly affect charter leaders, such as a return communication policy, but does not need to include full detail about the survey results.

The PCSB should consider investigating the gaps in data entry, validation, and interpretation with a follow-up survey or a focus group of a diverse group of charter leaders. It will be crucial to fully understand the gaps and needs of school leadership teams in order to design presentations and support materials to directly address those needs. By investigating the data needs of its LEAs, the PCSB will be poised to build capacity by offering targeted and meaningful technical assistance.

In the future, a more limited survey should be given once a year at the School Leaders Meeting to follow up on these technical assistance, oversight, and communications issues. An annual 360 feedback survey will allow the PCSB to monitor its progress and adjust its practices as it continues to strive to be the premiere charter authorizer in the country.

## Appendices

### Appendix I: Demographic Data

Demographic data was collected for each school represented by the leader. The total numbers reported will add up to more than 35, as 37% of survey respondents represented more than one campus location.

#### Leaders Represented

I am a leader at one charter school campus.	22
I am a leader at an LEA that represents multiple campuses.	13
<i>Total</i>	<b>35</b>

#### Question 1

<i>My LEA/campus serves grades:</i>	
Early Ed/Elementary School	25
Middle School	16
High School	8
Adult	2

#### Question 2

<i>My LEA/campus serves Ward(s):</i>	
Ward 1	11
Ward 2	1
Ward 4	14
Ward 5	9
Ward 6	3
Ward 7	3
Ward 8	10

#### Question 3

<i>My LEA/campus PMF Tier(s):</i>	
PMF Tier 1	9
PMF Tier 2	7
PMF Tier 3	5
Mixed	7
n/a	5

## Appendix II: Technical Service Data

### Question 4

What type of TA <b>SHOULD</b> the PCSB provide?	n	%				
		None	Information Only	Training	Recommendations	Hands-on Support
Financial Oversight	32	0%	28%	25%	25%	22%
Data Validation (ProActive)	34	0%	6%	32%	12%	50%
Special Education	31	6%	19%	19%	39%	16%
Special Populations	31	13%	26%	19%	29%	13%
Governance	31	6%	26%	26%	23%	19%
Application/Enrollment	33	0%	30%	27%	27%	15%
Discipline/Tuancy	33	6%	33%	24%	24%	12%
Facilities	33	18%	24%	15%	12%	30%
Health/Safety	32	13%	31%	28%	9%	19%
Academics	33	15%	24%	15%	39%	6%
Human Resources	28	7%	46%	14%	29%	4%

### Question 5

What type of TA does the PCSB <b>ACTUALLY</b> provide?	n	%				
		Far Too Little	Too Little	Right Amount	Too Much	Far Too Much
Financial Oversight	24	0%	8%	83%	8%	0%
Data Validation (ProActive)	28	14%	43%	43%	0%	0%
Special Education	24	13%	50%	38%	0%	0%
Special Populations	21	5%	33%	52%	10%	0%
Governance	27	7%	15%	70%	7%	0%
Application/Enrollment	27	4%	15%	81%	0%	0%
Discipline/Tuancy	25	0%	20%	64%	16%	0%
Facilities	26	12%	46%	35%	8%	0%
Health/Safety	24	4%	38%	54%	4%	0%
Academics	27	4%	19%	70%	7%	0%
Human Resources	26	8%	15%	77%	0%	0%

### Question 6

Overall, how satisfied are you with current support and technical assistance provided by PCSB?	n	%				
		1 - Extremely Dissatisfied	2	3	4	5 - Extremely Satisfied
	30	0%	17%	53%	30%	0%

**Question 7**

<b>Do you have any additional comments regarding support and technical assistance provided by the PCSB?</b>
<p>need more around data req that are changing -Changes of policy going before the Board may warrant special meetings with school staff</p>
<p>Trainings seem to often be retroactive instead of proactive</p>
<p>I appreciate the work that is going into making PCSB's roles/support/assistance clearer.</p>
<p>I know we are moving away from PDR but we would like to see support/training to effectively implement, coordinate and support the recommendations.</p>
<p>-emails are not always responded to promptly -Provide technical assistance related to adult education and early childhood -Please provide deadlines far in advance for data evaluation. -Provide clear guidelines for which requirements apply to non-standard schools.</p>
<p>Need to figure out PDR process. Currently, too much technical assistance</p>
<p>more help w/ finding facilities and improving ProActive</p>
<p>So far we have only received information regarding the PCSB's list of requirements without much if any capacity building. For the amount of time we spend trying to meet the PCSB's requirements and guidelines, we receive very little guidance, training, or feedback. Studies show that accountability without capacity building does not produce favorable results. I would request that the PCSB consider more timely communication around meetings and workshops (and cancellations), reschedule workshops that are much needed for newer schools if they are cancelled, align workshop schedules with school-based timelines, and set up supports that help schools in meeting requirements by providing information and training in a timely manner. I appreciate your request for comments and respect your openness to feedback. My comments are intended to support the effort for improvement. I look forward to working with the PCSB and will continue to ensure that our LEA is following all PCSB policies and procedures.</p>

## Appendix III: Oversight Data

### Question 8

<i>How clear is the PCSB when communicating accountability expectations?</i>						
		%				
	n	1 - Very Unclear	2	3	4	5 - Very Clear
Finances	31	0%	16%	29%	39%	16%
Compliance	33	3%	21%	36%	27%	12%
Academics	33	0%	18%	39%	36%	6%

### Question 9

<i>Indicate the extent to which you agree/disagree with these statements.</i>						
		%				
	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I know how the PCSB will evaluate my school.	33	3%	27%	24%	42%	3%
I know what data the PCSB requires from me.	32	0%	16%	34%	44%	6%
The PMF has helped me identify areas of strength and weakness at my campus.	31	0%	23%	42%	32%	3%
I know which PCSB staff member to ask if I need information about something.	32	6%	31%	25%	34%	3%
The PCSB is constantly improving its oversight.	32	0%	16%	34%	41%	9%

### Question 10

<i>How much autonomy SHOULD the PCSB provide?</i>						
		%				
	n	1 - Min. Autonomy	2	3	4	5 - Max. Autonomy
Finances	31	6%	0%	35%	35%	23%
Compliance	33	9%	12%	58%	18%	3%
Academics	32	0%	0%	31%	25%	44%

**Question 11**

<i>How much autonomy does the PCSB <b>ACTUALLY</b> provide?</i>	n	%				
		<b>1 - Too Little Autonomy</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 - Too Much Autonomy</b>
Finances	30	0%	10%	77%	10%	3%
Compliance	32	0%	16%	59%	19%	6%
Academics	32	0%	22%	63%	16%	0%

## Appendix IV: Communications Data

### Question 12

<i>Indicate your views on the frequency or quantity of these interactions.</i>	n	Far Too Little	Too Little	Right Amount	Too Much	Far Too Much
		School leader meetings	32	0%	19%	66%
Workshops	28	7%	32%	54%	4%	4%
Webinars/conference calls	29	3%	24%	66%	3%	3%
Board meetings	28	0%	4%	96%	0%	0%
Printed/Web materials (handbooks, etc.)	29	7%	31%	62%	0%	0%
Task force meetings	29	0%	24%	62%	7%	7%
Email blasts from PCSB	32	0%	16%	78%	6%	0%
Tuesday Bulletin	32	3%	0%	94%	3%	0%
Press releases	28	0%	21%	79%	0%	0%
Social media posts (blog, Facebook, etc.)	21	0%	33%	67%	0%	0%

### Question 13

<i>In general, how effective are PCSB communications?</i>	n	Extremely Ineffective				Extremely Effective
<b>Effective Communications</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Percent	32	0%	9%	53%	28%	9%

### Question 14

<i>How responsive has the PCSB been to your request(s) when you have contacted us?</i>	n	Extremely Unresponsive				Extremely Responsive
Percent		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Percent	32	3%	9%	38%	28%	22%

### Question 15

<b>If you would like to provide the PCSB with any additional comments about school support, accountability, or communications, please write them below:</b>
<ul style="list-style-type: none"> <li>-would love to see a working group re: new and developing policy issues</li> <li style="padding-left: 40px;">-waiver changes are unclear</li> <li>-issues with ProActive early last year were troublesome</li> <li style="padding-left: 40px;">-All (Autonomy) should depend on performance</li> </ul>
<p>More specific information/workshops for school business managers prior to the school year would be great to ensure operational systems can be established from day 1.</p>
<p>#9: (The PCSB is constantly improving its oversight.) Trying #12: (Tuesday Bulletin) Love it</p>



<p>#12: (School leader meetings) Need to be video talk</p> <p>Please contact Jesse Sharpe to set up Video Talk to school leader meetings 240-375-6033</p>
<p>#5: new to charter school N/A</p>
<p>-Follow up on requests made (unlocking School Leaders password, etc.)          -Upload job announcements when submitted          #9 (Staff member): Now I do</p>
<p>In your survey, please include all schools - accountability plans etc.          #16 (Grade): In some areas B, others C.</p>
<p>I actually will miss the PDRs - we always received such great feedback and reviews were very helpful. I do understand this is hard to manage. Maybe we could work to establish a peer review process (school to school) to ensure the feedback opportunity is not lost.</p>
<p>We would like to see more support &amp; collaboration from PCSB for schools with "non-traditional" education models.</p>
<p>#16 (Grade): B+</p>
<p>Please communicate deadlines and guidelines well ahead of time.</p> <p>#13: There is always something new now. It is hard to stay on top of all the changes.</p>
<p>I wish my calls were always returned. This has been a problem at all levels of PCSB.</p>
<p>Give more lead time when expecting things back from LEA's</p>
<p>I have seen great improvements on several fronts. The Tues. Bulletin is more streamlined and less overwhelming. I appreciate the explicit articulation of the support the PCSB wants to provide us. The collaboration with OSSE has helped. Keep that up!</p>

**Question 16**

<i>If you were to give the PCSB's overall service a grade, what would it be?</i>				
n = 32		Count	%	GPA Weight
	A	2	6%	8
	B	18	56%	54
	C	11	34%	22
	D	1	3%	1
	F	0	0%	
			GPA:	2.65625

# Appendix V: Summary Presentation Slides

Summary Presentation at the Monday, August 13 Staff Meeting

## Authorizer Survey Results

Sarah Shaw  
Education Pioneers Fellow  
August 13, 2012

### Responses are representative of the charter sector

All Grades

All Wards

All Tiers

### Technical assistance needs are often met by PCSB

Category	Actually Provided	Should Be Provided
Human Resources	45%	55%
Academics	40%	50%
Health/Safety	35%	45%
Facilities	30%	40%
Discipline/Trauma	25%	35%
Application/Enrollment	20%	30%
Governance	15%	25%
Special Populations	10%	20%
Special Education	5%	15%
<b>Data Validation (Proactive)</b>	10%	45%
Financial Oversight	5%	15%

### Charters want more support around data

50% of leaders want hands-on support for data validation

- 50% of leaders "Agree" or "Strongly Agree" that they know what data the PCSB requires from them
- Only 35% of leaders "Agree" or "Strongly Agree" that the PMF helped them identify strengths and weaknesses at the school
- PCSB has clearly communicated data requirements but should provide more support around entering and interpreting data

### Leaders prefer a balance of support and autonomy

#### Autonomy Received

- Most leaders believe the PCSB provides the correct amount of autonomy to charters
- 50% of leaders "Agree" or "Strongly Agree" that the PCSB is constantly improving its oversight
- PCSB should continue to refine oversight practices while preserving charter autonomy

### Communication frequency is just right; effectiveness could be improved

#### Frequency of Communications

- All interaction methods, including meetings, calls, and emails, receive a majority "Right Amount" review
- However, 53% of leaders rated the effectiveness of PCSB communications as "3" on a 5-point scale
- Clearer, more streamlined interactions could improve overall effectiveness

### Communications should be timely and informative

#### Responsiveness of PCSB

- 50% of leaders chose "4" or "5" on a 5-point scale when rating the responsiveness of PCSB
- Feedback suggests interactions could be more timely
  - "Give more lead time when expecting things back from LEAs"
  - "Please communicate deadlines and guidelines well ahead of time"
  - "I wish my calls were always returned"
  - "Emails are not always responded to promptly"
  - "Follow up on requests"

### The PCSB weighted GPA is 2.66, equal to a B-

#### Grade Your Authorizer

- The PCSB has located a successful balance between providing effective oversight while maintaining charter autonomy
- By providing more technical assistance around complex compliance areas, including data, and improving charter interactions with clear and timely communication, the GPA is likely to improve

**24 Please describe any partnerships or collaborations currently underway between the PCSB and other District government agencies. In particular, point out any new partnerships or collaborations developed, planned, or implemented over the last fiscal year. Please include the following agencies:**

- **DC Public Schools;**
- **DC Public Library;**
- **DC Department of General Services;**
- **DC Department of Transportation;**
- **DC Department of Behavioral Health;**
- **Office of the Deputy Mayor for Education;**
- **Office of the Deputy Mayor for Health and Human Services; and**
- **Office of Planning**

#### **Department of Transportation (DDOT) & Office of the Chief Technology Officer**

PCSB participates on the DC One Card team to ensure that charter school students participate in the transit subsidy program. This is a new partnership with DDOT and the Office of the Chief Technology Officer (OCTO). This partnership includes scheduling/hosting several training sessions for charter school DC One Card administrators. These administrators are able to provide eligible students with DC One Cards, which are used on the Metro and Metrobuses. PCSB also ensures that charter schools have adequate supplies including camera equipment, card holders and lanyards. The DC One Card team has issued 13,564 cards to eligible charter school students during July - December 2013.

#### **Department of Health (DOH)**

PCSB works closely with the Department of Health to help charter schools receive school nurses. The collaboration includes working with Children's School Services, the vendor that provides school nurses. PCSB works to ensure that all schools have at least one person trained to administer medication especially if the school does not have a fulltime nurse. This happens through charter school staff participating in several training sessions for initial and refresher training for medication administration. PCSB has been working to get additional schools ready to have nurses. Currently 58 of 109 charter school campuses have a full or part-time school nurse, a 26% increase from the prior year.<sup>1</sup> While PCSB has the same amount of nurses covering charter schools that it had 18 months ago, nurses are covering more charter school campuses today – mostly on a part-time basis, which is a result of our close working relationship with the DOH. Children's School Services is considering a pilot program that would provide 100 percent coverage to all Ward 8 public schools. New in FY2014, PCSB participates in weekly conference calls with the DOH team and Children's School Services where issues pertaining to school nurses are brought to the table and quickly resolved. PCSB is also working with DOH to expand its STD Screening Program to more charter high schools. Currently there is a pilot at two Friendship PCS campuses, Friendship Collegiate Academy and Friendship Tech Prep Academy.

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<sup>1</sup> While there was an increase in the number of schools covered by nurses, there was no increase in the number of actual nurses. Thus, the same amount of nurses simply split their time and services across a greater number of campuses. Further, schools that previously had a full time nurse now only have a nurse on a part time basis. Please see attachment in PCSB response to Council Question 25 for a list of nurses/ other health professionals.

## **DC Public Libraries**

PCSB and the DC Public Library (DCPL) had initial discussions about a partnership where DCPL would purchase books for school libraries and work with school librarians and public librarians to select books. PCSB will continue those discussions now that a new Chief Librarian for DCPL has been selected. PCSB regularly promotes DCPL programs with charter schools. As a result, more school-library partnerships have developed. For example, Thurgood Marshall has a partnership with Digital Commons at the MLK Library where students in the robotics program use the 3-D printer to produce their creations.

## **OSSE**

### *Risky Behavior Taskforce*

PCSB participates on the Risky Behavior Taskforce with OSSE's Health Education Team. This team has been working on implementing the CDC School-based HIV/STD Prevention Program Grant which will provide programming for about 26 charter schools. This program will increase the capacity of charter schools to address HIV infection disparities through sexual health education and sexual health services for grades 6-12.

### *School Garden Taskforce and Healthy Youth and Schools Commission*

PCSB also participates on the School Garden Taskforce and the Healthy Youth and School's Commission with OSSE. PCSB helps ensure that public charter schools are kept abreast of the requirements of the Healthy Schools Act and offers insight into barriers public charter schools experience with implementing all aspects of the act.

### *LearnDC.org*

PCSB has also supported OSSE's LearnDC.org initiative of a one-stop website with school performance information common across all public schools. Two ways we have provided support to date is by PCSB data and communications staff working on task forces that provides input on the design and content of the website, and by providing OSSE with data from the citywide Equity Reports and PCSB's Performance Management Framework. PCSB's website links to LearnDC.org and LearnDC.org features links to PCSB charter school performance information.

### *Data Taskforce/Automatic Data Transfer/Enrollment*

PCSB and charter LEAs and DCPS attend monthly data meetings at OSSE in addition to ad hoc data meetings to streamline data collection, storing, and reporting processes. The collaboration resulted in a FY13 audit that resulted in the closest numbers to date between projections and actuals.

### *Community Schools Committee*

PCSB's Executive Director served on the Community Schools Committee that developed recommendations for policy around community schools and awarded grants to schools to promote community schools initiatives.

## **Department of Behavioral Health**

PCSB is working with the Department of Behavioral Health to increase the number of mental health professionals in charter schools. The Department of Behavioral Health currently provides 13 mental health professionals to public charter schools. We are working to add an additional seven in the next few months. PCSB is a member of two mental health taskforces aimed at increasing mental health services to youth in the District. The first taskforce is the *Blueprint for Mental Health in Schools Team* that is working on a pilot with 10 public schools including 3 charter schools that would promote behavioral health and a positive school climate. The other taskforce is the *Communitywide Action Planning Team* that is working to create community solutions for mental health.

## **System of Care Expansion Implementation Executive Team**

PCSB is a member of the System of Care (SOC) Expansion Implementation Executive Team, which is co-chaired by the Deputy Mayor for Health and Human Services BB Otero and the Director of Behavioral Health<sup>2</sup> Steve Baron. Members include the directors of all DC child serving agencies including mental health, health, schools (public and public charter), child welfare, juvenile justice, human services, developmental disabilities, and parks and recreation. In addition there is representation from the DC Superior Court (Family Court) and families. The goal is to improve the mental health of all youth in the District of Columbia by building an enhanced System of Care infrastructure to increase capacity for effective mental health services that are family driven and youth guided. Services will include prevention, trauma-informed practice, public awareness, and timely access to individualized, culturally and linguistically-competent mental health treatment and recovery support services.

## **Department of Parks and Recreation**

PCSB participates on the DPR Permitting Taskforce to help improve the application process for athletic field permits. PCSB also is a member of the Play DC Master Plan Advisory Committee which provides insight across sectors and stakeholder groups for DPR's Parks and Recreation Master Plan ("Play DC"), the 10 year vision for the agency and DC's parks and recreation system.

## **DC Public Schools**

### **Medication Administration Training**

In our work to help ensure that all schools have at least one person trained to administer medication PCSB collaborates with DCPS to provide a combined training session for charter school staff as well as DCPS staff.

## **DC Education Festival**

Planning for the [DC Education Festival](#) was led by a steering committee of charter LEAs, which decided as a group to extend an invitation to DCPS to participate for the first time. DCPS worked with PCSB and the festival committee to have all of their high schools and middle schools attend

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<sup>2</sup> Effective 10/1/2013, the DC Department of Mental Health and the Addiction Prevention and Recovery Administration under the Department of Health were integrated into one District department, the Department of Behavioral Health. Steve Baron remains the director of this new department

and participate in the January 2014 event. DCPS students were featured in the student performance showcase.

In addition, DCPS also provided event support through American Sign Language interpreters and Spanish translation services. DC government agencies that took part included DC Water, which participated as an exhibitor in the Community Market section of the event and through its printed materials, and its "Water Drop" mascot, engaged with stakeholders; the DC Council Committee on Education, OSSE and its [Learn DC](#) initiative, which featured several computers that led participants to a website to help parents learn about different public school education options in DC. The common lottery initiative, [My School DC](#), was also present and facilitated parents applying to schools on-site at the event.

### **Equity Reports**

Representatives from PCSB, DCPS, DME and OSSE have worked collaboratively to align a variety of data among all DC public and public charter schools. Discussion about presenting the data began early last school year when public charter school leaders worked with PCSB to select indicators for the report. DCPS has been publicly reporting these metrics since 2011 and seeing the value in using common metrics across both sectors, PCSB and DCPS worked together to create city-wide Equity Reports. This collaboration has resulted in the publication of DC's first [Equity Reports in December 2013](#).

### **My School DC**

[My School DC](#) is a cross-sector collaboration between DCPS, DME, PCSB, and most charter LEAs. New for 2014-15 school year admissions, the My School DC lottery is a single, random lottery that determines placement for new students at all participating schools. Student-school matches are based on the number of spaces at each school; sibling, proximity, and other preferences; and each student's choices. The My School DC application and lottery are designed to 1) maximize the number of students who are matched with a school they choose, 2) match students with the schools they want most 3) simplify the process for families, and 4) stabilize school rosters earlier in the year and decrease the "September shuffle."

### **Metropolitan Police Department (MPD)**

PCSB collaborates and works closely with MPD to provide Active Shooter Training for charter schools. The organization provides information to MPD and helps MPD obtain information concerning children who are attending charter schools. PCSB also assists with parental complaints.

PCSB works day to day with MPD to ensure school safety. As a result, the organization has developed a close working relationship with the MPD. For example, PCSB is notified immediately when a serious incident occurs at a charter school.

With recent changes made by MPD, all of PCSB's schools now have part-time school resource officers who help to ensure the safety of students. MPD achieved 100% coverage of charter schools by eliminating some full-time assignments at some charter high schools. PCSB has received some expressions of concern from our high schools about the loss of full-time SRO coverage.

### **Office of the Deputy Mayor for Health & Human Services**

PCSB collaborated with the Office of the Deputy Mayor for Health & Human Services on the Parent and Adolescent Support Services (PASS) program. This program provides additional opportunities for PASS to identify early the reasons why students miss school, and then introduce services and supports to help prevent the referred students from accumulating 15 or more unexcused absences mandating a referral to Court Social Services. PASS works with families approximately six months, depending on the level of need. Two charter schools are participating in this program – Friendship PCS and Maya Angelou PCS. This collaboration came about through the Truancy Taskforce, of which PCSB is a member.

### **Truancy Taskforce**

PCSB is an active participant in the Truancy Taskforce. Through this taskforce, PCSB now has a strengthened relationship with Child and Family Services Agency (CFSA) and DC Superior Court Social Services (CSS) and is gathering baseline data on the number of trancies reported as education neglect to CFSA and/or CSS.

### **RaiseDC**

PCSB's executive director is a member of the Executive Committee of RaiseDC and also participates on the K-12 working group. As part of the K-12 working group's efforts to improve DC's high school graduation rate, PCSB participates in a "Graduation Pathways" project with DCPS, DME, OSSE, and self-selected charter high schools. The task force aims to provide guidance on the most effective programs that help students off-track in middle school graduate on time from a DC high school.



**25 Please list the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school. Please also indicate how many mental health clinicians are employed by District agencies and allocated to each school. Additionally, for each campus that lacks school-based physical, behavioral, and mental staff, please detail how the PCSB worked with LEAs to remediate their absence in FY13 and FY14 to date.**

PCSB is actively working with the Department of Health (DOH) to secure additional nurses for more charter schools. However the current nurse's contract does not allow for 100 percent coverage to all charter schools. There are currently 58 charter schools with a DOH nurse, up from 26% a year ago.<sup>1</sup> PCSB's goal is to place a nurse, whether full- or part-time, in every charter school. This requires work to ensure that each school has a suitable space for a nurse. But it also must be recognized that under the current budget for DOH it would be difficult to fund a nurse at each school.

Currently 11 mental health clinicians employed by the Department of Behavioral Health (DBH) serve 13 charter school campuses.<sup>2</sup> PCSB is working with DBH to allocate an additional seven clinicians in charter schools. PCSB has confirmation from three charter schools for the placement of additional clinicians. These schools are: Thurgood Marshall Academy, Imagine Southeast, and Cesar Chavez – Capitol Hill campus.

Also enclosed in this section tab are responses from DC Public Charter Schools that elected to respond.

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<sup>1</sup> Please see a list of medical professionals by DC ward in this section tab. As indicated in PCSB's response to Council Question 24, while more schools provided nurse services to its students, there was no increase in the number of actual nurses. The same amount of nurses divided their time across more campuses.

<sup>2</sup> Please see the list of mental health professionals serving charter school students in this section tab.



CHILDREN'S SCHOOL SERVICES  
School Health Nursing Program  
SY 2013 - 2014

SCHOOL SCHEDULE BY WARD  
PCS

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January 2014



**Children's National Medical Center  
Children's School Services  
School Schedule by Ward  
SY 2013 - 2014  
January 2014**

<b>WARD 1</b>							
<b>Nurse Manager: Cathy Raisher- (202) 471-4814 Cell (202)-590-8295</b>							
<b>CT</b>	<b>School, Address &amp; Telephone Number</b>	<b>Enrollment</b>	<b>Principal</b>	<b>Grades</b>	<b>Nurse</b>	<b>Day(s)/Hrs Assigned</b>	<b>Remarks</b>
PCS 1	Creative Minds International PCS 3224 16TH St. NW 20010 588-0370	400	Golnar Abedin	PK-3	Deborah Owens, LPN	Wed, Thurs, & Fri Thurs & Fri 8:00 AM - 4:30 PM	Wk 1- 24hrs Wk 2 - 16hrs
PCS 2	D.C. Bilingual PCS 1420 Columbia Road, NW 332-4200 Fax# 745-2562	250	Wanda Perez	PS - 3 Gr. 6	Joyce Covington, RN  (332-4200 x1014)	Mon - Wed  8:00 AM - 4:30 PM	24 hrs/wk <b>AFT on 2/3/14</b>
PCS 3	HU Middle Schl of Math & Science 405 Howard Place, NW 806-7725 Fax# 865-0271	289	Tia Lott	6-8	Aminah Muhammed, RN  (865-0259)	Mon - Fri  8:00 AM - 4:30 PM	40 hrs/wk
PCS 4	Meridian Charter 1328 Florida Ave., NW 387-9830 Fax# 387-7605	497	Tamara Cooper	ECU PK-8	Khalilah Williams, CHN (387-9830, x211)	Mon-Fri 8:00 AM - 4:30 PM	40 hrs/wk
PCS 5	Booker T. Washington 1346 Florida Avenue, NW 232-6090 Fax# 232-6282	212	Dr. G. Hope-Asterilla	9-12	Shiva Hassani, CHN (232-6090 x13)	Mon-Wed (wk 1) Mon-Tues (wk 2) 8:00 AM - 4:30 PM	Wk 1- 24hrs Wk 2 - 16hrs
PCS 6	E. L. Haynes PCS-Upper school 3600 Georgia Ave., NW 667-4446 Fax# 667-8811	497	Vacant	3-8	Mary Leahy, CHN (667-4446) Fax# 291-3202	Mon - Fri 8:00 AM - 4:30 PM	40 hrs/wk
PCS 7	E. L. Haynes- Lower School 4501 Kansas Ave, N.W. Kansas Campus 706-5828	400	Michelle Molitor	PK- 3 9th-10th	Julia McFarlane, RN (706-5828 X1018)	Mon - Fri 8:00 AM - 4:30 PM	40 hrs/wk
PCS 8	Hospitality High 4301 - 13th St., NW, 3rd Floor	160	Rodney McBride	9-12	Shiva Hassani, CHN  (737-4150) x 1207	Thus & Fri Wed-Fri 8:00 AM - 4:30 PM	Wk 1- 16hrs Wk 2 - 24hrs

AFT = Assumes Full-time Coverage - Date that Full-time Coverage will begin

**Children's National Medical Center  
Children's School Services  
School Schedule by Ward  
SY 2013 - 2014  
January 2014**

<b>WARD 2</b>							
<b>Nurse Manager: Adrienne Rogers - (202) 471-4816 Cell (202)577-4653</b>							
<b>CT</b>	<b>School, Address &amp; Telephone</b>	<b>Enrollment</b>	<b>Principal</b>	<b>Grades</b>	<b>Nurse</b>	<b>Day(s) Assigned</b>	<b>Remarks</b>
	<b>Number</b>						
PCS 1	Elsie Whitlow Stokes Community 3700 Oakview Terrace, NE Fax# 265-4656	326	Pat DeGalarce	2nd PK-6	Emily Kometa, CHN (265-7237 x204)	Mon-Fri 8:00 AM - 4:30 PM	40 hrs/wk
PCS 2	Friendship Woodridge Campus 2959 Carlton Ave, NE 635-6500	550	V. Craig	PK-8	Frances Fletcher, CHN (Float) (635-6500 x1112)	Mon - Fri 8:00 AM - 4:30 PM	40 hrs/wk
PCS 3	Community Academy Amos 2 33 Riggs Road, NE 20011 723-5136 Fax# 723-4013	282	Tanya Morgan	Pre-Kgn Kgn	Ondjelle Douglas-Hemby, RN (545-3083)	Wed-Fri 8:00 AM - 4:30 PM	24 Hrs/wk
PCS 4	KIPP DC: Shaw Campus Will Campus Grow Campus Lead Campus 421 P Street, NW 986-4769	326 200 375	Stacie Kossoy Mekia Love Tiffanie Williams	Pre-Kgn 1st-2nd 4th- 8th	Robin Richardson, CHN (797-4919) (986-4769 x4006)	Mon-Fri 8:00 AM - 4:30 PM	40 Hrs/wk
PCS 5	Thurgood Marshall Academy 2427 MLK Jr, Ave, SE 563-6862 Fax# 563-6946	375	Alexandra Pardo (Academic Director)	9-12	Yvonne Akinwumi, RN (204-6650)	Mon - Fri 8:00 AM - 4:30 PM	40 Hrs/wk
PCS 6	Excell Academy PCS @ Birney Dream Academy Achieve Academy Lead Academy 2501 MLK Jr. Ave, SE (373-0097)	200 250 205	Courtney Redding Jane Lazano Jane Lazano	PS-PK Kgn- 3 4th- 5th	Julia Mayrant, CHN (373-0097 ext. 219)	Mon-Fri 8:00 AM - 4:30 PM	40 Hrs/wk
PCS 7	Friendship Tech Prep Academy 620 Milwaukee Place, SE 20032 561-1681	385	Doranna Tindle	6th-11th	Suzanne Kenney, LPN 582-5272	Mon-Fri 8:00 AM - 4:30 PM	40 hrs/wk
PCS 8	Friendship Southeast PCS 645 Milwaukee Place, SE 562-1980	575	Joseph Speight	PS-5	Linda Stephens, RN Andrea Joseph, LPN	Mon - Wed Thurs and Fri 8:00 AM - 4:30 PM	40 hrs/wk
PCS 9	Community Academy-AMOS 3 Butler Campus Global School	325 275	Rachelle Roberts William Thomas	PK 3-5 PK 3-5	Sara Tewolde, RN Linda Stephens, RN <b>Anastasia Ntonghanwah, LPN</b>	Tues and Wed, until 2/3/14 Thurs and Fri <b>Mon - Wed</b>	32 hrs/wk <b>40 hrs./wk</b> <b>as of 2/3/14</b>

**Children's National Medical Center  
Children's School Services  
School Schedule by Ward  
SY 2013 - 2014  
January 2014**

<b>WARD 3</b>							
<b>Nurse Manager: Silifat Mustapha Nurse Manager (202) 471-4814 Cell (202) 236-4683</b>							
<b>CT</b>	<b>School, Address &amp; Telephone</b>	<b>Enrollment</b>	<b>Principal</b>	<b>Grades</b>	<b>Nurse</b>	<b>Day(s) Assigned</b>	<b>Remarks</b>
	<b>Number</b>						
PCS 1	Integrated Design Electronic Academy 1027 45th Street, NE (IDEA) 399-4750 Fax# 399-4387	462	Justin Rydstrom	9-12	Rosaline Alia, CHN  (399-4750 X204)	Mon - Fri  8:00 AM - 4:30 PM	40 Hrs/wk
PCS 2	Arts and Technology Academy PCS 5300 Blaine Street, NE 20019 398-6811 Fax# 388-8467	603	Kenneth Caesar	PK-6	Carolyn Dickens, CHN Sue Hall, CHN  (398-6811)	Mon-Fri- Wk 1 Mon-Fri- Wk 2 8:00 AM-4:30 PM	40 Hrs/wk
PCS 3	Maya Angelou Middle School Maya Angelou High School 5600 E. Capitol Street, NE 232-2885	213 309	Harold Miles Steven Foster		Sue Hall, CHN Carolyn Dickens, CHN (827-1665)	Mon-Fri- Wk 1 Mon-Fri- Wk 2 8:00 AM-4:30 PM	40 Hrs/wk
PCS 4	KIPP DC/AIM KIPP DISCOVER Academy KIPP COLLEGE PREP KIPP The Heights 2600 Douglas Rd., SE 678-4386 Fax# 373-0508	325 100 120 104	Philonda Johnson Cheryl Borden Khalala Johnson Cherese Brauer	5-8 PK 9 1st	Brenda Norris, RN  (610-6546)	Mon - Fri 8:00 AM - 4:30 PM	40 Hrs/wk
PCS 5	Friendship Blowe Pierce 725 - 19th St., NE 572-1070 Fax# 399-6157	494	Dr. Jeffrey Grant	PK - 8	Carol Reid, Sr. CHN (572-1070 x2)	Mon, Tues, Thurs, Fri 8:00 AM - 4:30 PM	32 Hrs/wk
PCS 6	Imagine Southeast PCS 421 Alabama Ave., SE, 20032 Fax# 561-1644	323	Michael Depass (Acting)	PS-3  5th	Olamatu Deen, LPN  (561-1622)	Mon - Fri 8:00 AM-4:30 PM	40 Hrs/wk
PCS 7	Friendship Collegiate Woodson Campus 4095 Minnesota Ave., NE 396-5500 Fax# 396-8229	1219	Peggy Pendergrass	9-12	Vacant (396-5500 x 1406)  <b>Starr Stevenson, RN</b>	8:00 AM-4:30 PM  <b>Mon - Fri</b>	Vacant  <b>AFT 2/3/14</b>
PCS 8	Apple Tree PCS-Douglas Knoll 2017 Savannah Terrace SE Washington, DC 20020 629-2545	80	Shelton Lee	PS-PK	Carol Reid, SR. CHN  (629-2545)	Wed 8:00 AM-4:30 PM	8 Hrs/wk

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Children's School Services  
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<b>WARD 4</b>							
<b>Nurse Manager: Chrystal Young-Johnson- (202) 471-4822 Cell (202) 536-7820</b>							
<b>CT</b>	<b>School, Address &amp; Telephone</b>	<b>Enrollment</b>	<b>Principal</b>	<b>Grades</b>	<b>Nurse</b>	<b>Day(s) Assigned</b>	<b>Remarks</b>
	<b>Number</b>						
PCS 1	Hope Community Charter School Lamond Campus 6200 Kansas Ave, NE 722-4421 Fax# 722-4431	250	Danah Telfaire	PK - 6	Durowo Kpadeh, CHN (722-4421)	Mon-Fri 8:00 AM - 4:30 PM	40 Hrs/wk
PCS 2	Perry Street Prep PCS 1800 Perry St. NE 529-4400 Fax# 529-4500	900	Shadwick Jenkins Head of School	PK-12	Leslie Carter-Burton, CHN (551-0816)	Mon-Fri 8:00 AM - 4:30 PM	40 Hrs/wk
PCS 3	Paul Junior High Charter Paul International High Charter 5800 8th St, NW 291-7499 Fax# 291-7495	633 102	Jami Dunham	6-10	Rose Roberts, RN Bonnie Durant, Sr. CHN (541-6605) <b>Stay Walters, CHN</b>	Tues Thurs 8:00 AM - 4:30 PM <b>Mon-Fri</b>	16 Hrs/wk  <b>AFT 2/3/14</b>
PCS 4	Community Academy (AMOS I) 1300 Allison Street, NW 723-4100 Fax# 723-6867	442	Masi Preston	PS-5	Bonnie Durant, Sr. CHN (545-1254)	Mon-Wed & Fri 8:00 AM - 4:30 PM	32 hrs/wk
PCS 5	Cap City PCS 100 Peabody Street, NW 387-0309 #0 Fax # 387-7074	945	Amy Wendel PS-4th Laina Cox 5th-8th Belicia Reaves 9-12	PK-12	Jocelyn Esposito, CHN (808-9718)	Mon-Fri 8:00 AM- 4:30 PM	40 hrs/wk
PCS 6	Washington Latin PCS 5200 2nd Street NW Washington, DC 20011 223-1111 Fax #723-1171	TBD	Dr. Diana E. Smith	5 - 12	Vacant	Vacant	Approved 11/21/13

**Children's National Medical Center  
Children's School Services  
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<b>WARD 5</b>							
<b>Nurse Manager: Tanya Hankton (202) 471-4822 Cell (No Cell Number at this time)</b>							
<b>CT</b>	<b>School, Address &amp; Telephone Number</b>	<b>Enrollment</b>	<b>Principal</b>	<b>Grades</b>	<b>Nurse</b>	<b>Day(s) Assigned</b>	<b>Remarks</b>
PCS 1	Tree of Life 2315 - 18th Place, NE, 20018 (202) 832-1108 Fax# 832-1113	320	Tenika Holden	PK-8	Olajumoke Rotimi, LPN  (832-1108 x26)	Mon, Tues, Thurs, Fri  8:00 AM - 4:30 PM	32 hrs/wk
PCS 2	William E. Doar PCS 705 Edgewood Street, NE, 20017 269-4646 Fax# 269-4155	434	Barbara Smith	PK-6	Sabraitha Draine-Ishakwue, CHN (269-4646 x 109)	Mon-Fri 8:00 AM - 4:30 PM	40 Hrs/wk
PCS 3	D.C. Preparatory Lower School 707 Edgewood Street, NE, 20017 635-4411 Fax# 635-4412	427	Shaunte Edmonds	PK-3	Cynthia Parry, CHN  (635-4411 x 119)	Mon - Thurs  8:00 AM - 4:30 PM	32 Hrs/wk
PCS 4	D.C. Preparatory Academy MS PCS 701 Edgewood Street, NE, 20017 832-5700 Fax# 832-5701	291	Cassie Pergament	4-8	George Carter, CHN (832-5700)	Mon-Fri 8:00 AM-4:30 PM	40 Hrs/wk
PCS 5	Washington Yu Ying 220 Taylor Street, NE, 20017 635-1950	509	Maquita Alexander	PK-5	Patricia Betts, Sr. CHN Olajumoke Rotimi, LPN Cynthia Parry, CHN (635-0277)	Mon Wed Fri 8:00 AM-4:30 PM	24 Hrs/wk

**Children's National Medical Center  
Children's School Services  
School Schedule by Ward  
SY 2013 - 2014  
January 2014**

<b>WARD 6</b>							
<b>Nurse Manager: Patricia Howard-Chittams (202) 471-4852 (202) 384-3458</b>							
<b>CT</b>	<b>School, Address &amp; Telephone</b>	<b>Enrollment</b>	<b>Principal</b>	<b>Grades</b>	<b>Nurse</b>	<b>Day(s) Assigned</b>	<b>Remarks</b>
	<b>Number</b>						
PCS 1	Options Charter 1375 E Street NE 547-1028 Fax# 547-1272	360	Simon Earle, PhD	6-8 9-10	Andrella Smith, CHN (547-1028)	Mon, Wed & Fri (week 1) Fri (week 2) 8:00 AM - 4:30 PM	24 Hrs/wk 8 Hrs/wk
PCS 2	Options Academy 702 15th Street NE 232-4640 Fax# 232-4627	30	Amos Pierre	6-12	Andrella Smith, CHN (232-4640)	Tues (Week 1) Mon, Tues, Wed (week 2) 8:00 AM - 4:30 PM	8 Hrs/ wk 24 Hrs/wk
PCS 3	Friendship- Chamberlain 1345 Potomac Avenue, SE 547-5800 Fax# 547-4554	727	Morisse Harbour	PK-8	Chloe Bynum, Sr. CHN (547-5800 x1116)	Mon, Wed, Fri (Wk 1) Tues and Thurs (wk. 2) 8:00 AM - 4:30 PM	24 Hrs/wk 16 Hrs/wk
PCS 4	Cesar Chavez 709 - 12th Street, SE 547-3424 Fax# 547-2507	390	Ms. Daneen Keaton	9-12	Patricia Tolson, CHN (547-3424 x26)	Mon - Fri 8:00 AM - 4:30 PM	40 hrs/wk
PCS 5	Washington Math, Science & Technology 1920 Bladensburg Rd., NE 636-8011	356	N'deye Diagne	9-12	Garnett Freeman, CHN Simone Anderson, LPN (636-8011)	Mon-Thur Fri 8:00 AM - 4:30 PM	40 hrs/wk



**Children's National Medical Center  
Children's School Services  
School Schedule by Ward  
SY 2013 - 2014  
January 2014**

<b>WARD 7</b>							
<b>Nurse Manager: Beulah Gwynn - (202) 471-4817 Cell (202) 577-4652</b>							
<b>CT</b>	<b>School, Address &amp; Telephone</b>	<b>Enrollment</b>	<b>Principal</b>	<b>Grades</b>	<b>Nurse</b>	<b>Day(s) Assigned</b>	<b>Remarks</b>
	<b>Number</b>						
PCS 1	DC Prep-Benning PCS- Elementary DC Prep-Benning PCS-Middle 100 - 41st Street,, NE 562-5440	424 76	Ramond Weeden Sally Houston	PK-4	Stephanie Thomas, CHN 398-2838	Mon - Fri 8:00 AM - 4:30 PM	40 Hrs/wk
PCS 2	Apple Tree Early Learning-Oklahoma 330 21st Street, NE Washington DC, 20002 525-7807	160	Ross Harold	PS	Darlene Scott, RN Marilyn Fuller, LPN 506-5954	Mon- Thur Fri 8:00 AM - 4:30 PM	40 Hrs/wk
PCS 3	KIPP DC: Key Promise Leap Academy 4801 Benning Road SE 582-5477 Fax# 543-6594	319 413 302	David Alaya Casey Fullerton Mr. Clayman	5th-8th 1st-4th Ps-Kgn	Chinola Fowler, CHN	Mon - Fri 8:00 AM - 4:30 PM	40 Hrs/wk

**Children's National Medical Center  
Children's School Services  
School Schedule by Ward  
SY 2013 - 2014  
January 2014**

<b>WARD 8</b>							
<b>Nurse Manager: Angala Johnson - (202) 471-4839 Cell (202) 407-0508</b>							
<b>CT</b>	<b>School, Address &amp; Telephone</b>	<b>Enrollment</b>	<b>Principal</b>	<b>Grades</b>	<b>Nurse</b>	<b>Day(s) Assigned</b>	<b>Remarks</b>
	<b>Number</b>						
PCS 1	Achievement Preparatory Academy 1500 Mississippi Ave. SE 20032 (202) 562-1214 Fax# (202) 562-1219	254	Mrs. Wright	K-3	Rose Jones, Sr. CHN (645-2568)	Mon-Fri 8:00 AM - 4:30 PM	40 Hrs/wk Co-Located Malcolm X
PCS 2	National Collegiate Prep 4600 Livingston Rd. SE 832-7736	340	Dr. Dianne Brown	9-12	Anne Ford, LPN Paula Fountain, RN Anne Ford, LPN Paula Fountain, RN	Mon & Tues Wed, Thurs & Fri Mon, Tues, Wed Thurs & Fri	Wk 1 Wk 1 Wk 2 WK 2 40Hrs/wk

**DEPARTMENT OF BEHAVIORAL HEALTH  
School Mental Health Program School Listing**

Ward	Tier	Public Charter School	School Information	Grade Level	Principal Information	Clinician Information
1	2	DC Public Charter	<b>Booker T. Washington Public Charter School for the Technical Arts</b> 1346 Florida Avenue, N.W. Washington, DC 20009 Main: 202 232-6090 Fax #: 202 232-6282	9th-12th	Dr. Hope Asterilla <a href="mailto:Hasterilla@btwschool.org">Hasterilla@btwschool.org</a>	<b>Ms. JoEtta Thomas</b> Social Worker  DBHCell: 202-441-7835 Email: Joetta.Thomas@dc.gov
8	2	DC Public Charter	<b>Center City Public Charter School Columbia Heights Campus</b> 220 Highview Place, SE Washington, DC 20032 Main #: 202 562-7070 Fax #: 202 574-5829	PreK-8th	Ms. Niya White <a href="mailto:nwhite@centercitypcs.org">nwhite@centercitypcs.org</a> <b>Child Associate:</b> Sandra Randolph Cell: 202-907-5807 Email: mssandrarandolph@yahoo.com	<b>Mr. William McNulty</b> Social Worker  DBHCell: 202 295-7036 Email: William.McNulty@dc.gov
8	2	DC Public Charter	<b>Cedar Tree Academy Public Charter School</b> 3701 Hayes Street, N.E. Washington, DC 20019 Main #: 202 398-2230 Fax #: 202 398-1966	PK3 - K	Dr. LaTonya Henderson <a href="mailto:lhenderson@cedartree-dc.org">lhenderson@cedartree-dc.org</a> <b>Child Associate:</b> Crystal White Cell: 202 569-9022 Email: White.Crystal96@yahoo.com	<b>Ms. Julie Pokusa</b> Social Worker  DBHCell: 202 281-9220 Email: Julie.Pokusa@dc.gov
7	1	DC Public Charter	<b>Cesar Chavez Public Charter School (Parkside Middle)</b> 3701 Hayes Street, N.E. Washington, DC 20019 Main #: 202 398-2230 Fax #: 202 398-1966	6th-8th	Ms. Felichia Irick <a href="mailto:felicia.irick@chavezschools.org">felicia.irick@chavezschools.org</a>	<b>Mrs. Laura Seidel Delaney</b> Social Worker  DBHCell: 202 527-0834 Email: Laura.Delaney@dc.gov
6	2	DC Public Charter	<b>Eagle Academy PCS at New Jersey Ave. Campus</b> 1017 New Jersey Avenue, SE Washington, DC 20003 Main #: 202 459-6825 Fax #: 476-6796	PK3-2nd	Mrs. Nicole Walker <a href="mailto:nwalker@eagleacademypcs.org">nwalker@eagleacademypcs.org</a> <b>Child Associate:</b> Yvonne Trent-Hunter Cell: 202 710-6984 Email: Hunteryhun@aol.com	<b>Ms. Julie Pokusa</b>  DBHCell: 202 281-9220 Email: Julie.Pokusa@dc.gov
8	1	DC Public Charter	<b>Eagle Academy PCS at McGogney</b> 3400 Wheeler Road, SE Washington, DC 20032 Main #: 202 544-2646 Fax #: 544-0187	PK3-3rd	Mr. Jeffrey Cline <a href="mailto:jcline@eagleacademypcs.org">jcline@eagleacademypcs.org</a> <b>Child Associate:</b> Shauneka Levett Cell: 202 706-4670 Email: Shauneka_stark@yahoo.com	<b>Dr. Oron Gan</b> Clinical Psychologist  DBHCell: 202 365-5133 Email: Oron.Gan@dc.gov

**DEPARTMENT OF BEHAVIORAL HEALTH  
School Mental Health Program School Listing**

Ward	Tier	Public Charter School	School Information	Grade Level	Principal Information	Clinician Information
4	2	DC Public Charter	<b>E.L. Haynes Public Charter School (Georgia Avenue Campus)</b> 3600 Georgia Ave, NW Washington, DC 20010 Main #: 202 667-4446 Fax #: 202 667-8811	3rd-8th	Mr. Myron Long <a href="mailto:mlong@elhaynes.org">mlong@elhaynes.org</a>	<b>Ms. Claudia Price</b> Social Worker  DBHCell: 202 669-6424 Email: Claudia.Price@dc.gov
4	2	DC Public Charter	<b>E.L. Haynes Public Charter School (Kansas Avenue Campus)</b> 4501 Kansas Avenue, NW Washington, DC 20011 Main #: 202 667-4446 Fax #: 202 667-8811	PS-2nd	Ms. Kyna Williams <a href="mailto:kwilliams@elhaynes.org">kwilliams@elhaynes.org</a>	<b>Ms. Claudia Price</b> Social Worker  DBHCell: 202 669-6424 Email: Claudia.Price@dc.gov
7	1	DC Public Charter	<b>Friendship Blowe-Pierce Academy PCS</b> 725 19th Street, N.E. Washington, DC 20002 Main #: 202 572-1070 Fax #: 202 399-6157	PS-8th	Dr. Jeffrey Grant <a href="mailto:jgrant@friendshipschools.org">jgrant@friendshipschools.org</a>	<b>Dr. Taiwan Lovelace</b> Mental Health Specialist  DBHCell: 202 834-2636 Email: Taiwan.Lovelace@dc.gov
7	2	DC Public Charter	<b>Friendship Collegiate Academy PCS</b> 4095 Minnesota Avenue, NE Washington, DC 20019 Main #: 202 396-5500 Fax #: 202 396-8229	PS-8th	Ms. Peggy Jones <a href="mailto:pjones@friendshipschools.org">pjones@friendshipschools.org</a>	<b>Mrs. Avise Watts Pollard</b> Mental Health Specialist  Cell: 202 391-5825 Email: Avise.Pollard@dc.gov
7	2	DC Public Charter	<b>Maya Angelou Public Charter School MS/HS (Evans Campus)</b> 5600 East Capital Street, N.E. Washington, DC 20019 Main #: 202 232-2885 Fax #: 202 315-3995	6th-8th	Mr. Harold Miles <a href="mailto:Hmiles@seeforever.org">Hmiles@seeforever.org</a> Mr. Corey Carter <a href="mailto:Cocarter@seeforever.org">Cocarter@seeforever.org</a>	<b>Ms. Janice Jackson</b> Social Worker  DBHCell: 202 744-1849 Email: Janice.Jackson@dc.gov
1	1	DC Public Charter	<b>Meridian Public Charter School</b> 2120 13th Street, N.W. Washington, DC 20009 Main #: 202 387-9830 Fax #: 202 238-0036	PK-8th	Ms. Tamara Cooper <a href="mailto:Tcooper@meridian-dc.org">Tcooper@meridian-dc.org</a> <b>Child Associate:</b> Lakeysha Rose Cell: 202 294-9421 Email: Lrose_westlink@hotmail.com	<b>Mr. James DelGiudice</b> Social Worker  DBHCell: 202 365-9062 Email: James.Delgiudice@dc.gov
4	2	DC Public Charter	<b>SELA Public Charter School</b> 6015-17 Chillum Place, NE Washington, DC 20011 Main #: 202 670-7352 Fax #: 202	PK - 1st	Dr. Jason C. Lody <a href="mailto:jlody@selapcs.org">jlody@selapcs.org</a> <b>Child Associate:</b> Kim Simms Cell: 443-455-0497 Email: Kim.Simms3@yahoo.com	<b>Mr. William McNulty</b>  DBHCell: 202 295-7036 Email: William.Mcnulty@dc.gov

**DEPARTMENT OF BEHAVIORAL HEALTH  
School Mental Health Program School Listing**

Primary Project Child Associates are in the following **Schools**

<b>Mrs. Barbara J. Parks</b>	Clinical Program Administrator, Prevention & Early Intervention Programs	202 698-1871	202 631-3458	<a href="mailto:Barbara.Parks@dc.gov">Barbara.Parks@dc.gov</a>
<b>Dr. Charneta Scott</b>	Program Manager, School Mental Health Program	202 698-2391	202 834-2634	<a href="mailto:Charneta.Scott@dc.gov">Charneta.Scott@dc.gov</a>
<b>Dr. Shana Bellow</b>	Supervisory Clinical Psychologist	202 698-2393	202 329-9470	<a href="mailto:Shana.Bellow@dc.gov">Shana.Bellow@dc.gov</a>
<b>Ms. Jacqueline Droddy</b>	Supervisory Social Worker	202 698-2436	202 222-8785	<a href="mailto:Jacqueline.Droddy@dc.gov">Jacqueline.Droddy@dc.gov</a>
<b>Mr. Gregory Pretlow</b>	Supervisory Social Worker	202 698-2395	202 834-0258	<a href="mailto:Gregory.Pretlow@dc.gov">Gregory.Pretlow@dc.gov</a>
<b>Ms. Erica Barnes</b>	Supervisory Social Worker	202 698-1869	202 297-7037	<a href="mailto:Erica.Barnes@dc.gov">Erica.Barnes@dc.gov</a>
<b>Dr. Meghan Sullivan</b>	Program Evaluator	202 698-2430	N/A	<a href="mailto:Meghan.Sullivan@dc.gov">Meghan.Sullivan@dc.gov</a>
<b>Ms. Monica Bullard</b>	Program Specialist	202 698-2399	N/A	<a href="mailto:Monica.Bullard@dc.gov">Monica.Bullard@dc.gov</a>
<b>Ms. J'Wan Griffin</b>	Program Manager, School Primary Project	202 698-2469	202 446-4128	<a href="mailto:Jwan.Griffin@dc.gov">Jwan.Griffin@dc.gov</a>
<b>Ms. Sarah Pogue</b>	Local Child Wellness Coordinator	202 698-2291	N/A	<a href="mailto:Sarah.Pogue@dc.gov">Sarah.Pogue@dc.gov</a>
<b>Vacant</b>	Administrative & Organizational Analyst	202 698-1869	N/A	



# Briya

Public Charter School

Education Strengthens Families

Question 25: Please list the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school.

Question	Answer
LEA Name	Briya Public Charter School
School Name (If same, put "same")	same
Number of school-based <b>physical</b> health professionals that are currently employed in your public charter school.	2 FTE
Number of school-based <b>mental</b> health professionals that are currently employed in your public charter school.	.2 FTE (one day per week)
Number of school-based <b>behavioral</b> health professionals that are currently employed in your public charter school.	
<b>TOTAL</b>	2.2 FTE

[www.briya.org](http://www.briya.org)

2333 Ontario Road, NW (mail)  
Washington, DC 20009  
Tel: 202-232-7777  
Fax: 202-797-8470

1755 Newton Street, NW  
Washington, DC 20010  
Tel: 202-797-7337  
Fax: 202-797-8470

3912 Georgia Avenue, NW  
Washington, DC 20011  
Tel: 202-545-2020  
Fax: 202-291-2078



Mary's  
Center

In partnership  
with Mary's Center



Question 25: Please list the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school.

Question	Answer
LEA Name	Cedar Tree Academy PCS
School Name (If same, put "same")	Same
Number of school-based <b>physical</b> health professionals that are currently employed in your public charter school.	1
Number of school-based <b>mental</b> health professionals that are currently employed in your public charter school.	1
Number of school-based <b>behavioral</b> health professionals that are currently employed in your public charter school.	1
<b>TOTAL</b>	<b>3</b>



# DC Bilingual Public Charter School

Question 25: Please list the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school.

Question	Answer
LEA Name	DC Bilingual Public Charter School
School Name (If same, put "same")	Same
Number of school-based <b>physical</b> health professionals that are currently employed in your public charter school.	1 full-time as supported by approximately 17 part-time staff members
Number of school-based <b>mental</b> health professionals that are currently employed in your public charter school.	2 full-time as supported by 3 Master level interns
Number of school-based <b>behavioral</b> health professionals that are currently employed in your public charter school.	2 full-time as supported by 3 Master level interns (same as above) and 1 full time coordinator
<b>TOTAL</b>	4 Full-time staff and 20 part-time and/or interns





**Georgia Avenue Campus**

3600 Georgia Avenue, NW  
 Washington, DC 20010  
 (202) 667-4446 (Grades 3-8)

**Kansas Avenue Campus**

4501 Kansas Avenue, NW  
 Washington, DC 20011  
 (202) 706-5828 (Grades PS-2)  
 (202) 706-5838 (Grades 9-12)

info@elhaynes.org  
 www.elhaynes.org

Question 25: Please list the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school.

Question	Answer
LEA Name	E.L. Haynes PCS
School Name (If same, put "same")	Same
Number of school-based <b>physical</b> health professionals that are currently employed in your public charter school.	2
Number of school-based <b>mental</b> health professionals that are currently employed in your public charter school.	7
Number of school-based <b>behavioral</b> health professionals that are currently employed in your public charter school.	3
<b>TOTAL</b>	<b>12</b>

Question 25: Please list the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school.

Question	Answer
LEA Name	IDEA Public Charter School
School Name (If same, put "same")	"same"
Number of school-based <b>physical</b> health professionals that are currently employed in your public charter school.	1
Number of school-based <b>mental</b> health professionals that are currently employed in your public charter school.	2
Number of school-based <b>behavioral</b> health professionals that are currently employed in your public charter school.	0
<b>TOTAL</b>	<b>4</b>



Mary McLeod Bethune Day Academy Public Charter School  
1404 Jackson St., N.E., Washington, DC 20017,  
Phone: (202) 459-4710, Fax: (202) 318-7588  
Web: [www.mmbethune.org](http://www.mmbethune.org)

**Question 25: Please list the number of school-based physical, mental and behavioral health professionals that are currently employed in public charter schools, broken down by school.**

Question	Answer
LEA Name	Mary McLeod Bethune Day Academy PCS
School Name (If same, put "same")	Same
Number of school-based <b>physical</b> health professionals that are currently employed in your public charter school.	1
Number of school-based <b>mental</b> health professionals that are currently employed in your public charter school.	1
Number of school-based <b>behavioral</b> health professionals that are currently employed in your public charter school.	2
<b>TOTAL</b>	4



Question 25: Please list the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school.

Question	Answer
LEA Name	Mundo Verde PCS
School Name (If same, put "same")	Same
Number of school-based <b>physical</b> health professionals that are currently employed in your public charter school.	2
Number of school-based <b>mental</b> health professionals that are currently employed in your public charter school.	We contract with outside mental health providers for on-site mental health services.
Number of school-based <b>behavioral</b> health professionals that are currently employed in your public charter school.	2 (Staff members who provide focused support for student behavior), and we contract as necessary for certified professional support
<b>TOTAL</b>	<b>4</b>



A Classical Education for the Modern World

Question 25: Please list the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school.

Question	Answer
LEA Name	Washington Latin PCS
School Name (If same, put "same")	WLPCS – Middle, WLPCS – Upper
Number of school-based <b>physical</b> health professionals that are currently employed in your public charter school.	1.7 – We have a 20-hour per week nurse, and we also have approximately 1.2 Physical Education teachers.
Number of school-based <b>mental</b> health professionals that are currently employed in your public charter school.	2 – We have two counselors.
Number of school-based <b>behavioral</b> health professionals that are currently employed in your public charter school.	0.5 – We have a part-time speech and language pathologist and part-time occupational therapist.
	<b>TOTAL – 4.2</b>



Question 25: Please list the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school.

Question	Answer
LEA Name	Washington Yu Ying PCS
School Name (If same, put "same")	Same
Number of school-based <b>physical</b> health professionals that are currently employed in your public charter school.	2
Number of school-based <b>mental</b> health professionals that are currently employed in your public charter school.	1
Number of school-based <b>behavioral</b> health professionals that are currently employed in your public charter school.	7
<b>TOTAL</b>	10

**26 Please list all employees detailed to or from your agency. Please provide the reason for the detail, the detailed employee's date of detail, and the detailed employee's projected date of return.**

Alonso Montalvo, Agency Financial Manager, is detailed to PCSB from the Office of the Chief Financial Officer (OCFO). Mr. Montalvo works with agency leadership to monitor agency financial activities and assists with payments to public charter schools. Mr. Montalvo was detailed to the agency May 2012 and is expected to remain in place through September 2014 at the earliest.

**27 Please identify all electronic databases maintained by your agency, including, but not limited to those databases containing information about special education, 504 plans, student discipline, and student support teams. Please provide the following:**

- **A detailed description of the information tracked within each system, including each recordable data element;**
- **Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system; and**
- **The age of the system and any discussion of substantial upgrades that have been made or are planned to be made to the system.**

### **Epicenter**

Schools submit documents into Epicenter related to compliance, governance, operations, finance and academic performance. Members of the School Performance Department and Finance and Operations Department have access to the database. The public does not have access to Epicenter. Schools submit the documents and PCSB staff “approves” the document based on the accuracy and completion and, depending on the document, the content. Documents that are rejected are returned to the school to be resubmitted. Schools must submit the following documents into Epicenter on an annual, quarterly, or monthly basis (depending on the document):

- High school course offerings catalogue
- Summer school enrollment
- Enrollment wait list
- ESEA highly qualified teacher status report
- Student Handbook/ discipline plan
- Basic business license
- Certificate of Occupancy
- Emergency response plan (or assurance)
- ELL student list
- Lease/ purchase agreement
- School Nurse/ certified staff to administer medication
- Lottery procedures
- Printed application
- Enrollment projections
- Annual budget
- Annual financial audit
- Auditor engagement letter
- Facilities expenditure data inputs
- IRS form 9990 or Extension
- Monthly financial statements
- Procurement contract
- Quarterly financial statements
- Accreditation status
- Annual report
- Articles of Incorporation



- Board bylaws
- Board meeting approved minutes
- Board roster
- Charter Amendment
- Charter Board calendar
- Increase enrollment ceiling request
- Litigation proceedings calendar
- Certificate of Insurance
- Employee Handbook
- School Calendar
- Sexual violation protocol assurance policy
- Staff/ volunteer background checks assurance
- Staff/ volunteer roster
- Teacher retirement withholding
- Special education continuum of services
- Fire drill schedule
- ESEA Focus and Priority Schools Intervention/Turnaround Plan
- ESEA Waiver Teacher and Principal Evaluation System
- Enrollment ceiling increase requests
- CTE waiver

### **ProActive**

ProActive is PCSB's primary tool for collecting enrollment, attendance, and discipline data from public charter schools and providing data to OSSE's data systems on a nightly basis. The data is kept at the student-level, and, as such, access is tightly controlled.

There are 10 PCSB staff members have access to data in ProActive. These 10 individuals have access to student-level enrollment, attendance, and discipline data. Three additional staff members, have a lower level of access. These three individuals can view but cannot make changes to the ProActive system.

Each school has its own interface, allowing it to see only its data. Within each school's interface are customizable account levels to allow a school to assign users with different levels of access to different types of information. Each school provides PCSB with a list of staff members who need access at each level. PCSB's instance of ProActive is used under contract with ProActive Schools. PCSB and ProActive Schools work together to upgrade the system and improve its functionality for schools' use and reporting. Given OSSE's current plans to collect student-level data directly from each charter LEA, PCSB plans to phase out all or some of ProActive to avoid requiring schools to duplicate their data entry.

The data collected in ProActive includes:

- Student demographics
  - Name
  - Student identifiers
    - OSSE: Unique Student Identifier
    - DCPS: STARS ID (as available)
    - PCSB: OLAMS ID (as available)
    - PCSB: ProActive ID
    - School: Student Information System ID (as available)
  - Date of birth
  - Race and ethnicity
  - Address
  - Parent contact information
  - English Language Learner status
  - Special education status and hours
  - DC residency status
  - Free/reduced meal services eligibility
- Student enrollments
  - School, including non-public special education placements
  - Grade
  - Entry date and reason (classified by OSSE enrollment codes)
  - Withdrawal date and reason (classified by OSSE enrollment codes)
- Student attendance
- Student discipline
  - Discipline type (i.e. out-of-school suspension, expulsion)
  - Discipline reason (classified by PCSB discipline codes)
  - Whether or not the student was removed to an interim alternative education setting and length of removal
  - Length of suspension/expulsion
  - Education services received during removal

### **SharePoint**

PCSB uses a program called SharePoint to facilitate file and data sharing among PCSB staff and with each LEA. The PCSB SharePoint program has an internal and external interface. The internal interface is what PCSB uses to store shared documents and test real-time data reports before releasing them to LEAs. The external interface allows schools to view their enrollment, attendance, discipline, and PMF data in customized reports. To access the external interface, LEAs must log in with the credentials provided to them by PCSB. These credentials serve as a security feature and prevent LEAs from viewing other schools' data. By developing a secure external interface, PCSB has been able to develop dynamic student- and school- level reports for LEAs to view the data they have submitted to ProActive. These reports allow schools to monitor their attendance submissions in real-time and also view reports that summarize their discipline and truancy incidents.

The summary reports created by PCSB are meant to encourage schools to check that the data in ProActive accurately reflects the data in their own student information systems, and allows LEAs to compare how they are performing in these areas relative to the sector average and schools that serve similar grade levels.

### **School Contact List**

PCSB staff maintains a master contact list for each campus that includes the following information:

- School name
- School code
- Program description
- Campus phone number
- Street address
- Website
- Ward
- Councilmember
- Lowest/ highest grade served
- Start/ end time
- First year in operation
- Chartered/ approved by PCSB/ BOE
- Accreditation status
- Start/ end date of school year
- PMF score and tier
- Board Chair: name, title, email, phone, address
- Executive Director: name, title, email, phone address
- Principal: name, email phone
- Assistant principal: name, email, phone
- Campus leader: name, email, phone
- Business manager: name, email phone
- SPED Coordinator: name, email, phone
- Complaints staff and board member: name, email, phone
- Admissions staff member: name, email, phone
- Data manager: name, email, phone

This information is available to PCSB staff and, by request, the Metropolitan Police Department in the case of a school or student emergency. The Finance and Operations department regularly updates it. PCSB uses this data to create a [Public Charter School Directory](#), which is published to the [home page of the PCSB website](#) and updated in real-time with school staffing changes.

### **OSSE Databases**

To improve support to schools in submitting and validating student data, OSSE gives PCSB access to its student databases, including SLED and SEDS/EasyIEP.

**28 Please provide the Committee with a report by LEA (if the LEA has multiple schools, include data for each school) on the number of faculty, and total salary of each category of personnel and instructional staff at each school.**

PCSB does not collect this data as part of its oversight. As a courtesy to the Education Committee, PCSB requested that schools provide this data. Please see the enclosed spreadsheets in this section tab containing the responses of those schools that chose to respond.

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>AppleTree Early Learning PCS</b>
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		FTEs	Total Wages	
<b>GRAND TOTAL FTEs</b>	149.5	ADMINISTRATIVE STAFF	15.5	\$1,251,433
		ADMINISTRATIVE SUPPORT	23.0	\$1,084,953
		NON INSTRUCTIONAL SUPPORT	5.0	\$323,045
<b>GRAND TOTAL WAGES</b>	\$6,626,080	TEACHERS/FACULTY	106.0	\$3,646,649
		OTHER STAFF	0.0	\$320,000

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	7.0	\$672,000	Gen Ed Teacher	36.0	\$1,557,643
Executive Director			Librarian		
Assistant Principal			Art Teacher		
Instructional Coach	8.5	\$579,433	Music Teacher		
Registrar	1.0	\$63,000	PE Teacher		
Business Manager	5.0	\$309,320	ELL Teacher	1.0	\$55,380
Administrative Aide	5.0	\$177,431	ELL Counselor		
Clerk			ELL Aide		
Central Office Support	12.0	\$535,202	SPED Teacher	3.0	\$152,137
Custodian/Facilities Support			SPED Aide	2.0	\$67,539
Social Worker	3.0	\$175,120	Pre-S Educational Aide	32.0	\$906,975
Psychologist	1.0	\$57,925	Pre-K Educational Aide	32.0	\$906,975
Attendance Counselor			K Educational Aide		
Guidance Counselor			Insert Position Name	FTEs	Total Salary
Other Non Instructional Support	1.0	\$90,000	Extended Day Staff		\$320,000

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2012-2013**

<b>SCHOOL NAME</b>	<b>Briya Public Charter School</b>
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			FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	67.3	ADMINISTRATIVE STAFF	3	\$285,901
		ADMINISTRATIVE SUPPORT	13.5	\$725,802
<b>GRAND TOTAL WAGES</b>	\$2,991,392.46	NON INSTRUCTIONAL SUPPORT	2.5	\$126,075
		TEACHERS/FACULTY	28.3	\$1,288,438
		OTHER STAFF	20	\$565,177

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	0	\$0	Early Childhood Instructors	7	\$299,246
Executive Director	1	\$101,070		0	\$0
Accountability/Development Director	1	\$90,255	Early Childhood Specialist	0.3	\$22,752
Academic Dean / Instructional Coach	1	\$94,576	Technology Teachers	3	\$139,633
Registrar	1	\$47,324	Technology Aides	4.9	\$144,066
Business Manager	1	\$88,288	ELL Teacher	10	\$549,607
Administrative Aide	5.9	\$210,312	ELL Counselor	0	\$0
Clerk	0	\$0	ELL Aide	0	
Directors	5	\$349,315	SPED Teacher	1	\$65,483
Custodian/Facilities Support	0.6	\$30,563	SPED Aide	1	\$33,000
Special Education Coordinator	0.5	\$30,000	Pre-S Educational Aide	0	\$0
Psychologist	0	\$0	Pre-K Educational Aide	1	\$34,650
Attendance Counselor	0	\$0	K Educational Aide	0	\$0
Guidance/ Transition Counselor	2	\$96,075		FTEs	Total Salary
Dean of Students	0	\$0	Early Childhood Aides	20	\$565,177

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>Cedar Tree Academy PCS Template</b>
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		FTEs	Total Wages	
<b>GRAND TOTAL FTEs</b>	64.0	ADMINISTRATIVE STAFF	3.0	\$308,985
		ADMINISTRATIVE SUPPORT	8.0	\$293,016
		NON INSTRUCTIONAL SUPPORT	5.0	\$256,664
		TEACHERS/FACULTY	37.0	\$1,460,007
<b>GRAND TOTAL WAGES</b>	\$2,428,951	OTHER STAFF	11.0	\$110,278

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO			Gen Ed Teacher	16.0	\$805,175
Executive Director	1.0	\$142,800	Librarian		
Assistant Principal	1.0	\$95,013	Art Teacher		
Instructional Coach	1.0	\$71,172	Music Teacher		
Registrar			PE Teacher	1.0	\$50,000
Business Manager			ELL Teacher		
Administrative Aide	3.0	\$120,117	ELL Counselor		
Clerk			ELL Aide		
Directors	4.0	\$146,247	SPED Teacher	1.0	\$50,000
Custodian/Facilities Support	1.0	\$26,652	SPED Aide		
Social Worker			Teaching Aide	19.0	\$554,832
Psychologist					
Attendance Counselor					
Guidance Counselor	1.0	\$66,300	Insert Position Name	FTEs	Total Salary
Other Non Instructional Support	4.0	\$190,364	Extended Day Staff	11.0	\$110,278

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>Center City PCS</b>
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		FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	196.0	ADMINISTRATIVE STAFF	\$1,931,501
		ADMINISTRATIVE SUPPORT	\$2,093,151
		NON INSTRUCTIONAL SUPPORT	\$353,695
		TEACHERS/FACULTY	\$6,676,824
<b>GRAND TOTAL WAGES</b>	\$11,055,171	OTHER STAFF	\$0

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	7.0	\$634,000	Gen Ed Teacher	71.0	\$3,867,372
Executive Director	1.0	\$180,000	Librarian		
Assistant Principal	12.0	\$982,501	Art Teacher	3.0	176796
Instructional Coach	2.0	\$135,000	Music Teacher	3.0	\$130,404
Registrar	0.0	\$0	PE Teacher	6.0	\$314,952
Business Manager	6.0	\$305,743	ELL Teacher	8.0	\$388,980
Administrative Aide	6.0	\$255,792	ELL Counselor		
Clerk	8.0	\$320,480	ELL Aide		
Directors	9.0	\$848,021	SPED Teacher	16.0	\$892,296
Custodian/Facilities Support	5.0	\$363,115	SPED Aide	5.0	\$159,480
Social Worker			Pre-S Educational Aide		
Psychologist			Pre-K Educational Aide	5.0	\$161,772
			1st Grade Educational Aide	4	143568
			2nd Grade Educational Aide	6	211020
Attendance Counselor			K Educational Aide	7.0	\$230,184
Guidance Counselor	6.0	\$353,695	Insert Position Name	FTEs	Total Salary
			Cafeteria Assistants	6.0	\$174,720
Other Non Instructional Support			Extended Day Staff		

NOTE: Wages = compensation without benefits



**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>Community College Preparatory Academy</b>
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		FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	13.0	ADMINISTRATIVE STAFF	1.0 \$112,000
		ADMINISTRATIVE SUPPORT	3.0 \$173,000
<b>GRAND TOTAL WAGES</b>	\$697,000	NON INSTRUCTIONAL SUPPORT	6.0 \$265,000
		TEACHERS/FACULTY	3.0 \$147,000
		OTHER STAFF	0.0 \$0

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO			Gen Ed Teacher	3.0	\$147,000
Executive Director	1.0	\$112,000	Librarian		
Assistant Principal			Art Teacher		
Instructional Coach			Music Teacher		
Registrar	1.0	\$55,000	PE Teacher		
Business Manager	1.0	\$80,000	ELL Teacher		
Administrative Aide	1.0	\$38,000	ELL Counselor		
Clerk			ELL Aide		
Directors			SPED Teacher		
Custodian/Facilities Support			SPED Aide		
Social Worker			Pre-S Educational Aide		
Psychologist			Pre-K Educational Aide		
Attendance Counselor			K Educational Aide		
Guidance Counselor			Insert Position Name	FTEs	Total Salary
Other Non Instructional Support	6.0	\$265,000	Extended Day Staff		

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>DC Bilingual PCS</b>
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		FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	58.5	ADMINISTRATIVE STAFF	6.5 \$471,440
		ADMINISTRATIVE SUPPORT	3.0 \$129,470
		NON INSTRUCTIONAL SUPPORT	4.0 \$198,497
<b>GRAND TOTAL WAGES</b>	\$3,479,227	TEACHERS/FACULTY	44.0 \$2,614,020
		OTHER STAFF	1.0 \$65,800

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	1.0	\$100,940	Gen Ed Teacher	30.0	\$1,867,040
Executive Director	0.0	\$0	Librarian	1.0	\$47,000
Assistant Principal	1.0	\$84,000	Art Teacher	1.0	\$68,700
Instructional Coach	4.5	\$286,500	Music Teacher	1.0	\$49,300
Registrar	0.0	\$0	PE Teacher	1.0	\$51,500
Business Manager	1.0	\$50,470	ELL Teacher	1.0	\$83,200
Administrative Aide	2.0	\$79,000	ELL Counselor	0.0	\$0
Clerk	0.0	\$0	ELL Aide	0.0	\$0
Directors	0.0	\$0	SPED Teacher	6.0	\$353,120
Custodian/Facilities Support	0.0	\$0	SPED Aide	0.0	\$0
Social Worker	0.0	\$0	Pre-S Educational Aide	0.0	\$0
Psychologist	0.0	\$0	Pre-K Educational Aide	3.0	\$94,160
Attendance Counselor	0.0	\$0	K Educational Aide	0.0	\$0
Guidance Counselor	2.0	\$144,500	Insert Position Name	FTEs	Total Salary
Other Non Instructional Support	2.0	\$53,997	Technology Education Teacher	1.0	\$65,800

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>DC Scholars Public Charter School</b>
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		FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	39.0	ADMINISTRATIVE STAFF	8.0 \$562,200
		ADMINISTRATIVE SUPPORT	2.0 \$92,310
		NON INSTRUCTIONAL SUPPORT	0.0 \$0
<b>GRAND TOTAL WAGES</b>	\$1,945,590	TEACHERS/FACULTY	28.0 \$1,262,784
		OTHER STAFF	1.0 \$28,296

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	1.0	\$105,000	Gen Ed Teacher	16.0	\$858,413
Executive Director	0.0		Librarian	0.0	
Assistant Principal	3.0	\$225,750	Art Teacher	1.0	\$48,600
Instructional Coach	4.0	\$231,450	Music Teacher	0.0	
Registrar	1.0	\$34,560	PE Teacher	1.0	\$55,080
Business Manager	1.0	\$57,750	ELL Teacher	0.0	
Administrative Aide	0.0		ELL Counselor	0.0	
Clerk	0.0		ELL Aide	0.0	
Directors	0.0		SPED Teacher	2.0	\$105,480
Custodian/Facilities Support			SPED Aide	0.0	
Social Worker			Pre-S Educational Aide	3.0	113,097
Psychologist			Pre-K Educational Aide	3.0	\$116,700
Attendance Counselor			K Educational Aide	2.0	\$78,511
Guidance Counselor			Insert Position Name	FTEs	Total Salary
Other Non Instructional Support			Extended Day Staff	1.0	\$28,296

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>E.L. Haynes PCS</b>
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		FTEs	Total Wages	
<b>GRAND TOTAL FTEs</b>	214.3	ADMINISTRATIVE STAFF	25.0	\$2,189,755
		ADMINISTRATIVE SUPPORT	23.0	\$1,171,511
		NON INSTRUCTIONAL SUPPORT	17.0	\$1,191,139
<b>GRAND TOTAL WAGES</b>	\$12,839,560	TEACHERS/FACULTY	137.3	\$7,519,580
		OTHER STAFF	12.0	\$767,575

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	3.0	\$294,185	Gen Ed Teacher	55.0	\$3,415,337
Head of School/Chiefs	4.0	\$515,500	Librarian	0.0	\$0
Assistant Principal	8.0	\$554,880	Art Teacher	2.5	\$177,695
Directors (Academic)	6.4	\$571,630	Capital Teaching Resident	16.0	\$556,354
Instructional Coach	3.6	\$253,560	Music Teacher	3.0	\$216,555
Operations Support	9.5	\$429,190	PE Teacher	3.0	\$201,335
Human Resources	2.0	\$85,448	ELL Teacher	12.0	\$804,099
Technology	3.0	\$193,939	ELL Counselor	0.0	\$0
Custodian/Facilities Support	5.0	\$153,871	ELL Aide	0.0	\$0
Directors (Ops & Finance)	3.5	\$309,063	SPED Teacher	25.5	\$1,623,483
Clerk	0.0	\$0	SPED Aide	14.5	\$361,740
Student Wellness	9.0	\$606,379	Instructional Aide	5.8	\$162,982
Guidance Counselor	3.0	\$192,239	Restorative Justice	2.0	\$147,628
Speech Language Pathologist	2.0	\$145,436	SPED Coordinator	4.0	\$224,333
Directors (SPED & Student Wellness)	3.0	\$247,085	Marketing and Development	2.0	\$130,759
			Year Round Programs	4.0	\$264,855

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>EW Stokes</b>
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		FTEs	Total Wages	
<b>GRAND TOTAL FTEs</b>	68.2	ADMINISTRATIVE STAFF	3.2	\$273,000
		ADMINISTRATIVE SUPPORT	11.0	\$442,000
		NON INSTRUCTIONAL SUPPORT	6.0	\$363,000
		TEACHERS/FACULTY	44.0	\$2,315,000
<b>GRAND TOTAL WAGES</b>	\$3,593,000	OTHER STAFF	4.0	\$200,000

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	1.2	\$100,000	Gen Ed Teacher	28.0	\$1,475,000
Executive Director	1.0	\$95,000	Librarian	1.0	\$48,000
Dean	1.0	\$78,000	Art Teacher	1.5	\$78,000
Instructional Coach			Music Teacher	2.0	\$130,000
Registrar			PE Teacher	2.0	\$82,000
Business Manager	1.0	\$75,000	ELL Teacher	1.0	\$72,000
Administrative Aide	1.0	\$35,000	ELL Counselor		
Clerk			Aides	2.5	\$95,000
Food Service	7.0	\$240,000	SPED Teacher	5.0	\$292,000
Custodian/Facilities Support	2.0	\$92,000	SPED Aide	1.0	\$43,000
Social Worker			Pre-S Educational Aide		
Psychologist	1.0	\$86,000	Pre-K Educational Aide		
Attendance Counselor			K Educational Aide		
Guidance Counselor			Insert Position Name	FTEs	Total Salary
Other Non Instructional Support	5.0	\$277,000	Extended Day Staff	4.0	\$200,000

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>Hospitality High School of Washington DC</b>
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		FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	41.0	ADMINISTRATIVE STAFF	3.0 \$316,572
		ADMINISTRATIVE SUPPORT	9.0 \$491,230
		NON INSTRUCTIONAL SUPPORT	5.0 \$321,902
		TEACHERS/FACULTY	24.0 \$1,289,206
<b>GRAND TOTAL WAGES</b>	\$2,418,910	OTHER STAFF	0.0 \$0

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	1.0	\$110,333	Gen Ed Teacher	15.0	\$830,281
Executive Director	1.0	\$121,367	Librarian		
Assistant Principal	1.0	\$84,872	Art Teacher	1.0	\$56,016
Instructional Coach			Music Teacher		
Registrar	1.0	\$62,593	PE Teacher	1.0	\$52,530
Business Manager	1.0	\$85,000	ELL Teacher	1.0	\$47,380
Administrative Aide	1.0	\$55,000	ELL Counselor		
Clerk	2.0	\$81,000	ELL Aide		
Directors	1.0	\$94,637	SPED Teacher	5.0	\$254,774
Custodian/Facilities Support	3.0	\$113,000	SPED Aide	1.0	\$48,225
Social Worker	1.0	\$55,166	Pre-S Educational Aide		
Psychologist		\$0	Pre-K Educational Aide		
Attendance Counselor	1.0	\$72,100	K Educational Aide		
Guidance Counselor	1.0	\$94,636	Insert Position Name	FTEs	Total Salary
Other Non Instructional Support	2.0	\$100,000	Extended Day Staff		

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>Ingenuity Prep</b>
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		FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	20.0	ADMINISTRATIVE STAFF	1.0 \$105,000
		ADMINISTRATIVE SUPPORT	4.5 \$242,190
		NON INSTRUCTIONAL SUPPORT	2.0 \$110,000
		TEACHERS/FACULTY	11.5 \$648,100
<b>GRAND TOTAL WAGES</b>	\$1,157,290	OTHER STAFF	1.0 \$52,000

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO			Gen Ed Teacher	11.0	\$630,500
Executive Director	1.0	\$105,000	Librarian		
Assistant Principal			Art Teacher		
Instructional Coach			Music Teacher		
Registrar			PE Teacher	0.5	\$17,600
Business Manager	1.0	\$50,000	ELL Teacher		
Administrative Aide	1.5	\$52,190	ELL Counselor		
Clerk			ELL Aide		
Directors	2.0	\$140,000	SPED Teacher		
Custodian/Facilities Support			SPED Aide		
Social Worker			Pre-S Educational Aide		
Psychologist			Pre-K Educational Aide		
Attendance Counselor			K Educational Aide		
Guidance Counselor			Insert Position Name	FTEs	Total Salary
Other Non Instructional Support	2.0	\$110,000	Curator of Institutional Practice	1.0	\$52,000

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>LAYC Career Academy PCS</b>
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		FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	21.5	ADMINISTRATIVE STAFF	2.0 \$168,300
		ADMINISTRATIVE SUPPORT	2.5 \$111,360
		NON INSTRUCTIONAL SUPPORT	6.0 \$272,146
		TEACHERS/FACULTY	11.0 \$529,110
<b>GRAND TOTAL WAGES</b>	\$1,080,916	OTHER STAFF	0.0 \$0

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	1.0	\$102,000	Gen Ed Teacher	8.0	\$413,110
Executive Director			Librarian		
Assistant Principal			Art Teacher		
Instructional Coach	1.0	\$66,300	Music Teacher		
Registrar			PE Teacher		
Business Manager	1.0	\$51,000	ELL Teacher	1.0	\$51,000
Administrative Aide	1.0	\$30,600	ELL Counselor		
Clerk			ELL Aide		
Directors			SPED Teacher	1.0	\$39,000
Custodian/Facilities Support	0.5	\$29,760	SPED Aide	1.0	\$26,000
Social Worker	1.0	\$59,160	Pre-S Educational Aide		
Psychologist			Pre-K Educational Aide		
Attendance Counselor			K Educational Aide		
Guidance Counselor	4.0	\$157,986	Insert Position Name	FTEs	Total Salary
Other Non Instructional Support	1.0	\$55,000	Extended Day Staff		

NOTE: Wages = compensation without benefits



# Mary McLeod Bethune Day Academy Public Charter School

Washington, DC 20017, Phone: (202) 459-4710, Fax: (202) 318-7588

Web: [www.mmbethune.org](http://www.mmbethune.org)

Public Charter School FTE Calculation Tool 2013-2014

Mary McLeod Bethune Day Academy PCS

		FTEs	Total Wages	
<b>GRAND TOTAL FTEs</b>	82.0	<b>ADMINISTRATIVE STAFF</b>	<b>3.0</b>	<b>\$357,268</b>
		<b>ADMINISTRATIVE SUPPORT</b>	<b>13.0</b>	<b>\$609,486</b>
		<b>NON INSTRUCTIONAL SUPPORT</b>	<b>3.0</b>	<b>\$172,398</b>
		<b>TEACHERS/FACULTY</b>	<b>56.0</b>	<b>\$2,510,863</b>
<b>GRAND TOTAL WAGES</b>	<b>\$3,824,149</b>	<b>OTHER STAFF</b>	<b>7.0</b>	<b>\$174,134</b>

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	2.0	\$220,360	Gen Ed Teacher	19.0	\$943,584
Executive Director	1.0	\$136,908	Gen Ed Educational Aides	9.0	\$298,574
Assistant Principal			Librarian	1.0	\$42,370
Instructional Coach			Art Teacher	1.0	\$50,711
Registrar			Music Teacher	2.0	\$79,234
Executive Assistant	1.0	\$65,000			
Business Manager	1.0	\$61,800	PE Teacher	1.0	\$58,000
Facilities Manager	1.0	\$70,844	ELL Teacher		
Finance Manager	1.0	\$90,846	ELL Coordinator	1.0	\$67,000
SPED Coordinator	1.0	\$82,400			
Administrative Aide	1.0	\$30,620	ELL Counselor		
Clerk/Receptionist	1.0	\$24,960	ELL Aide		
Directors			SPED Teacher	6.0	\$337,054
Custodian/Facilities Support	6.0	\$183,016	SPED Dedicated Aide	1.0	\$24,000
Pre-S Teacher	3.0	\$145,434			
Social Worker			Pre-S Educational Aide	4.0	\$135,640
Pre-K Teacher	2.0	\$91,865			
Psychologist	1.0	\$66,950	Pre-K Educational Aide	2.0	\$60,000
K Teacher	2.0	\$89,641			
Attendance Counselor			K Educational Aide	2.0	\$87,756
Guidance Counselor			Insert Position Name	FTEs	Total Salary
Behavioral Specialist	1.0	\$52,448	Kitchen Staff	2	54000
Parent Involvement Coordinator	1.0	\$53,000	Transportation Staff	5	120134
Other Non Instructional Support			Extended Day Staff		

NOTE: Wages = compensation without benefits

**Maya Angelou PCS**

Position	FTEs	Total Wages
CEO (Chief Executive Officer)	1	\$ 150,000.00
CAO (Chief Academic Officer)	1	\$ 130,394.00
COO (Chief Operating Officer)	1	\$ 123,600.00
CDO (Chief Development Officer)	1	\$ 120,000.00
Principal	3	\$ 295,000.00
Assistant Principal	2	\$ 156,000.00
Director of Academics	0	
Special Education Coordinator	1	\$ 80,000.00
Dean of Students	2	\$ 129,722.00
Dean of Academics	2	\$ 168,919.00
Dean of Enrichment and Civic Programming	1	\$ 58,000.00
Instructional Coach/Mentor	0	
Literacy Specialist	1	\$ 87,410.00
Director of Socio-Emotional Learning	1	\$ 91,150.00
Director of Data	1	\$ 74,984.00
Director of Post-Secondary Success	1	\$ 60,000.00
Director of Student Support	1	\$ 84,460.00
Carrera Program Director	1	\$ 65,000.00
Director of Information Technology	1	\$ 82,400.00
Finance Director	0	part time
Development Manager and Vista Coordinator	1	\$ 62,500.00
Operations Manager	2	\$ 107,042.00
Data Specialist	2	\$ 69,928.00
Finance/HR/Business	2	\$ 108,045.00
Post-Secondary Success Coordinator	4	\$ 111,859.00
IT Associate	0	part time
Office Manager	2	\$ 106,702.00
Office Assistant	2	\$ 78,000.00
School Data Clerk	0	part time
Cafeteria Worker	0	part time
Lead Counselor	3	\$ 193,407.00
Lead Residential Counselor	1	\$ 46,000.00
Counselor	11	\$ 622,290.00
Residential Counselor	3	\$ 72,552.00
Youth Development Counselor	3	\$ 134,713.00
Speech Language Pathologist	1	\$ 62,500.00
Special Education Transition Specialist	1	\$ 54,075.00
In-School Suspension Coordinator	1	\$ 47,000.00
Intake and Retention Specialist	1	\$ 45,000.00
Art Teacher	1	\$ 57,137.00
Music Teacher	1	\$ 43,780.00
PE Teacher	1	\$ 20,000.00
Health/Family Teacher	2	\$ 120,355.00
Technology Teacher	2	\$ 91,840.00
Spanish Teacher	1	\$ 51,603.00
French Teacher	1	\$ 68,929.00
General Education Teacher (Carrera and YALC)	4	\$ 214,913.00
Special Education Teacher	14	\$ 811,924.00
Special Education Aide	3	\$ 60,000.00
Tutor/Education Aide	0	part time
Math Teacher	8	\$ 499,210.00
Workforce Readiness Instructor/Counselor	1	\$ 50,000.00
Reading/Literacy Teacher	2	\$ 131,330.00
English/Language Arts Teacher	6	\$ 337,916.00
Science Teacher	7	\$ 439,671.00
History/Social Studies Teacher	6	\$ 322,989.00
Parent Liaison	0	part time

**Public Charter School FTE Calculation Tool 2013-2014**

**Mundo Verde Bilingual PCS**

			FTEs	Total Wages	
<b>GRAND TOTAL FTEs</b>	63.2		ADMINISTRATIVE STAFF	6.0	\$503,900
			ADMINISTRATIVE SUPPORT	6.0	\$209,000
<b>GRAND TOTAL WAGES</b>	\$2,723,893		NON INSTRUCTIONAL SUPPORT	6.0	\$266,500
			TEACHERS/FACULTY	36.0	\$1,493,000
			OTHER STAFF	9.2	\$251,493
POSITION	FT Es	Total Wages	POSITION	FTEs	Total Wages
School Leaders	2.0	\$208,900	Gen Ed Teacher	14.0	\$734,500
Administrators and Coaches	4.0	\$295,000	Special Subject Teachers	4.0	\$143,000
Administrative Support*	6.0	\$209,000	Educational Aides	14.0	\$431,500
Non Instructional Support	6.0	\$266,500	Special Education Teachers	4.0	\$184,000
			Insert Position Name		
			Extended Day Staff	9.2	\$251,493
NOTE: Wages = compensation without benefits					

\* We contract with outside providers for financial, janitorial, food service and special education services.

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>Potomac Lighthouse Public Charter School</b>
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		FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	59.0	ADMINISTRATIVE STAFF	3.0 \$274,400
		ADMINISTRATIVE SUPPORT	6.0 \$363,217
		NON INSTRUCTIONAL SUPPORT	5.0 \$157,216
<b>GRAND TOTAL WAGES</b>	\$2,834,269	TEACHERS/FACULTY	45.0 \$2,039,436
		OTHER STAFF	0.0 \$0

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	1.0	\$122,400	Gen Ed Teacher	25.0	\$1,293,885
Executive Director	0.0		Librarian	0.0	
Assistant Principal	0.0		Art Teacher	1.0	
Instructional Coach	2.0	\$152,000	Music Teacher	1.0	
Registrar	0.0		PE Teacher	1.0	
Business Manager	1.0	\$80,000	Dance/Drama Teacher	2.0	\$135,500
Administrative Aide	3.0	\$146,217	ELL Counselor	0.0	
Clerk	0.0		ELL Aide	0.0	
Directors	2.0	\$137,000	SPED Teacher	4.0	\$225,000
Custodian/Facilities Support	0.0		SPED Aide	2.0	\$63,008
Social Worker	1.0		Pre-S Educational Aide	0.0	
Psychologist	0.0		Pre-K Educational Aide	0.0	
Attendance Counselor	0.0		K Educational Aide	9.0	\$322,043
Guidance Counselor	1.0	\$70,000	Insert Position Name	FTEs	Total Salary
Other Non Instructional Support	3.0	\$87,216	Extended Day Staff		

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>Shining Stars Montessori Academy PCS</b>
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		FTEs	Total Wages	
<b>GRAND TOTAL FTEs</b>	16.5	ADMINISTRATIVE STAFF	1.5	\$132,484
		ADMINISTRATIVE SUPPORT	3.0	\$126,154
		NON INSTRUCTIONAL SUPPORT	0.0	\$0
<b>GRAND TOTAL WAGES</b>	\$723,976	TEACHERS/FACULTY	11.0	\$441,838
		OTHER STAFF	1.0	\$23,500

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	0.5	\$39,784	Gen Ed Teacher	3.5	\$195,434
Executive Director	1.0	\$92,700	Librarian		
Assistant Principal			Art Teacher		
Instructional Coach			Music Teacher		
Registrar			PE Teacher		
Business Manager	1.0	\$44,880	ELL Teacher		
Administrative Aide	1.0	\$48,960	ELL Counselor		
Clerk	1.0	\$32,314	ELL Aide		
Directors			SPED Teacher	1.0	\$50,000
Custodian/Facilities Support			SPED Aide		
Social Worker			Teaching Aides	4.0	\$126,136
Psychologist			Program Assistants	2.5	\$70,268
Attendance Counselor					
Guidance Counselor			Insert Position Name	FTEs	Total Salary
Other Non Instructional Support			Substitutes	1.0	\$23,500

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>St. Coletta PCS</b>
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		FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	200.5	ADMINISTRATIVE STAFF	3.5
		ADMINISTRATIVE SUPPORT	9.0
		NON INSTRUCTIONAL SUPPORT	3.0
<b>GRAND TOTAL WAGES</b>	\$8,215,937	TEACHERS/FACULTY	124.5
		OTHER STAFF	60.5
			\$4,264,994

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	1.0	\$136,406	Gen Ed Teacher		
Executive Director	0.5	\$93,443	Librarian		
Assistant Principal	2.0	\$172,021	Art Teacher	1.0	\$46,453
Instructional Coach			Music Teacher	1.0	\$50,150
Registrar	1.0	\$49,171	PE Teacher	1.5	\$67,750
Business Manager	2.0	\$75,799	ELL Teacher		
Administrative Aide	1.0	\$44,138	ELL Counselor		
Clerk			ELL Aide		
Directors	3.0	\$242,931	SPED Teacher	26.0	\$1,472,403
Custodian/Facilities Support	2.0	\$78,799	SPED Aide	95.0	\$2,628,238
Social Worker	3.0	\$192,260	Pre-S Educational Aide		
Psychologist			Pre-K Educational Aide		
Attendance Counselor			K Educational Aide		
Guidance Counselor			Insert Position Name	FTEs	Total Salary
Other Non Instructional Support			Therapists, Nurses, Specialists, Asst.s	60.5	\$2,865,975

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>Thurgood Marshall Academy PCS</b>
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		FTEs	Total Wages	
<b>GRAND TOTAL FTEs</b>	63.0	ADMINISTRATIVE STAFF	5.0	\$501,000
		ADMINISTRATIVE SUPPORT	9.5	\$511,656
		NON INSTRUCTIONAL SUPPORT	15.0	\$722,863
<b>GRAND TOTAL WAGES</b>	\$4,066,861	TEACHERS/FACULTY	33.5	\$2,331,342
		OTHER STAFF	0.0	\$0

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO			Gen Ed Teacher		
Executive Director			Librarian		
Assistant Principal			Art Teacher		
Instructional Coach			Music Teacher		
Registrar			PE Teacher		
Business Manager			ELL Teacher		
Administrative Aide			ELL Counselor		
Clerk			ELL Aide		
Directors			SPED Teacher		
Custodian/Facilities Support			SPED Aide		
Social Worker			Pre-S Educational Aide		
Psychologist			Pre-K Educational Aide		
Attendance Counselor			K Educational Aide		
Guidance Counselor			Insert Position Name	FTEs	Total Salary
Other Non Instructional Support			Extended Day Staff		

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>Tree of Life PCS</b>
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		FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	38.5	ADMINISTRATIVE STAFF	6.0 \$644,820
		ADMINISTRATIVE SUPPORT	3.0 \$178,110
		NON INSTRUCTIONAL SUPPORT	3.0 \$210,080
		TEACHERS/FACULTY	26.5 \$1,366,137
<b>GRAND TOTAL WAGES</b>	\$2,399,147	OTHER STAFF	0.0 \$0

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	1.0	\$118,456	Gen Ed Teacher	16.0	\$918,134
Executive Director	1.0	\$162,198	Librarian	0.0	\$0
Assistant Principal	1.0	\$123,968	Art Teacher	0.5	\$20,703
Instructional Coach	3.0	\$240,198	Music Teacher	0.5	\$20,703
Registrar	0.0	\$0	PE Teacher	0.5	\$20,703
Business Manager	1.0	\$92,706	ELL Teacher	0.0	\$0
Administrative Aide	2.0	\$85,404	ELL Counselor	0.0	\$0
Clerk	0.0	\$0	ELL Aide	0.0	\$0
Directors	0.0	\$0	SPED Teacher	3.0	\$195,707
Custodian/Facilities Support	0.0	\$0	SPED Aide		
Social Worker	0.0	\$0	Pre-S Educational Aide	2.0	\$55,897
Psychologist	1.0	\$103,584	Pre-K Educational Aide	2.0	\$67,766
Attendance Counselor	0.0	\$0	K Educational Aide	2.0	\$66,524
Guidance Counselor	0.0	\$0	Educational Aide	2.0	\$63,835
Other Non Instructional Support	2.0	\$106,496	Extended Day Staff	0.0	\$0

NOTE: Wages = compensation without benefits



**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>WASHINGTON LATIN PCS</b>
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		FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	91.5	ADMINISTRATIVE STAFF	4.0 \$387,600
		ADMINISTRATIVE SUPPORT	14.0 \$717,295
<b>GRAND TOTAL WAGES</b>	\$5,002,836	NON INSTRUCTIONAL SUPPORT	12.5 \$641,285
		TEACHERS/FACULTY	60.0 \$3,210,656
		OTHER STAFF	1.0 \$46,000

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	0.8	\$88,000	Gen Ed Teacher	48.8	\$2,610,196
Executive Director	1.0	\$140,000	Librarian	1.0	\$50,000
Assistant Principal	1.4	\$99,600	Art Teacher	2.0	\$93,000
Instructional Coach	0.8	\$60,000	Music Teacher	1.0	\$53,560
Registrar	1.0	\$45,000	PE Teacher	1.0	\$58,900
Business Manager	1.0	\$70,500	ELL Teacher	1.0	\$40,000
Administrative Aide	3.0	\$147,400	ELL Counselor	1.0	\$60,000
Clerk	2.0	\$89,470	ELL Aide		
Directors	5.0	\$277,167	SPED Teacher	2.5	\$126,000
Custodian/Facilities Support	2.0	\$87,758	SPED Aide	1.8	\$119,000
Social Worker			Pre-S Educational Aide		
Psychologist	0.5	\$25,000	Pre-K Educational Aide		
Attendance Counselor			K Educational Aide		
Guidance Counselor	2.0	\$101,380	Insert Position Name	FTEs	Total Salary
Other Non Instructional Support	10.0	\$514,905	Extended Day Staff	1.0	\$46,000

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>Washington Math Science Tech</b>
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		FTEs	Total Wages
<b>GRAND TOTAL FTEs</b>	63.0	ADMINISTRATIVE STAFF	5.0 \$380,840
		ADMINISTRATIVE SUPPORT	9.0 \$453,202
		NON INSTRUCTIONAL SUPPORT	9.0 \$496,166
<b>GRAND TOTAL WAGES</b>	\$3,722,705	TEACHERS/FACULTY	35.0 \$2,176,963
		OTHER STAFF	5.0 \$215,534

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	1.0	\$128,345	Gen Ed Teacher	1.0	\$78,225
Executive Director			Librarian	1.0	\$54,250
Assistant Principal	1.0	\$96,948	Art Teacher	2.0	\$86,338
Instructional Coach	3.0	\$155,546	Music Teacher	1.0	\$52,000
Registrar			PE Teacher	1.0	\$58,083
Business Manager	1.0	\$84,115	English Teacher	6.0	\$379,810
			Technology Teacher	3.0	\$223,576
			Spanish Teacher	2.0	\$99,659
			Math Teacher	5.0	\$329,952
Administrative Aide	1.0	\$23,000	Social Studies Teacher	4.0	\$280,499
Clerk	2.0	\$89,775	Science Teacher	4.0	\$352,204
Directors	1.0	\$84,152	SPED Teacher	2.0	\$106,766
Custodian/Facilities Support	4.0	\$172,160	SPED Aide	3.0	\$75,601
Social Worker	1.0	\$41,518	Pre-S Educational Aide		
Psychologist	1.0	\$28,840	Pre-K Educational Aide		
Attendance Counselor	1.0	\$62,446	K Educational Aide		
Guidance Counselor	2.0	\$109,286			
Other Non Instructional Support	4.0	\$254,076	Security Staff	5.0	\$215,534

NOTE: Wages = compensation without benefits

**Public Charter School FTE Calculation Tool 2013-2014**

<b>SCHOOL NAME</b>	<b>William E. Doar Jr. PCS for the Performing Arts</b>
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		FTEs	Total Wages	
<b>GRAND TOTAL FTEs</b>	58.6	ADMINISTRATIVE STAFF	1.0	\$107,558
		ADMINISTRATIVE SUPPORT	10.0	\$498,145
		NON INSTRUCTIONAL SUPPORT	4.0	\$193,600
<b>GRAND TOTAL WAGES</b>	\$2,861,595	TEACHERS/FACULTY	41.3	\$2,012,292
		OTHER STAFF	2.3	\$50,000

POSITION	FTEs	Total Wages	POSITION	FTEs	Total Wages
Principal/CAO	1.0	\$107,558	Gen Ed Teacher	25.3	\$1,334,755
Executive Director			Librarian	1.0	\$55,990
Assistant Principal			Art Teacher	3.0	\$160,692
Instructional Coach			Music Teacher		
Registrar			PE Teacher		
Business Manager	1.0	\$81,440	ELL Teacher	1.0	\$27,500
Administrative Aide	1.0	\$64,800	ELL Counselor		
Clerk			ELL Aide		
Directors	3.0	\$209,919	SPED Teacher	3.0	\$178,000
Custodian/Facilities Support	5.0	\$141,986	SPED Aide	1.0	\$27,486
Social Worker	1.0	\$55,000	Pre-S Educational Aide	3.0	\$97,079
Psychologist			Pre-K Educational Aide	2.0	\$67,777
Attendance Counselor			K Educational Aide	2.0	\$63,013
Guidance Counselor			Insert Position Name	FTEs	Total Salary
Other Non Instructional Support	3.0	\$138,600	Extended Day Staff	2.3	\$50,000

NOTE: Wages = compensation without benefits

**29 During FY13, the PCSB highlighted at its budget oversight hearing that there are regulations that hamper the agency and the ability of public charter schools to be successful. Please identify and cite any statutory or regulatory impediments to your agency's operations and the operations of public charter schools. Additionally, please detail of any legislation passed at the local or federal level during FY13 or FY14, to date that impacted the agency.**

PCSB would like to clarify the assertion as stated in Question 29. PCSB is not necessarily hampered by specific regulations. Rather, PCSB believes that other educational agencies attempt to enforce specific regulations onto PCSB that may not be applicable.

Please see the enclosed spreadsheet indicating the local or federal legislation that impacts PCSB.

Name of Bill	Bill Number	Date Introduced	Place of Introduction	Person Introducing	Co-Sponsors	Summary of Bill	Effects on Charter Schools
Access to Emergency Epinephrine in Schools Act of 2013	B20-0470	Tuesday September 17, 2013	Committee of the Whole	Cheh, Alexander, Wells	Mendelso Graham, Barry, Grosso, McDuffie, Evans	<ul style="list-style-type: none"> <li>• Directs OSSE and Department of Health to issue rules requiring DC Schools to adopt and implement policies allowing for the possession and administration of epinephrine injectors</li> <li>• Requires District schools to possess undesignated epinephrine injectors for emergency use during the school day or at a school sponsored or school affiliated event on school property</li> <li>• School must adapt and implement training policies for the administration of an epinephrine injector</li> </ul>	<ul style="list-style-type: none"> <li>• Charter Schools must possess undesignated epinephrine injectors for emergency use</li> <li>• Charter schools must train their administrators on how to use epinephrine injectors</li> </ul>
<a href="#">Attendance and Accountability Amendment Act of 2013</a>	B20-0072	Tuesday January 22, 2013	Committee of the Whole	Catania, Alexander, Barry, Evans, Grosso	Bowser, Bonds, Graham, PMendels	<p>This Act provides for compulsory school attendance to help reduce truancy. It also provides for the taking of a school census in the District of Columbia and permits parents of minors older than 13 years old to raise the affirmative defense that they are unable to cause the minor to attend school if the parent or guardian:</p> <ul style="list-style-type: none"> <li>- Has made reasonable efforts to comply with the compulsory attendance requirements but is unable to cause the child to attend school provided that the parent or guardian shall attest under penalty of oath that they are unable to do so, or</li> <li>- Does not have legal custody of the student</li> </ul> <p>Any person convicted of failure to keep a minor in regular attendance in a public, independent, private, or parochial school, or failure to provide private instruction acceptable to the Board:</p> <ul style="list-style-type: none"> <li>- Shall be sentenced to parenting classes or community service in the school at the school that the minor attends or both.</li> <li>- May be fined not less than \$100 or imprisoned for not more than 5 days, or both for each offense.</li> <li>- For the 1st offense, upon payment of costs, the sentence may be suspended and the defendant may be placed on probation</li> </ul> <p>Students 14 - 17 years old will be referred to court social services and the attorney general's office if they have more than 15 unexcused absences. Parents of students up to 13 years old with 10 or more unexcused absences will be notified by the police that they are at risk for criminal prosecution. It also requires the the Office of the State Superintendent of Education to report to the Council recommendations for eliminating out of school expulsions except for students who pose a reasonable threat of death or serious bodily harm to themselves or others or violate the Expulsion on Students Who Bring Weapons Into Public School Act of 1996.</p>	<ul style="list-style-type: none"> <li>• Helps charter schools reduce levels of truancy in the school district.</li> <li>• Promotes inter-agency coordination between the OSSE and charter schools to help parents prevent truancy</li> </ul>
<a href="#">Cardiopulmonary Resuscitation and automated external defibrillator requirements amendment act of 2013</a>	B20-0123	Tuesday, February 05	Legislative Meeting	Alexander, Evans, McDuffie, Barry, Bonds, Graham	Cheh, Grosso, Orange, Wells	<p>Requires the Mayor to:</p> <ul style="list-style-type: none"> <li>• develop and implement a Cardiopulmonary Resuscitation and Automated External Defibrillator program for District schools.</li> <li>• develop guidelines for the program, including requirements that written records be maintained documenting the maintenance and testing of each AED and that the certain employees of a District school have successfully completed a training program approved under subsection</li> </ul>	<ul style="list-style-type: none"> <li>• Creates CPR and AED programs for charter schools</li> <li>• Requires the following employees to train in and complete the program: (1) Coach; (2) Coaching assistant; (3) School nurse; (4) Athletic trainer; and (5) Team or game physician.</li> </ul>
<a href="#">Comprehensive Planning and Utilization of School Facilities Act of 2013</a>	B20-0313	Tuesday, June 04, 2013	Legislative Meeting	Catania	Alexandre Grosso, Evans, Barry, Wells, Cheh, Graham	<p>Provides for an annual review of facilities utilization and needs for the DCPS and establishes a process for the designation and disposition of surplus DCPS properties.</p> <ul style="list-style-type: none"> <li>• Sec.3. Establishes the minimum requirements needed for the Educational Facilities Plan and the responsibilities of the Chancellor regarding the Educational Facilities Plan.</li> <li>• Sec.4. Mentions criteria for the Department of General Services review of property before designating a property as surplus.</li> <li>• Sec. 5. Dictates procedure for disposal of surplus school properties and the right of first offer with respect to the purchase, lease, transfer, or use of a surplus school property, to entities in order or priority.</li> <li>• Sec. 6. Provides charter schools with the ability to write petitions at any time to PCSB alleging that the Chancellor or the Department is not in compliance with the requirements of this act or implementing regulations with regard to specific properties; within 30 days, PCSB will investigate the allegations made in this petition before deciding whether to apply to the Superior Court for an order requiring the Chancellor or Department to submit to a show cause hearing.</li> <li>• Sec. 7. The Department of General Services shall promulgate regulations pursuant to the DC Administrative Procedure Act</li> </ul>	<ul style="list-style-type: none"> <li>• Provides top priority of right of first offer with respect to purchase, lease, transfer, or use of a surplus school property to charter schools that have occupied all or substantially all, of the facility or property and is in good standing on its existing lease agreement.</li> <li>• Provides third priority to public charter schools that the Public Charter School Board determines is high-performing and financially sound and is not described in subparagraph (1); or an eligible applicant whose petition to establish a public charter school has been conditionally approved under Section 38-1802.03(d)(2) of the District of Columbia Official Code</li> <li>• Allows charter schools to write petitions alleging that the Chancellor or the Department is not in compliance with the requirements of this act or implementing regulations with regard to specific properties.</li> </ul>
<a href="#">D.C. Health Corps Act of 2013</a>	B20-0180	Tuesday, March 05, 2013	Legislative Meeting	Barry	Graham, Bowser, Bonds, Grosso, McDuffie, Alexandre Orange	<ul style="list-style-type: none"> <li>• Establishes a D.C. Health Corps to provide 11th and 12th grade D.C. public, private and charter school students with a practical vocational education program in the allied health professions.</li> <li>• The Chancellor of the D.C. Public Schools shall administer the program. Internship Opportunities shall be selected and monitored by the Director of the Department of Health</li> <li>• Within 90 days of the effective date of this act, the Chancellor and the Director of the Department of Health shall develop an implementation plan for the establishment of the D.C. Health Corps program.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides 11th and 12th grade students interested in health with a vocational educational program. Includes paid in school internships, full time summer internships with D.C. Department of Health, and full tuition scholarships to UDC for graduates of the program.</li> </ul>
<a href="#">D.C. Promise Establishment Act of 2013</a>	B20-0528	Tuesday October 15,	Committee of the Whole	Catania, Barry, Alexander, Evans, Bonds, Cheh, Grosso, McDuffie, Wells, Mendelso		<ul style="list-style-type: none"> <li>• Provides grants to institutions of higher education on behalf of district public high school graduates</li> <li>• Establishes a non-lapsing fund to support the program</li> <li>• Establishes eligibility criteria and participant obligations</li> <li>• Set grant award amounts</li> </ul>	
<a href="#">Environmental Literacy Plan Adoption Amendment Act of 2013</a>	B20-0515	Tuesday, October 01,	Office of the Secretary	Mendelso at the request of Mayor Gray	Mendelso	<ul style="list-style-type: none"> <li>• Creates a new program and staff within the Office of the State Superintendent of Education to further develop and implement the Environmental Literacy Plan first developed under the Healthy Schools Act</li> <li>• Establishes environmental Literacy Program, creates financial support, and establishes a reporting requirement for the program</li> <li>• Brings environmental education and meaningful outdoor experiences to District youth</li> </ul>	<ul style="list-style-type: none"> <li>• Requires PCSB and other government agencies to work together to create environmental literacy plan for Public Charter Schools</li> </ul>
<a href="#">Fair Student Funding and School Based Budgeting Act of 2013</a>	B20-0309	Tuesday, June 04, 2013	Legislative Meeting	Catania	Barry, Grosso, Bonds, Bowser, Cheh, Alexander, Evans, McDuffie, Orange, PMendels	<ul style="list-style-type: none"> <li>• Sec. 2. Provides additional supplements to foundation level (Students eligible for free and reduced meals, for students at schools with low graduation rates, and for students enrolled in career and technical education programs)(Sec. 106a.), provide for at least 80% of local funds within DCPS to be allocated to schools (Sec. 106b.), provide for greater principal autonomy in school budget development (Sec. 106c.), to establish certain school support expenditures that are responsibility of the Chancellor (106.d.) and to provide for school stabilization of local funding (Sec.116.).</li> <li>• Sec. 3. Provide for student transportation subsidies identified as eligible for free and reduced meals.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully subsidizes public transportation for public charter high school students that are identified as eligible for free and reduced meals.</li> <li>• Additional supplements for FRL, CYE, high schools with low graduation rates</li> <li>• Excludes charter schools from never getting their budgets cut by more than 5% a year due to enrollment changes</li> </ul>
<a href="#">Fiscal Year 2014 Budget Support Act of 2013</a>	B20-0199	Thursday, March 28,	Office of the Secretary	Mendelso at the request of Mayor Gray	N/A	<ul style="list-style-type: none"> <li>• proposed budget that makes investments in (1)growing and diversifying the District's economy, (2) educating children and preparing the workforce for the new economy, and (3)improving the quality of life for all residents.</li> <li>• \$100 million in new funding for affordable housing initiatives between fiscal years 2013 and 2014</li> <li>• \$91.9 million for pay increases for District employees, including first responders and teachers.</li> <li>• \$15 million for the new One City Fund, a District-wide grant program.</li> <li>• \$10 million for fund expanded library hours, books and materials</li> <li>• \$150 million for library facilities</li> <li>• \$1.7 billion for school modernization</li> <li>• \$622 million to replace the South Capitol corridor's Frederick Douglass Bridge</li> <li>• \$400 million to expand our streetcar system</li> <li>• \$118 million to improve parks and recreational facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes funding for school modernization; new technology, etc.</li> </ul>

Name of Bill	Bill Number	Date Introduced	Place of Introduction	Person Introducing	Co-Sponsors	Summary of Bill	Effects on Charter Schools
<a href="#">Fiscal Year 2014 Budget Support Emergency Declaration Resolution Act of 2013</a>						This bill would: <ul style="list-style-type: none"> <li>• Declare an emergency with respect to the need to approve measures that are necessary to support action taken on the District's fiscal year 2013 proposed budget.</li> <li>• Put in place certain provisions of the Fiscal Year 2014 Budget Support Act of 2013 before the fiscal year begins on October 1 and avoid triggering the extended 60-day review period under the Home Rule Act.</li> <li>• Allow proper implementation of the District's Fiscal Year 2014 Budget and Financial Plan.</li> </ul>	
<a href="#">Focused Student Achievement Act of 2013</a>	B20-0311	Tuesday, June 04, 2013	Legislative Meeting	Catania	Alexandre Grosso, Barry, Bonds, Cheh, Orange, Evans, Graham, PMendels	Will be cited as "Student Assessment Act of 2013" as of the 2014-2015 school year. <ul style="list-style-type: none"> <li>• Sec. 103. Requires Local Education Agencies to develop and administer developmentally appropriate assessments for the students in pre-kindergarten through second grade.</li> <li>• Sec. 104. Requires the OSSE to adopt and administer assessments for students in grades 3 through 8 and high schools.</li> <li>• Sec. 105. Requires that the OSSE to establish policies to establish policies governing the administration of assessments</li> <li>• May be cited as the "Student Promotion Act of 2013"</li> <li>• Sec. 203. Establishes student promotion criteria</li> <li>• Sec. 204. DCPS principals shall develop a plan that specifies activities, instructional strategies, and other interventions to help each student at risk of retention to meet promotion standards.</li> <li>• Sec. 205. Chancellor must provide all parents written notice requirements for student promotion at the beginning of each school year.</li> <li>• Sec. 206. The Chancellor establishes procedures to review retention and exemptions to retention.</li> <li>• Sec. 207. The Chancellor establishes a process with deadlines for parents to appeal the retention decision for their students.</li> <li>• Sec. 208. Establishes requirements for summer school and remedial education efforts.</li> <li>• Sec. 209. Summer School applies upon the inclusion of its fiscal effect in an approved budget as certified by the CFO.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and administer developmentally appropriate assessments for students in prekindergarten through second grades to monitor student learning to assess progress, diagnose difficulties, and inform instruction and remediation needs.</li> <li>• Receive districtwide assessments for students in grades 3 through 8 and in high school.</li> </ul>
<a href="#">Free Transportation for Students Amendment Act of 2013</a>	B20-0317	Tuesday, June 04, 2013	Legislative Meeting	Bowser, Bonds, Cheh	Barry, Orange, Grosso, Alexandre Graham, Evans, Wells, McDuffie	The bill would provide students with free access to MetroBus, maintain subsidized access to MetroRail, and will codify the existing policy that permits students to ride DC Circulator for free. This would be a \$6 million subsidy. The bill amends the smart student pass program that allows students 18 years old or younger to in public, charter or private schools to purchase a discounted fare cards. Montgomery County and surrounding jurisdictions provide similar free or discounted travel for students on the bus in the afternoons and evening hours.	Subsidizes transportation costs for charter schools in the District.
<a href="#">Increasing Access to High Quality Educational Opportunities Act of 2013</a>	B20-0328	Friday, June 07, 2013	Office of the Secretary	Mendelson at the request of Mayor Gray	N/A	<ul style="list-style-type: none"> <li>• Grants chartering authority to the Chancellor of DCPS. Public Charter Schools' proficiency scores, chartered by the Chancellor, will count towards DCPS' proficiency scores for federal and state accountability purposes. DCPS chartered schools will be permitted to elect to become a school of right.</li> <li>• Charter schools would be able to offer a preference in the lottery for children of full-time staff members, apply to their chartering authority for permission to provide a neighborhood preference (attendance boundaries would be established by chartering authority on a case by case basis) and apply for permission to provide preferences in the lottery based on a student's special education status.</li> <li>• Eliminates the option of Public Charter Schools to select DCPS as their LEA for special education purposes. Requires OSSE to establish a consortium of Special Education Service providers that LEAs can access to support their special education programs.</li> <li>• Increase the administrative fee that chartering authorities may charge public charter schools from 0.5% to 1% of the annual budget of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Student proficiency scores of PCS' chartered by the Chancellor, will count towards DCPS' proficiency scores for federal and state accountability purposes. DCPS chartered schools will be permitted to elect to become a school of right.</li> <li>• Charter schools that have elected DCPS as their LEA for Special Education purposes shall transition to an independent LEA status.</li> <li>• Charter schools would be able to offer a preference in the lottery for children of full-time staff members, apply to their chartering authority for permission to provide a neighborhood preference and apply for permission to provide preferences in the lottery based on a student's special education status.</li> <li>• Receive a consortium of Special Education Service providers that they can access to support their special education programs.</li> <li>• Increase the administrative fee that chartering authorities may charge public charter schools from 0.5% to 1% of the annual budget of the school.</li> </ul>
<a href="#">Individual School Accountability Act of 2013</a>	B20-0310	Tuesday, June 04, 2013	Legislative Meeting	Catania	Grosso, Barry, Cheh, Bowser, Alexandre PMendels	This bill would: <ul style="list-style-type: none"> <li>• (Sec. 102.) Direct the Office of the State Superintendent of Education to establish a performance framework to annually evaluate whether a DCPS school is fulfilling the educational needs of its students.</li> <li>• (Sec. 103.-106.) Allow for the creation of turnaround plans for underperforming schools and establishes accountability for these plans.</li> <li>• (Sec. 107.-110.) Authorize and govern the establishment of Innovation Schools within DCPS</li> <li>• (Sec. 202.) Amend the District of Columbia School Reform Act of 1995 to direct the Public Charter School Board to review the performance of charter schools and to authorize the PCSB to review student performance when making revocation and renewal decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Shall review annually the performance of each public charter school, based on a performance framework set forth by the eligible chartering authority or, if the eligible chartering authority elects, as established by the Office of the State Superintendent pursuant to the Individual School Accountability Act of 2013</li> </ul>
<a href="#">Parent and Student Empowering Act of 2013</a>	B20-0314	Tuesday, June 04, 2013	Legislative Meeting	Catania	Alexandre Grosso, Barry, Evans, Wells, McDuffie, Cheh, Graham, PMendels	This bill would: <ul style="list-style-type: none"> <li>• (Sec. 102.) Clarify the duties and responsibilities of the Ombudsman for Public Education and to provide for the complaint resolution serviced within the Office of the Ombudsman for students and parents of DC public schools</li> <li>• (Sec. 202.-203.) Establish an Office of the Student Advocate within the State Board of Education to represent students and parents on issues regarding public education in the District of Columbia; establish qualifications for the Chief of Student Advocate.</li> <li>• (Sec. 204.) Outline the duties for the Office of the Student Advocate</li> <li>• (Sec. 205.) Create Public Education resource Centers operated by the Office to answer questions and provide information about public education.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires the office of the Ombudsman to have access to data and records of charter schools as well as PCSB, which may be burdensome.</li> <li>• Provide outreach to students, parents and guardians regarding public education in the District of Columbia.</li> </ul>
<a href="#">Public Charter School Neighborhood Preference Act of 2013</a>	B20-0230	Tuesday, April 09, 2013	Legislative Meeting	Grosso, Bowser, Wells, Alexander	N/A	Amends the District of Columbia School Reform Act of 1995 to authorize a new public charter school to provide a neighborhood preference for an applicant who resides within the neighborhood cluster.	<ul style="list-style-type: none"> <li>• Charter Schools that meet these requirements may give priority in enrollment to an applicant who resides within same the neighborhood as the charter school if: <ul style="list-style-type: none"> <li>- the charter has been approved to be established</li> <li>- Provides at least 20% of the school's total enrollment or 40 students, whichever is less, to applicants under this subsection.</li> </ul> </li> <li>• Does not require a charter school to have a neighborhood preference or a student to attend a charter school in his or her neighborhood.</li> </ul>
<a href="#">Public Education Governance Improvement Act of 2013</a>	B20-0315	Tuesday, June 04, 2013	Legislative Meeting	Catania	Grosso, Barry, Cheh, Bonds, PMendels	This bill would: <ul style="list-style-type: none"> <li>• (Sec. 102.) Establish a 4-year term for the State Superintendent of Education, establish criteria for removal, and to authorize the State Superintendent to grant waivers of existing regulations for purposes of improving student achievement</li> <li>• (Sec. 103.) Allow for the payment of up to 1% in administrative fees to PCSB and set removal criteria for PCSB members</li> <li>• (Sec. 104.) Direct the State Board of Education to issue an annual review of the performance of the Office of the State Superintendent of Education and to allow the State Board to initiate policy recommendations</li> <li>• (Sec. 202.) Direct the PCSB and the State Board to issue an annual report on the state of education in the District of Columbia.</li> </ul>	<ul style="list-style-type: none"> <li>• Allows charters to apply waivers by submitting written requests to OSSE arguing which regulation they are seeking exemptions from and why such a waiver would improve student achievement.</li> </ul>

Name of Bill	Bill Number	Date Introduced	Place of Introduction	Person Introducing	Co-Sponsors	Summary of Bill	Effects on Charter Schools
<a href="#">Reading Development and Grade 3 Retention Act of 2013</a>	B20-0041	Tuesday, January 08,	Legislative Meeting	Orange, Barry, Bonds	N/A	<ul style="list-style-type: none"> <li>DCPS and DCPCS must post the promotion and retention policy on their website (written and audio) and create a public service announcement for DC Cable TV to air the policy before or on June 30th of each academic year.</li> <li>DCPS and DCPCS must annually assess all students enrolled in k-3 by May 15th and provide written notice of results to parents.</li> <li>If the results indicate the student has a Skill Development Deficiency, DCPS or DCPCS must provide the parent with written and verbal notice of 1. an explanation of the test, 2. a list of available supplemental development programs, 3. proposed strategies for helping the student improve, 4. a statement which states the requirement for social promotion, 5. a statement to (the teacher, school principal and the READ teacher) for a joint decision on whether the student should be promoted, 6. a statement advising that the student may be promoted with a reading score below the minimum level of reading proficiency for grade 3, 7. A request to schedule an appointment with the parent to create a plan to help the student correct the deficiency.</li> <li>If the results of the Annual Skills and Reading Diagnostic Assessment indicate the student has a Reading Deficiency or a Significant Reading Deficiency, DCPS or DCPCS shall provide the parent written and verbal notice of all the statements listed above (1-7)</li> <li>READ (Reading Ends Academic Deadline) teachers will be assigned to each student whose assessment indicates the student has a Reading Deficiency or a Significant Reading Deficiency.</li> <li>READ teachers shall create goals for students with a Reading Deficiency or a Significant Reading Deficiency and develop learning to read strategies.</li> <li>Establishes criteria for achieving READ Goals.</li> <li>Beginning with the 2014-2015 school year, if a student is not reading at grade 3 level based on the Annual Skills and Reading Assessment, principals shall review and discuss with others to determine promotion or retention of the student.</li> <li>Establishes a Remedial Reading Plan for students retained in grade 3.</li> <li>Eliminates Social Promotion to grade 4.</li> <li>DCPS and DCPCS may exempt students from mandatory grade 3 retention for a good cause. Sec. 13 lists the exemptions.</li> <li>Allows parents to request student exemptions from the mandatory retention requirement.</li> <li>DCPS and DCPCS shall establish a joint committee to : <ul style="list-style-type: none"> <li>Examine the Annual Reading Diagnostic Assessment used to measure the reading abilities of students in k-3.</li> <li>Examine experiences and outcomes of the implementation of this act.</li> <li>Develop recommendations on how to improve implementation of this act</li> <li>Examine the correlation between truancy and reading proficiency.</li> <li>Submit findings and recommendation in a written report to the Mayor and the Council 3 years after the implementation of this act.</li> </ul> </li> </ul>	<p>DCPCS must:</p> <ul style="list-style-type: none"> <li>post the promotion and retention policy on their website (written and audio) and create a public service announcement for DC Cable TV to air the policy before or on June 30th of each academic year.</li> <li>Annually assess all students enrolled in k-3 by May 15th and provide written notice of results to parents.</li> <li>Provide written and verbal notice of a list of statements to parents if the results indicate a student has a Skill Development Deficiency, a Reading Deficiency or a Significant Reading Deficiency.</li> <li>Social Promotion is now eliminated</li> <li>DCPS may exempt students from mandatory grade 3 retention for a good cause. Sec. 13 lists the exemptions.</li> <li>DCPS and DCPCS shall establish a joint committee</li> </ul>
<a href="#">Shared Use of School Property in the District Act of 2013</a>	B20-0320	Tuesday, June 04, 2013	Legislative Meeting	Wells, Alexander, McDuffie, PMendelson	Grosso, Barry, Graham, Evans, Cheh, Orange, Bonds	<p>The legislation would make school property available to community members outside of school use for recreation and athletic activities. Fields at public schools sit empty on weekends and the community could be using them.</p>	<ul style="list-style-type: none"> <li>Charter employees aren't liable for any loss or injury arising from the use of indoor or outdoor school property and facilities made available during non-school hours, except for conduct amounting to: <ol style="list-style-type: none"> <li>(1) Willful or malicious failure to guard or warn against a dangerous condition, use, structure or activity;</li> <li>(2) Criminal acts, intentional wrongdoing, gross negligence, or wanton or willful misconduct.</li> </ol> </li> <li>File the test security plan with OSSE at least 90 days before the administration of a Districtwide assessment.</li> </ul>
<a href="#">Testing Integrity Act of 2013</a>	B20-0109	Tuesday, February 05	Legislative Meeting	Catania, Barry, Cheh	Bowser, Orange, Evans, Bonds, Wells, Alexander, McDuffie	<p>Council approved this bill on the first vote.</p> <p>Establishes procedures and protocols to ensure the integrity of tests results for the statewide 20 assessment program administered to students in the District of Columbia. This bill would make it illegal for school staff to cheat on DC CAS tests.</p> <ul style="list-style-type: none"> <li>Outlines the responsibilities of the Office of the State Superintendent of Education (OSSE) for ensuring the integrity and security of statewide assessments administered by educational institutions under this bill</li> <li>Outlines the responsibilities of educational institutions under this bill</li> <li>Lists penalties for Test Integrity Violations</li> <li>Established procedures for rulemaking</li> <li>All LEAs must designate a testing monitor and report any breach in security</li> </ul>	<ul style="list-style-type: none"> <li>Designate a test integrity coordinator and test monitors</li> <li>Must report any breach of security, or any other deviation from the test security plan to OSSE</li> <li>Charters are subject to sanctions if they are determined by OSSE to have violated regulations issued, or a test security plan</li> </ul>
<a href="#">Title IX Athletic Equity Act of 2013</a>	B20-0469	Tuesday September 10	Committee of the Whole	McDuffie, Alexander, Bonds, Cheh, Graham, Orange, Catania, Barry, Bowser, Evans, Grosso, Wells, PMendelson			<ul style="list-style-type: none"> <li>Requires each public elementary, middle, and high school to submit annual assurance of compliance with Title IX</li> <li>Requires Mayor to publish a list of schools that do not submit an assurance of compliance</li> <li>Requires schools to annually report data on their athletic programming and make such data publicly available</li> <li>Requires Mayor to develop five year athletic equity strategic plans</li> <li>Requires the Mayor to issue regulations establishing grievance procedures</li> <li>Requires Mayor to designate District-wide and school-based Title IX Athletic Coordinators and an NCAA Eligibility Athletic Scholarship Coordinator</li> </ul>
<a href="#">Unified Public Lottery Act of 2013</a>	B20-0312	Tuesday, June 04, 2013	Legislative Meeting	Catania	Grosso, Evans, McDuffie, Bonds, Bowser, Cheh, Alexander, Graham, Barry, PMendelson	<p>This bill would:</p> <ul style="list-style-type: none"> <li>(Sec. 103-104.) Establish a unified lottery and common application for DCPS and Public Charter Schools.</li> <li>(Sec. 105.) Provide for outreach regarding educational opportunities</li> <li>(Sec. 108.) Direct the OSSE to establish a process for the unified lottery</li> <li>(Sec. 202.) Amend Title 5 of the District of Columbia to establish a process for the unified lottery.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a unified lottery system within public charters and public schools</li> <li>Provide for outreach regarding educational opportunities</li> <li>Charters may opt out of the unified lottery no later than January 1 each year</li> </ul>

**30 Please list all regulations for which the agency is responsible for oversight or implementation. Please list by chapter and subject heading, including the date of the most recent revision.**

PCSB is principally responsible for oversight and implementation of the School Reform Act (SRA), 38-1802 of the DC Municipal Code.

In addition, PCSB is responsible, under an MOU with the Office of the State Superintendent of Education (OSSE), for oversight of charter schools, under the waiver granted by the US Department of Education from certain requirements of the Elementary and Secondary Education Act (ESEA).

As further described in the response to Questions 24 and 51, PCSB assists with the implementation of District truancy regulations. Additionally, as further described in the response to Question 27, PCSB works to ensure charter school compliance with a variety of health and safety laws and regulations.



**31 Please provide a list of all inter-agency programs, initiatives, or MOUs (with government agencies and outside partners) currently in place, all MOUs entered into within the last year, and any MOUs planned for the coming year. Please be sure to include copies of any MOUs with the submission.**

**ESEA Waiver:** The first MOU was to implement the terms specified by the US Department of Education invitation and guiding principles for state education agencies requesting flexibility with Elementary and Secondary Act (ESEA) for school year 2013-14, the waiver granted to OSSE by the Department, and any modifications to such waiver that may be granted. For FY14, PCSB and OSSE entered a similar MOU related to ESEA Waiver.

**General Oversight & School Closure:** The second MOU was to supplement PCSB's capacity to approve, oversee, monitor, and close public charter schools. PCSB and OSSE entered a similar MOU for FY14.

**Truancy and Attendance Initiative:** PCSB and CFSA are in collaboration to increase truancy mandatory reporting and improve attendance. Schools are able to view their students' unexcused absence data on SharePoint, one of PCSB's dashboards. This assists schools in determining which students should be referred to CFSA due to reaching 10+ unexcused absences (the mandatory reporting point for students ages 5-13). Each month, PCSB sends CFSA a report showing the number of chronically truant students per school from the previous month, which is essentially the number of referrals CFSA should have received that month. CFSA then sends PCSB a report indicating the number of referrals their agency has *received* for each school. If there is a large discrepancy between the number referred and the number of new truants, PCSB will contact the school to determine why the gap exists. To date PCSB has contacted roughly 20 schools to address instances of under-reporting, which generally leads the schools to submit the referrals. Additionally, PCSB and CFSA have monthly calls to reconcile any difference in numbers (and discuss why the problem exists, how to assist the school, etc.).

**Data Sharing:** OSSE and PCSB are in initial discussions to adopt a data sharing MOU that would set expectations for how OSSE shares student-level data with PCSB in light of planned changes to the enrollment data collection process.

OSSE conducted an evaluation of PCSB's work as an ESEA overseer. Enclosed in this tab are three additional documents that elaborate on this task.

The OSSE Protocol A Monitoring Report provides feedback to PCSB on the systems it created to monitor ESEA flexibility. OSSE Protocol B further discusses the implementation of these systems. The last document is a rubric for Protocol B.

**MEMORANDUM OF UNDERSTANDING**

**between**

**THE DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF  
EDUCATION**

**and**

**DISTICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

This is a Memorandum of Understanding (Agreement) between the DC Office of the State Superintendent of Education Office (DC OSSE) and the District of Columbia Public Charter School Board (PCSB), dedicated to working collaboratively and in partnership to ensure that all District of Columbia children have a fair, equal, and significant opportunity to obtain a high quality education, and reach at a minimum, proficiency on challenging state academic achievement standards:

*Whereas*, the DC OSSE and the PCSB recognize public charter school autonomy as an essential element of public education in the District of Columbia;

*Whereas*, the United States Congress enacted the District of Columbia School Reform Act of 1995, effective April 26, 1996 (Pub. L. 104-134, Title II, 110 Stat. 1321, codified at D.C. Official Code § 38-1800.01 *et seq.*);

*Whereas*, the District of Columbia Public Education Reform Amendment Act (D.C. Law 17-9, effective June 12, 2007, D.C. Official Code § 38-2601 *et seq.*) created the DC OSSE as the State Education Agency (SEA) for the District of Columbia, and as the District of Columbia's representative to the US Department of Education (Department);

*Whereas*, District and Federal law recognizes the PCSB as the authorizer responsible for charter school performance accountability;

*Whereas*, the DC OSSE and the PCSB maintain close contact with each other to exchange current and accurate information about public charter schools' standing within the state performance and accountability system;

*Whereas*, the DC OSSE and the PCSB share the common goals of improving and expanding quality public charter schools in the District of Columbia; and

*Whereas*, the DC OSSE and the PCSB enter into this Agreement for the purpose of implementing the terms specified by the US Department of Education (Department) invitation and guiding principles established by the Department for SEAs requesting flexibility with the ESEA for school year 2013-2014, the waiver granted to the DC OSSE by the Department (Waiver), and any modifications to such Waiver that may be granted.

*Now therefore in mutual understanding,*

## **I. The DC OSSE and the PCSB**

*The parties agree as follows:*

- A. The DC OSSE and the PCSB each have joint and several responsibilities to enhance implementation of the Waiver to improve student achievement and the quality of instruction for students;
- B. This Agreement addresses responsibilities of the DC OSSE as SEA and the PCSB as the District public charter school authorizer consistent with Federal and District law and does not alter respective public charter school responsibilities as set forth therein;
- C. The PCSB has primary responsibility for holding public charter schools accountable pursuant to section 1116 of Title I, Part A of ESEA;
- D. The DC OSSE as the SEA is ultimately responsible to the Department for ensuring that all federal funds are used in conformance with applicable laws, including Title I, Part A funds that are allocated to public charter schools;
- E. The DC OSSE has the sole authority to make allocations of Title I funds;
- F. Consistent with the Waiver, public charter schools shall be classified by the DC OSSE into five categories including: Reward, Rising, Developing, Focus or Priority in accordance with the final Waiver application approved by the Department;
- G. After a public charter school is identified by the DC OSSE as a Priority or Focus school, the PCSB will have broad flexibility to address accountability requirements of Title I, Part A, and will have primary responsibility for overseeing, developing, implementing, and monitoring of such requirements on the school-level; however once a school fails to meet exit criteria for a Priority or Focus school, as applicable, for two cumulative years, DC OSSE will have approval rights over any such plan;
- H. Given that PCSB meets the criteria for a “strong charter authorizer system” as described in FAQ A-10a, the Teacher and School Leader Evaluation Systems of each applicable charter school must be reviewed by the PCSB to ensure the school’s application of the principles described in the ESEA flexibility principle 3, with PCSB having the opportunity to make recommendations for improvement. The PCSB will submit such systems to the DC OSSE for review and comment prior to the school’s implementation;
- I. To enable monitoring of the PCSB’s effective implementation of interventions and supports by the DC OSSE, a web-based system shall be used to post charter schools’ Interventions and Support Plans, as well as to track progress against the objectives;
- J. The PCSB shall develop and implement a Corrective Action Plan to address any non-compliance related to accountability at a public charter school;

- K. The parties will in good faith continue their efforts to collaborate on data collection with the goal of reducing school reporting burdens, minimizing data errors, and improving the timely accessibility of data and analysis;
- L. Nothing in this Agreement shall be construed as limiting the PCSB's authority to grant, renew, or revoke a charter;
- M. Nothing in this Agreement shall be construed as limiting the DC OSSE's authority as the SEA or the State Superintendent's authority as the Chief School Officer for the District of Columbia;
- N. Nothing in this Agreement shall be construed as limiting any authority of DC OSSE to take direct enforcement action against a public charter school for violation of any law for which the DC OSSE has oversight authority, any provision of ESEA other than section 1116, any terms or requirements based upon a DC OSSE-issued grant award term, or any assurance provided by a public charter school to the DC OSSE;
- O. The Parties agree that OSSE is authorized to obtain directly from a charter school any records deemed by OSSE or the U.S. Department of Education as reasonably necessary to implement the Waiver and/or oversight of the statewide accountability system requirements, if such records are not in the possession of PCSB and, except in an emergency, PCSB has not been able to produce them within thirty (30) days of OSSE's request; and
- P. The PCSB retains the authority to close a low-performing charter school under the timeframes and according to performance expectations in the charter and under District law, and as authorizer any such decision by the PCSB supersedes a designation by the DC OSSE that such school is a Focus or Priority school, consistent with applicable law.

## **II. The PCSB Obligations**

*The PCSB shall:*

- A. Ensure that each public charter school complies with accountability requirements of Title I, Part A of ESEA and consistent with the Waiver, including data collection, submission, and reporting;
- B. Provide a copy of high school transcript audits to the DC OSSE by August 30<sup>th</sup> of each year;
- C. Provide the DC OSSE with the results of PCSB's "9<sup>th</sup> grade on track" sample-based audit for the percentage of students on track to graduate in four years, providing student-level data to allow the DC OSSE to calculate rates for all NCLB subgroups, including students with disabilities and English Language Learning (ELL) students, and any other subgroup identified by the Department for receipt of Title I, Part A;

- D. Develop and implement a plan to correct charter school noncompliance as identified by the DC OSSE and the PCSB individually or severally;
- E. Include the “Cohort Graduation Rates” in the Performance Management Framework beginning in SY2012;
- F. Provide incentives or supports to public charter schools that attain or miss one or more of the Annual Measurable Objectives (AMOs);
- G. Consider charter revocation of a public charter school that remains in the bottom 10% of all public schools pursuant to the DC OSSE’s Accountability Index Score for three out of five years;
- H. Perform the following accountability functions under Title I, Part A of ESEA for District public charter schools:
  - 1. Monitor each public charter schools’ progress in meeting school-level and subgroup-level AMOs established by the DC OSSE and approved by the District of Columbia State Board of Education;
  - 2. Use statewide accountability standards for core curriculum established by the DC OSSE and approved by the District of Columbia State Board of Education as one input to its periodic review of the progress of each public charter school towards improving academic achievement, closing achievement gaps, and increasing graduation rates, and to publicly disseminate its reviews; and
  - 3. Review, at least annually, the effectiveness of each public charter school’s activities related to parental involvement, professional development, and other activities required under Title I, Part A of ESEA;
- I. Develop and implement in any public charter school identified by the DC OSSE as Priority a three-year plan that includes meaningful interventions that are aligned to each of the following turnaround principles:
  - 1. Strong principal leadership;
  - 2. Effective staffing practices and instruction;
  - 3. Curriculum, assessments, and interventions;
  - 4. Effective use of time;
  - 5. Effective use of data;
  - 6. School climate and culture; and
  - 7. Effective family and community engagement;

- J. Develop and implement in any public charter school identified by the DC OSSE as Focus a two-year plan that includes meaningful interventions targeted at the specific reason for that schools' identification. Such interventions may include, but are not limited to:
1. Strong principal leadership;
  2. Effective staffing practices and instruction;
  3. Curriculum, assessments, and interventions;
  4. Effective use of time;
  5. Effective use of data;
  6. School climate and culture; and
  7. Effective family and community engagement;
- K. Consistent with a PCSB-approved plan, provide technical assistance, which may include services provided by DC OSSE and third parties in cooperation with the PCSB, to any public charter school identified by the DC OSSE as Focus or Priority;
- L. Ensure that public charter schools identified by the DC OSSE as Focus or Priority are providing interventions and supports to students and their teachers consistent with that school's Intervention and Support Plan;
- M. Prior to implementation, satisfactorily demonstrate to the DC OSSE that it has developed a rubric for determining whether an applicable charter school's teacher and principal evaluation system meets the minimum requirements for teacher and principal evaluations as described for Principle 3 of the Waiver guidance issued by the Department recognizing that each public charter school's system need not meet the standards established by the DC OSSE; and
- N. Provide upon request of the DC OSSE, any and all public charter school records in PCSB's possession necessary for compliance with state reporting requirements under ESEA.

### III. DC OSSE Obligations

*The DC OSSE shall:*

- A. Notify the PCSB of all incidents of non-compliance with requirements of Federal or District law by a public charter school within a reasonable period of time after identification of the non-compliance and in conformance within any applicable legal timeframes;
- B. Provide the PCSB with notice of all public charter schools identified as Focus or Priority and provide the PCSB with 30 days to provide any school-level data that the proposed identification is in error;
- C. Provide the PCSB and public charter schools with resources developed for use in Focus and Priority schools, including Common Core State Standards curriculum and assessments; professional development supporting improved instruction; data systems for improving teaching and learning; guidelines for identifying quality enhanced and extended learning opportunities; and innovative strategies to support special education, ELL, and low-achieving students;
- D. Maintain a Cross Functional Team (CFT) staffed by qualified experts including a member of the PCSB Board and a designated PCSB staff member to provide expert advice about simultaneous and effective implementation of research based interventions aligned with the “Turnaround Principles” in each Priority school for at least three years. These interventions shall, without limitation, address:
  - 1. Strong principal leadership;
  - 2. Effective staffing practices and instruction;
  - 3. Curriculum, assessments and interventions;
  - 4. Effective uses of: time, data, and family and community engagement; and
  - 5. School climate and culture;
- E. Provide the PCSB with cohort graduation rates by subgroup, including ELL students and students with disabilities, for each public charter school;
- F. Conduct regularly-scheduled, semi-annual monitoring of the PCSB for compliance with the terms of this Agreement and notify the PCSB of its findings. Such monitoring shall include evaluation of the PCSB’s effectiveness in implementing accountability interventions and achieving progress in improving school performance and closing achievement gaps taking in to account statewide assessments and input from the CFT. The DC OSSE will notify the PCSB of the results of its monitoring and any noted deficiencies, and the PCSB will be required to reply with its corrective action steps within 60 days; and

- G. Review and approve the PCSB rubric for determining whether applicable public charter school teacher and principal evaluation systems are consistent with the requirements of the Waiver.

#### **IV. FUNDING PROVISIONS**

- A. Total cost for this Agreement shall be \$100,000 for Fiscal Year (FY) 2013.
- B. Funding for this Agreement shall be subject to final approval of the District of Columbia's SOAR Act application by the U.S. Department of Education.

#### **C. PAYMENT**

1. Payment for all services shall be made through an Intra-District advance by OSSE to PCSB based on the total amount of this Agreement.
2. Advances to PCSB for the services to be performed/goods to be provided shall not exceed the amount of this Agreement.
3. The Parties' Directors or their designees shall resolve all adjustments and disputes arising from services performed under this Agreement. In the event that the Parties are unable to resolve a financial issue, the matter shall be referred to the D.C. Office of Financial Operations and Systems.

#### **D. ANTI-DEFICIENCY CONSIDERATIONS**

The Parties acknowledge and agree that their respective obligations to fulfill financial obligations of any kind pursuant to any and all provisions of this Agreement, or any subsequent agreement entered into by the parties pursuant to this Agreement, are and shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code §§ 47-355.01-355.08 (2001), (iii) D.C. Official Code § 47-105 (2001), and (iv) D.C. Official Code § 1-204.46 (2006 Supp.), as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

#### **V. DURATION AND TERMINATION**

This Agreement shall remain in effect for the duration of the Waiver referred to herein, including extensions granted by the US Department of Education. The agreement shall continue to remain in effect after the final termination date of the Waiver, unless terminated in writing upon the request of either the PCSB or the DC OSSE.



## **VI. CONFIDENTIAL INFORMATION**

The parties to this Agreement will use, restrict, safeguard, disclose, and dispose of all information related to student information and services provided under this agreement, in accordance with all relevant federal and local statutes, regulations, and policies, including without limitation, the Family Educational Rights and Privacy Act (FERPA).

## **VII. MODIFICATIONS**

The terms and conditions of this Agreement may be modified only upon a prior written amendment to this Agreement executed by authorized representatives of each of the parties; provided that any such modification must be consistent with the terms of the Waiver in effect at the time, and upon prior advance notification to the U.S. Department of Education.


## **VIII. MISCELLANEOUS**

The parties shall comply with all applicable laws, rules and regulations, including the terms of the Waiver granted by the U.S. Department of Education whether now in force or hereafter enacted or promulgated. The terms of this Agreement shall be interpreted and construed to conform to the terms of the Waiver in effect at the time.

[remainder of this page left blank intentionally]

IN WITNESS WHEREOF, the duly authorized parties representing the DC OSSE and the PCSB have executed this agreement to be effective immediately:

**DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION**

  
\_\_\_\_\_  
**Hosanna Mahaley Jones**  
**State Superintendent of Education**

Date: 10.19.12

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

  
\_\_\_\_\_  
**Scott Pearson**  
**Executive Director**

Date: 10/4/12

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
THE OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
AND  
DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

**1. PURPOSE:**

The purpose of this Memorandum of Understanding ("MOU") is to memorialize the framework governing the respective responsibilities and activities between the Office of the State Superintendent of Education ("OSSE") and the District of Columbia Public Charter School Board ("PCSB") associated with OSSE's one-time payment (or "Supplemental Payment") to the PCSB to supplement its capacity to approve, oversee, monitor and close public charter schools.

In support of this MOU, the OSSE shall commit an amount equal to, but not to exceed, One Million Two Hundred Thousand and 00/000 (\$1,200,000.00) Dollars to PCSB to facilitate this herein described initiative. The areas of responsibility and relationships presented herein provide the concept under which the program shall be executed.

**2. SOURCE OF GRANT FUNDING:**

The subject funds were appropriated by the United States Congress, through the Omnibus Appropriations Act, 2009 (Pub. L. 111-8), the Scholarships for Opportunity and Results Act (Pub. L. 112-10), and the Continuing Appropriations Act, 2012 (Pub. L. 112-36).

**3. BACKGROUND:**

While PCSB is the authorizer for public charter schools in DC, OSSE is the State education agency for the District and has the responsibility to ensure effective oversight and compliance for federal funds awarded by OSSE to DC public charter schools. This MOU will outline the responsibilities of the OSSE and PCSB (or "the Parties") as they relate to the Supplemental Payment.

**4. DESCRIPTION OF PROJECT:**

The Supplemental Payment is designed to help PCSB align its resources with its stated goal of providing appropriate oversight of DC public charter schools. To facilitate this oversight, the Supplemental Payment will assist PCSB's oversight platform in the following areas:

- A. Performance Management Framework (PMF)—Continued development, implementation, improvement, and administration;
- B. Qualitative Site Reviews (QSR)—Continued development, implementation, improvement, and administration
- C. Transcript Reviews (TRs)—Continued implementation, improvement, and administration;
- D. Authorizing Instruments—Continued implementation, improvement, and administration of other tools used to evaluate public charter school academic and fiscal performance as well as compliance with relevant laws, regulations, and charter agreement terms.

- E. Charter School Closures – Implementation of PCSB’s school closure procedures including, but not limited to the costs of ensuring all students attending a closing charter school find appropriate public school options for the following school year, transfer of school records, and the costs of overseeing the dissolution of a closing charter school. Two public charter school closures are anticipated during the SY 2012-13.

**5. RESPONSIBILITIES OF THE PARTIES:**

A. Pursuant to this MOU, the OSSE agrees to:

1. Ensure funding for the project is distributed on a timely basis in accordance with the terms and conditions set forth in this MOU; and
2. Ensure that PCSB manages the receipt of funds for the purpose of delivering any and all oversight related to District of Columbia public charter schools in accordance with federal and local laws, regulations, and policies.

B. Pursuant to this MOU, PCSB agrees to conform to the following table, which provides the outline of deliverables and expenditures of the Supplemental Payment:

1.	Performance Management Framework (PMF)	Deliverable(s)	Due Date
	PCSB will implement the SY 2011-12 performance management framework, including collecting relevant data, performing needed calculations to determine PMF rankings, assembling information in easy-to-use reports, and disseminating this information widely.	The creation and delivery of PCS specific PMF report(s)	1/11/13
	PCSB will improve the PMF process, including developing alternative accountability plans for non-tested grades, exploring alternative PMF frameworks for non-standard schools, expanding the data provided in the PMF reports, and improving the PCSB website for easier access to PMF data	The creation and delivery of Budget and actual financial reports for PMF related reported functions	1/11/13
2.	Qualitative Site Reviews (QSRs)	Deliverable(s)	Due Date
	The review team (comprised of PCSB staff and consultants) will assess the extent by which DC public charter schools meet the goals and student academic achievement expectations as set forth in their charters using the Qualitative Site Review Rubric;	The creation and delivery of PCS specific QSR report(s)	1/11/13 and ongoing as reports are completed
		The creation and delivery of the budget and actual financial reports for QSR program	1/11/13
3.	Transcript Reviews	Deliverable(s)	Due Date
All twelfth (12th) grade records of DC public charter school students will be reviewed to verify that students are eligible to graduate.		The creation and delivery of PCS specific transcript review reports for all PCS seniors for SY11-12	1/1/13
		The creation and delivery of PCS specific transcript review reports for all PCS seniors for SY12-13	9/1/13
		The creation and delivery of Budget and actual financial reports for transcript review program	9/1/13

	A sampling of ninth grade records of DC public charter school students will be reviewed to determine the percent of students on track to graduate in four years.	The creation and delivery of PCS specific transcript reports for a sampling of PCS 9 <sup>th</sup> graders	9/1/13
		The creation and delivery of Budget and actual financial reports for transcript review program	9/1/13
4.	<b>FY2012 PCS Audited Financial Statement Review</b>	<b>Deliverable(s)</b>	<b>Due Date</b>
	The first report, a financial audit summary report that will provide: a) profile of each PCS, b) year established, c) enrollment, d) amount of per pupil funding and federal awards, and e) unrestricted cash on hand at end of year.	PCSB will provide two financial statement analysis reports to OSSE to enhance its visibility of PCS FY2012 financial performance.	3/15/13
	The second report will provide a financial snapshot of the PCS at June 30, 2012 (assets, liabilities, income and expenses, a summary of the audit's results, and observations on the financial statements with recommendation for management oversight follow-up.	The submission of PCS-specific financial review Budget reports and actual financial reports for financial review program.	03/15/13
5.	<b>Charter School Financial Dashboard Report</b>	<b>Deliverable(s)</b>	<b>Due Date</b>
	The second report, a financial dashboard indicators report, will provide supporting documentation for noted audit observations and recommendations. This report will include: a) key measures of the PCSs financial health and status; b) comparison of these measures to the median of all DC PCS; c) indicators of concern used by the PCSB to flag individual schools outside of the norm; and PCSB's notes of school-specific audit findings.	The creation and delivery of PCS specific financial review reports	06/30/13
6.	<b>Audit Management Unit</b>	<b>Deliverable(s)</b>	<b>Due Date</b>
	PCSB will conduct site-based fiscal reviews of charter schools to identify charter schools experiencing financial challenges.	School-level reports of fiscal health of District charter schools	09/30/13
7.	<b>School Data Collection &amp; Management</b>	<b>Deliverable(s)</b>	<b>Due Date</b>
	PCSB will collect, manage, and report to OSSE charter school data, especially data related to student discipline, enrollment, and attendance.	*Enrollment and demographics feeds  SY12-13 attendance, expulsion, and days present/absent by student	*Daily  06/30/13
8.	<b>School Closures</b>	<b>Deliverable(s)</b>	<b>Due Date</b>
	PCSB will work with OSSE to determine costs associated to closure of charter schools. Costs include assisting with funding gap for general operation, payroll, consultants to aid in the closure process, etc.	Report detailing costs related to closure process for each charter school	09/30/13
9.	<b>Special Education Monitoring, including Mystery Shopper</b>	<b>Deliverable(s)</b>	<b>Due Date</b>
	PCSB will conduct monitoring of charter schools' compliance with anti-discrimination laws and affirmative mandates related to specialized education including, among other	School-level determinations of charter school compliance with disability special education	09/30/13

activities, posing as parents of students with special needs who are seeking enrollment.	requirements  Corrective action plans and reports on the final resolution of any findings of non-compliance	
<b>10. Facilitation of School Takeover</b>	<b>Deliverable(s)</b>	<b>Due Date</b>
In the event PCSB identifies a school as likely candidate for closure, PCSB may instead broker a takeover by another school operator. PCSB will work with OSSE to determine costs associated to school takeover.	Report detailing approved costs related to school takeover.	09/30/13

- A. Submit to OSSE within thirty (30) calendar days after execution of this MOU, a proposed budget for the activities described Sections 1-9 in the above table of deliverables and expenditures for OSSE's review and approval;
- B. Submit to OSSE at least 30 days prior to closure of a charter school a proposed budget for the activities described in Section 10 in the above table of deliverables and expenditures for OSSE's review and approval;
- C. Respond in a timely and cooperative manner to requests for information by OSSE. PCSB shall provide data related to the performance measures stated in their proposal in conjunction with the reports described in Section 7 of this MOU;
- D. Provide data about public charter schools to OSSE upon request as needed to fulfill the evaluation components of the SOAR Act and the Mayor's responsibility therein to ensure that the District complies with reasonable requests for data by the Institute of Education Sciences;
- E. Maintain an accurate description of funded and matched expenditures with all accounts tracked by a single accounting system designed to capture financial information according to Generally Accepted Accounting Principles; and
- F. Adhere to agreed project monitoring, quarterly reporting and project close-out evaluation in case study format. Each is essential to the overall success of the project and as such, will be monitored to ensure that performance measures maintain close alignment with program objectives to achieve measurable project outcomes. Reporting shall take place in the form of a desktop monitoring of expenditures during the first three (3) months of the grant, an on-site monitoring visit within six (6) months of the project and close-out technical assistance at the close of the funding period, September 30, 2013.

**6. DURATION**

The period of this MOU shall be from January 1, 2013, through September 30, 2013, unless terminated in writing by both Parties prior to the expiration.

**7. FUNDING**

- A. Funding of services under this MOU shall be contingent upon the District's receipt of identified federal funds from the U.S. Department of Education.
- B. The allowable period for expenditures is from October 1, 2012 through September 30, 2013.
- C. Funding for services under this MOU shall not exceed the actual costs of the goods or services.

- D. The total cost for services under this MOU shall not exceed \$300,000 for Fiscal Year 2012.
- E. The total cost for services under sections 5.B.1 through 5.B.7, and 5.B.9 of this MOU shall not exceed \$400,000 for Fiscal Year 2013.
- F. The total cost for services under section 5.B.8 and 5.B.10 of this MOU shall not exceed \$300,000.
- G. PCSB shall be entitled to receive performance-based incentive funds ("Incentive Funds") that shall not exceed \$200,000 at a rate of \$60,000 per percentage point increase in charter school proficiency on the District of Columbia Comprehensive Assessment System ("DC CAS") from School Year 2011-12 to School Year 2012-13 in both English language arts/reading and mathematics. Earned incentive funds may be used by PCSB for payment of PCSB administrative costs. Charter schools that close in 2012-13 will not be included in the 2012-13 calculation.
- H. In the event of termination of the MOU, payment to PCSB shall be held in abeyance until all required fiscal reconciliation, but not longer than September 30 of the current fiscal year.

**8. PAYMENT**

- A. Payment for all goods and services under this MOU, with the exception of Incentive Funds described in Section 7.G, shall be paid on a reimbursement basis. On a monthly basis, PCSB shall submit to OSSE requests for reimbursement of funds expended. Payment of approved expenditures shall be made by an Intra-District transfer.
- B. Payment of Incentive Funds described in Section 7.G shall be made through an Intra-District transfer based on the determination of the amount of incentives earned by PCSB as a result of improved student performance. OSSE shall authorize the payment to be made to PCSB on or before September 30, 2013.
- C. The Parties' Directors or their designees shall resolve all adjustments and disputes arising from services performed under this MOU. In the event that the Parties are unable to resolve a dispute arising from services performed under this MOU, the matter shall be referred to the Deputy Mayor for Education. In the event that the Parties are unable to resolve a financial issue, the matter shall be referred to the D.C. Office of Financial Operations and Systems.

**9. RECORDS AND REPORTS:**

- A. OSSE will provide the template for the required semi-annual and final reports to the PCSB on March 1, 2013.
- B. PCSB shall submit a final Fiscal Year 2012 report covering all activities and expenditures for FY2012 to OSSE by February 15, 2013.
- C. PCSB shall submit to OSSE quarterly reports according to the following schedule: April 30, 2013, July 31, 2013, and October 30, 2013. A final report covering all activities and expenditures for Fiscal Year 2013 shall be provided by November 15, 2013.
- D. PCSB shall maintain records and receipts for the expenditure of all funds provided for a period of no less than three years from the date of expiration or termination of the MOU and, upon the District of Columbia's request, make these documents available for inspection by duly authorized representatives of OSSE and other officials as may be specified by the District of Columbia at its sole discretion.

**10. COMPLIANCE AND MONITORING:**

PCSB shall be subject to scheduled monitoring reviews to ensure compliance with all applicable requirements.

**11. CONFIDENTIAL INFORMATION:**

The Parties to this MOU will use, restrict, safeguard and dispose of all information related to services provided by this MOU, in accordance with all relevant federal and local statutes, regulations, and policies. All personally-identifiable student and parent information shall be protected from inadvertent disclosure as required by the Family Educational Rights and Privacy Act (Pub. L. 90-247, 80 Stat. 783), as codified at 20 U.S.C. § 20-1232g, and its implementing regulations.

**12. AMENDMENT, MODIFICATION AND TERMINATION:**

This MOU may be amended or modified only by written, mutual agreement of the parties. Either party may terminate this MOU by providing thirty (30) calendar days advance written notice to the other party.

**11. NOTICE:** The following individuals are the contact persons for each Party under this MOU:

**Contact person for PCSB**

Scott Pearson  
Executive Director  
DC Public Charter School Board  
3333 14th Street NW, Suite 210  
Washington, DC 20010  
Direct line: (202) 328-2662  
Main line: (202) 328-2660  
Fax: (202) 328-2661

**Contact person for the OSSE**

Renee Evans  
Deputy Assistant Superintendent  
Elementary and Secondary Education  
810 First Street NE  
Washington, DC 20002  
Phone 202-727-8488  
Fax 202-741-0227

**12. MISCELLANEOUS:** The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

**13. EFFECTIVE DATE:** This MOU shall become effective upon the date of the last approving signature and will remain through the term of this agreement unless terminated by the Parties.



**(remainder of this page left blank intentionally)**

**IN WITNESS WHEREOF**, the Parties hereto have executed this MOU as follows:

Office of the State Superintendent of Education

By: Hosanna Mahaley Jones 01/10/13  
Name: Hosanna Mahaley Jones  
Title: State Superintendent

DC Public Charter School Board

By: [Signature] 1/9/13  
Name: Scott Pearson  
Title: Executive Director

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
THE OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
AND  
DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

**1. PURPOSE:**

The purpose of this Memorandum of Understanding ("MOU") is to memorialize the framework governing the respective responsibilities and activities between the Office of the State Superintendent of Education ("OSSE") and the District of Columbia Public Charter School Board ("PCSB") associated with OSSE's one-time payment (or "Supplemental Payment") to the PCSB to supplement its capacity to approve, oversee, monitor and close public charter schools. This MOU covers the period from 10/1/13 to 9/30/14.

In support of this MOU, the OSSE shall commit an amount equal to, but not to exceed, eight thousand and 00/000 (\$800,000.00) Dollars to PCSB to facilitate this herein described initiative. The areas of responsibility and relationships presented herein provide the concept under which the program shall be executed.

**2. SOURCE OF GRANT FUNDING:**

The subject funds were appropriated by the United States Congress, through the Omnibus Appropriations Act, 2009 (Pub. L. 111-8), the Scholarships for Opportunity and Results Act (Pub. L. 112-10), and the Continuing Appropriations Act, 2012 (Pub. L. 112-36).

**3. BACKGROUND:**

While PCSB is the authorizer for public charter schools in DC, OSSE is the State education agency for the District and has the responsibility to ensure effective oversight and compliance for federal funds awarded by OSSE to DC public charter schools. This MOU will outline the responsibilities of the OSSE and PCSB (or "the Parties") as they relate to the Supplemental Payment.

**4. DESCRIPTION OF PROJECT:**

The Supplemental Payment is designed to help PCSB align its resources with its stated goal of providing appropriate oversight of DC public charter schools. To facilitate this oversight, the Supplemental Payment will assist PCSB's oversight platform in the following areas:

- A. Performance Management Framework (PMF)—Continued development, implementation, improvement, and administration;
- B. Qualitative Site Reviews (QSR)—Continued development, implementation, improvement, and administration
- C. Transcript Reviews (TRs)—Continued implementation, improvement, and administration;
- D. Authorizing Instruments—Continued implementation, improvement, and administration of other tools used to evaluate public charter school academic and fiscal performance as well as

compliance with relevant laws, regulations, and charter agreement terms. This includes activities related to the ESEA Waiver as described a separate MOU.

E. Charter School Closures – Implementation of PCSB’s school closure procedures including, but not limited to the costs of ensuring all students attending a closing charter school find appropriate public school options for the following school year, transfer of school records, and the costs of overseeing the dissolution of a closing charter school. At least two public charter school closures are anticipated during the SY 2013-14.

**5. RESPONSIBILITIES OF THE PARTIES:**

A. Pursuant to this MOU, the OSSE agrees to:

1. Ensure funding for the project is distributed on a timely basis in accordance with the terms and conditions set forth in this MOU; and
2. Ensure that PCSB manages the receipt of funds for the purpose of delivering any and all oversight related to District of Columbia public charter schools in accordance with federal and local laws, regulations, and policies.

B. Pursuant to this MOU, PCSB agrees to conform to the following table, which provides the outline of deliverables and expenditures of the Supplemental Payment:

1.	Performance Management Framework (PMF)	Deliverable(s)	Due Date
	PCSB will implement the SY 2012-13 performance management framework, including collecting relevant data, performing needed calculations to determine PMF rankings, assembling information in easy-to-use reports, and disseminating this information widely.	The creation and delivery of PCS specific PMF report(s)	1/1/14
	PCSB will improve the PMF process, including developing and implementing alternative accountability plans for non-tested grades, exploring alternative PMF frameworks for non-standard schools, expanding the data provided in the PMF reports, and improving the PCSB website for easier access to PMF data	The creation and delivery of Budget and actual financial reports for PMF related reported functions	1/1/14
2.	Qualitative Site Reviews (QSRs)	Deliverable(s)	Due Date
	The review team (comprised of PCSB staff and consultants) will assess the extent by which DC public charter schools meet the goals and student academic achievement expectations as set forth in their charters using the Qualitative Site Review Rubric to include targeted review and monitoring of Priority and Focus schools	The creation and delivery of PCS specific QSR report(s)	1/11/14 and ongoing as reports are completed
		The creation and delivery of the budget and actual financial reports for QSR program	1/11/14
3.	Transcript Reviews	Deliverable(s)	Due Date
	All twelfth (12th) grade records of DC public charter school students will be reviewed to verify that students are eligible to graduate.	The creation and delivery of PCS specific transcript review reports for all PCS seniors for SY13-14	9/1/14

		The creation and delivery of Budget and actual financial reports for transcript review program	1/1/14
A sampling of ninth grade records of DC public charter school students will be reviewed to determine the percent of students on track to graduate in four years.		The creation and delivery of PCS specific transcript reports for a sampling of PCS 9 <sup>th</sup> graders	9/1/14
		The creation and delivery of Budget and actual financial reports for transcript review program	1/1/14
<b>4.</b>	<b>FY2013 PCS Audited Financial Statement Review and Financial Dashboard Report</b>	<b>Deliverable(s)</b>	<b>Due Date</b>
	PCSB will continue its leadership of the PCSB/OSSE/OCFO effort to create the CHARM report, a financial analysis of the PCS at June 30, 2013 (assets, liabilities, income and expenses, a summary of the audit's results, and observations on the financial statements with recommendation for management oversight follow-up).	CHARM report publication	8/1/14
<b>5.</b>	<b>School Data Collection &amp; Management</b>	<b>Deliverable(s)</b>	<b>Due Date</b>
	PCSB will collect, manage, and report to OSSE charter school data, especially data related to student discipline, enrollment, and attendance. PCSB and OSSE will also collaborate on the transition from ProActive to SLED as the primary data collection mechanism for student discipline, enrollment, and attendance data.	*Enrollment and demographics feeds SY13-14 attendance, expulsion, and days present/absent by student.	*Daily 6/30/14
<b>6.</b>	<b>Special Education Monitoring, including Mystery Shopper</b>	<b>Deliverable(s)</b>	<b>Due Date</b>
	PCSB will conduct monitoring of charter schools' compliance with anti-discrimination laws and affirmative mandates related to specialized education including, among other activities, posing as parents of students with special needs who are seeking enrollment.	School-level determinations of charter school compliance with disability special education requirements  Corrective action plans and reports on the final resolution of any findings of non-compliance	09/30/14
<b>7.</b>	<b>School Closures</b>	<b>Deliverable(s)</b>	<b>Due Date</b>
	PCSB will work with OSSE to determine costs associated to closure of charter schools. Costs include assisting with funding gap for general operation, payroll, consultants to aid in the closure process, staff resources etc.	Report detailing costs related to closure process for each charter school	09/30/14
<b>8.</b>	<b>Facilitation of School Takeover</b>	<b>Deliverable(s)</b>	<b>Due Date</b>
	In the event PCSB identifies a school as likely candidate for closure, PCSB may instead broker a takeover by another school operator. PCSB will work with OSSE to determine costs associated to school takeover.	Report detailing approved costs related to school takeover.	09/30/14

- A. Submit to OSSE within thirty (30) calendar days after execution of this MOU, a proposed budget for the activities described Sections 1-6 in the above table of deliverables and expenditures for OSSE's review and approval;
- B. Submit to OSSE at least 30 days prior to closure of a charter school a proposed budget for the activities described in Sections 7 and 8 in the above table of deliverables and expenditures for OSSE's review and approval;
- C. Respond in a timely and cooperative manner to requests for information by OSSE. PCSB shall provide data related to the performance measures stated in their proposal in conjunction with the reports described in Sections 5 and 9 of this MOU;
- D. As part of section 5, engage in good-faith discussions around enhanced data-sharing, including suspension data, as well as creating a road-map and appropriate governance structures for a streamlined data collection and distribution system for school-level and student-level data;
- E. Maintain an accurate description of funded and matched expenditures with all accounts tracked by a single accounting system designed to capture financial information according to Generally Accepted Accounting Principles; and
- F. Adhere to agreed project monitoring, quarterly reporting and project close-out evaluation in case study format. Each is essential to the overall success of the project and as such, will be monitored to ensure that performance measures maintain close alignment with program objectives to achieve measurable project outcomes. Reporting shall take place in the form of a desktop monitoring of expenditures during the first three (3) months of the grant, an on-site monitoring visit within six (6) months of the project and close-out technical assistance at the close of the funding period, September 30, 2014.

## **6. DURATION**

The period of this MOU shall be from October 1, 2013, through September 30, 2014, unless terminated in writing by both Parties prior to the expiration.

## **7. FUNDING**

- A. Funding of services under this MOU shall be contingent upon the District's receipt of identified federal funds from the U.S. Department of Education.
- B. The allowable period for expenditures is from October 1, 2013 through September 30, 2014.
- C. Funding for services under this MOU shall not exceed the actual costs of the goods or services.
- D. The total cost for services under sections 5.B.1 through 5.B.6 of this MOU shall not exceed \$400,000 for Fiscal Year 2014.
- E. The total cost for services under section 5.B.7 and 5.B.8 of this MOU shall not exceed \$200,000.
- F. PCSB shall be entitled to receive performance-based incentive funds ("Incentive Funds") that shall not exceed \$200,000 at a rate of \$60,000 per percentage point increase in charter school proficiency on the District of Columbia Comprehensive Assessment System ("DC CAS") from School Year 2012-13 to School Year 2013-14 in both English language arts/reading and mathematics. Earned incentive funds may be used by PCSB for payment of PCSB administrative costs. Charter schools and campuses that close in SY 2013-14 will not be included in the 2013-14 calculation.

- G. In the event of termination of the MOU, payment to PCSB shall be held in abeyance until all required fiscal reconciliation, but not longer than September 30 of the current fiscal year.

**8. PAYMENT**

- A. Payment for all goods and services under this MOU, with the exception of Incentive Funds described in Section 7.F, shall be paid on a reimbursement basis. On a monthly basis, PCSB shall submit to OSSE requests for reimbursement of funds expended, including itemized claims for reimbursement on actual counts taken daily at the point of service by the reimbursement category. Payment of approved expenditures shall be made via purchase order.
- B. Payment of Incentive Funds described in Section 7.F shall be made through an Intra-District transfer based on the determination of the amount of incentives earned by PCSB as a result of improved student performance. OSSE shall authorize the payment to be made to PCSB on or before September 30, 2014.
- C. The Parties' Directors or their designees shall resolve all adjustments and disputes arising from services performed under this MOU. In the event that the Parties are unable to resolve a dispute arising from services performed under this MOU, the matter shall be referred to the Deputy Mayor for Education. In the event that the Parties are unable to resolve a financial issue, the matter shall be referred to the D.C. Office of Financial Operations and Systems.

**9. RECORDS AND REPORTS:**

- A. OSSE will provide the template for the required semi-annual and final reports to the PCSB on January 10, 2014.
- B. PCSB shall submit to OSSE quarterly reports according to the following schedule: January 31, 2014, April 30, 2014, July 31, 2014, and October 30, 2014. A final report covering all activities and expenditures for Fiscal Year 2013 shall be provided by November 15, 2014.
- C. PCSB shall maintain records and receipts for the expenditure of all funds provided for a period of no less than three years from the date of expiration or termination of the MOU and, upon the District of Columbia's request, make these documents available for inspection by duly authorized representatives of OSSE and other officials as may be specified by the District of Columbia at its sole discretion.

**10. COMPLIANCE AND MONITORING:**

PCSB shall be subject to scheduled monitoring reviews to ensure compliance with all applicable requirements.

**11. CONFIDENTIAL INFORMATION:**

The Parties to this MOU will use, restrict, safeguard and dispose of all information related to services provided by this MOU, in accordance with all relevant federal and local statutes, regulations, and policies. All personally-identifiable student and parent information shall be protected from inadvertent disclosure as required by the Family Educational Rights and Privacy Act (Pub. L. 90-247, 80 Stat. 783), as codified at 20 U.S.C. § 20-1232g, and its implementing regulations.

**12. AMENDMENT, MODIFICATION AND TERMINATION:**

This MOU may be amended or modified only by written, mutual agreement of the parties. Either party may terminate this MOU by providing thirty (30) calendar days advance written notice to the other party.

**11. NOTICE:** The following individuals are the contact persons for each Party under this MOU:

**Contact person for PCSB**

Scott Pearson  
Executive Director  
DC Public Charter School Board  
3333 14th Street NW, Suite 210  
Washington, DC 20010  
Direct line: (202) 328-2662  
Main line: (202) 328-2660  
Fax: (202) 328-2661

**Contact person for the OSSE**

Faida Fuller  
Interim Director Fiscal Operations and Grants Management  
Elementary and Secondary Education  
810 First Street NE  
Washington, DC 20002  
Phone 202-727-8488  
Fax 202-741-0227

**12. MISCELLANEOUS:** The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.


**13. EFFECTIVE DATE:** This MOU shall become effective upon the date of the last approving signature and will remain through the term of this agreement unless terminated by the Parties.

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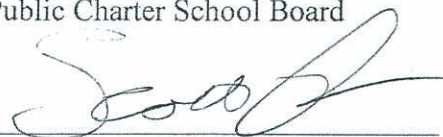


IN WITNESS WHEREOF, the Parties hereto have executed this MOU as follows:

Office of the State Superintendent of Education

By:   
Name: Jesús Aguirre  
Title: Acting State Superintendent

DC Public Charter School Board

By:   
Name: Scott Pearson  
Title: Executive Director



# **ESEA Flexibility Waiver**



**Part A Monitoring Report  
DC Public Charter School Board  
May 2013**

## ESEA Flexibility Monitoring, Part A

### I. MONITORING OVERVIEW

The Office of the State Superintendent of Education (OSSE) is committed to supporting Local Education Agencies (LEAs) and The Public Charter School Board (PCSB) as they implement ambitious reform agendas through OSSE's approved ESEA flexibility request. Consistent with this commitment, OSSE has curated the U.S. Department of Education's (ED) monitoring process and modified it to meet the needs of the District of Columbia's environment. It is designed to identify areas in which LEAs need assistance and support to meet their goals, as well as address OSSE's responsibilities for continued fiscal and programmatic oversight. The information and data gathered through monitoring will inform OSSE's support of PCSB.

Like ED's monitoring process, OSSE has divided the monitoring into three components that will be rolled out over the course of the 2012-2013 school year. The first component, "Part A," specifically aims to provide OSSE with a deeper understanding of the PCSB's goals and approach to implementing ESEA flexibility and ensure that PCSB has the critical elements of ESEA flexibility in place to begin implementation of its plan in the 2012-2013 school year. The second component, "Part B," will take a deeper look at the PCSB's early implementation of ESEA flexibility and other un-waived Title I requirements, as well as follow-up on any outstanding issues or concerns from Part A. Both Parts A and B will take the form of desk monitoring. The third component, "Part C," will look at the PCSB's ongoing implementation of its approved ESEA flexibility request and other un-waived Title I requirements through a combination of district-wide on-site monitoring, desk monitoring, and progress checks. Across all three components, OSSE aims to support the PCSB in its implementation of ESEA flexibility by identifying areas for additional technical assistance.

The OSSE will support each LEA in its implementation of ESEA flexibility across all three monitoring components and will work with PCSB to identify areas for additional technical assistance.

This *ESEA Flexibility Part A Monitoring Report* provides feedback to PCSB on their progress in implementing the components of ESEA flexibility identified in the document titled [District of Columbia ESEA Flexibility Request](#) to ensure they implement ESEA flexibility fully, effectively, and in a manner that is consistent with the District's approved ESEA flexibility request. This report is based on information provided through documentation, a monitoring call conducted with PCSB staff on March 18, 2013, and a follow-up exit conference phone call held on April 8, 2013. Generally, this report does not reflect steps taken by the PCSB after the monitoring call.

The report consists of the following sections:

- *Highlights of PCSB's Implementation of ESEA Flexibility.* This section identifies key accomplishments in the PCSB's implementation of ESEA flexibility as of the monitoring phone call on March 18, 2013.
- *Summary of PCSB's Implementation of ESEA Flexibility and Next Steps.* This section provides a snapshot of the LEA's progress in implementing each component of ESEA flexibility or unwaived Title I requirement based on the evidence PCSB described during its monitoring phone call on March 18, 2013; through written documentation provided to the OSSE; and any further clarifications provided by the LEA during its exit conference phone call on April 8, 2013. Where appropriate, this section also includes a set of "next steps" that were discussed with the LEA during its exit conference phone

call, to ensure that the LEA implements the components of ESEA flexibility consistent with the principles and timelines in the District's approved [ESEA flexibility request](#).

### **Highlights of PCSB's Implementation of ESEA Flexibility**

- Based on the information provided during the monitoring conference phone call and through written documentation, PCSB's work implementing ESEA flexibility includes the following key accomplishments
  - Signed MOU with OSSE - to facilitate a spirit of collaboration
  - Supporting schools via the Performance Management Framework & Qualitative Site Review Process.

## MONITORING PROTOCOL

**Public Charter School Board (PCSB)**

**Date of Call: Monday, March 18, 2013**

**Time: 2:00-3:30 p.m.**

**PCSB Representatives:**

Name	Job Title
Naomi DeVeaux	Deputy Director
Emma Nolan McGann	School Quality & Accountability Specialist

**Framing Questions**

- 1) Looking at the big picture, what is the overarching vision or goals for education in the District of Columbia? What strategic investments or approaches do you plan to focus on over the next several years to improve education for all children?
  - a) How does OSSE's ESEA flexibility request fit into and help you accomplish DC's or your larger vision or goals?
  - b) How is the work that your organization is doing in other programs outside of flexibility (e.g., Race to the Top, School Improvement Grants (SIG), Teacher Incentive Funds, other State or Local initiatives) helping you work towards that vision?
- 2) In thinking ahead to the end of the period of flexibility, where does your organization want to be in three years to say it has been successful in implementing each of the principles of ESEA flexibility? What will success look like at the local education agency (LEA), and school level? What will look different if you are successful?
  - a) What strategies is your organization putting or planning on putting in place to work towards and ultimately achieve that success?
  - b) Are you making or planning to make any changes in how your organization does business to help achieve that success? If so, how?
  - c) Over the course of implementing ESEA flexibility, how will you know that you are on track to being successful? How will you know when to make adjustments?
  - d) What tool(s) are you using to ensure that identified schools are implementing their focus and priority plans as developed?
- 3) Where are you in the process of implementing each of the principles of ESEA flexibility and working toward your overarching vision or goals?

	<p>a) What has worked particularly well for your organization in implementing each of the principles of ESEA flexibility thus far, either at the LEA or school level?</p> <p>i) Do you have any highlights or strategies that might be useful for other organizations or LEAs implementing the requirements of ESEA flexibility?</p> <p>b) Are there any barriers that are getting in the way of implementing any of the principles of ESEA flexibility at this point in time, or are there barriers that you anticipate that you may face over the next year at the federal, OSSE, LEA, or school level?</p> <p>i) If so, how are you working to address them?</p> <p>ii) What can OSSE do to either support you in addressing them or help address them at the federal level?</p> <p>c) How are the various offices and programs within the organization collaborating to support the implementation of ESEA flexibility and ensure an integrated approach to implementation?</p>
<p><b>Summary of Progress:</b></p>	<p>The PCSB reported that its overarching goal/vision is to provide high quality public school options via a comprehensive application process, effective oversight, meaningful support, and active engagement. The flexibility request aligns with its effective oversight and meaningful support to charter schools via the Performance Management Framework (PMF) and Qualitative Site Review (QSR); particularly via the goal of “meeting the need of all learners.” The PCSB conducts QSRs for focus and priority schools twice per year, and these visits provide schools with feedback on their practices. At the time of the interview, the PCSB had observed that the schools were not demonstrating strong critical/higher order thinking in the classroom and schools could improve in that area. The PCSB does not impose recommendations on its schools and does not want OSSE to impose another set of requirements onto the schools either. In the next three years, the PCSB expects that its priority/focus schools will have either improved their classification status or be closed.</p>
<p><b>Next Steps:</b></p>	<p>To ensure that the PCSB provides meaningful support to the charter priority and focus schools,</p> <ul style="list-style-type: none"> <li>• PCSB will identify opportunities to provide support to schools beyond its PMF and QSR.</li> <li>• PCSB and OSSE staff will continue to meet monthly, to facilitate stronger collaboration on the flexibility waiver.</li> <li>• PCSB will continue development of its web-based tool to capture schools’ improvement plans.</li> <li>• OSSE will provide technical guidance on the requirements for the web-based school improvement tool.</li> </ul>

• **PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT**

Indicators	Guiding Questions for the LEA (DCPS / PCSB)	Acceptable Evidence <sup>1</sup>
Priority Schools (2.D)	4) How many priority schools will be implementing interventions in the 2012-2013 school year? a) How many of those priority schools are SIG schools already implementing SIG models? i) Did any of the schools on the LEA’s priority school list indicated as SIG schools have their SIG grants terminated? If so, why and what interventions will those schools be implementing? b) How many of those priority schools are schools that have newly received SIG awards (e.g., as part of the third cohort of SIG schools)? c) How many of those priority schools are non-SIG priority schools implementing interventions aligned with the turnaround principles?	<u>Documentation:</u> <ul style="list-style-type: none"> <li>• List of priority schools implementing interventions in the 2012-2013 school year</li> <li>• Copies of needs analysis, planning documents, and/or guidance provided by the organization to priority schools regarding selecting and implementing interventions aligned with the turnaround principles</li> <li>• Examples of plans for interventions in priority schools, if applicable</li> <li>• DCPS / PCSB provides evidence, such as reports, plans, etc., of how it is ensuring that priority schools scheduled to implement in the 2012-2013 school year are on track to either continue or start implementing a SIG model or begin implementing an intervention strategy aligned with all of the turnaround principles</li> </ul>
Priority Schools (2.D), cont.	5) Are all of the priority schools that are expected to implement in the 2012-2013 school year on track to either continue or start implementing a SIG model or begin implementing an intervention strategy aligned with all of the turnaround principles at the start of the school year? a) Where are those schools in the process of implementing or preparing to implement? b) For SIG schools that are either currently implementing or will begin implementing, how are you working to	<u>Interview:</u> <ul style="list-style-type: none"> <li>• DCPS / PCSB describes ongoing work with identified priority schools that are already implementing and others expected to implement during the 2012-2013 school year</li> <li>• DCPS / PCSB describes how it is ensuring that priority schools scheduled to implement in the 2012-2013 school year are on track to either continue or start implementing a SIG model or begin implementing an intervention strategy</li> </ul>



Indicators	Guiding Questions for the LEA (DCPS / PCSB)	Acceptable Evidence <sup>1</sup>
	<p>address any outstanding issues related to SIG implementation?</p> <p>c) If any priority schools are off track with implementing interventions, please describe local efforts to assist that school with implementing priority interventions scheduled for the 2012-2013 school year.</p> <p>6) *How is DCPS / PCSB ensuring that priority schools either implement one of the four SIG models in SIG schools or interventions aligned with turnaround principles in non-SIG priority schools?</p>	<p>aligned with all of the turnaround principles</p> <ul style="list-style-type: none"> <li>* DCPS / PCSB describes strategies non-SIG priority schools are implementing, generally, and provides specific details on how non-SIG priority school are ensuring strong leadership and effective educators</li> </ul>
<p>Priority Schools (2.D), cont.</p>	<p><u>*Questions #10-11 will be asked of an organization that is implementing interventions in non-SIG priority schools during the 2012-2013 school year.</u></p> <p>7) *In particular, what are DCPS and PCSB doing to ensure that priority schools have strong leadership in place?</p> <p>a) *How is DCPS / PCSB reviewing the performance of the principal?</p> <p>b) *What steps is DCPS / PCSB taking based on that review?</p> <p>c) *Where is DCPS / PCSB in that process of ensuring strong leadership?</p> <p>i) *If schools plan to bring in new leadership, where are they in the process of hiring and on-boarding that new staff?</p> <p>8) *What are priority schools doing to ensure that teachers are effective and able to improve instruction?</p> <p>a) *What are the most common ways that DCPS / PCSB</p>	

Indicators	Guiding Questions for the LEA (DCPS / PCSB)	Acceptable Evidence <sup>1</sup>
	<p>are reviewing the quality of the staff?</p> <p>b) *What steps is DCPS / PCSB taking based on those actions?</p> <p>c) *How is DCPS / PCSB preventing ineffective teachers from transferring to these schools?</p> <p>d) *How is DCPS / PCSB planning to provide job-embedded professional development that is tied to teacher and student needs?</p> <p>*Where is DCPS / PCSB in the process of carrying out these activities to ensure that teachers are effective and able to improve instruction?</p>	
<p><b>Summary of Progress</b></p>	<p>There are two priority schools – one is SIG and other non-SIG. PCSB does not provide SIG guidance, but provides support in the form of the PMF and QSR reports. The QSR captures detail/progress on the schools’ interventions and implementation, particularly as it relates to whether the school “meets the needs of all learners”. Similar to the other schools that have received QSRs in the current year, these two schools have welcoming environments but their classrooms lack instructional rigor, particularly around critical/higher-order thinking. Schools may choose to use the QSR information to inform their improvement efforts, but the QSRs do not evaluate nor require recommendations and corrective actions. The PCSB also reviewed the priority schools’ teacher and principal evaluation systems and provided feedback to ensure the systems meet the requirements of the waiver. These systems should be used by schools to provide differentiated professional development to staff, but PCSB does not provide professional development. The PCSB created a web-based improvement tool for an LEA that did not want to use Indistar (another LEA recently requested the PCSB tool as well).</p>	
<p><b>Next Steps</b></p>	<p>To ensure that the PCSB provides meaningful support to the charter priority schools,</p> <ul style="list-style-type: none"> <li>• PCSB will delineate the seven turnaround principles in QSR reports to priority schools to provide detailed feedback on their ESEA waiver progress.</li> <li>• PCSB will further define how teacher and principal evaluation systems could best be piloted and implemented in schools. PCSB will coordinate with the OSSE Office of Teaching and Learning to discuss trends and possible revisions (if necessary) for the teacher and principal evaluation systems prior to the start of next school year.</li> </ul>	

Indicators	Guiding Questions for the LEA (DCPS / PCSB)	Acceptable Evidence <sup>1</sup>
Focus Schools (2.E)	<p>9) Where is DCPS’/ PCSB’s focus schools in their preparations to implement interventions in the first semester?</p> <p>a) What processes, such as needs analyses, are schools using to determine what interventions will be implemented?</p> <p>b) How is DCPS /PCSB ensuring that its schools implement interventions aligned with the reason for the school’s identification as a focus school?</p> <p>c) What resources and supports is DCPS / PCSB providing to those / school sites as they develop their plans for interventions?</p> <p>10) What process does DCPS / PCSB have in place to ensure that all focus schools will begin implementing interventions in the first semester? For example, do schools have a plan or report that they must submit?</p>	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> <li>• Copies of needs analysis, planning documents, timelines, letters, webinars, and/or guidance provided by the organization to focus schools regarding selecting, planning for, and implementing interventions aligned with the reason for the school’s identification</li> <li>• DCPS / PCSB provides evidence, such as examples of needs analyses, plans, etc., of how it is ensuring that focus schools will be ready to implement interventions aligned with the reason for the school’s identification in the first semester</li> </ul> <p><u>Interview:</u></p> <ul style="list-style-type: none"> <li>• DCPS / PCSB describes the planning process and timeline for focus schools</li> <li>• DCPS / PCSB describes efforts to ensure that focus schools are implementing interventions aligned with the reason for the school’s identification in the first semester</li> </ul>
Summary of Progress	<p>Similar to the schools in priority status, the focus schools’ progress was captured via the QSR reports, particularly as it relates to “meeting the needs of all learners.” The schools may decide how they want to act on the QSR information, but the PCSB does not prescribe course corrections. In the event that a school continue to perform poorly, the PCSB conducts a meeting with the school’s board to discuss the challenges of school and their options for improving – these meetings have been held with 3 of 5 focus schools. The PCSB is not as concerned about 2 of the focus schools (KIPP Promise Academy and Center City Petworth) because those LEAs have demonstrated Tier 1 (top performing) behaviors in their QSRs. Schools that are newly identified as focus schools for SY 13-14 will receive a conversation with the PCSB to ensure they meet the requirements of focus schools.</p>	
Next Steps	<p>To ensure that the PCSB provides meaningful support to the charter focus schools,</p> <ul style="list-style-type: none"> <li>• PCSB will delineate the key-evidenced based strategies (or seven turnaround principles) in QSR reports to focus schools to provide detailed feedback on their ESEA waiver progress.</li> <li>• PCSB will further define how the teacher and principal evaluation systems could best be piloted/implemented in schools.</li> <li>• PCSB will coordinate with the OSSE Office of Teaching and Learning to discuss trends and possible revisions (if necessary) for the teacher and principal evaluation systems prior to the start of next school year</li> </ul>	

Indicators	Guiding Questions for the LEA (DCPS / PCSB)	Acceptable Evidence <sup>1</sup>
<p>Provide Incentives and Supports for Other Title I Schools (2.F)</p>	<p>11) Where are you in the process of identifying and providing incentives and supports to other Title I schools that, based on OSSE’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps?</p> <p>a) Has DCPS / PCSB determined which schools will need additional supports and incentives? If not, when does it expect to do so?</p> <p>e) What resources and supports is DCPS / PCSB providing to school sites as they develop their plans for incentives and supports?</p>	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> <li>*List of other Title I schools identified for incentives and supports, if applicable</li> <li>Copies of letters or other communications with schools about their status and incentives and supports that will be provided, or copies of letters or other communications about the expectations for identifying other Title I schools and providing incentives and supports to those schools</li> </ul> <p><u>Interview</u></p> <ul style="list-style-type: none"> <li>DCPS / PCSB describes the process it will use to identify other Title I schools that need additional incentives and supports and any steps taken to provide those supports and incentives either at the SEA, LEA, or school level</li> </ul>
<p><b>Summary of Progress</b></p>	<p>The PMF and QSR process informs the PCSB of which schools need greater support. The PCSB then conducts more QSRs in schools that require additional support. As an incentive, the stronger a school performs, the fewer QSRs and board-to-board meetings it will need. The PCSB also holds meetings with the boards of lowest performing schools (as measured by the PMF, Tier 3 schools) to draw attention to the areas of underperformance in the school and allow the board to decide how to improve the school. However, the MGP model that the PCSB uses in its PMF process is not fully aligned to the ESEA growth model, and does not predict whether schools will become priority or focus schools in the following year.</p>	
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>PCSB and OSSE will consider additional incentive and support options</li> </ul>	

Indicators	Guiding Questions for the LEA (DCPS / PCSB)	Acceptable Evidence <sup>1</sup>
Build LEA, and School Capacity to Improve Student Learning (2.G)	12) How is DCPS / PCSB planning to hold schools accountable for improving school and student performance? 13) How and when does DCPS / PCSB plan to monitor implementation of interventions in priority and focus schools? 14) *OSSE has identified schools that are in need of improvement. a) *Has DCPS / PCSB notified or communicated with its schools about their identification?	<u>Documentation:</u> <ul style="list-style-type: none"> <li>• Copies or drafts of protocol used to monitor interventions in priority and focus schools</li> <li>• *Copies of letters or other communications with schools about their status and the requirements that must be met relating to that identification</li> </ul> <u>Interview:</u> <ul style="list-style-type: none"> <li>• DCPS / PCSB describes the work it is doing to hold schools accountable for providing supports and incentives</li> <li>• DCPS / PCSB describes plans for monitoring schools</li> </ul>
<b>Summary of Progress</b>	The PCSB uses the PMF process and ranks schools on Tier 1, Tier 2, and Tier 3. Schools in the lower tiers are eligible for closure. The PCSB monitors the implementation of interventions via the QSR process – at least two per year in the priority and focus schools.	
<b>Next Steps</b>	The PCSB will continue implementation.	

**FISCAL**

Indicators	Guiding Questions for DCPS and PCSB	Acceptable Evidence
Use of Funds (§1113 of the ESEA)	15) How are you providing additional guidance to schools with respect to allowable uses of funds under ESEA flexibility?	<u>Documentation:</u> <ul style="list-style-type: none"> <li>• Copy of guidance DCPS / PCSB has provided to schools, webinars, power point presentations on allowable uses of funds under ESEA flexibility (e.g., information on set-asides, taking advantage of the waiver relating to transferability, operating schoolwide programs in priority schools), and/or revised consolidated applications</li> </ul>
<b>Summary of Progress</b>	The PCSB does not provide schools with guidance with respect to funds.	
<b>Next Steps</b>	None needed.	

**ADDITIONAL QUESTIONS**

Indicators	Guiding Questions for DCPS / PCSB	Acceptable Evidence
Outreach being conducted by the DCPS / PCSB to its schools	16) What and how is the DCPS / PCSB communicating with its schools about the implications of ESEA flexibility, including information about OSSE’s accountability system?  17) How is DCPS / PCSB ensuring that its schools know and understand what the requirements of ESEA flexibility are and what responsibilities must be met?	<u>Documentation:</u> <ul style="list-style-type: none"> <li>• Sample of announcements, letters, or other communication to schools regarding ESEA flexibility implementation</li> <li>• Schedule of events or other activities communicating the requirements of ESEA flexibility implementation</li> </ul>
Technical Assistance	18) Are there any ways that OSSE can support DCPS’ / PCSB’s work?	<u>Interview:</u> <ul style="list-style-type: none"> <li>• DCPS / PCSB describes any areas in which it feels it could use additional support or technical assistance</li> </ul>
Questions for the OSSE	19) Do you have any questions for OSSE about the implementation of ESEA flexibility or other related topics?	
<b>Summary of Progress</b>	The PCSB has told schools that if they move out of the classification status, the requirements will be lifted. Should they remain in status, schools understand they could have more requirements imposed upon them. The board members are also made aware of their LEA’s high risk status. The PCSB would like OSSE to gather information on the type of technical assistance that is needed for these schools and to bring in national experts to provide the technical assistance. The PCSB was also concerned about the role of OSSE in evaluating a school’s performance – a role that is served by the PCSB.	
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• The PCSB will discuss with OSSE, any concerns related to providing technical assistance vs. evaluation via the CFT.</li> </ul>	

# **ESEA FLEXIBILITY WAIVER**



## **PART B MONITORING REPORT DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD SEPTEMBER 2013**

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## I. Executive Summary

The U.S. Department of Education (ED) developed a monitoring process to assess implementation of the ESEA Flexibility Waiver (Waiver) and the State-level systems and processes needed to support that implementation. The Office of the State Superintendent of Education (OSSE) has adopted ED's monitoring process in order to maintain consistency with the evaluation of OSSE's implementation of the Waiver. This report outlines the second component of a three-part monitoring process.

The monitoring process is conducted to evaluate the effectiveness of PCSB's implementation of the Waiver to ensure:

- implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility;
- continued review and adjustments are made to support implementation; and
- sustainable implementation.

The PCSB implementation of the ESEA Flexibility Waiver was monitored on August 6, 2013 through a desk monitoring. During the three hour phone conference, the OSSE examined the systems and processes that the PCSB put in place to support monitoring, technical assistance, data collection and use, and family and community engagement and outreach. OSSE also probed elements of Principles 2: State-Developed Differentiated Recognition, Accountability, and Support, and Principle 3: Supporting Effective Instruction and Leadership.

The desk monitoring followed the format as outlined by the ED's ESEA Flexibility Part B Monitoring Protocol. The format included a Foundational Review of all elements, a Comprehensive Review of selected elements, and additional questions to inform technical assistance.

- Foundational reviews were conducted for:
  - All elements from SEA Systems & Processes, Principle 2, and Principle 3
- Comprehensive reviews were conducted for:
  - All elements under SEA Systems & Processes

The Part B monitoring report contains three major sections: Introduction, Highlights, and Summary and Analysis. The Introduction section outlines the unique role of the PCSB and the rationale behind the monitoring approach taken by OSSE. The Highlights section identifies key accomplishments in the PCSB's implementation of the Waiver. The report also contains a Summary and Analysis of the PCSB's Implementation of ESEA Flexibility and "Next Steps" section. Each element contains the following components: a) Level of Implementation, b) Summary of Progress and Analysis of Implementation, and c) Next Steps.

The monitoring results are based on evidence gathered before, during and after the monitoring event, interviews during the desk monitoring call, and follow-up clarification meetings that occurred after the monitoring call. Based on the evidence, it was concluded that PCSB has emerged to a continuing improvement status in the majority of the elements that PCSB was monitored against.

The PCSB has aligned and streamlined the coordination of staff and programs to sustain results with their systems. The establishment of differentiated and targeted processes and supports were demonstrated during the monitoring. PCSB continues to hone and improve the monitoring systems. The PCSB differentiates its oversight based on schools' performance. Monitored schools implemented a

school improvement plan per the Waiver and reported an increase to its index scores in 2013. OSSE is encouraged by PCSB's use of an approved rubric to assess LEA evaluation quality. The rubric was aligned to each of the applicable Principle 3 requirements.

OSSE denoted several next steps that involve collaboration between PCSB and OSSE to better serve the student population in the areas of monitoring, technical assistance, and family and community engagement. OSSE appreciates the efforts of PCSB to conduct the monitoring in a unified and transparent manner. OSSE is committed to supporting PCSB as they continue to implement, assess, and revise their implementation of the ESEA flexibility Waiver toward improving student growth and achievement across the District of Columbia.

## II. Introduction

Monitoring is an effective process to assess the extent to which the ESEA Flexibility Waiver is being implemented by the school providers across the District of Columbia. Due to the uniqueness of our District, it is important to clarify the relationship that exists between the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (PCSB). The first section of the report will focus on the definition and roles and responsibilities of the PCSB and OSSE. The next section will highlight the progress of PCSB's implementation of the ESEA Flexibility Waiver. The final section will summarize the outcomes of the monitoring process.

### **Description of Public Charter School Board's Role**

Currently, the PCSB is the sole charter authorizer of Charter School LEAs; although the D.C. Council is authorized to identify other charter authorizers, and have considered such actions in recent proposed legislation. Authorizing organizations are responsible for approving, monitoring, renewing and closing charter schools, therefore playing a fundamental role in the quality and accountability of charter schools. The District of Columbia Public Charter School Board has a mission to provide quality public education options to DC students by developing a thorough application process, ensuring effective oversight, providing meaningful supports, and actively engaging its stakeholders.

The PCSB visits schools for monitoring, collecting data, and evaluating progress towards goals in accordance with the charter school's contract. The PCSB uses its annual evaluation processes and student enrollment trends to assess school effectiveness.

### **Description of the Memorandum of Understanding**

The OSSE and PCSB entered into a Memorandum of Understanding (MOU) in October, 2012 to outline the collaborative nature of the partnership and to ensure that all public charter schools follow the guidelines set forth in the DC ESEA Flexibility Waiver (Waiver). The purpose of the MOU was to clarify roles and responsibilities around the Waiver. The obligations of OSSE and PCSB are defined in the MOU. The MOU remains in effect through the duration of the Waiver and beyond, unless both parties agree that termination of the agreement is in the best interest of OSSE and PCSB. Any modifications to the MOU must be consistent with the terms of the Waiver in effect at the time, and with prior notice to the U.S. Department of Education (ED). OSSE is currently in the process of doing an annual review of the MOU which may result in future revisions.

### **Monitoring Approach of the Public Charter School Board**

The monitoring approach used to evaluate the PCSB was derived from the outline provided by the U.S. DOE ESEA Flexibility Part B Monitoring Plan (Summer & Fall 2013). The in-depth examination of the PCSB's oversight of the ESEA Flexibility Waiver covered Overall Systems & Processes, and Principles 1, 2, and 3. The depth that each element was reviewed was both differentiated and customized for the PCSB. All elements of Principles 1, 2, and 3 received a foundational review. The Systems & Processes element received both a foundational and comprehensive review. Foundational reviews are basic assessments of the PCSB's implementation of all Waiver elements are being met (at a minimum). A comprehensive review are more in-depth and concentrate on PCSB's assessment of its implementation efforts, and uses that information to make mid-course corrections as needed to increase capacity for ensuring sustainability of effective practices.

The process involved pre-planning and evidence gathering, the monitoring event, and post-monitoring activities. The pre-planning period entailed 6 weeks of regular exchanges with the PCSB to clarify expectations for monitoring and opportunities to provide evidence to support its implementation efforts. The desk monitoring of PCSB occurred on August 6, 2013 via a conference call. During a half-day session, foundational and comprehensive review questions provided by the U.S. DOE and adapted by the OSSE to the PCSB's unique role were used to assess PCSB's progress toward implementation of the Waiver. Follow-up questions were developed by the OSSE team members. Post monitoring the PCSB was given a week to provide additional evidence that was requested during the monitoring and provide any additional clarification. Two-weeks after monitoring, the OSSE conducted a follow-up call with the PCSB to review the OSSE's assessment of the PCSB's progress on Waiver implementation and next steps captured during the monitoring.

#### **Rationale for Excluded Elements**

After a thorough review, the OSSE deemed that several of the Waiver elements are outside the PCSB's purview. The rationale behind the exclusion of these elements comes from the designation of the PCSB as an authorizer, per District of Columbia School Reform Act of 1996 and District of Columbia Public Education Reform Amendment Act of 2007. These elements that are outside the PCSB's scope of responsibilities are discussed in the next two sections of the report.

### **III. Highlights of the PCSB's Implementation of ESEA Flexibility Waiver**

During the course of the monitoring, the PCSB identified and substantiated numerous areas of improvement and commitment to the work surrounding the Waiver. This section of the report highlights those accomplishments and demonstrates adherence to the intent of the Waiver and the MOU.

#### **Monitoring**

- The PCSB uses Epicenter, a data collection system, to ensure schools are meeting all necessary ESEA requirements
- The PCSB monitors and provides feedback to Charter LEAs with Quality School Review (QSR) Metrics
- QSRs are scheduled once per year for Cohort I schools: Developing, Rising and Reward and twice per year for Cohort II schools: Focus and Priority, per a compliance calendar, with pre-established timelines, milestones and deliverables from the PCSB and LEAs
- The PCSB conducts QSRs for Cohort I schools in September/October, and for Cohort II, November and December, and again in the spring. Major milestones for Cohort II schools include the production of reports detailing the school's implementation of Focus and Priority school strategies
- This year, the PCSB required that all schools identified as Focus/Priority must update their intervention plans in a web-based tool, such as *Indistar*
- If needed, QSR information is cross referenced with LEA implementation plans
- The PCSB provides detailed, high level feedback on QSR results to schools
- The PCSB norms QSR observations by providing *Teachscope* training to improve inter rater reliability
- The PCSB evaluates schools with the Performance Management Framework (PMF) in November of each year

The PCSB uses two main sources to monitor Public Charter LEAs in the District of Columbia: A Quality School Review (QSR) and the Performance Management Framework (PMF) evaluation tool. The QSR provides the PCSB an opportunity to go into classrooms and observe teacher and student interactions, as well as data meetings, collaborative planning, and other events that point to the implementation of intervention plan strategies. The PMF assesses and monitors school performance by gathering quantitative data from a number of different sources such as attendance, re-enrollment, and student growth and achievement. The PCSB integrates data from both monitoring systems to fully evaluate their schools. Further, the PCSB continues to hone and improve these monitoring systems. The QSR is improved by norming observer's responses using *Teachscape* training. The PMF was recently improved with the addition of additional indicators. Charter school leaders are provided with high level monitoring feedback from each QSR. Focus and Priority Schools undergo two QSRs per year and the data collected is compared to the school's improvement plan.

The PCSB's yearly Performance Management Framework (PMF) is applied to every school, once a year in November. This tool includes both academic and non-academic indicators of school performance. Based on monitoring feedback, the PCSB expects the percentage of quality instruction to remain stable or increase. This should be reflected in both the PMF and the QSR. This year, the PCSB has introduced two new PMF indicators, "adult" and "child". Further, the PMF has been revised to establish a more rigorous baseline for academic achievement. Consequently, if a school scores below 20% on the PMF from year to year, that school will become a candidate for charter revocation.

#### **Technical Assistance**

- The PCSB provides Technical Assistance for LEAs regarding the requirements of the Waiver
- The PCSB identifies areas of growth during the QSR
- The QSR measures a school's professional development plan and implementation against its alignment with the school's instructional goals

The PCSB provides support to schools regarding the requirements of the ESEA Waiver by identifying areas of growth, and providing this information to schools during the feedback process. Feedback may include a list of professional development resources. The PCSB follows up on any identified areas of growth through subsequent QSRs. The QSR protocol and processes allow the PCSB to observe the same strategies and areas of instruction (using the Charlotte Danielson Framework for Teaching) over time, allowing them to measure a school's progress.

#### **Data Collection and Use**

- PCSB uses the ProActive system to collect, analyze, and report on school performance
- PCSB conducts continual review of the PMF process and metrics surrounding LEA, school, and student performance
- School leaders are involved in the PMF review process, and the adjustment of the PMF targets

The PCSB, via their ProActive system, collects and maintains student level data for all public charter school students, and produces school level reports for all schools based on their Performance Management Framework (PMF). PCSB reviews and continuously improves both the ProActive system and the PMF. The PCSB collaborated and partnered with OSSE for data collections when PCSB/LEA counsel agreed with the OSSE counsel's interpretation of legal requirements for federal EdFacts reporting and for ESEA Waiver implementation, as evidenced by the MOU crafted specifically around Waiver implementation. While it could be clearer to LEAs how PCSB's PMF ratings and the OSSE's

Accountability system relate, especially when ratings issued by these frameworks contrast, and how an LEA can explain such a discrepancy to their stakeholders, this is work that OSSE and PCSB commit to doing together to better support LEAs.

**Principle 2: State Developed Differentiated Recognition, Accountability and Support  
Overall System of Supports for School Improvement**

- PMF categorizes the performance of schools into three tiers (1-highest, 2-middle, 3-lowest)
- QSR provides schools with school-specific, formative feedback on the implementation of school-level improvement strategies and the quality of classroom-level instruction
- Oversight processes provide feedback to schools on areas in need of improvement. Low-performing schools receive additional feedback in the form of more frequent QSRs
- Oversight may lead to school closure or alternative turnaround agreements

The PCSB provides regular oversight of public charter schools to determine charter renewal or revocation. Oversight for school improvement includes the Performance Management Framework (PMF) and Qualitative Site Review (QSR), which serve as reflections of each charter school's performance (sometimes doubling as a needs assessment by identifying areas of low performance at schools). Furthermore, oversight may take the form of "Board to Board" meetings or probation agreements to catalyze school improvement. In addition to academic performance, PCSB also provides financial oversight of LEAs and schools' implementation of special education laws. The PCSB differentiates its oversight based on schools' performance. Performance categories were established in the PMF. The Tier structure denotes the level of engagement by PCSB with the schools. The top performing schools on the PMF (Tier 1) receive minimal oversight while the lowest performing schools (low Tier 2, Tier 3, Priority, and Focus) receive more frequent oversight.

**Principle 2: State Developed Differentiated Recognition, Accountability and Support  
Priority Schools**

- Spring 2013 QSRs reflect the evidence of the school's ESEA-based improvement plan, as aligned to the seven turnaround Principles of the Waiver
- QSRs reflect schools' implementation of its improvement plan and classroom level instruction
- Both Priority Schools demonstrated growth in index scores; one school surpassed an index score of 30 for the first time, and the other school approached an index score of 30, narrowly missing by 3.9 points (see Table 1)

Since the Part A monitoring event, the PCSB completed QSRs for the two Priority Schools and provided the reports to their respective boards. The PCSB used a customized Priority Schools' QSRs that aligned to the Waiver's seven turnaround principles.

**Principle 2: State Developed Differentiated Recognition, Accountability and Support  
Focus Schools**

- Spring 2013 QSRs reflect alignment to the key evidenced-based strategies of the Waiver
- All five Focus Schools implemented school improvement plans
- QSRs reflect schools' implementation of its improvement plan and classroom level instruction
- Three of four schools demonstrated growth in index scores; while the subgroup performance yielded mixed results

Since the Part A monitoring event, the PCSB completed QSRs for all Focus Schools and provided the reports to their respective boards. The PCSB used a customized Focus Schools' QSRs that aligned to the Waiver's recommended key evidenced-based strategies.

All Focus Schools implemented a school improvement plan per the Waiver and three of the four schools increased their index scores in 2013. One school surpassed its subgroup AMOs in both Math and Reading for the first time in 2013. Two schools continued to miss their subgroup AMOs in Math or Reading in 2013. One school met its subgroup AMO in Math for the first time in 2013, but continued to miss the AMO in Reading.

**Table 1: DC CAS Accountability**

School	Booker T. Washington PCS	Center City PCS - Petworth Campus	Hospitality PCS	KIPP DC-Promise Academy PCS	Maya Angelou PCS - Evans Campus	Options PCS
<b>2012 Classification</b>	Focus- AA, ED	Focus- ELL	Focus- ED	Focus- ED	Priority	Priority
<b>2013 Classification</b>	Priority	Focus	Focus	Focus	Priority	Priority
<b>2011 Index Score</b>		52	55		24	18
<b>2012 Index Score</b>	27.63	59.4	28.99	40.29	18.85	11.87
<b>2013 Index Score</b>	23.8	61.6	44.4	65.7	32.6	26.1
<b>index score delta from 2011 to 2012</b>	n/a	7.4	-26.01	n/a	-5.15	-6.13
<b>index score delta from 2012-2013</b>	-3.82	2.16	15.37	25.37	13.73	14.22
<b>index score delta from 2011 to 2013</b>	n/a	9.56	-10.64	n/a	8.58	8.09
<b>Met Subgroup(s) AMO- Math in 2012</b>	no/no	no	no	no	-	-
<b>Met Subgroup(s) AMO- Reading in 2012</b>	no/no	no/no	no	no	-	-
<b>Met Subgroup(s) AMO- Math in 2013</b>	no/no	yes	no	yes	-	-
<b>Met Subgroup(s) AMO- Reading in 2013</b>	no/no	no	no	yes	-	-
<b># of Years that Index Score &gt; 30</b>	0	-	-	-	1	0

**Principle 3A: Supporting Effective Instruction and Leadership**

**Develop and Adopt Guidelines for Local Teacher & Principal Evaluation & Support Systems**

- PCSB developed a rubric that meet the Waiver's Principle 3 requirements and used it to assess LEA teacher and principal evaluation plans
- PCSB conducted reviews of all LEAs' teacher and principal evaluation plans
- PCSB provided assistance to LEAs to make sure all evaluation plans were Principle 3 compliant

In the Spring of 2013, the PCSB collected the teacher and principal evaluation plans for all Title I eligible chartered Local Education Agencies (LEAs). During this process, PCSB communicated the evaluation requirements per Principle 3 of the Waiver. To this point, PCSB used an OSSE-approved rubric to assess the Principle 3 compliance of each teacher and leader evaluation plan. This rubric assessed the following requirements for both teachers and principals: a) involvement of teachers and principals in developing, reviewing and revising evaluation systems, b) using multiple valid measures in determining performance levels, and c) providing training to teachers, evaluators and staff on the evaluation system.

The rubric assessed the following specific teacher evaluation requirements: a) using student growth and achievement as a significant portion of a teacher evaluation, b) using other valid measures of

performance levels, c) conducting a regular evaluation process, d) using evaluations to inform continual improvement and instruction, e) using the evaluation to inform human capital decisions, f) dividing teacher effectiveness into at least three tiers, and g) providing teachers with timely and constructive feedback.

The rubric assessed the following specific principal evaluation requirements: a) including student growth as a factor, b) conducting a regular evaluation, c) using the evaluation to inform human capital decisions, and d) dividing effectiveness into at least three tiers.

Additionally, the PCSB provided evidence of extensive support to LEAs as they engaged in the evaluation planning responsibilities. PCSB provides continual support to LEAs regarding Principle 3 compliance.

### **Principle 3B: Supporting Effective Instruction and Leadership**

#### **Ensure LEAs/schools Implement Teacher/Principal Evaluation and Support Systems**

- PCSB created assurance letters designed to measure LEA implementation of approved evaluation plans
- Assurance letters did not differentiate between RTTT and Non-RTTT LEAs

The PCSB created assurance letters requiring LEAs to share performance level breakdown of teaching/principal personnel, key takeaways, revisions and next steps after SY 13-14. These assurance letters have already been shared with LEAs and will be the PCSB's primary lever to ensure implementation of LEA teacher and principal evaluation plans.

However, currently constituted, the OSSE deemed that the assurance letters do not differentiate between RTTT and non-RTTT participating LEAs. The ESEA waiver states that RTTT participating LEAs should be implementing principle 3 compliant evaluation plans in SY 13-14 while non-RTTT participating LEAs would be piloting their respective evaluation systems. Due to this differentiation, the OSSE recommends that PCSB issue revised assurance letters. Updated assurance letters should require RTTT participating LEAs to indicate how evaluation plans have been altered to comply with federal guidelines.

PCSB has made good progress in this element. OSSE is encouraged by PCSB's use of an approved rubric to assess LEA evaluation quality. This rubric was aligned to each of the applicable principle 3 requirements. OSSE is also encouraged by PCSB's ability to effectively provide feedback to LEAs, resulting in an on-time delivery of principle 3 compliant evaluation plans. PCSB has also begun the process of assessing the quality of implementation through the end-of-year assurance letters. Despite a lack of differentiation between RTTT and non-RTTT LEA's, this process indicates a strong starting point for assessing evaluation quality.



#### IV. Summary & Analysis of PCSB’s Implementation of the ESEA Flexibility Waiver and Next Steps

Element	Systems & Processes: Monitoring (Foundational & Comprehensive Review)
Level of Implementation	Continuing Improvement
Summary of Progress and Analysis of Implementation	PCSB has aligned and streamlined the coordination of staff and programs to sustain results with their monitoring systems, including ongoing evaluation and improvement of these systems. PCSB provides differentiated and targeted monitoring processes to address specific operational need and the requirements of the ESEA waiver. PCSB continues to review, assess, and revise, as appropriate its monitoring process and tools
Next Steps	PCSB and OSSE will resolve any discrepancies between the PMF and ESEA classifications.

Element	Systems & Processes: Technical Assistance (Foundational & Comprehensive Review)
Level of Implementation	Continuing Improvement
Summary of Progress and Analysis of Implementation	PCSB identifies areas of need in QSR but does not require schools to provide evidence of next steps or actions based on that feedback. Instead, PCSB looks for improvement in the next QSR and/or PMF data
Next Steps	Consistent with a PCSB-approved plan, PCSB will provide technical assistance, which may include services provided by OSSE and third parties in cooperation with the PCSB, to any public charter school identified by the OSSE as Focus or Priority

Element	Systems & Processes: Data Collection & Use (Foundational & Comprehensive Review)
Level of Implementation	Continuing Improvement
Summary of Progress and Analysis of Implementation	Justification for this rating comes from PCSB’s monitoring of the implementation of data collection, tool use, and analysis to support LEA implementation of the Waiver. PCSB monitors closely the submission of required data. Compliance Calendar is the mechanism used to notify schools of yearly data requirements. PCSB has updated automatic notices through Epicenter to remind school leadership of its commitments. Feedback is provided if deadlines are missed, and communications are sent to the LEA school boards. Data drives decisions around charter school review and renewal. Continuous refinements and improvements are made to the systems.
Next Steps	PCSB and OSSE will continue to refine and improve the data collection system.

Element	Systems & Processes: Family and Community Engagement (Foundational & Comprehensive Review)
Level of Implementation	Continuing Improvement
Summary of Progress and Analysis of Implementation	PCSB works with school leaders to ensure that the implications of the Waiver are understood, but has no direct interaction with LEA parents or other diverse stakeholders
Next Steps	PCSB will develop a plan to ensure that charter schools comply with family and community engagement elements of the ESEA Waiver.

<b>Element</b>	<b>Principle 2.A: Overall System of Supports for School Improvement (Foundational Review)</b>
<b>Level of Implementation</b>	Continuing Improvement
<b>Summary of Progress and Analysis of Implementation</b>	The PCSB is implementing a system of oversight that provides support for school improvement. PCSB continues to review its oversight processes to create a comprehensive support system that seamlessly integrates the District's new ESEA classification system.
<b>Next Steps</b>	PCSB and OSSE will consider additional incentive and support options.

<b>Element</b>	<b>Principle 2.D: Priority Schools (Foundational Review)</b>
<b>Level of Implementation</b>	Continuing improvement
<b>Summary of Progress and Analysis of Implementation</b>	The PCSB has been proactive in integrating the ESEA Waiver into its oversight system. The PCSB implemented customized oversight to Priority Schools in 2013. PCSB has suggested that mid-course corrections are occurring within the LEAs based on the processes that PCSB has put in place.  PCSB delineated the 7 turnaround principles in QSR reports to Priority Schools to demonstrate better alignment.
<b>Next Steps</b>	PCSB will continue its oversight of Priority Schools as outlined in the approved ESEA Flexibility Waiver

<b>Element</b>	<b>Principle 2.E: Focus Schools (Foundational Review)</b>
<b>Level of Implementation</b>	Continuing improvement
<b>Summary of Progress and Analysis of Implementation</b>	The PCSB has been proactive in integrating the ESEA Waiver into its oversight system. The PCSB implemented customized oversight to Focus Schools in 2013.  PCSB delineated the key evidence based strategies (or 7 turnaround principles) in QSR reports to Focus Schools to demonstrate better alignment.
<b>Next Steps</b>	PCSB will continue its oversight of Focus Schools as outlined in the approved ESEA Flexibility Waiver

<b>Element</b>	<b>Principle 3.A: Guidelines for Teacher &amp; Principal Evaluation &amp; Support Systems (Foundational Review)</b>
<b>Level of Implementation</b>	Continuing improvement
<b>Summary of Progress and Analysis of Implementation</b>	Justification of this rating is due to PCSB's use of an approved rubric to evaluate teacher and principal evaluation plans. This rubric clearly shows LEA compliance to each of the aspects of Principle 3. PCSB also provided guidance to LEAs in order to ensure compliance with Principle 3  In December 2013, PCSB worked to develop guidelines for LEAs regarding Principle 3 of the ESEA waiver. PCSB consulted with OSSE to create a rubric that would be used to provide

guidance to LEAs. Using this tool, PCSB reviewed each LEA teacher and principal evaluation plan. Throughout this process, PCSB worked with LEAs to ensure compliance.

Common challenges for LEAs centered on confusion of whether Principle 3 applied to them or not. This communication lingered despite multiple communications from PCSB. In response, PCSB added guidance and guidelines to their Epicenter data collection system. The result was that PCSB approved each LEAs evaluation plan by the required deadline of August 1st 2013. In the future, PCSB plans on streamlining communications further by including requirements in epicenter from the start of the process.

OSSE is encouraged by the robust system PCSB has in place to gauge LEA compliance to the requirements of Principle 3 as well as the assurance letters gauging LEA progress.

<b>Next Steps</b>	Please see 3.B.
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<b>Element</b>	<b>Principle 3.B: Teacher Evaluation and Support Systems (Foundational Review)</b>
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<b>Level of Implementation</b>	Continuing improvement
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<b>Summary of Progress and Analysis of Implementation</b>	Justification for this rating comes from PCSB’s monitoring of implementation of teacher evaluation plans through LEA assurance letters. The primary lever PCSB uses to ensure the quality of LEA implementation is through assurance letters to LEAs. These letters require schools to submit a list of the number of teachers at each performance level. Performance levels are developed at the LEA level (each LEA is required have at least 3 levels). In addition to this data request, PCSB will request information from LEAs regarding support for underperforming teachers and changes for SY 14-15. PCSB’s ultimate goal will be to see movement—more teachers getting out of the bottom/middle tiers of effectiveness and moving to the middle/high tiers of effectiveness. Due to their role as the authorizer, PCSB does not tell schools how to use evaluation systems.
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Additional communication to schools is done through the QSR process. This is a qualitative opportunity for PCSB to monitor the implementation of an LEA’s chosen evaluation plan.

As currently constituted, the assurance letters do not differentiate between RTTT and non-RTTT participating LEAs. In the ESEA waiver (page 121) RTTT schools are required to implement evaluation plan during SY 13-14 while non-RTTT LEAs are required to pilot evaluation plans. Assurance letters should reflect this difference.

<b>Next Steps</b>	OSSE requires PCSB to adjust the assurance letters to reflect the difference between RTTT and non-RTTT participating LEAs. The adjustment will include the following categories for RTTT participating LEAs: Validity of measures and student growth measures, Training for teachers, leaders, and evaluators and Involvement of teachers and principals in developing and revising evaluation systems.
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<b>Element</b>	<b>Principle 3.B: Principals Evaluation and Support Systems (Foundational Review)</b>
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<b>Level of Implementation</b>	Continuing improvement
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<b>Summary of Progress and Analysis of Implementation</b>	Justification for this rating comes from PCSB’s monitoring of implementation of principal evaluation plans through LEA assurance letters. Assurance letters continue to be the primary means PCSB monitors principal evaluation systems. The assurance letters mirror the teacher letters. PCSB maintains that it is not their role to dictate what a school should
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do for their principal evaluation. Instead, the ultimate evaluation will come with what tier the school is placed in the PMF. Despite this not, PCSB does ensure that LEAs are adhering to federal guidelines.

**Next Steps**

OSSE requires PCSB to adjust the assurance letters to reflect the difference between RTTT and non-RTTT participating LEAs. The adjustment will include the following categories for RTTT participating LEAs: include student achievement for growth measures for all school leaders, involve principals in developing/revising evaluation systems and provide training to principals on the evaluation system.

## IV. Appendix

### Points of Contact

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### Timeline

<b>Milestone</b>	<b>Date</b>	<b>Responsible Party</b>
Preliminary Monitoring Conference Call conducted	July 11, 2013	OSSE/PCSB
Customized Protocol Document forwarded	July 15, 2013	OSSE
Draft Schedule delivered	July 18, 2013	OSSE
Documentation for review submitted	July 23, 2013	PCSB
Monitoring logistics finalized	August 1, 2013	OSSE/PCSB
Desktop Monitoring held	August 6, 2013	OSSE/PCSB
Additional evidence/clarification submitted	August 13, 2013	PCSB
Exit conference call held	August 20, 2013	OSSE/PCSB
Monitoring report submitted to PCSB	September 30, 2013	OSSE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PCSB's Systems and Processes (Foundational & Comprehensive)**

**1) Monitoring (EDGAR 80.40) (2.G of ESEA Flexibility)**

	OSSE Assessment			Next Steps
	NME	Foundation	Continuing Improvement	Sustainability
<b>DOE Suggested Rubric Language:</b>		<ul style="list-style-type: none"> <li>DCPS/PCSB has a process to and is monitoring implementation of LEA/school level ESEA flexibility activities regarding implementation of college- and career-ready standards, differentiated recognition accountability and support systems (particularly LEA/school implementation of interventions in priority and focus schools), and development, adoption, piloting, and implementation of teacher and principal evaluation and support systems, as required by ESEA flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB is carrying out its monitoring process and providing feedback to LEAs/schools that is being used to make continuous improvements in implementation of ESEA flexibility activities.</li> <li>DCPS/PCSB is reviewing, assessing, and revising, as appropriate, its monitoring process.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB has aligned and streamlined the coordination of staff and programs to sustain results.</li> <li>DCPS/PCSB provides differentiated and targeted monitoring processes to address specific operational needs.</li> <li>DCPS/PCSB continues to review, assess, and revise, as appropriate its monitoring process.</li> </ul>
<b>OSSE Monitoring Team Suggested Language</b>		<ul style="list-style-type: none"> <li>Monitoring process exists</li> <li>Implementation is on track</li> <li>Timeline established for monitoring</li> <li>LEAs aware and engaged in monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Feedback loop exists with LEAs (results are communicated on regular basis)</li> <li>Modified monitoring process based on data / feedback from LEAs</li> <li>LEA level adjustments made based on monitoring results</li> <li>Teacher/Leader evaluations tied to monitoring results</li> </ul>	
<b>Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evidence/ Notes:</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PCSB's Systems and Processes (Foundational & Comprehensive)**

**2) Technical Assistance (§1111(b)(8), §1117 of the Elementary and Secondary Education Act of 1965, as amended (ESEA)) (2.G of ESEA Flexibility)**

	OSSE Assessment			Next Steps
	NME	Foundation	Continuing Improvement	Sustainability
<b>DOE Suggested Rubric Language:</b>		<ul style="list-style-type: none"> <li>DCPS/PCSB is providing guidance and technical assistance to LEAs/schools related to ESEA flexibility activities regarding implementation of college- and career-ready standards, differentiated recognition accountability and support systems (particularly LEA/school implementation of interventions in priority and focus schools), and development, adoption, piloting, and implementation of teacher and principal evaluation and support systems.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB has a systemic approach and continuous review process in place to diagnose and provide guidance and technical assistance to LEAs/schools.</li> <li>DCPS/PCSB uses multiple data sources to inform technical assistance.</li> <li>DCPS/PCSB reviews, assesses, and revises, as appropriate, guidance and technical assistance provided.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB has streamlined technical assistance activities to ensure coordination and coherence in the development and delivery of services across programs in order to sustain results (i.e. coordination among offices that oversee Title I, English learners and students with disabilities).</li> <li>DCPS/PCSB provides differentiated and targeted technical assistance to address specific needs.</li> <li>DCPS/PCSB has the system, staff, and resources in place to continue providing guidance and technical assistance in the long term.</li> <li>DCPS/PCSB ensures that LEAs/ schools receive differentiated and targeted services to address specific needs.</li> <li>DCPS/PCSB is able to scale up technical assistance activities.</li> </ul>
<b>OSSE Monitoring Team Suggested Language:</b>		<ul style="list-style-type: none"> <li>List of supports for Teachers/Leaders</li> <li>Guidelines of TA requirements by job function</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation process for ranking various supports</li> <li>Monitoring process that Technical assistance is being received</li> <li>Regular assessing ways to provide / recommend technical assistance</li> </ul>	
<b>Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evidence/ Notes:</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PCSB's Systems and Processes (Foundational & Comprehensive)**  
**3) Data Collection and Use (§9304(a)(6) of the ESEA) (§431 of GEPA) (34 CFR § 40.40(b))**

	OSSE Assessment			Next Steps
	NME	Foundation	Continuing Improvement	Sustainability
<b>DOE Suggested Rubric Language:</b>		<ul style="list-style-type: none"> <li>DCPS/PCSB has systems in place to collect data and information on LEA, school, and student performance and report that data to the OSSE and other stakeholders as required.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB collects, reports, and uses data to inform decisions regarding planning for and implementation of ESEA Flexibility related activities.</li> <li>DCPS/PCSB reviews, assesses, and revises, as appropriate, its system for collecting, reporting, and using data.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB continues to use data collected for the purpose of sustaining gains.</li> <li>DCPS/PCSB continues to review, assess, and revise, as appropriate, its system for collecting, reporting, and using data.</li> <li>DCPS/PCSB has aligned operational definitions for data collection points across programs to ensure consist use of data elements and reduction of duplicative data points.</li> </ul>
<b>OSSE Monitoring Team Suggested Language:</b>		<ul style="list-style-type: none"> <li>Limited data review</li> <li>Data collection</li> </ul>	<ul style="list-style-type: none"> <li>Higher-level decisions made with us of data collected from OSSE or LEAs</li> <li>Guidelines to Data used to advise LEAs of needed adjustments to effectiveness plans</li> </ul>	
<b>Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evidence/ Notes:</b>				



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PCSB's Systems and Processes (Foundational & Comprehensive)  
4) Family & Community Engagement & Outreach (§1118 of the ESEA)**

	OSSE Assessment			Next Steps
	NME	Foundation	Continuing Improvement	Sustainability
<b>DOE Suggested Rubric Language:</b>		<ul style="list-style-type: none"> <li>DCPS/PCSB is meaningfully engaging and soliciting input from teachers and their representatives and other diverse stakeholders as it implements its ESEA flexibility.</li> <li>DCPS/PCSB is making sure that teachers and other diverse stakeholders understand the implications of the ESEA flexibility plan for LEAs, schools, teachers, and students.</li> <li>DCPS/PCSB is making sure that parents, including parents of students with disabilities and English learners, understand the implications of the ESEA flexibility plan for LEAs, schools, teachers, and students (e.g., school identification and/or rating criteria and resulting activities).</li> <li>DCPS/PCSB ensures that LEAs/ schools meet parental involvement requirements outlined in Title I.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB is making sure that input from teachers and their representatives and other diverse stakeholders is widely sought, meaningfully considered, and incorporated when appropriate.</li> <li>DCPS/PCSB is reviewing, assessing, and revising, as appropriate, its method to engage and solicit input from stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB is continuing to make sure that stakeholders remain informed and fully understand ESEA flexibility, the components of the DCPS/PCSB's plan, and implications for LEAs, schools, teachers, and students and input from stakeholders is widely sought, meaningfully considered, and incorporated when appropriate.</li> <li>DCPS/PCSB is continuing to review, assess, and revise, as appropriate, its method to engage and solicit input from stakeholders.</li> </ul>
<b>OSSE Monitoring Team Suggested Language:</b>		<ul style="list-style-type: none"> <li>Stakeholder engagement defined</li> <li>Stakeholders feedback collected and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>Review process for effectiveness of LEAs activities related to parental involvement</li> <li>Regular intervals of stakeholder engagement</li> <li>Stakeholder Feedback used to improve the system of school accountability</li> </ul>	
<b>Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evidence/ Notes:</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Principle 2: State-Developed Differentiated Recognition, Accountability, and Support**

**1) Overall System of Supports for School Improvement**

	OSSE Assessment			Next Steps
	NME	Foundation	Continuing Improvement	Sustainability
<b>DOE Suggested Rubric Language:</b>				
<b>OSSE Monitoring Team Suggested Language:</b>			<ul style="list-style-type: none"> <li>Guidelines communicated that LEAs Comprehensive assessments align with fiscal responsibilities</li> </ul>	
<b>Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evidence/ Notes:</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Principle 2: State-Developed Differentiated Recognition, Accountability, and Support  
4) Priority Schools (2.D of ESEA Flexibility)**

	OSSE Assessment			Next Steps
	NME	Foundation	Continuing Improvement	Sustainability
<b>DOE Suggested Rubric Language:</b>		<ul style="list-style-type: none"> <li>DCPS/PCSB is ensuring that LEAs/schools are implementing interventions aligned with ALL of the turnaround principles in priority schools as indicated in ESEA flexibility, and is on track to ensure implementation in all priority schools no later than the 2014–2015 school year.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB is analyzing implementation strategies in priority schools and identifying ways to help increase and strengthen LEA/school capacity.</li> <li>DCPS/PCSB uses data to make mid-course corrections to better support priority schools.</li> <li>DCPS/PCSB has processes in place to either provide direct support to districts or identify external groups to support LEAs/schools with implementation of turnaround principles in priority schools.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB demonstrates the positive impact of interventions in priority schools and scales up effective practices.</li> <li>DCPS/PCSB has policies, procedures, and practices in place to sustain improvements in priority schools.</li> <li>DCPS/PCSB has streamlined the coordination of staff across departments and external organizations to sustain results.</li> <li>There is coherence and clarity of purpose across programs and DCPS/PCSB efficiently leverages resources to match the need of LEAs/schools with priority schools.</li> </ul>
<b>OSSE Monitoring Team Suggested Language:</b>				
<b>Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evidence/ Notes:</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Principle 2: State-Developed Differentiated Recognition, Accountability, and Support**  
**5) Focus Schools (2.E of ESEA Flexibility)**

	OSSE Assessment			Next Steps
	NME	Foundation	Continuing Improvement	Sustainability
<b>DOE Suggested Rubric Language:</b>		<ul style="list-style-type: none"> <li>DCPS/PCSB is ensuring that LEAs/schools implement, consistent with the DCPS/PCSB's ESEA flexibility, interventions in each focus school based on academic data targeted to the specific school need/student group performance.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB is using systems and processes to examine the impact of interventions in focus schools on student learning for the particular student groups or on the reason the school was identified (e.g., graduation rate) and revising implementation, as needed.</li> <li>DCPS/PCSB is analyzing implementation strategies in focus schools and identifying ways to help increase and strengthen LEA/school capacity.</li> <li>DCPS/PCSB uses data to make mid-course corrections to better support focus schools.</li> <li>DCPS/PCSB has processes in place to either provide direct support to districts or identify external groups to support LEAs/schools with implementation of interventions in focus schools.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB is ensuring that LEAs/schools have demonstrated positive impact of interventions in focus schools on student learning for the particular student groups or on the reason the school was identified (e.g., graduation rate).</li> <li>DCPS/PCSB has systems, policies, procedures, and resources in place to sustain improvements.</li> <li>DCPS/PCSB demonstrates the positive impact of interventions in focus schools and scales up effective practices.</li> <li>DCPS/PCSB has streamlined the coordination of staff across departments and external organizations to sustain results.</li> <li>There is coherence and clarity of purpose across programs and the DCPS/PCSB efficiently leverages resources to match the needs of LEAs/schools with focus schools.</li> </ul>
<b>OSSE Monitoring Team Suggested Language:</b>				
<b>Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evidence/ Notes:</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Principle 2: State-Developed Differentiated Recognition, Accountability, and Support**  
**6) Other Title 1 Schools (2.F of ESEA Flexibility)**

	OSSE Assessment			Next Steps
	NME	Foundation	Continuing Improvement	Sustainability
<b>DOE Suggested Rubric Language:</b>		<ul style="list-style-type: none"> <li>DCPS/PCSB is ensuring that, consistent with the ESEA flexibility request, incentives and supports are provided to other Title I schools that, based on the DCPS/PCSB's new AMOs, graduation rates, and other measures, are not making progress in improving student achievement and narrowing achievement gaps.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB is using systems and processes to ensure that incentives and supports provided to other Title I schools have a positive impact on improving student achievement and narrowing achievement gaps.</li> <li>DCPS/PCSB ensures that the LEA/school has a plan to assess the effectiveness of those incentives or supports moving forward and has a process for making adjustments to implementation based on that assessment.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB is ensuring the ongoing provision of incentives and supports to other Title I schools to ensure that schools continue making progress in improving student achievement and narrowing achievement gaps.</li> <li>DCPS/PCSB has systems to ensure that continued adjustments and revisions are made to the DCPS/PCSB's approach for providing incentives and supports to other Title I schools.</li> </ul>
<b>OSSE Monitoring Team Suggested Language:</b>				
<b>Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evidence/ Notes:</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Principle 3: Supporting Effective Instruction and Leadership (*Foundational only*)**  
**1) Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems (3.A of ESEA Flexibility)**

	OSSE Assessment			Next Steps
	NME	Foundation	Continuing Improvement	Sustainability
<b>DOE Suggested Rubric Language:</b>		<i>This activity was/is being addressed through the review and approval of the DCPS/PCSB's Principle 3 guidelines.</i>	<i>This activity was/is being addressed through the review and approval of the DCPS/PCSB's Principle 3 guidelines.</i>	<i>This activity was/is being addressed through the review and approval of the DCPS/PCSB's Principle 3 guidelines.</i>
<b>OSSE Monitoring Team Suggested Language:</b>				
<b>Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evidence/ Notes:</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Principle 3: Supporting Effective Instruction and Leadership (*Foundational only*)**  
**2) Ensure LEAs/schools Implement Teacher Evaluation and Support Systems (3.B)**

	OSSE Assessment			Next Steps
	NME	Foundation	Continuing Improvement	Sustainability
<b>DOE Suggested Rubric Language:</b>		<ul style="list-style-type: none"> <li>DCPS/PCSB is ensuring that the development, adoption, piloting, and implementation of teacher evaluation and support system(s) is carried out consistent with the DCPS/PCSB's guidelines and ESEA flexibility.</li> <li>DCPS/PCSB is ensuring that the development, adoption, piloting, and implementation of teacher evaluation and support system(s) is occurring with the involvement of teachers.</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB is using systems, processes, and data to ensure that teacher evaluation and support system(s) that are being developed, adopted, piloted, and implemented are positively impacting teacher practice.</li> <li>DCPS/PCSB is using systems and process to ensure that adjustments and revisions are being made to improve teacher evaluation and support system(s).</li> <li>DCPS/PCSB is involved in continual outreach to principals, teachers, and stakeholders to identify implementation challenges in order to strengthen principal and teacher evaluation systems.</li> </ul>	<p><i>This level is not applicable for systems in development.</i></p> <ul style="list-style-type: none"> <li>DCPS/PCSB demonstrates rater consistency across LEAs/ schools scales up effective practices.</li> <li>For systems being piloted or implemented, DCPS/PCSB has systems, staff, and resources to ensure that LEAs/schools receive the necessary tools to continue improvement in teacher practice.</li> <li>DCPS/PCSB has systems, staff, and resources to ensure that continued adjustments and revisions are made to the teacher evaluation and support systems based on student achievement and, teacher performance data.</li> </ul>
<b>OSSE Monitoring Team Suggested Language:</b>		<ul style="list-style-type: none"> <li>Process established to assess teacher effectiveness</li> <li>Teacher engagement in process</li> <li>Process to assess effectiveness of teacher evaluation plans</li> </ul>	<ul style="list-style-type: none"> <li><b>Process complementing assurance levels</b></li> </ul>	
<b>Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evidence/ Notes:</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Principle 3: Supporting Effective Instruction and Leadership (*Foundational only*)**  
**3) Ensure LEAs/schools implement Principal evaluation and support systems (3.B)**

	OSSE Assessment			Next Steps
	NME	Foundation	Continuing Improvement	Sustainability
<b>DOE Suggested Rubric Language:</b>		<ul style="list-style-type: none"> <li>DCPS/PCSB is ensuring that the development, adoption, piloting, and implementation of principal evaluation and support system(s) is consistent with the DCPS/PCSB’s guidelines and ESEA flexibility</li> <li>DCPS/PCSB is ensuring that the development, adoption, piloting, and implementation of principal evaluation and support system(s) is occurring with the involvement of principals</li> </ul>	<ul style="list-style-type: none"> <li>DCPS/PCSB is using systems, processes, and data to ensure that principal evaluation and support systems that are being developed, adopted, piloted, and implemented are positively impacting principal practice.</li> <li>DCPS/PCSB is using systems and process to ensure that adjustments and revisions are being made to improve principal evaluation and support system(s).</li> </ul>	<p><i>This level is not applicable for systems in development.</i></p> <ul style="list-style-type: none"> <li>For systems being piloted or implemented, DCPS/PCSB has systems, staff, and resources to ensure the continued improvement in principal practice.</li> <li>DCPS/PCSB has systems, staff and resources to ensure that continued adjustments and revisions are made to the principal evaluation and support systems based on student achievement and, principal performance data.</li> </ul>
<b>OSSE Monitoring Team Suggested Language:</b>		<ul style="list-style-type: none"> <li>Process established to assess principal effectiveness</li> <li>Teacher and administrator engagement in process</li> <li>Process to assess effectiveness of principal evaluation plans</li> </ul>	<ul style="list-style-type: none"> <li><b>Process complementing assurance levels</b></li> </ul>	
<b>Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evidence/ Notes:</b>				



**32 Please identify any special purpose revenue accounts maintained by, used by, or available for use by your agency during FY13 and FY14, to date. For each account, please list the following:**

- **The revenue source name and code;**
- **The source of funding;**
- **A description of the program that generates the funds;**
- **The amount of funds generated by each source or program in FY13 and FY14, to date; and**
- **Expenditures of funds, including the purpose of each expenditure for FY13 and FY14, to date.**

PCSB's Special Purpose Revenue account is under Subsidies and Transfers. The source of the Special Purpose Revenue is PCSB's administrative fee of half of one percent (0.5%) of each public charter school's annual total revenues minus philanthropic revenues under its mandated chartering authority. Overall, the total administrative fee amount stood at \$3.1 million in FY13. For FY14, the total administrative fee amount is projected to stand at \$3.4 million. This Special Purpose Revenue is allocated to pay expenses for PCSB's ongoing oversight responsibilities and general operations. PCSB does not use the District's financial system.

Please see the enclosed spreadsheet outlining the amount of funds generated by the particular sources in FY13 and FY14.

<b>PCS LEA NAME</b>	<b>Revenue Name</b>	<b>Revenue Code</b>	<b>FY 2013 Special Purpose Revenue</b>	<b>Est. FY 2014 Special Purpose Revenue</b>
Achievement Preparatory Academy PCS	Administrative Fee	06632A	\$ 25,437	\$ 48,880
AppleTree Early Learning PCS	Administrative Fee	06632A	\$ 58,195	\$ 59,307
Arts and Technology Academy PCS	Administrative Fee	06632A	\$ 55,242	\$ 56,611
BASIS DC PCS	Administrative Fee	06632A	\$ 32,454	\$ 36,638
Booker T. Washington PCS	Administrative Fee	06632A	\$ 29,476	\$ 46,254
Bridges PCS	Administrative Fee	06632A	\$ 16,943	\$ 25,608
Briya PCS	Administrative Fee	06632A	\$ 25,766	\$ 27,952
Capital City PCS	Administrative Fee	06632A	\$ 93,364	\$ 98,865
Carlos Rosario International PCS	Administrative Fee	06632A	\$ 97,964	\$ 102,256
Cedar Tree Academy PCS	Administrative Fee	06632A	\$ 59,006	\$ 28,467
Center City PCS	Administrative Fee	06632A	\$ 109,375	\$ 123,539
César Chávez PCS for Public Policy	Administrative Fee	06632A	\$ 129,445	\$ 126,034
Community Academy PCS	Administrative Fee	06632A	\$ 148,327	\$ 146,199
Community College Preparatory PCS	Administrative Fee	06632A	\$ -	\$ 7,485
Creative Minds International PCS	Administrative Fee	06632A	\$ 10,261	\$ 15,799
DC Bilingual PCS	Administrative Fee	06632A	\$ 34,078	\$ 39,895
DC Prep PCS	Administrative Fee	06632A	\$ 98,654	\$ 107,442
DC Scholars PCS	Administrative Fee	06632A	\$ 13,677	\$ 28,560
E.L. Haynes PCS	Administrative Fee	06632A	\$ 84,449	\$ 111,565
Eagle Academy PCS	Administrative Fee	06632A	\$ 73,069	\$ 82,349
Early Childhood Academy PCS	Administrative Fee	06632A	\$ 20,540	\$ 23,600
Elsie Whitlow Stokes Community Freedom PCS	Administrative Fee	06632A	\$ 27,278	\$ 32,545
Excel Academy PCS	Administrative Fee	06632A	\$ 40,160	\$ 53,027
Friendship PCS	Administrative Fee	06632A	\$ 365,145	\$ 359,271
Hope Community PCS	Administrative Fee	06632A	\$ 61,889	\$ 74,073
Hospitality High PCS	Administrative Fee	06632A	\$ 24,581	\$ 19,641
Howard University Math and Science PCS	Administrative Fee	06632A	\$ 30,798	\$ 31,149
IDEA PCS	Administrative Fee	06632A	\$ 30,155	\$ 22,143
Ideal Academy PCS	Administrative Fee	06632A	\$ 25,560	\$ 24,815

<b>PCS LEA NAME</b>	<b>Revenue Name</b>	<b>Revenue Code</b>	<b>FY 2013 Special Purpose Revenue</b>	<b>Est. FY 2014 Special Purpose Revenue</b>
Imagine Southeast PCS	Administrative Fee	06632A	\$ 45,985	\$ 39,366
Ingenuity Prep PCS	Administrative Fee	06632A	\$ -	\$ 11,257
Inspired Teaching Demonstration PCS	Administrative Fee	06632A	\$ 15,113	\$ 21,377
KIPP DC PCS	Administrative Fee	06632A	\$ 288,602	\$ 360,698
Latin American Montessori Bilingual PCS	Administrative Fee	06632A	\$ 27,125	\$ 31,088
LAYC Career Academy PCS	Administrative Fee	06632A	\$ 8,347	\$ 9,037
Mary McLeod Bethune Day Academy PCS	Administrative Fee	06632A	\$ 30,306	\$ 31,699
Maya Angelou PCS	Administrative Fee	06632A	\$ 58,788	\$ 80,950
Meridian PCS	Administrative Fee	06632A	\$ 53,769	\$ 59,371
Mundo Verde Bilingual PCS	Administrative Fee	06632A	\$ 24,374	\$ 26,108
National Collegiate Preparatory PCHS	Administrative Fee	06632A	\$ 27,704	\$ 30,498
Next Step/El Próximo Paso PCS	Administrative Fee	06632A	\$ 22,700	\$ 34,133
Options PCS	Administrative Fee	06632A	\$ 78,830	\$ 76,549
Paul PCS	Administrative Fee	06632A	\$ 38,963	\$ 54,650
Perry Street Preparatory PCS	Administrative Fee	06632A	\$ 83,674	\$ 75,607
Potomac Lighthouse PCS	Administrative Fee	06632A	\$ 32,409	\$ 35,041
Richard Wright PCS for Journalism and Media Arts	Administrative Fee	06632A	\$ 20,094	\$ 29,953
Roots PCS	Administrative Fee	06632A	\$ 9,072	\$ 9,605
SEED Public Charter School of Washington, DC	Administrative Fee	06632A	\$ 69,470	\$ 69,197
Sela PCS	Administrative Fee	06632A	\$ -	\$ 7,716
Septima Clark PCS	Administrative Fee	06632A	\$ 20,775	\$ -
Shining Stars Montessori Academy PCS	Administrative Fee	06632A	\$ 5,642	\$ 7,321
Somerset Preparatory Academy PCS	Administrative Fee	06632A	\$ -	\$ 12,331
St. Coletta Special Education PCS	Administrative Fee	06632A	\$ 79,053	\$ 84,367
Thurgood Marshall Academy PCS	Administrative Fee	06632A	\$ 39,457	\$ 41,537
Tree of Life PCS	Administrative Fee	06632A	\$ 28,507	\$ 29,073
Two Rivers PCS	Administrative Fee	06632A	\$ 40,464	\$ 46,173
Washington Latin PCS	Administrative Fee	06632A	\$ 43,626	\$ 47,951
Washington Mathematics Science Technology PCHS	Administrative Fee	06632A	\$ 31,520	\$ 31,954
Washington Yu Ying PCS	Administrative Fee	06632A	\$ 33,934	\$ 45,190
William E. Doar, Jr. PCS for the Performing Arts	Administrative Fee	06632A	\$ 37,329	\$ 36,505
YouthBuild PCS	Administrative Fee	06632A	\$ 13,839	\$ 12,998
<b>TOTAL</b>			<b>\$ 3,130,760</b>	<b>\$ 3,449,270</b>

**33 Please detail how the agency worked to improve the payment processes for public charter schools in FY13 and FY14 to date.**

Public charter schools receive six payments annually – four quarterly payments based on enrollment count, one summer school payment for those schools that offer a summer program, and one supplemental payment for submitted special education level or ELL eligibility changes after October 5, 2013. Since the start of FY13 (October 2012), the Office of the Chief Financial Officer (OCFO) Agency Financial Manager has been responsible for the budget formulation of the public charter schools and the calculation of the six funding payments made to the schools. Also, the OCFO Agency Financial Manager interfaces with school leaders to resolve issues related to audit enrollment, payments, and payment receipts to schools.

Three major improvements in the payment process were implemented. First, PCSB provided budget samples to public charter schools as they finalized their certified enrollment numbers on October 5, 2013 as a way to provide an accurate certified enrollment count and a preview of their 2<sup>nd</sup> quarter payment amount scheduled on October 25, 2013.

Second, PCSB requested public charter schools to provide their summer school rosters at three times starting May 31, 2013 and ending August 15, 2013. This method allowed PCSB to verify an accurate and consistent summer school enrollment roster. Consequently, the accuracy and number of payment issues were reduced with increased communication and timely payments.

Finally, legislation passed by the Council provided that the first quarterly payment to charter schools would be for 30% of the total estimated amount owed the school. This removed funding pressure from those schools whose actual enrollment proved to be higher than estimated enrollment.<sup>1</sup>

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<sup>1</sup> The second and third payments of 25% each are based on actual unaudited enrollment. The fourth payment of 20% is based on a true-up against audited enrollment figures.

**34 During FY13, the PCSB reported to the Council that the “PCSB does not bear responsibility for ensuring that public charter schools are properly billing Medicaid for eligible school-based services as this activity falls under the domain of each public charter schools’ board of trustees”, and that “Many charter schools do not bill because the administrative costs of seeking Medicaid billing reimbursements exceeds the revenue generate by the billing activities” Subsequently, the PCSB informed the Committee that the agency was working with DC HCF to identify the charter schools that are and are not billing for Medicaid reimbursements.**

- **Please update the Committee on the PCSB’s work in this area in FY13 and FY14 to date, please include:**
  - **a list of LEAs that are billing Medicaid for school-based services;**
  - **a narrative response of the PCSB’s collaboration with DCHCF;**
  - **and an analysis the PCSB conducted to determine whether the benefits of Medicaid billing outweigh the costs for each school.**

Below is the list of Public Charter School LEAs that submitted Medicaid bill reimbursement claims in FY14, which was provided by DCHCF as of January 2014.

- AppleTree Early Learning PCS
- Arts and Technology Academy PCS
- Booker T. Washington PCS
- Center City PCS
- DC Prep PCS
- Eagle Academy PCS
- Excel Academy PCS
- Elsie Whitlow Stokes Community Freedom PCS
- Friendship PCS
- Hope Community PCS
- IDEA Academy PCS
- Ideal Academy PCS
- Imagine Southeast PCS
- KIPP DC PCS
- Maya Angelou PCS
- Meridian PCS
- Perry Street Preparatory PCS
- Options PCS<sup>1</sup>
- SEED PCS
- St. Coletta Special Education PCS
- Thurgood Marshall Academy PCS
- Tree of Life PCS

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<sup>1</sup> Last Medicaid Billing Claim was October 14, 2013

In the Spring of FY2013, PCSB and DCHCF initiated discussions on how to increase public charter schools' participation in the Administrative Service Organization (ASO) as a way to ensure accurate Medicaid billing. Both agencies agreed that it would focus on 17 Phase 1 schools initially, which were participating in the Random Moment Time Study or submitting Medicaid reimbursement claims in 2013. PCSB and DCHCF provided a memo and invited each Phase 1 school to discuss its current Medicaid billing levels and participation in the ASO program. Of the 17 Phase 1 schools, 13 schools participated in the Medicaid conference calls. Additionally, PCSB hosted an ASO Medicaid Billing Implementation meeting with DCHCF and Public Consulting Group where nine schools attended in December 2013. As a result of the collective effort, KIPP DC PCS, Friendship PCS, and Meridian PCS have started to move through the initial ASO Implementation process, joining the five public charter schools that are currently participating in the ASO Implementation process.

Claiming Analysis for St. Coletta

MMIS Ad-Hoc Paid Claims Report, August 1, 2012 to June 1, 2013

Summary by Service (Xerox Paid Claim Report Details August 1, 2012 to June 1, 2013)					
CPT Code	Service Type	Line Count	Units	Billed	Paid
92506	Speech and Language Eval				
92507	Speech and Language Services	521	983	\$ 23,449.70	\$ 15,106.83
92508	Speech and Language Services				
97003	OT Assessment				
97110	PT Services	58	92	\$ 2,001.14	\$ 1,302.82
97150	Group PT Services				
97530	Therapy Services	2,415	4,613	\$ 97,165.44	\$ 66,531.99
H0004	Behavior Support				
96101	Psych Testing				
T2003	Transportation				
92570	Audiology	1	1	\$ 43.88	\$ 24.30
90804	Psychotherapy	172	341	\$ 7,677.12	\$ 4,919.42
<b>Total</b>		<b>3,167</b>	<b>6,030</b>	<b>\$ 130,337.28</b>	<b>\$ 87,885.36</b>

Claiming Analysis for Booker T. Washington PCS2

MMIS Ad-Hoc Paid Claims Report, August 1, 2012 to June 1, 2013

Summary by Service (August 1, 2012 - June 1, 2013)					
CPT Code	Service Type	Line Count	Units	Billed	Paid
92507	Speech and Language	83	263	\$ 5,770.22	\$ 4,039.23
97110	Physical Therapy	69	176	\$ 1,986.99	\$ 1,360.62
H004	Behavioral Studies	105	307	\$ 3,537.46	\$ 2,446.06
<b>Total</b>		<b>257</b>	<b>746</b>	<b>\$ 11,294.67</b>	<b>\$ 7,845.91</b>



**Claiming Analysis for Capital City**

**No Medicaid Claim Submission from August 1, 2012 to June 1, 2013**

**Claiming Analysis for Center City**

**No Medicaid Claim Submission from August 1, 2012 to June 1, 2013**

Claiming Analysis for Eagle Academy PCS5

MMIS Ad-Hoc Paid Claims Report, August 1, 2012 to June 1, 2013

Summary by Service (August 1, 2012 - June 1, 2013)					
CPT Code	Service Type	Line Count	Units	Billed	Paid
92506	Speech and Language Eval	1	6	\$ 526.56	\$ 368.59
92507	Speech and Language Services	205	407	\$ 9,360.92	\$ 6,237.72
92508	Speech and Language Services	1114	2091	\$ 15,695.07	\$ 10,693.97
97003	OT Assessment	1	4	\$ 349.92	\$ 244.94
97110	PT Services	798	1864	\$ 42,056.06	\$ 28,702.98
97150	Group PT Services	794	1135	\$ 5,915.89	\$ 5,829.13
97530	Therapy Services	71	162	\$ 3,240.00	\$ 2,268.00
H0004	Behavior Support	449	1130	\$ 5,561.00	\$ 3,759.70
<b>Total</b>		<b>3,433</b>	<b>6,799</b>	<b>\$ 82,705.42</b>	<b>\$ 58,105.03</b>

**Claiming Analysis for Friendship**

**No Medicaid Claim Submission from August 1, 2012 to June 1, 2013**

**Claiming Analysis for Hope Community**

**No Medicaid Claim Submission from August 1, 2012 to June 1, 2013**

**Claiming Analysis for Imagine Southeast**

**No Medicaid Claim Submission from August 1, 2012 to June 1, 2013**

Claiming Activity for KIPP DC PCS9

MMIS Ad-Hoc Paid Claims Report, August 1, 2012 to June 1, 2013

Summary by Service (August 1, 2012 - June 1, 2013)					
CPT Code	Service Type	Line Count	Units	Billed	Paid
92506	Speech and Language Eval				
92507	Speech and Language Services	172	404	\$ 8,906.93	\$ 6,204.46
92508	Speech and Language Services	184	531	\$ 3,917.16	\$ 2,737.26
97003	OT Assessment				
97110	PT Services	174	438	\$ 9,662.80	\$ 6,705.77
97150	Group PT Services	57	158	\$ 1,210.14	\$ 806.37
97530	Therapy Services	5	16	\$ 320.00	\$ 224.00
H0004	Behavior Support	775	1841	\$ 15,270.18	\$ 10,710.52
<b>Total</b>		<b>1,367</b>	<b>3,388</b>	<b>\$ 39,287.21</b>	<b>\$ 27,388.38</b>

**Claiming Analysis for Mary McLeod Bethune**

**No Medicaid Claim Submission from August 1, 2012 to June 1, 2013**



Claiming Activity for Meridian PCS11

MMIS Ad-Hoc Paid Claims Report, August 1, 2012 to June 1, 2013

Summary by Service (August 1, 2012 - June 1, 2013)					
CPT Code	Service Type	Line Count	Units	Billed	Paid
92506	Speech and Language Eval				
92507	Speech and Language Services	30	86	\$ 1,886.84	\$ 1,386.00
92508	Speech and Language Services	387	1493	\$ 11,039.05	\$ 7,754.63
97003	OT Assessment				
97110	PT Services	54	176	\$ 3,791.08	\$ 2,771.74
97150	Group PT Services	452	1552	\$ 11,379.67	\$ 8,034.55
97530	Therapy Services				
H0004	Behavior Support	410	903	\$ 4,296.76	\$ 3,060.34
<b>Total</b>		<b>1,333</b>	<b>4,210</b>	<b>\$ 32,393.40</b>	<b>\$ 23,007.26</b>

Claiming Activity for Options PCS12

MMIS Ad-Hoc Paid Claims Report, August 1, 2012 to June 1, 2013

Summary by Service (August 1, 2012 - June 1, 2013)					
CPT Code	Service Type	Line Count	Units	Billed	Paid
92506	Speech and Language Eval				
92507	Speech and Language Services	817	251	\$ 63,197.08	\$ 42,414.93
92508	Speech and Language Services	145	460	\$ 3,706.23	\$ 2,361.84
97003	OT Assessment				
97110	PT Services	550	1129	\$ 25,173.01	\$ 17,410.67
97150	Group PT Services	7	24	\$ 174.96	\$ 122.47
97530	Therapy Services				
H0004	Behavior Support	6490	32493	\$ 211,121.50	\$ 144,413.43
96101	Psych Testing	1	8	\$ 629.28	\$ 440.50
T2003	Transportation	6030	43476	\$ 1,743,084.35	\$ 1,217,994.09
<b>Total</b>		<b>14,040</b>	<b>77,841</b>	<b>\$ 2,047,086.41</b>	<b>\$ 1,425,157.93</b>

Claiming Activity for Perry Street Prep PCS13

MMIS Ad-Hoc Paid Claims Report, August 1, 2012 to June 1, 2013

Summary by Service (August 1, 2012 - June 1, 2013)					
CPT Code	Service Type	Line Count	Units	Billed	Paid
92506	Speech and Language Eval				
92507	Speech and Language Services	25	85	\$ 1,747.86	\$ 1,225.46
92508	Speech and Language Services	192	598	\$ 4,548.82	\$ 3,059.90
97003	OT Assessment				
97110	PT Services	107	291	\$ 6,451.65	\$ 4,455.19
97150	Group PT Services	29	82	\$ 597.78	\$ 418.49
97530	Therapy Services				
H0004	Behavior Support	835	1921	\$ 12,180.74	\$ 8,702.45
96101	Psych Testing				
T2003	Transportation				
<b>Total</b>		<b>1,188</b>	<b>2,977</b>	<b>\$ 25,526.85</b>	<b>\$ 17,861.49</b>

Claiming Activity for SEEDS PCS14

MMIS Ad-Hoc Paid Claims Report, August 1, 2012 to June 1, 2013

Summary by Service (August 1, 2012 - June 1, 2013)					
CPT Code	Service Type	Line Count	Units	Billed	Paid
92506	Speech and Language Eval				
92507	Speech and Language Services	100	500	\$ 11,891.46	\$ 8,045.96
92508	Speech and Language Services	35	94	\$ 948.71	\$ 503.90
97003	OT Assessment				
97110	PT Services	86	345	\$ 8,048.16	\$ 5,285.62
97150	Group PT Services	16	54	\$ 510.30	\$ 287.35
97530	Therapy Services				
H0004	Behavior Support	1079	3185	\$ 32,873.29	\$ 22,314.44
96101	Psych Testing	4	12	\$ 943.92	\$ 660.73
T2003	Transportation				
<b>Total</b>		<b>1,320</b>	<b>4,190</b>	<b>\$ 55,215.84</b>	<b>\$ 37,098.00</b>

**Claiming Analysis for Thurgood Marshall Academy**

**No Medicaid Claim Submission from August 1, 2012 to June 1, 2013**

**Claiming Analysis for Tree of Life**

**No Medicaid Claim Submission from August 1, 2012 to June 1, 2013**

**Claiming Analysis for IDEA PCS**

**No Medicaid Claim Submission from August 1, 2012 to June 1, 2013**

**35 Please provide a complete accounting of all grant lapses in FY13, including a detailed statement on why the lapse occurred and corrective action the agency undertook. Please also indicate if the funds can still be used and/or whether they carried over into FY14.**

There were no grant lapses in FY13.



**36 For contracts above \$100,000, please report on each contracting party's compliance with First Source requirements detailing the contracting party's number of new hires during FY13, and FY14 to date, and the percentage of those new hires that were District residents.**

PCSB is aware of the District's First Source requirements and intends to make good faith efforts to ensure future contracting parties are compliant with these requirements.

**37 Please provide an account of each public charter schools facilities expenditure:**

- **Include the total amount allocated in, FY12, FY13 and FY14 from the local facilities allowance.**
- **Include the total amount each school spent in, FY12, FY13 and FY14 to date on facilities and capital improvements.**

Please see the spreadsheets enclosed in this section tab.

Note that the information provided does not include funds set aside or added to reserves to pay for future facilities acquisitions or building improvements.

	LEASED FACILITY COSTS												OWNED FACILITY COSTS												TOTAL FACILITY COSTS	PCS audited enrollment	Facilities Expenditure/Student
	Utilities	Maintenance	Direct lease payments	Additional lease payments (CAM charges, etc.)	Real estate taxes (if applicable)	Property Insurance	Amortization of leasehold improvements & FFE	Interest	Principal	Other Finance Costs being amortized	Capital expenses (major repairs), not financed	Lender Required Reserves	TOTAL LEASED FACILITY COSTS	Utilities	Maintenance	Real estate taxes (if applicable)	Property Insurance	Depreciation of building/improvements/FFE	Interest	Principal	Other Finance Costs being amortized	Capital Expenses (major repairs), not financed	Lender Required Reserves	TOTAL OWNED FACILITY COSTS			
Achievement Prep			\$ 545,400									\$ 545,400												\$ 545,400	\$ 202	\$ 2,700	
Appletree	\$ 28,922	\$ 269,998	\$ 1,635,541	\$ 6,959				\$ 128,212	\$ 19,554			\$ 2,089,186												\$ 2,089,186	617	\$ 3,386	
ATA												\$ -	\$ 149,521	\$ 425,384			\$ 23,995	\$ 754,455	\$ 265,119	\$ 228,247	\$ 9,699	\$ 74,881	\$ 335,908	\$ 2,267,209	602	\$ 3,766	
Booker T. Washington	\$ 86,571	\$ 26,712	\$ 1,005,112		\$ 121,000							\$ 1,239,395												\$ 1,239,395	408	\$ 3,038	
Bridges	\$ 21,015	\$ 3,134	\$ 189,029									\$ 238,766												\$ 238,766	86	\$ 2,776	
Capital City	\$ 118,293	\$ 181,658	\$ 1,668,613	\$ 6,006						\$ 84,905	\$ 4,134,886	\$ 6,298,054	\$ 48,719	\$ 86,275		\$ 10,093	\$ 111,459	\$ 86,095	\$ 3,784,646	\$ 4,793			\$ 4,132,080	\$ 10,430,134	634	\$ 16,451	
Carlos Rosario			\$ 3,339,897								\$ 4,612,519	\$ 11,154,884											\$ -	\$ 11,154,884	1808	\$ 6,170	
Center City	\$ 339,272	\$ 838,329	\$ 2,064,501								\$ 409,575	\$ 4,516,721											\$ -	\$ 4,516,721	1381	\$ 3,271	
Cesar Chavez	\$ 47,157	\$ 536,738	\$ 573,239	\$ 242,199							\$ 84,135	\$ 2,115,783	\$ 220,543	\$ 332,338		\$ 30,007	\$ 499,560	\$ 2,156,094	\$ 425,000		\$ 2,150		\$ 3,665,692	\$ 5,781,475	1386	\$ 4,171	
Community Academy	\$ 352,489	\$ 336,217	\$ 797,011					\$ 63,138	\$ 49,725			\$ 2,370,181	\$ 330,642	\$ 390,821		\$ 8,504	\$ 872,508	\$ 1,185,380	\$ 1,647,118	\$ 139,245		\$ 1,500,000	\$ 6,074,218	\$ 8,444,399	1838	\$ 4,594	
DC Bilingual	\$ 25,931	\$ 91,573	\$ 1,018,044									\$ 1,265,480											\$ -	\$ 1,265,480	353	\$ 3,585	
DC Prep			\$ 870,017									\$ 893,503	\$ 202,736	\$ 406,245		\$ 19,446	\$ 516,370	\$ 180,902	\$ 375,000	\$ 246,101	\$ 813,599		\$ 2,760,399	\$ 3,653,902	1022	\$ 3,575	
E.L. Haynes			\$ 355,894									\$ 355,894	\$ 282,503	\$ 42,613			\$ 1,022,020	\$ 2,668,782	\$ (653,272)				\$ 3,362,646	\$ 3,718,540	797	\$ 4,666	
E.W. Stokes												\$ -	\$ 87,799	\$ 212,347		\$ 39,816	\$ 274,416	\$ 307,289	\$ 264,375				\$ 1,186,042	\$ 1,186,042	350	\$ 3,389	
Eagle	\$ 77,420	\$ 36,749	\$ 987,888	\$ 586,863	\$ 341,730	\$ 20,952	\$ 357,166				\$ 256,661	\$ 2,665,429	\$ 13,267				\$ 47,052						\$ 60,319	\$ 2,725,748	610	\$ 4,468	
Early Childhood	\$ 41,922	\$ 103,065	\$ 341,139				\$ 19,557					\$ 505,683											\$ -	\$ 505,683	248	\$ 2,039	
Education Strengthens Families	\$ -	\$ 33,173	\$ 234,374			\$ 6,711	\$ 161,277	\$ 84,125	\$ 13,675			\$ 669,387											\$ -	\$ 669,387	395	\$ 1,695	
Excel Academy		\$ 2,913	\$ 1,228,835									\$ 1,231,748											\$ -	\$ 1,231,748	401	\$ 3,072	
Friendship Schools	\$ 801,389	\$ 1,268,876	\$ 63,000				\$ 966,946	\$ 1,130,979				\$ 4,586,085	\$ 572,947	\$ 2,478,246			\$ 1,931,030	\$ 2,434,422			\$ 1,155,074		\$ 8,571,719	\$ 13,157,804	3839	\$ 3,427	
Hope Community	\$ 178,204	\$ 137,435	\$ 2,653,867			\$ 44,640	\$ 107,473					\$ 3,121,619											\$ -	\$ 3,121,619	832	\$ 3,752	
Hospitality		\$ 147,716					\$ 433,039					\$ 610,236											\$ -	\$ 610,236	196	\$ 3,113	
Howard Road	\$ 51,980	\$ 34,641	\$ 265,169			\$ 8,978						\$ 379,721	\$ 163,435	\$ 121,264		\$ 37,953	\$ 202,411	\$ 348,135	\$ 348,333	\$ 35,009	\$ 90,781	\$ 218,171	\$ 1,565,492	\$ 1,945,213	805	\$ 2,416	
Howard University	\$ 42,000	\$ 12,253	\$ 1,009,000									\$ 1,063,253											\$ -	\$ 1,063,253	307	\$ 3,463	
IDEA												\$ -	\$ 184,810	\$ 429,676	\$ -	\$ -	\$ 157,068	\$ 356,564	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,128,118	359	\$ 3,142	
Ideal Academy												\$ -	\$ 188,679	\$ 18,144	\$ -	\$ 98,578	\$ 343,425	\$ 516,009	\$ 168,792		\$ 13,500		\$ -	\$ 1,347,127	272	\$ 4,953	
Imagine SE	\$ 142,771	\$ 138,589	\$ 1,373,000	\$ -	\$ -	\$ 33,524	\$ -	\$ -	\$ -	\$ 26,981		\$ 1,714,865											\$ -	\$ 1,714,865	553	\$ 3,101	
Inspired Teaching	\$ 46,071	\$ 174	\$ 317,906									\$ 364,151											\$ -	\$ 364,151	142	\$ 2,564	
KIPP	\$ 358,887	\$ 124,089	\$ 643,932	\$ -	\$ -	\$ 41,388	\$ 1,163,087	\$ 1,467,547	\$ 315,000	\$ 152,329	\$ 177,846	\$ 4,444,105	\$ 243,486	\$ 103,272	\$ 12,545	\$ 14,745	\$ 883,342	\$ 297,852	\$ 553,487	\$ 298,030	\$ 14,092		\$ 2,420,851	\$ 6,864,956	2632	\$ 2,608	
LAMB	\$ -	\$ -	\$ 142,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 142,200	\$ 53,098	\$ 143,752		\$ 15,779	\$ 237,695	\$ 415,105	\$ 108,494	\$ 37,812			\$ 1,011,735	\$ 1,153,935	263	\$ 4,388	
Mary Mcleod Bethune	\$ 36,963	\$ 323,834	\$ 162,430	\$ -	\$ -	\$ -	\$ 16,786				\$ 84,853	\$ 624,866											\$ -	\$ 624,866	327	\$ 1,911	
Maya Angelou	\$ 365,006	\$ 56,234	\$ 226,291	\$ -	\$ -	\$ -	\$ 32,407					\$ 679,938											\$ -	\$ 679,938	506	\$ 1,344	
Mundo Verde	\$ -	\$ 287	\$ 292,996	\$ -	\$ -	\$ -	\$ -					\$ 293,283											\$ -	\$ 293,283	122	\$ 2,404	
Meridian	\$ 118,899	\$ 117,055	\$ 906,559	\$ -	\$ 134,884	\$ 71,840	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,349,237	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,349,237	531	\$ 2,541	
National Collegiate Prep	\$ -	\$ -	\$ 568,558									\$ 568,558											\$ -	\$ 568,558	203	\$ 2,801	
Next Step	\$ -	\$ 9,485	\$ 141,528			\$ 24,938	\$ 65,658					\$ 241,609						\$ 179,139	\$ 142,746	\$ 385,967		\$ 312,235	\$ 1,020,087	\$ 1,261,696	158	\$ 7,985	
Options	\$ -	\$ -	\$ 160,600				\$ 18,506					\$ 179,106	\$ 154,285	\$ 212,981		\$ 94,192	\$ 421,104	\$ 194,820	\$ 164,975	\$ -	\$ 212,981		\$ 1,455,338	\$ 1,634,444	359	\$ 4,553	
Paul	\$ 216,422	\$ 474,252	\$ 503,000							\$ 422,748		\$ 1,616,422											\$ -	\$ 1,616,422	592	\$ 2,730	
Perry Street Prep	\$ 594,672	\$ 535,521	\$ -	\$ 473,123	\$ 4,225	\$ 122,881	\$ 518,733	\$ 260,216	\$ 20,878	\$ -	\$ -	\$ 3,340,409											\$ -	\$ 3,340,409	936	\$ 3,569	
Potomac	\$ 16,399	\$ 103,263	\$ 579,887	\$ 97,655		\$ 10,000	\$ 77,870					\$ 897,574											\$ -	\$ 897,574	328	\$ 2,737	
Richard Wright			\$ 300,000									\$ 300,000											\$ -	\$ 300,000	125	\$ 2,400	
Roots	\$ 18,835	\$ 39,132	\$ 273,568			\$ 3,364	\$ 22,273					\$ 357,172											\$ -	\$ 357,172	120	\$ 2,976	
SEED	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -					\$ -	\$ 323,424	\$ 288,219	\$ 12,000	\$ 44,964	\$ 891,260	\$ 215,349	\$ 710,000	\$ 35,012	\$ 300,478	\$ 200,000	\$ 3,020,706	\$ 3,020,706	340	\$ 8,884	
Septima Clark	\$ -	\$ 62,168	\$ 618,300									\$ 680,468											\$ -	\$ 680,468	227	\$ 2,998	
Shining Stars		\$ 28,547	\$ 77,400									\$ 105,947											\$ -	\$ 105,947	54	\$ 1,962	
St. Colleta												\$ -	\$ 256,075	\$ 521,898	\$ -	\$ 59,060	\$ 1,193,453	\$ 545,585	\$ 305,850	\$ 856,400	\$ 57,991	\$ -	\$ 3,796,312	\$ 3,796,312	234	\$ 16,224	
Thurgood Marshall	\$ -	\$ -	\$ 10,100									\$ 10,100	\$ 135,534	\$ 446,018	\$ -	\$ 39,029	\$ 584,009	\$ 1,190,642	\$ -	\$ 45,183	\$ 202,544	\$ 3,184,579	\$ 5,827,538	\$ 5,837,638	390	\$ 14,968	
Tree of Life												\$ -	\$ 113,363	\$ 199,786	\$ -	\$ 17,862	\$ 222,997	\$ 270,839	\$ 118,968				\$ -	\$ 943,815	301	\$ 3,136	
Two Rivers												\$ -	\$ 157,159	\$ 293,858	\$ 3,959	\$ 14,315	\$ 458,127	\$ 734,962	\$ 81,871		\$ 37,300	\$ 163,367	\$ 1,944,918	\$ 1,944,918	453	\$ 4,293	
Washington Latin	\$ 86,840	\$ 35,952	\$ 940,813				\$ 179,353	\$ 2,917	\$ 250,000			\$ 1,495,875											\$ -	\$ 1,495,875	574	\$ 2,606	
Washington Math Science Technology												\$ -	\$ 114,860	\$ 103,128	\$ -	\$ -	\$ 367,122	\$ 404,032	\$ 172,729	\$ 64,515	\$ 35,000	\$ 576,760	\$ 1,838,146	\$ 1,838,146	349	\$ 5,267	
Washington Yu Ying	\$ -	\$ -	\$ 39,708									\$ 39,708	\$ 77,811	\$ 176,298	\$ -	\$ 7,199	\$ 272,127	\$ 503,080	\$ 90,318	\$ 20,184	\$ -	\$ -	\$ 1,147,017	\$ 1,186,725	367	\$ 3,234	
William Doar	\$ 107,264	\$ 134,307	\$ 1,003,649		\$ (76,559)		\$ 163,640	\$ 109,289	\$ 120,818		\$ 25,000	\$ 1,587,408											\$ -	\$ 1,587,408	426	\$ 3,726	
Youthbuild	\$ 12,694	\$ 42,446	\$ 280,778				\$ 8,306					\$ 344,224	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 344,224	115	\$ 2,993	
<b>Totals</b>	<b>\$ 4,334,288</b>	<b>\$ 6,286,515</b>	<b>\$ 30,408,773</b>	<b>\$ 1,412,805</b>	<b>\$ 525,280</b>	<b>\$ 515,166</b>	<b>\$ 7,662,384</b>	<b>\$ 3,118,211</b>	<b>\$ 976,178</b>	<b>\$ 256,788</b>	<b>\$ 10,774,585</b>	<b>\$ 3,022,660</b>	<b>\$ 69,293,633</b>	<b>\$ 4,074,696</b>	<b>\$ 7,432,563</b>	<b>\$ 28,504</b>	<b>\$ 575,537</b>	<b>\$ 12,215,958</b>	<b>\$ 15,503,248</b>	<b>\$ 9,037,677</b>	<b>\$ 2,177,</b>						

	LEASED FACILITY COSTS											OWNED FACILITY COSTS										TOTAL FACILITY COSTS	Total Enrollment	Facilities Expenditure/Student			
	Utilities	Maintenance	Direct lease payments	Additional lease payments (CAM charges, etc.)	Real estate taxes (if applicable)	Property Insurance	Amortization of leasehold improvements & FFE	Interest	Principal	Other Finance Costs being amortized	Capital expenses (major repairs), not financed	Lender Required Reserves	TOTAL LEASED FACILITY COSTS	Utilities	Maintenance	Real estate taxes (if applicable)	Property Insurance	Depreciation of building/improvements/FFE	Interest	Principal	Other Finance Costs being amortized				Capital Expenses (major repairs), not financed	Lender Required Reserves	TOTAL OWNED FACILITY COSTS
Achievement Preparatory Academy PCS			\$ 850,500									\$ 850,500												\$ 850,500	315	\$ 2,700	
AppleTree Early Learning PCS	\$ 32,006	\$ 184,119	\$ 1,710,181	\$ 5,916		\$ 184,238		\$ 219,792	\$ 19,369	\$ 7,188		\$ 2,362,810												\$ 2,362,810	639	\$ 3,698	
Arts and Technology Academy PCS												\$ -	\$ 157,721	\$ 477,631	\$ -	\$ 26,600	\$ 780,718	\$ 262,202	\$ 183,852	\$ 9,699	\$ 200,599	\$ 336,620	\$ 2,435,642	\$ 2,435,642	629	\$ 3,872	
BASIS DC PCS	\$ 76,391	\$ 36,516	\$ 1,118,250			\$ 21,768						\$ 1,252,925												\$ 1,252,925	468	\$ 2,677	
Booker T. Washington PCS	\$ 91,018	\$ 18,192	\$ 1,090,050									\$ 1,199,260												\$ 1,199,260	233	\$ 5,147	
Bridges PCS	\$ 55,588	\$ 46,600	\$ 206,521									\$ 526,858												\$ 526,858	143	\$ 3,684	
Briya PCS		\$ 38,047	\$ 244,562			\$ 6,912	\$ 139,610	\$ 83,441	\$ 15,337	\$ -	\$ -	\$ 527,908												\$ 527,908	436	\$ 1,211	
Capital City PCS	\$ 327,290	\$ 754,329	\$ 801,066	\$ 863	\$ -	\$ 13,696	\$ 789,178	\$ 722,816	\$ 300,481	\$ 147,418	\$ -	\$ 3,857,137												\$ 3,857,137	944	\$ 4,086	
Carlos Rosario International PCS			\$ 3,272,051									\$ 7,267,698												\$ 7,267,698	1750	\$ 4,153	
Cedar Tree Academy PCS	\$ 57,517	\$ 86,426	\$ 287,597									\$ 431,540	\$ 169,868	\$ 336,334				\$ 239,592	\$ 203,995		\$ 191,617		\$ 1,141,407	\$ 1,572,947	684	\$ 2,300	
Center City PCS	\$ 324,108	\$ 801,862	\$ 2,070,535	\$ 3,111			\$ 381,611			\$ 322,983		\$ 3,904,210												\$ 3,904,210	1405	\$ 2,779	
César Chávez PCS for Public Policy**	\$ 118,368	\$ 628,672	\$ 528,489	\$ 242,500	\$ -	\$ 33,875	\$ 602,308	\$ -	\$ -	\$ 100,000	\$ -	\$ 2,254,212	\$ 208,500	\$ 351,912	\$ -	\$ 33,875	\$ 499,560	\$ 974,507	\$ 425,000	\$ -	\$ 20,000	\$ -	\$ 2,513,354	\$ 4,767,566	1432	\$ 3,329	
Community Academy PCS	\$ 382,218	\$ 382,218	\$ 382,218	\$ 382,218	\$ 382,218	\$ 382,218	\$ 382,218	\$ 382,218	\$ 382,218	\$ 382,218	\$ 382,218	\$ 2,390,767	\$ 404,361	\$ 486,225	\$ -	\$ 8,839	\$ 865,679	\$ 1,127,388	\$ 495,000	\$ 140,654	\$ -	\$ 1,000,000	\$ 4,528,145	\$ 6,918,912	1695	\$ 4,082	
Creative Minds International PCS	\$ 28,615	\$ 45,280	\$ 251,218									\$ 459,679												\$ 459,679	105	\$ 4,378	
DC Bilingual PCS	\$ 85,382	\$ 73,031	\$ 931,669			\$ 38,640						\$ 1,128,722												\$ 1,128,722	339	\$ 3,330	
DC Prep PCS	\$ -	\$ 30,330	\$ 1,131,544	\$ -	\$ -	\$ -	\$ 33,982	\$ -	\$ -	\$ -	\$ -	\$ 1,195,856	\$ 177,684	\$ 436,663	\$ -	\$ 20,029	\$ 483,113	\$ 141,492	\$ 395,000	\$ 231,667	\$ 15,635	\$ -	\$ 1,901,284	\$ 3,097,140	1138	\$ 2,722	
DC Scholars PCS		\$ 81,484	\$ 236,004	\$ 29,452		\$ 6,414	\$ 183,909					\$ 537,263												\$ 537,263	250	\$ 2,149	
E.L. Haynes PCS			\$ 355,894									\$ 355,894	\$ 359,192	\$ 765,569			\$ 1,279,608	\$ 2,787,125	\$ 354,284				\$ 5,545,779	\$ 5,901,673	952	\$ 6,199	
Eagle Academy PCS	\$ 10,354	\$ 20,435	\$ 344,251	\$ 14,620	\$ 122,985	\$ 4,400	\$ 44,334					\$ 561,378	\$ 113,726	\$ 139,326		\$ 41,559	\$ 235,496	\$ 383,784		\$ 59,007			\$ 972,899	\$ 1,534,278	764	\$ 2,008	
Early Childhood Academy PCS	\$ 63,162	\$ 121,928	\$ 362,807	\$ -	\$ -	\$ -	\$ 19,557	\$ -	\$ -	\$ -	\$ -	\$ 567,454												\$ 567,454	248	\$ 2,288	
Elsie Whitlow Stokes Community Freedom PCS												\$ -	\$ 87,801	\$ 212,257		\$ 48,437	\$ 274,416	\$ 307,289	\$ 186,112					\$ 1,116,312	\$ 1,116,312	336	\$ 3,222
Excel Academy PCS		\$ 6,164	\$ 1,390,500									\$ 1,396,664												\$ 1,396,664	515	\$ 2,712	
Friendship PCS	\$ 650,443	\$ 1,673,187	\$ 930,947	\$ 1,698	\$ -	\$ 246,658	\$ 2,254,774	\$ 1,136,130	\$ 345,000	\$ 32,193	\$ 58,986	\$ 7,330,015	\$ 561,572	\$ 1,935,134		\$ 125,917	\$ 1,151,044	\$ 3,321,589	\$ 1,000,000	\$ 161,291	\$ 1,069,875		\$ 9,326,422	\$ 16,656,438	3839	\$ 4,339	
Hope Community PCS	\$ 168,500	\$ 115,373	\$ 2,722,264			\$ 59,959	\$ 99,937					\$ 3,166,033												\$ 3,166,033	824	\$ 3,842	
Hospitality High PCS**		\$ 170,000	\$ -	\$ -	\$ -	\$ -	\$ 55,000	\$ -	\$ -	\$ -	\$ -	\$ 225,000		\$ 25,000	\$ -	\$ 4,945	\$ 308,160	\$ 180,353	\$ 208,580	\$ 155,741	\$ 120,089	\$ 100,800	\$ 1,103,668	\$ 1,328,668	201	\$ 6,610	
Howard University Math and Science PCS	\$ 42,000	\$ 20,580	\$ 1,009,000			\$ 2,286						\$ 1,073,866												\$ 1,073,866	316	\$ 3,398	
IDEA PCS												\$ -	\$ 267,497	\$ 287,282			\$ 260,291	\$ 510,640						\$ 1,325,711	\$ 1,325,711	317	\$ 4,182
Ideal Academy PCS												\$ -	\$ 123,174	\$ 24,769		\$ 108,249	\$ 344,707	\$ 460,531	\$ 284,269			\$ 43,810	\$ 1,389,509	\$ 1,389,509	283	\$ 4,910	
Imagine Southeast PCS	\$ 124,563	\$ 94,805	\$ 1,250,323	\$ -	\$ -	\$ 42,240	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ 1,531,931												\$ 1,531,931	475	\$ 3,225	
Inspired Teaching Demonstration PCS	\$ 87,793	\$ 69,288	\$ 557,904			\$ 176,366						\$ 891,351												\$ 891,351	207	\$ 4,306	
KIPP DC PCS	\$ 481,873	\$ 214,392	\$ 668,962	\$ -	\$ -	\$ 163,632	\$ 1,626,594	\$ 1,434,109	\$ 465,000	\$ 216,133	\$ 581,525	\$ 5,852,220	\$ 258,536	\$ 84,697	\$ 8,434	\$ 81,816	\$ 843,980	\$ 287,027	\$ 584,628	\$ 331,333	\$ 61,121	\$ -	\$ 2,541,572	\$ 8,393,792	3039	\$ 2,762	
Latin American Montessori Bilingual PCS			\$ 153,900									\$ 153,900	\$ 52,102	\$ 138,935		\$ 20,253	\$ 237,812	\$ 374,080	\$ 1,361,185	\$ 86,096			\$ 2,270,463	\$ 2,424,363	270	\$ 8,979	
LAYC Career Academy PCS			\$ 309,000									\$ 309,000												\$ 309,000	103	\$ 3,000	
Mary McLeod Bethune Day Academy PCS	\$ 36,963	\$ 401,829	\$ 162,430	\$ -	\$ -	\$ 18,712	\$ -	\$ -	\$ -	\$ 258,825		\$ 878,759												\$ 878,759	366	\$ 2,401	
Maya Angelou PCS	\$ 26,056	\$ 421,382	\$ 236,259									\$ 683,697												\$ 683,697	575	\$ 1,189	
Meridian PCS	\$ 149,223	\$ 140,272	\$ 924,690		\$ 138,637	\$ 65,099						\$ 1,417,921												\$ 1,417,921	567	\$ 2,501	
Mundo Verde Bilingual PCS*	\$ 35,707	\$ 91,928	\$ 764,942	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 892,577												\$ 892,577	237	\$ 3,766	
National Collegiate Preparatory PCHS*		\$ 4,402	\$ 807,975	\$ 2,800								\$ 815,177												\$ 815,177	310	\$ 2,630	
Next Step/El Próximo Paso PCS			\$ 24,381			\$ 6,485				\$ 82,732		\$ 113,598	\$ 87,755	\$ 127,863	\$ 24,483	\$ 32,426	\$ 330,431	\$ 387,676	\$ 133,969	\$ 444,466	\$ 168,414	\$ 312,235	\$ 2,049,717	\$ 2,049,717	277	\$ 7,400	
Options PCS*	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 187,153	\$ 1,116,862	\$ 29,894	\$ -	\$ 326,492	\$ 419,337	\$ 676,896	\$ -	\$ -	\$ -	\$ -	\$ 2,756,634	\$ 2,756,634	400	\$ 6,892
Paul PCS	\$ 192,432	\$ 116,379	\$ 503,070			\$ 19,719	\$ 371,293			\$ 538,582		\$ 1,741,475												\$ 1,741,475	555	\$ 3,138	
Perry Street Preparatory PCS*	\$ 594,672	\$ 138,957	\$ 473,122	\$ -	\$ -	\$ -	\$ 92,622	\$ 255,110	\$ -	\$ 10,102	\$ 392,339	\$ 1,956,924					\$ 518,733	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 518,733	\$ 2,475,657	950	\$ 2,606
Potomac Lighthouse PCS*	\$ -	\$ 103,263	\$ 677,542	\$ -	\$ -	\$ -	\$ -	\$ 1,656	\$ -	\$ -	\$ -	\$ 782,461					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 782,461	397	\$ 1,971	
Richard Wright PCS for Journalism and Media Arts		\$ 112,337	\$ 531,667	\$ 176,558			\$ 34,549			\$ 124,856		\$ 979,967												\$ 979,967	201	\$ 4,875	
Roots PCS	\$ 18,361	\$ 42,907	\$ 284,501	\$ -	\$ -	\$ 3,222	\$ 32,932					\$ 381,923												\$ 381,923	120	\$ 3,183	
SEED Public Charter School of Washington, DC												\$ -	\$ 264,406	\$ 264,643	\$ 12,000	\$ 28,792	\$ 886,742	\$ 140,191	\$ 750,000	\$ 43,887	\$ 297,286	\$ 200,000	\$ 2,887,947	\$ 2,887,947	341	\$ 8,469	
Shining Stars Montessori Academy PCS	\$ 3,780	\$ 17,320	\$ 168,262							\$ 112,718		\$ 302,080												\$ 302,080	54	\$ 5,594	
St. Coletta Special Education PCS**	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 285,000	\$ 550,000	\$ -	\$ 65,000	\$ 1,198,500	\$ 575,000	\$ 353,344	\$ 856,400	\$ 78,548	\$ -	\$ 3,961,792	\$ 3,961,792	250	\$ 15,847	
Thurgood Marshall Academy PCS		\$ 10,000										\$ 10,000	\$ 178,729	\$ 461,094	\$ 37,577	\$ 614,531	\$ 1,186,593										



Public Charter School LEA Name	FY 2012 Facilities Allowance Funding	FY 2013 Facilities Allowance Funding	Est. FY 2014 Facilities Allowance Funding <sup>1</sup>	FY 2012 Enrollment <sup>2</sup>	FY 2013 Enrollment <sup>2</sup>	FY 2014 Certified Enrollment
Achievement Preparatory Academy PCS	\$ 606,000	\$ 945,000	\$ 1,869,000	202	315	623
AppleTree Early Learning PCS	\$ 1,851,000	\$ 1,926,000	\$ 1,941,000	617	642	647
Arts and Technology Academy PCS	\$ 1,806,000	\$ 1,887,000	\$ 1,872,000	602	629	624
BASIS DC PCS	\$ -	\$ 1,329,000	\$ 1,530,000	-	443	510
Booker T. Washington PCS	\$ 1,224,000	\$ 1,035,000	\$ 1,650,000	408	345	550
Bridges PCS	\$ 255,000	\$ 429,000	\$ 636,000	85	143	212
Briya PCS	\$ 1,002,000	\$ 1,308,000	\$ 1,356,000	334	436	452
Capital City PCS	\$ 1,902,000	\$ 2,832,000	\$ 2,952,000	634	944	984
LAYC Career Academy PCS	\$ -	\$ 309,000	\$ 381,000	-	103	127
Carlos Rosario International PCS	\$ 5,424,000	\$ 5,550,000	\$ 5,850,000	1,808	1,850	1,950
Cedar Tree Academy PCS	\$ 2,415,000	\$ 2,052,000	\$ 969,000	805	684	323
Center City PCS	\$ 4,143,000	\$ 4,215,000	\$ 4,254,000	1,381	1,405	1,418
César Chávez PCS for Public Policy	\$ 4,158,000	\$ 4,308,000	\$ 4,173,000	1,386	1,436	1,391
Community Academy PCS	\$ 5,514,000	\$ 5,091,000	\$ 4,848,000	1,838	1,697	1,616
Community College Preparatory PCS	\$ -	\$ -	\$ 450,000	-	-	150
Creative Minds International PCS	\$ -	\$ 315,000	\$ 408,000	-	105	136
DC Bilingual PCS	\$ 1,059,000	\$ 1,017,000	\$ 1,155,000	353	339	385
DC Prep PCS	\$ 3,030,000	\$ 3,414,000	\$ 3,663,000	1,010	1,138	1,221
DC Scholars PCS	\$ -	\$ 549,000	\$ 903,000	-	183	301
E.L. Haynes PCS	\$ 2,391,000	\$ 2,847,000	\$ 3,219,000	797	949	1,073
Eagle Academy PCS	\$ 1,830,000	\$ 2,295,000	\$ 2,532,000	610	765	844
Early Childhood Academy PCS	\$ 744,000	\$ 744,000	\$ 789,000	248	248	263
Elsie Whitlow Stokes Community Freedom PCS	\$ 1,050,000	\$ 1,005,000	\$ 1,047,000	350	335	349
Excel Academy PCS	\$ 1,203,000	\$ 1,545,000	\$ 1,869,000	401	515	623
Friendship PCS	\$ 11,817,000	\$ 11,640,000	\$ 11,292,000	3,939	3,880	3,764
Hope Community PCS	\$ 2,496,000	\$ 2,472,000	\$ 2,490,000	832	824	830
Hospitality High PCS	\$ 588,000	\$ 603,000	\$ 549,000	196	201	183
Howard University Math and Science PCS	\$ 921,000	\$ 948,000	\$ 969,000	307	316	323
Ideal Academy PCS	\$ 816,000	\$ 840,000	\$ 840,000	272	280	280
Imagine Southeast PCS	\$ 1,659,000	\$ 1,833,000	\$ 1,389,000	553	611	463
Ingenuity Prep PCS	\$ -	\$ -	\$ 324,000	-	-	108
Inspired Teaching Demonstration PCS	\$ 426,000	\$ 621,000	\$ 804,000	142	207	268
IDEA PCS	\$ 1,077,000	\$ 894,000	\$ 597,000	359	298	199
KIPP DC PCS	\$ 7,896,000	\$ 9,117,000	\$ 10,920,000	2,632	3,039	3,640
Latin American Montessori Bilingual PCS	\$ 789,000	\$ 810,000	\$ 960,000	263	270	320
Mary McLeod Bethune Day Academy PCS	\$ 981,000	\$ 1,032,000	\$ 1,032,000	327	344	344
Maya Angelou PCS	\$ 1,663,665	\$ 1,865,270	\$ 1,949,270	506	576	603
Meridian PCS	\$ 1,593,000	\$ 1,701,000	\$ 1,767,000	531	567	589
Mundo Verde Bilingual PCS	\$ 366,000	\$ 711,000	\$ 825,000	122	237	275
National Collegiate Preparatory PCHS	\$ 600,000	\$ 924,000	\$ 999,000	200	308	333
Next Step/El Próximo Paso PCS	\$ 474,000	\$ 750,000	\$ 963,000	158	250	321
Options PCS	\$ 1,077,000	\$ 1,200,000	\$ 1,158,000	359	400	386
Paul PCS	\$ 1,776,000	\$ 1,665,000	\$ 2,007,000	592	555	669
Perry Street Preparatory PCS	\$ 2,808,000	\$ 2,850,000	\$ 2,499,000	936	950	833
Potomac Lighthouse PCS	\$ 984,000	\$ 1,182,000	\$ 1,302,000	328	394	434
Richard Wright PCS for Journalism and Media Art	\$ 375,000	\$ 603,000	\$ 978,000	125	201	326
Roots PCS	\$ 360,000	\$ 360,000	\$ 354,000	120	120	118
SEED Public Charter School of Washington, DC	\$ 702,000	\$ 750,000	\$ 750,000	234	250	250
Sela PCS	\$ 2,854,300	\$ 2,862,695	\$ 2,879,485	340	341	343
Septima Clark PCS	\$ -	\$ -	\$ 222,000	-	-	74
Shining Stars Montessori Academy PCS	\$ 681,000	\$ 690,000	\$ -	227	230	-
Somerset Preparatory Academy PCS	\$ 159,000	\$ 165,000	\$ 243,000	53	55	81
St. Coletta Special Education PCS	\$ -	\$ -	\$ 495,000	-	-	165
Thurgood Marshall Academy PCS	\$ 1,170,000	\$ 1,191,000	\$ 1,200,000	390	397	400
Tree of Life PCS	\$ 903,000	\$ 942,000	\$ 999,000	301	314	333
Two Rivers PCS	\$ 1,353,000	\$ 1,506,000	\$ 1,551,000	451	502	517
Washington Yu Ying PCS	\$ 1,101,000	\$ 1,317,000	\$ 1,548,000	367	439	516
Washington Latin PCS	\$ 1,722,000	\$ 1,791,000	\$ 1,923,000	574	597	641
Washington Mathematics Science Technology PC	\$ 1,047,000	\$ 1,062,000	\$ 1,011,000	349	354	337
William E. Doar, Jr. PCS for the Performing Arts	\$ 1,278,000	\$ 1,266,000	\$ 1,317,000	426	422	439
YouthBuild PCS	\$ 315,000	\$ 345,000	\$ 345,000	105	115	115
<b>TOTAL</b>	<b>\$ 96,434,965</b>	<b>\$ 105,500,965</b>	<b>\$ 111,766,755</b>	<b>31,485</b>	<b>34,508</b>	<b>36,592</b>

1: For FY2014, Facilities allowance funding amount for each school is estimated based on certified enrollment and these amounts may change when the audited enrollment is finalized.

2: For FY2012 and FY2013, audited enrollment numbers were adjusted to not exceed the authorized enrollment ceiling, which were used to calculate the facilities allowance amount.

**38 Per the agency’s FY12 Performance Oversight Response, the board stated that it captures “public charter school facilities expenditures on an annual basis”. Please provide a copy of the facilities expenditure reporting template and an accounting of the expense categories for each public charter LEA in FY13.**

Due to the large size of the spreadsheets, PCSB includes these documents in the enclosed black jump drive.

**39 Please provide a list of charter LEAs currently operating in facilities formerly occupied by D.C. Public Schools.**

- **For each such LEA, please provide a narrative description of the process through which the LEA was granted the building and any role the PCSB played in facilitating the transfer of the building to the Charter operator.**
- **Does that PCSB have regular communication with the Executive regarding facilities needs for new or applying charter operators/LEAs? If so, please describe the nature and frequency of those communications.**

Please see the enclosed table that provides a list of charter LEAs currently operating in facilities formerly occupied by DCPS.

PCSB's role has previously been limited to being notified by the school about a change in location, once the facility has been awarded. PCSB is generally a strong advocate for charter school access to former DCPS buildings and has specifically worked with the Executive and DCPS to help resolve urgent facilities situations.

PCSB and the Office of the Deputy Mayor of Education meet bi-weekly and discuss facilities needs as they arise.



<b>Former DCPS Facility</b>	<b>Current LEA</b>	<b>Location</b>	<b>Disposition Process</b>
Armstrong Technical	Community Academy PCS	1400 1st Street, NW	Facility sold to charter school through competitive process
Amidon	AppleTree Early Learning PCS	401 Eye Street, SW	Use agreement with DGS
Benning	DC Prep PCS	100 41st Street, NE	Currently leases to DC Prep as incubator. Recently awarded to DC Prep through competitive RFO process
Birney	Excel Academy PCS	2501 Martin Luther King Jr. Avenue, SE	Leased as incubator, through competitive process
Blow-Pierce	Friendship PCS	725 19th Street, NE	Facility sold to charter school
Bruce	Cesar Chavez PCS	770 Kenyon Street, NW	Ground lease through competitive process
Burdick	Community Academy PCS	1300 Allison Street, NW	Leased from city through use license
Carver	IDEA PCS	1027 45th Street, NE	Facility sold to charter school
Clark	EL Haynes PCS	4501 Kansas Avenue, NW	Ground lease through competitive process
Douglass	KIPP PCS	2600 Douglass Road, SE	Ground lease through competitive process
Draper	Achievement Prep PCS	908 Wahler Place, SE	Leased as incubator, through competitive process
Evans	Maya Angelou PCS	5600 East Capitol Street, NE	Leased to Maya Angelou
Harrison	Meridian PCS	2120 13th Street, NW	Ground lease through competitive process
Keene	Community Academy PCS	33 Riggs Road, NE	Right to Occupy Agreement that renewed on annual basis
MC Terrell	Somerset Prep PCS	3301 Wheeler Road SE	Short-term lease to Building Hope
McGogney	Eagle Academy PCS	3400 Wheeler Road, SE	Lease through competitive process
Montgomery	KIPP PCS	421 P Street, NW	Ground lease through expansion after colocated school closed
Old Congress Heights	Imagine Southeast PCS	3100 Martin Luther King Jr. Avenue, SE	Ground lease from the Department of Real Estate Services
Paul	Paul PCS	5800 8th Street, NW	Leased after conversion to charter school
PR Harris	National Collegiate PCS and Ingenuity Prep PCS	4600 Livingston Road, SE	Building Hope subleases space as incubator from UDC
Rabut	Capital City PCS	100 Peabody Street, NW	Lease through competitive process
Richardson	Arts and Technology Academy PCS	5300 Blaine St NE	Facility sold to charter school
Rudolph	Washington LatinPCS	5200 2nd Street NW	Lease through competitive process
Shadd	DC Scholars PCS	5601 East Capitol Street, SE	Year-to-year lease from DCPS; Currently out for RFO
Sharpe Health	Bridges PCS	4300 13th Street, NW	Use license; Currently out for RFO
Slowe	Mary McLeod Bethune PCS	1404 Jackson Street, NE	Lease through competitive process
Taft	Perry Street Prep PCS	1800 Perry Street, NE	Lease through competitive process
Webb	KIPP PCS	1375 Mount Olivet Road, NE	Ground lease awarded through competitive process
Wheatherless	Leased to SEED School of Washington DC PCS	4300 C Street, SE	Ground lease through competitive process
Woodridge	Friendship PCS	2959 Carlton Ave NE	Facility sold to charter school
Woodson	Friendship PCS	4095 Minnesota Avenue, NE	Leased to Friendship

**40 Please illustrate how the PCSB coordinates with other education agencies in school facilities planning**

PCSB convenes regular meetings with charter school executives of high performing schools that are considering expansion, newly opened schools or growing schools, and charter schools that have been approved and are set to open. These discussions typically take place quarterly.

In addition, PCSB has worked with support organizations, including Building Hope, FOCUS, Ten Square, and the NewSchools Venture Fund to identify school facilities' needs. PCSB utilizes its broad understanding of charter operator facility needs and works with operators as they identify the wards or neighborhoods in which it intends to locate as well as the student population size in the application.

In 2013, PCSB participated in the Office for the Deputy Mayor of Education's Master Facility Planning Task Force and served on the Executive Committee of the Task Force.

**41 Please discuss how the PCSB worked with the Chief Librarian over the past fiscal year regarding bulk buying options for public charter schools in addition to school library services and resources.**

PCSB and the DC Public Library (DCPL) had initial discussions about a partnership in which DCPL would purchase books for school libraries and work with school librarians and public librarians to select books. PCSB will continue those discussions now that a new Chief Librarian has been selected.

PCSB regularly promotes DCPL programs with charter schools. As a result, more school-library partnerships have been developed. For example, Thurgood Marshall Academy Public Charter School has a partnership with Digital Commons at the Martin Luther King (MLK) Library where students in the robotics program use the 3-D printer to produce their creations. DCPL also sends a monthly announcement in the Tuesday Bulletin, a newsletter distributed weekly to charter schools.

**42 Please explain any emergency response procedures in place for the PCSB; in addition please explain the emergency response planning for PCS as it relates to on-campus emergencies. Please discuss how PCSB receives information from district agencies to help guide emergency response activities and resource support requests. Please provide a narrative response to how the PCSB ensures schools are implementing the required safety plans, drills, and policies**

The following is an overview of the emergency response procedures for PCSB

**Building Alarms/Evacuation Procedure**

If the building alarm switches on or there is an emergency, staff is to evacuate the building. There are multiple exits, including one on each floor to the parking lot

**Fire Evacuation/Emergency Procedures**

In the event of fire, or the smell or smoke or gas, evacuate the building quickly and calmly. Employees should use stairwells – do not use elevators

- Employees should evacuate the building immediately at the sound of an alarm. Evacuation should be made via the nearest safe exit.
- Employees on the second floor and third floor should evacuate to the front/back door, whichever is the closest exit evacuate the garage/building, and stand at least 150 feet from the building.
- Once you have exited the building, under no circumstance are you allowed to re-enter a building that is in alarm. All employees are to meet at the Coffy Café, a coffee shop located directly across 14<sup>th</sup> street, for roll call. Re-entry can only be made after an “all-clear” signal is given by the Fire Department and the fire alarm system is re-set.
- Respond to every alarm as if it were a real fire.

During an emergency, visitors who may not be familiar with the evacuation policy and plan must be informed of the requirement to evacuate. Special attention by other building occupants should be given to any persons with disabilities, especially those who are visitors or unfamiliar with the building.

In the collection area, (Coffy Café) evacuation team leaders need to account for their employees/visitors and immediately report to the Fire Department and/or Building Fire Warden of any unaccounted personnel.

Public charter schools are responsible for developing their own emergency response plan for their school campuses. PCSB asks each school to upload to our database an assurance letter that confirms that a school’s emergency response plan has been created and shared with all staff. The plan must include procedures and protocols to respond to natural and human-caused hazards such as fire, tornado, earthquake, hurricane, bomb threat, active shooter/intruder, other events causing a lockdown or shelter in place, and health outbreak. We ask that key school staff be

familiar with and prepared to follow the protocols for these emergency situations. We request this information by October of each school year and PCSB staff reviews each school's letter to ensure that there are emergency plans in place. When schools did not assure PCSB that they had emergency response plans for all items in the letter, PCSB staff follows up with the mid-year Compliance Report (which will be sent to schools mid-February). Any schools that did not confirm having procedures in place for key potential emergencies, will receive guidance to have their school's Board and leadership consult with applicable city agencies and industry experts to develop plans for such emergencies. Over 80% of schools have emergency response plans in place. PCSB plans to perform spot checks in 2014 of schools to ensure they have their plans in place. PCSB will work with all schools not in compliance to ensure they have plans developed.<sup>1</sup>

Additionally PCSB has secured funds to contract with the Student Support Center (SSC) to assist schools developing and implementing their emergency plans. SSC has historically provided this support to charter schools but had stopped due to a grant lapse. PCSB anticipates this support to restart this spring.

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<sup>1</sup> Please see an example of an assurance letter in this section tab.



## Example: School Emergency Response Plan—Assurance Letter

October 4, 2013

This letter serves to confirm that \_\_\_\_\_ has created a School Emergency Response Plan, which has been disseminated to all staff for SY 2013-2014. The policies and procedures are in line with the guidance of applicable DC government agencies (i.e., Fire and EMS, MPD).

The school has established procedures and protocol to respond to the following natural and/or human-caused hazards (check all that apply):

- Fire
- Tornado
- Earthquake
- Hurricane
- Bomb threat
- Active Shooter/ Intruder
- Events causing lockdown/ shelter in place
- Health outbreak/ communicable diseases
- Other \_\_\_\_\_

Key staff is familiar with and prepared to follow the protocol for these emergency situations.

\_\_\_\_\_ VP, School Management

\_\_\_\_\_, Principal

\_\_\_\_\_ Public Charter School

PCSB recognizes that an assurance letter is not enough to ensure the safety of all students and staff at public charter schools. PCSB has had many fruitful conversations with the Student Support Center and members of the DC Council, DME, and OSSE to ensure that there are adequate systems in place to support all public schools in development of plans and training. The results of these conversations are that the Student Support Center (SSC) will re-engage with public charter schools beginning February 2014 to help schools without emergency response plans to develop them. SSC also will provide training to schools and will review all emergency response plans loaded in the Emergency and Safety Alliance (ESA) portal on dc.gov website. Plans should be uploaded by October 30 of each year.



Beyond plans, PCSB works with MPD and the fire department to ensure school safety. We have developed a close working relationship with the Metropolitan Police Department, and interact with them almost every day. For example, we are notified immediately when a serious incident occurs at a charter school and we share information about schools and students quickly with MPD so that they can best respond to emergency situations.

And, with some recent changes made by MPD, all of our schools now have part-time school resource officers who help to ensure the safety of students. MPD achieved 100% coverage of charter schools by eliminating some full-time assignments at some charter high schools, and you should be aware that we have received some expressions of concern from our high schools about the loss of full-time SRO coverage.

With respect to fire safety, schools are also required to conduct 10 fire drills per school year. We oversee compliance with this by requiring all schools to provide us with the schedule of their fire drills. The fire department also conducts fire inspections each year at all campuses.

**43 Please describe any initiatives your agency implemented within FY13 or FY14, to date, to improve the internal operation of the agency or the interaction of the agency with outside parties. Please describe the results, or expected results, of each initiative**

PCSB has implemented a wide array of initiatives that promote increased efficiency and effectiveness, to better serve its clients and partners. PCSB has also undertaken initiatives to strengthen existing tools and methodologies to be a better partner to schools and parents. As an organization, PCSB has sought to be more transparent to be more accountable to its stakeholders.

These initiatives span the following areas:

- Increased efficiency of internal financial and payroll systems
- Improved budget utilization tracking
- Strengthened internal policies and processes
- Increased efficiency and effective use of data collection processes
- Bolstered relationships with government, school partners, and community
- Improved organizational transparency
- Enhanced PCSB suite of tools and methodologies
- Augmented capacity of PCSB Staff through internal training

**Increased efficiency of internal financial and payroll systems**

*PayChex*

PCSB transitioned to a new payroll provider that also provides online tracking of personal and vacation leave request and serves as an online human resources information system.

*Bill.com*

Internal Bill Approval Process: In Spring 2013, PCSB adopted an online bill payment tool, bill.com, which stores invoices, establishes an approval process, writes and delivers checks, and links with the internal accounting tool QuickBooks. This new tool provides an additional layer of internal control and centralizes the payment process in a transparent manner.

*CHARM - Salesforce*

Fiscal Oversight on Salesforce: In FY14, PCSB's annual fiscal oversight analysis will be established on a Salesforce Cloud platform as a centralized database and analytical tool of audited financial data. The platform also will allow the agency to compare trends across schools more easily.

**Improved budget utilization tracking**

PCSB has begun the regular tracking of monthly departmental budget to actual spending. With this knowledge, departments know how to better maximize resources to be more efficient and effective. Additionally, with this data, the organization can better forecast future spending needs.



**44 How does the agency communicate with, and solicit feedback from, education stakeholders including parents? For FY13, Please describe:**

- **What the Board has learned from this feedback;**
- **How the Board has changed its practices as a result of such feedback; and,**
- **How parents can find out what special education programs the different charter schools offer**

PCSB engages with education stakeholders, parents and the broader community in various ways, from speaking on education panels to meeting with parent groups. PCSB also leverages social media, including [Facebook](#), [Twitter](#) and its [blog](#)<sup>1</sup> to engage and solicit feedback. Most recently, PCSB re-launched its [Community Advisory Group \(CAG\)](#). The 21 members of the CAG represent every ward of the City and serve as PCSB's sounding board, as well as its eyes and ears. The group's meaningful discussions and ingenuity have contributed greatly to PCSB's work and impact.

To date, the Board has learned from and improved its practices because of feedback received from stakeholders, parents, and CAG members:

- CAG members expressed support for the publishing of a more portable guide to Performance Management Framework (PMF) leading to the creation of [the Parent Guide to Charter School Performance Reports](#).
- CAG members also provided input to the selection of the common application date used in the 2013-14 enrollment cycle.
- Parents of young learners provided comments and feedback on the proposed Early Childhood Performance Management Framework (EC PMF). Because of the constructive and useful responses, PCSB significantly revised the policy.

### **Special Education**

All schools are required to provide a full continuum of services to its students. Every child has a right to be served at any public school s/he enrolls. Parents can learn more about special education programs charter schools offer from their respective schools.

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<sup>1</sup> Please see in this section tab additional information on PCSB's Blog, Community Advisory Group, and Parent Guide to Charter School Performance Reports.

### **Strengthened internal policies and processes**

PCSB has improved its contract review process. One result of this action has been the immediate notification of senior staff of large or problematic contracts. In addition, potential board of conflict of interest transactions are quickly flagged for review.

### **Increased efficiency and effective use of data collection processes**

#### *Data Requests in the Tuesday Bulletin and Data Collection Calendar*

In order to streamline requests of schools and reduce the number of ad hoc emails and mass communications, all event announcements, submission reminders, and data validations, have been integrated into PCSB's weekly newsletter, the Tuesday Bulletin. Currently, 1,158 individuals subscribe to the Tuesday Bulletin, which is distributed electronically on Tuesdays. Included in the Tuesday Bulletin is a link to the data submission calendar, a Google calendar that provides schools with all upcoming data requests. The calendar is set at the beginning of the school year and refined throughout the year.

The PCSB has also committed to maintaining an accessible and up-to-date LEA data submission and validation calendar to help schools plan their data submission and validation workflow in advance. This calendar was in response to schools' requests to publish data submission and validation timelines in advance and the success of the summer 2013 PMF data validation calendar.

### **Bolstered relationships with government, school partners, and community**

#### *Government Office/Agency relationships*

PCSB has taken the initiative to improve its relationships with government offices and agencies that work in the area of education through the establishment of the Manager, Intergovernmental Relations and School Support position. This individual serves as a liaison who handles health and safety issues for charter schools and manages relations with city entities such as Metropolitan Police Department (MPD), Child and Family Services (CFSA), Department of Health (DOH), Department of Transportation (DDOT), Department of Mental Health (DMH), Office of the State Superintendent of Education (OSSE), Department of Parks and Recreation, and the non-profit Student Support Center.

Some of the Manager's responsibilities to promote increased health of DC Charter students include helping secure school nurses and mental health professionals for schools, facilitating staff training to administer medication to students, expanding HIV/STD screening and prevention in schools. The Manager also ensures that charter students have DC One Cards to offset transit costs, and that schools have emergency response plans in place.

#### *Enhanced use of rubrics in charter review process and charter renewal training sessions*

In FY2013, PCSB participated in an information session regarding the renewal process sponsored by the advocacy organization FOCUS. Additionally, a PCSB staff member met with representatives of each school undergoing renewal to discuss the renewal process in-depth as it applied to their school. This staff member was available throughout the renewal process to consult with these schools. PCSB plans to participate in this information session again in

FY2014, as well as to have a staff member available to consult one-on-one with schools undergoing renewal.

*Supported the increased effectiveness and organization of the Community Advisory Group*  
PCSB has reconstituted and strengthened its Community Advisory Group to bolster their effectiveness as an organization. Specifically, the CAG has been expanded and now is fully represented by all individuals from all DC Wards. The group has revised its mission and meets regularly per an established schedule. With this momentum, the CAG has taken a further step and identified school related issues that it would like to tackle. The CAG reports regularly to the Board on the progress it makes on these issues.

## **Improved organizational transparency**

### *Socrata*

PCSB embraced the open data movement in November, 2013 to give parents more access to charter school information through a new open data Web portal: [data.dcpcsb.org](http://data.dcpcsb.org). The site, powered by the cloud-based open data software provider [Socrata](http://Socrata), launched with results from the 2013 Early Childhood Pilot Performance Management Framework (PMF) results, the 2013 Adult Education Accountability Plans, and the 2013 DC Equity Reports.

As the number of public charter schools has grown, PCSB is committed to giving parents and the public an easy way to see how all charter schools are performing. Visitors can use [data.dcpcsb.org](http://data.dcpcsb.org) to drill into topics such as attendance rate, early childhood assessments and others.

The portal allows users to create their own filtered views of the data, create data visualizations including bar graphs, pie charts, and maps, and share their creations through social media tools that are integrated into the platform.

### *Board Meetings*

In an effort to inform the public about its organizational initiatives, the PCSB has begun publishing on its website a summary of monthly board meetings. Additionally, PCSB also “live-tweets” its meetings on Twitter to inform followers of board decisions real-time.

## **Enhanced PCSB suite of tools and methodologies**

### *Improved tools to support regular and yearly initiatives*

PCSB has strengthened various processes, tools, and methodologies to support its regular activities. These include:

- improved enrollment forecasting, in joint collaboration with DME, OSSE, and DCPS;
- improved school renewal process, which includes joint training with Friends of Choice in Urban Schools (FOCUS);
- improved charter amendment process, which has made it easier for schools to prepare and gain approval for these

- improved parental complains process, where complaints are better tracked, school responses to parental complaints are tracked, and PCSB senior leadership regularly reviews trends and outliers for further intervention with schools.

Data, with monthly validation, is also used more effectively to permit timely intervention with outlier schools. By setting clearer expectations for schools regarding expectations for the timeliness of non-academic data submission and validation, and by improving interactive data validation dashboards, PCSB has greatly improved its ability to flag schools as “outliers” for non-academic factors. For example, PCSB flags schools that have significantly higher mid-year withdrawal rates by December. PCSB notifies the schools of their outlier status and discusses their plans for improvement. On the positive side, PCSB also flags “positive” outliers, like those that have greatly reduced their truancy rate from the previous to current school year. This also allows for better sharing of best practices between schools. PCSB staff also conducts monthly reviews to determine if any data audits should be conducted. These data audits allow for a deeper dive of outlier data and help ensure data quality. Data staff also meet with senior leadership monthly to discuss the results of non-academic data.

#### *Interactive Performance Management Framework*

PCSB has built an interactive PMF tool ([dashboard.dcpccb.org](http://dashboard.dcpccb.org)) that allows schools, parents and families, and the public to easily review each elementary, middle, and high school’s Performance Management Framework results for the last three years. PCSB also plans to build out the tool’s capabilities to include a school comparison feature, expected to be available by summer 2014.

PCSB has also improved the 2013 PMF production through a variety of process improvements, including alignment of PCSB and OSSE data validation processes, and better communication of data submission and validation timelines in advance. PCSB has also conducted more external and internal proofing prior to publication.

#### **Augmented capacity of PCSB Staff through internal training**

In FY13 PCSB enhanced ongoing staff training. Managers attended a two-day management training, staff and board members received ethics training from the DC Board of Ethics and Government Accountability, staff attended training including, communications training, time management training, and a guest speaker series. Targeted training is available to employees and decided upon in conjunction with their manager.

**45 Please describe the process by which the Board addresses concerns and complaints from parents and stakeholders regarding the LEAs within its purview.**

- **Please provide a report on the complaints the board received in FY13, and FY 14 to date by LEA (if the LEA has multiple schools, include data for each school).**
- **Please include copies of all documentation and forms for this process.**

PCSB is responsible for handling complaints from the public. These constituents include parents, school staff, and other members of the community. When a parent calls PCSB to report a complaint, PCSB staff documents the complaint. Staff asks the caller if (s)he has already contacted the school leader or the school's board. The caller is advised to contact those parties, and is told that PCSB will also contact the school on their behalf. PCSB staff then sends an email to the school leader(s) and a response is requested from the school to the parent and PCSB.<sup>1</sup>

Parents are contacted within two weeks to ascertain if the school responded to the complaint, and to the parent's satisfaction. Depending on the circumstances, PCSB staff will offer assistance. For example, if the issue is a special education concern, PCSB will refer the parent to the special education staff person or to the Children's Law Center or Advocates for Justice in Education, advocacy groups for special education. If the complaint is a sexual or criminal offense, parents are advised to call the proper authorities. PCSB's strong working relationship with the Metropolitan Police Department has enabled the solicitation of advice and rapid communication. PCSB staff also communicates with members of the DC Council when they receive complaints from parents.

A year-to-date log is kept so that it can easily be noted if a school is having repeated issues.<sup>2</sup> When an issue occurs that PCSB staff feels is a serious concern that will escalate, leadership at PCSB is notified and a determination is made on appropriate next steps. Actions may include a phone call, meeting with the leadership of the school or with the school's Board of Trustees, an announced or unannounced on-site visit by PCSB staff, an audit by PCSB, or further investigation by PCSB.

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<sup>1</sup> See enclosed tab for a mock example of PCSB correspondence to schools upon receiving a parental/stakeholder complaint.

<sup>2</sup> Please see complaints PCSB has documented by school/LEA.

## 2013-14 Complaints Received Year-to-date<sup>3</sup>

### December 2013

Discipline	Staff	Uniforms	Academics	Special Education	Transportation/ Traffic Issues	Bullying	Physical Safety	Enrollment	Other	Total:
6	7	0	0	3	0	1	2	0	3	22

### November 2013

Discipline	Staff	Uniforms	Academics	Special Education	Transportation/ Traffic Issues	Bullying	Physical Safety	Enrollment	Other	Total:
9	11	0	2	3	0	4	2	0	2	33

### October 2013

Discipline	Staff	Uniforms	Academics	Special Education	Transportation/ Traffic Issues	Bullying	Physical Safety	Enrollment	Other	Total:
13	5	1	2	1	1	4	5	0	8	40

### September 2013

Discipline	Staff	Uniforms	Academics	Special Education	Transportation/ Traffic Issues	Bullying	Physical Safety	Enrollment	Other	Total:
6	5	1	0	0	4	0	2	1	2	21

### August 2013

Discipline	Staff	Uniforms	Academics	Special Education	Transportation/ Traffic Issues	Bullying	Physical Safety	Enrollment	Other	Total:
1	3	3	6	0	5	0	4	8	2	32

<sup>3</sup> For a detailed list of reported complaints by category, please see spreadsheet within this section tab.

**Below is a sample email that would be sent to a school to inform them of a parent or stakeholder complaint. The form that follows is what PCSB staff taking the call uses to document the caller's complaint (which is also sent to the school leader).**

-----Original Message-----

**From:** jdavis@dcpcsb.org [mailto:jdavis@dcpcsb.org]

**Sent:** Tuesday, April 9, 2013 05:28 PM

**To:** XXXXXXX

**Cc:** ccureton@dcpcsb.org

**Subject:** Complaint

School Leaders,

We have received an inquiry and/or complaint regarding one of your campuses. Please see the information listed below. Please provide me with an update on this situation as soon as time permits. Please follow up with the caller directly so that the issue may be resolved in a timely and equitable manner.

If your organization needs any assistance, guidance, or additional materials to clarify grievance guidelines, please feel free to contact us at the DCPCSB.

Thank you in advance,

---

**School Name:** XXXXXX Public Charter School

**Student Name:** N/A, Employee

**Student Grade:** N/A, Employee

**Timestamp:** 10/30/2013 5:10:25 PM

**Caller Name:** Anonymous

**Caller Phone Number:** 000.000.0000

**Caller Email Address:**

**Caller Summary:** The caller stated that the complaint is about the ED of the school. The caller stated that the ED is speaking to staff in a disrespectful manner. The caller stated that the ED told staff that "I'm on a war path." The caller feels that their job is on the line. The caller feels that the ED has wrongfully accused them of things. The caller does not feel that it will be helpful to reach out to the Board chair for help because the two are close.

**Is this the first time the person has called the DCPCSB?** *No*

**Has the caller contacted school leader regarding the issue?** *No*

**Has the caller contacted the school's board of trustee's regarding the issue?** *No*

**Has the caller received contact information for the school's board of trustees?** *No*

**Does the caller have a copy of the student family handbook, distributed by the school?** *No*

**Does the student have a valid I.E.P?** *No*

## 2012-2013 Parent/ Community Complaint Report (by LEA/School)

TYPE OF COMPLAINT	CHARTER SECTOR TOTAL
Discipline	80
Uniform	16
Enrollment	20
Academics	26
School Staff	85
Special Education	22
Suspension	41
Expulsion	19
Bullying	19
Other	69

TYPE OF COMPLAINT	LEA: <i>Achievement Preparatory Academy PCS</i>	CHARTER SECTOR TOTAL (including Achievement Prep PCS)
Discipline	3	80
Uniform	2	16
Enrollment	0	20
Academics	2	26
School Staff	1	85
Special Education	1	22
Suspension	2	41
Expulsion	0	19
Bullying	0	19
Other	2	69



<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>AppleTree Early Learning PCS*</i></b>	<b>Campus: Southeast (formerly Douglass Knoll)</b>	<b>Campus: Southeast (formerly Parkside)</b>	<b>Campus: Southwest (formerly Riverside)</b>	<b>CHARTER SECTOR TOTAL (including AppleTree Early Learning PCS)</b>
<b>Discipline</b>	0	0	0	0	80
<b>Uniform</b>	0	0	0	0	16
<b>Enrollment</b>	1	0	0	1	20
<b>Academics</b>	0	0	0	0	26
<b>School Staff</b>	1	1	0	0	85
<b>Special Education</b>	0	0	0	0	22
<b>Suspension</b>	0	0	0	0	41
<b>Expulsion</b>	0	0	0	0	19
<b>Bullying</b>	0	0	0	0	19
<b>Other</b>	1	0	1	0	69

\*No complaints were received for those campuses not listed in this table (Columbia Heights; Lincoln Park; Oklahoma Ave; Southwest (formerly Amidon)).

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Arts and Technology Academy PCS</i></b>	<b>CHARTER SECTOR TOTAL (including ATA PCS)</b>
<b>Discipline</b>	0	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	2	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: BASIS DC PCS</b>	<b>CHARTER SECTOR TOTAL (including BASIS DC PCS)</b>
<b>Discipline</b>	1	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	0	85
<b>Special Education</b>	5 (3 from OSSE)	22
<b>Suspension</b>	4	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	1	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: Booker T. Washington PCS</b>	<b>CHARTER SECTOR TOTAL (including BTW PCS)</b>
<b>Discipline</b>	1	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	1	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Bridges PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Bridges PCS)</b>
<b>Discipline</b>	0	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	1	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Briya PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Bridges PCS)</b>
<b>Discipline</b>	0	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Capital City PCS*</i></b>	<b>Campus: Campus Not Specified*</b>	<b>Campus: Lower School</b>	<b>CHARTER SECTOR TOTAL (including Capital City PCS)</b>
<b>Discipline</b>	0	0	0	80
<b>Uniform</b>	0	0	0	16
<b>Enrollment</b>	1	1	0	20
<b>Academics</b>	0	0	0	26
<b>School Staff</b>	1	0	1	85
<b>Special Education</b>	0	0	0	22
<b>Suspension</b>	2	1	1	41
<b>Expulsion</b>	0	0	0	19
<b>Bullying</b>	0	0	0	19
<b>Other</b>	2	1	1	69

\*Complaints was received as "Upper", so not apparent if it is Capital City PCS: Middle or High.

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Carlos Rosario International PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Carlos Rosario International PCS)</b>
<b>Discipline</b>	0	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	1	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Center City PCS*</i></b>	<b>Campus: Brightwood</b>	<b>Campus: Capitol Hill</b>	<b>Campus: Congress Heights</b>	<b>Campus: Petworth</b>	<b>Campus: Trinidad</b>	<b>CHARTER SECTOR TOTAL (including Center City PCS)</b>
Discipline	3	0	2	0	1	0	80
Uniform	0	0	0	0	0	0	16
Enrollment	2	1	0	1	0	0	20
Academics	2	0	0	1	0	1	26
School Staff	2	0	1	0	0	1	85
Special Education	1	0	1	0	0	0	22
Suspension	1	0	0	0	0	1	41
Expulsion	0	0	0	0	0	0	19
Bullying	1	0	0	0	0	1	19
Other	0	0	0	0	0	0	69

\*No complaints were received for those campuses not listed in this table (Center City PCS: Shaw).

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>César Chávez PCS for Public Policy</i></b>	<b>Campus: Capitol Hill</b>	<b>Campus: Chávez Prep</b>	<b>Campus: Parkside (MS or HS? CC?)</b>	<b>Campus: Parkside High School</b>	<b>Campus: Parkside Middle School</b>	<b>CHARTER SECTOR TOTAL (including Center City PCS)</b>
Discipline	3	1	1	1	0	0	80
Uniform	0	0	0	0	0	0	16
Enrollment	5	2	0	0	1	2	20
Academics	3	1	2	0	0	0	26
School Staff	2	1	0	1	0	0	85
Special Education	1	0	0	1	0	0	22
Suspension	5	4	0	1	0	0	41
Expulsion	0	0	0	0	0	0	19
Bullying	2	0	0	2	0	0	19
Other	1	0	0	1	0	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Community Academy PCS</i>*</b>	<b>Campus: Not Specified</b>	<b>Campus: Amos 3</b>	<b>Campus: Butler</b>	<b>CHARTER SECTOR TOTAL (including CAPCS)</b>
Discipline	1	0	1	0	80
Uniform	0	0	0	0	16
Enrollment	2	0	1	0	20
Academics	0	0	0	0	26
School Staff	1	1	0	0	85
Special Education	1	0	0	0	22
Suspension	0	0	0	0	41
Expulsion	2	1	1	0	19
Bullying	0	0	0	0	19
Other	2	0	1	1	69

\*No complaints were received for those campuses not listed in this table (Amos 1; Amos 2; Online).

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Creative Minds International PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Creative Minds International PCS)</b>
Discipline	0	80
Uniform	0	16
Enrollment	0	20
Academics	0	26
School Staff	0	85
Special Education	0	22
Suspension	0	41
Expulsion	0	19
Bullying	0	19
Other	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: DC Bilingual PCS</b>	<b>CHARTER SECTOR TOTAL (including DC Bilingual PCS)</b>
<b>Discipline</b>	0	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	1	20
<b>Academics</b>	0	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	1	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	1	19
<b>Other</b>	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: DC Prep PCS*</b>	<b>Campus: Benning Elementary</b>	<b>Campus: Edgewood Elementary</b>	<b>Campus: Not Specified</b>	<b>CHARTER SECTOR TOTAL (including DC Prep PCS)</b>
<b>Discipline</b>	6	4	1	1	80
<b>Uniform</b>	4	4	0	0	16
<b>Enrollment</b>	0	0	0	0	20
<b>Academics</b>	3	2	1	0	26
<b>School Staff</b>	5	1	4	0	85
<b>Special Education</b>	1	0	1	0	22
<b>Suspension</b>	2	0	2	0	41
<b>Expulsion</b>	2	0	1	1	19
<b>Bullying</b>	2	0	1	1	19
<b>Other</b>	5	4	0	1	69

\*No complaints were received for those campuses not listed in this table (Edgewood Middle).

<b>TYPE OF COMPLAINT</b>	<b>LEA: DC Scholars PCS</b>	<b>CHARTER SECTOR TOTAL (including DC Scholars PCS)</b>
<b>Discipline</b>	2	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	1	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: E.L. Haynes PCS*</b>	<b>Campus: Campus Not Specified</b>	<b>CHARTER SECTOR TOTAL (including E.L. Haynes PCS)</b>
<b>Discipline</b>	0	0	80
<b>Uniform</b>	0	0	16
<b>Enrollment</b>	0	0	20
<b>Academics</b>	0	0	26
<b>School Staff</b>	0	0	85
<b>Special Education</b>	0	0	22
<b>Suspension</b>	0	0	41
<b>Expulsion</b>	0	0	19
<b>Bullying</b>	0	0	19
<b>Other</b>	1	1	69

\*Complaint was logged only as Kansas Avenue – no record of Elementary or High. No complaints were received for Georgia Avenue).



<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Eagle Academy PCS</i></b>	<b>Campus: Not Specified</b>	<b>Campus: New Jersey Avenue</b>	<b>Campus: The Eagle Center at McGogney</b>	<b>CHARTER SECTOR TOTAL (including Eagle Academy PCS)</b>
<b>Discipline</b>	0	0	0	0	80
<b>Uniform</b>	0	0	0	0	16
<b>Enrollment</b>	1	0	1	0	20
<b>Academics</b>	0	0	0	0	26
<b>School Staff</b>	6	3	0	3	85
<b>Special Education</b>	1	0	1	0	22
<b>Suspension</b>	0	0	0	0	41
<b>Expulsion</b>	0	0	0	0	19
<b>Bullying</b>	0	0	0	0	19
<b>Other</b>	1	1	0	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Early Childhood Academy PCS*</i></b>	<b>Campus: Not Specified</b>	<b>Campus: Early Childhood Academy PCS (formerly Walter Washington)</b>	<b>CHARTER SECTOR TOTAL (including Early Childhood Academy PCS)</b>
<b>Discipline</b>	0	0	0	80
<b>Uniform</b>	0	0	0	16
<b>Enrollment</b>	0	0	0	20
<b>Academics</b>	0	0	0	26
<b>School Staff</b>	2	1	1	85
<b>Special Education</b>	0	0	0	22
<b>Suspension</b>	0	0	0	41
<b>Expulsion</b>	0	0	0	19
<b>Bullying</b>	0	0	0	19
<b>Other</b>	0	0	0	69

\*No complaints were received for those campuses not listed in this table (Early Childhood Academy PCS [formerly Johening]).

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Elsie Whitlow Stokes Community Freedom PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Elsie Whitlow Stokes Community Freedom PCS)</b>
Discipline	0	80
Uniform	0	16
Enrollment	0	20
Academics	0	26
School Staff	0	85
Special Education	0	22
Suspension	0	41
Expulsion	0	19
Bullying	0	19
Other	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Excel Academy PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Excel Academy PCS)</b>
Discipline	0	80
Uniform	0	16
Enrollment	0	20
Academics	0	26
School Staff	3	85
Special Education	0	22
Suspension	0	41
Expulsion	0	19
Bullying	0	19
Other	1	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Friendship PCS</i></b>	<b>Campus: Blow-Pierce Elementary &amp; Middle</b>	<b>Campus: Chamberlain Elementary &amp; Middle</b>	<b>Campus: Collegiate Academy</b>	<b>Campus: Southeast Elementary Academy</b>	<b>Campus: Technology Preparatory Academy</b>	<b>Campus: Woodridge Elementary &amp; Middle</b>	<b>CHARTER SECTOR TOTAL (including Friendship PCS)</b>
<b>Discipline</b>	15	1	4	4	0	4	2	80
<b>Uniform</b>	4	3	0	0	0	0	1	16
<b>Enrollment</b>	3	0	0	0	0	3	0	20
<b>Academics</b>	1	0	0	0	0	1	0	26
<b>School Staff</b>	10	4	4	2	0	0	0	85
<b>Special Education</b>	0	0	0	0	0	0	0	22
<b>Suspension</b>	6	0	0	1	1	3	1	41
<b>Expulsion</b>	1	0	0	0	0	0	1	19
<b>Bullying</b>	3	0	2	1	0	0	0	19
<b>Other</b>	3	1	1	0	1	0	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Hope Community PCS*</i></b>	<b>Campus: Tolson</b>	<b>CHARTER SECTOR TOTAL (including Hope Community PCS)</b>
<b>Discipline</b>	0	0	80
<b>Uniform</b>	0	0	16
<b>Enrollment</b>	0	0	20
<b>Academics</b>	0	0	26
<b>School Staff</b>	3	3	85
<b>Special Education</b>	0	0	22
<b>Suspension</b>	0	0	41
<b>Expulsion</b>	0	0	19
<b>Bullying</b>	0	0	19
<b>Other</b>	1	1	69

\*No complaints were received for those campuses not listed in this table (Lamond).

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Hospitality High PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Hospitality PCS)</b>
<b>Discipline</b>	1	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	2	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Howard University Mathematics and Science PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Howard University Mathematics and Science PCS)</b>
<b>Discipline</b>	2	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	1	26
<b>School Staff</b>	1	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	1	19
<b>Bullying</b>	2	19
<b>Other</b>	3	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Ideal Academy PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Ideal Academy PCS)</b>
<b>Discipline</b>	1	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	2	26
<b>School Staff</b>	1	85
<b>Special Education</b>	1	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	1	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Imagine Southeast PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Imagine Southeast PCS)</b>
<b>Discipline</b>	6	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	2	26
<b>School Staff</b>	10	85
<b>Special Education</b>	0	22
<b>Suspension</b>	1	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	1	19
<b>Other</b>	6	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Inspired Teaching Demonstration PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Inspired Teaching Demonstration PCS)</b>
Discipline	0	80
Uniform	0	16
Enrollment	0	20
Academics	0	26
School Staff	0	85
Special Education	0	22
Suspension	0	41
Expulsion	0	19
Bullying	0	19
Other	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Integrated Design Electronics Academy PCS</i></b>	<b>CHARTER SECTOR TOTAL (including IDEA PCS)</b>
Discipline	2	80
Uniform	1	16
Enrollment	0	20
Academics	2	26
School Staff	1	85
Special Education	1	22
Suspension	1	41
Expulsion	0	19
Bullying	0	19
Other	2	69

TYPE OF COMPLAINT	LEA: <i>KIPP DC*</i>	Campus: AIM Academy PCS	Campus: Discover Academy PCS	Campus: Grow Academy PCS	Campus: Heights Academy PCS	Campus: Key Academy PCS	Campus: LEAP Academy PCS	Campus: Promise Academy PCS	Campus: WILL Academy PCS	CHARTER SECTOR TOTAL (including KIPP DC)
Discipline	3	0	0	0	0	0	0	2	1	80
Uniform	0	0	0	0	0	0	0	0	0	16
Enrollment	0	0	0	0	0	0	0	0	0	20
Academics	1	0	0	0	0	0	0	1	0	26
School Staff	3	0	1	0	0	1	0	1	0	85
Special Education	0	0	0	0	0	0	0	0	0	22
Suspension	0	0	0	0	0	0	0	0	0	41
Expulsion	2	0	0	0	0	1	0	0	1	19
Bullying	3	1	0	0	1	1	0	0	0	19
Other	7	1	1	1	1	0	1	1	1	69

\*No complaints were received for those campuses not listed in this table (College Preparatory; LEAD)

TYPE OF COMPLAINT	LEA: <i>Latin American Montessori Bilingual PCS</i>	CHARTER SECTOR TOTAL (including LAMB PCS)
Discipline	0	80
Uniform	0	16
Enrollment	0	20
Academics	0	26
School Staff	0	85
Special Education	0	22
Suspension	0	41
Expulsion	0	19
Bullying	0	19
Other	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Latin American Youth Center Career Academy PCS</i></b>	<b>CHARTER SECTOR TOTAL (including LAYC Career Academy PCS)</b>
Discipline	0	80
Uniform	0	16
Enrollment	0	20
Academics	0	26
School Staff	0	85
Special Education	0	22
Suspension	1	41
Expulsion	0	19
Bullying	0	19
Other	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Mary McLeod Bethune Day Academy PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Mary McLeod Bethune Day Academy PCS)</b>
Discipline	1	80
Uniform	0	16
Enrollment	0	20
Academics	0	26
School Staff	7	85
Special Education	0	22
Suspension	0	41
Expulsion	0	19
Bullying	0	19
Other	0	69



<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Maya Angelou PCS</i>*</b>	<b>Campus: Evans High School</b>	<b>Campus: Evans Middle School</b>	<b>CHARTER SECTOR TOTAL (including Maya Angelou PCS)</b>
Discipline	3	2	1	80
Uniform	0	0	0	16
Enrollment	0	0	0	20
Academics	0	0	0	26
School Staff	0	0	0	85
Special Education	1	1	0	22
Suspension	2	0	2	41
Expulsion	1	1	0	19
Bullying	0	0	0	19
Other	1	1	0	69

\*No complaints were received for those campuses not listed in this table (Young Adult Learning Center)

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Meridian PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Meridian PCS)</b>
Discipline	1	80
Uniform	0	16
Enrollment	0	20
Academics	0	26
School Staff	0	85
Special Education	0	22
Suspension	0	41
Expulsion	0	19
Bullying	0	19
Other	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Mundo Verde PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Mundo Verde PCS)</b>
<b>Discipline</b>	1	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	1	20
<b>Academics</b>	0	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	1	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>National Collegiate Preparatory Public Charter High School</i></b>	<b>CHARTER SECTOR TOTAL (including National Collegiate Preparatory Public Charter High School)</b>
<b>Discipline</b>	3	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	1	26
<b>School Staff</b>	0	85
<b>Special Education</b>	1	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	1	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Options PCS</i></b>	<b>CHARTER SECTOR TOTAL (including <i>Options PCS</i>)</b>
<b>Discipline</b>	2	80
<b>Uniform</b>	1	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	4	85
<b>Special Education</b>	0	22
<b>Suspension</b>	1	41
<b>Expulsion</b>	2	19
<b>Bullying</b>	1	19
<b>Other</b>	1	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Paul PCS</i></b>	<b>CHARTER SECTOR TOTAL (including <i>Paul PCS</i>)</b>
<b>Discipline</b>	1	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	0	85
<b>Special Education</b>	1	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	1	19
<b>Other</b>	1	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Perry Street Preparatory PCS</i></b>	<b>Campus: Not Specified</b>	<b>Campus: UPPER</b>	<b>Campus: LOWER</b>	<b>CHARTER SECTOR TOTAL (including Perry Street Preparatory PCS)</b>
<b>Discipline</b>	3	1	0	2	80
<b>Uniform</b>	1	1	0	0	16
<b>Enrollment</b>	0	0	0	0	20
<b>Academics</b>	0	0	0	0	26
<b>School Staff</b>	3	2	0	1	85
<b>Special Education</b>	3	1	2	0	22
<b>Suspension</b>	0	0	0	0	41
<b>Expulsion</b>	2	1	0	1	19
<b>Bullying</b>	0	0	0	0	19
<b>Other</b>	3	2	0	1	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Potomac Lighthouse PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Potomac Lighthouse PCS)</b>
<b>Discipline</b>	3	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	1	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	6	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Richard Wright PCS for Journalism and Media Arts</i></b>	<b>CHARTER SECTOR TOTAL (including Richard Wright PCS)</b>
<b>Discipline</b>	0	80
<b>Uniform</b>	1	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	4	85
<b>Special Education</b>	1	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	1	19
<b>Bullying</b>	0	19
<b>Other</b>	2	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Roots PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Roots PCS)</b>
<b>Discipline</b>	0	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>SEED Public Charter School of Washington, D.C.</i></b>	<b>CHARTER SECTOR TOTAL (including SEED)</b>
<b>Discipline</b>	2	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	1	41
<b>Expulsion</b>	3	19
<b>Bullying</b>	0	19
<b>Other</b>	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Shining Stars Montessori Academy PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Shining Stars Montessori Academy PCS)</b>
<b>Discipline</b>	0	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>St. Coletta Special Education PCS</i></b>	<b>CHARTER SECTOR TOTAL (including St. Coletta)</b>
<b>Discipline</b>	0	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	2	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>The Next Step / El Próximo Paso PCS</i></b>	<b>CHARTER SECTOR TOTAL (including The Next Step PCS)</b>
<b>Discipline</b>	0	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Thurgood Marshall Academy PCS</i></b>	<b>CHARTER SECTOR TOTAL (including TMA PCS)</b>
<b>Discipline</b>	0	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	1	20
<b>Academics</b>	1	26
<b>School Staff</b>	2	85
<b>Special Education</b>	0	22
<b>Suspension</b>	1	41
<b>Expulsion</b>	0	19
<b>Bullying</b>	0	19
<b>Other</b>	3	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Tree of Life PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Tree of Life PCS)</b>
<b>Discipline</b>	0	80
<b>Uniform</b>	0	16
<b>Enrollment</b>	0	20
<b>Academics</b>	0	26
<b>School Staff</b>	0	85
<b>Special Education</b>	0	22
<b>Suspension</b>	0	41
<b>Expulsion</b>	1	19
<b>Bullying</b>	1	19
<b>Other</b>	2	69



<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Two Rivers PCS</i></b>	<b>Campus: UPPER</b>	<b>Campus: LOWER</b>	<b>CHARTER SECTOR TOTAL (including Two Rivers PCS)</b>
Discipline	0	0	0	80
Uniform	0	0	0	16
Enrollment	0	0	0	20
Academics	1	1	0	26
School Staff	0	0	0	85
Special Education	1	0	1	22
Suspension	0	0	0	41
Expulsion	0	0	0	19
Bullying	0	0	0	19
Other	0	0	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Washington Latin PCS (middle or upper not specified)</i></b>	<b>CHARTER SECTOR TOTAL (including Washington Latin PCS)</b>
Discipline	0	80
Uniform	0	16
Enrollment	0	20
Academics	0	26
School Staff	0	85
Special Education	0	22
Suspension	0	41
Expulsion	0	19
Bullying	0	19
Other	2	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Washington Mathematics Science Technology PCS</i></b>	<b>CHARTER SECTOR TOTAL (including WMST PCS)</b>
Discipline	4	80
Uniform	0	16
Enrollment	1	20
Academics	0	26
School Staff	0	85
Special Education	1	22
Suspension	6	41
Expulsion	0	19
Bullying	0	19
Other	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Washington Yu Ying PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Washington Yu Ying PCS)</b>
Discipline	0	80
Uniform	0	16
Enrollment	0	20
Academics	0	26
School Staff	1	85
Special Education	0	22
Suspension	0	41
Expulsion	0	19
Bullying	0	19
Other	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>William E. Doar, Jr. PCS for the Performing Arts</i></b>	<b>CHARTER SECTOR TOTAL (including WEDJ PCS)</b>
Discipline	0	80
Uniform	0	16
Enrollment	1	20
Academics	0	26
School Staff	1	85
Special Education	0	22
Suspension	0	41
Expulsion	0	19
Bullying	1	19
Other	0	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Youthbuild PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Youthbuild PCS)</b>
Discipline	0	80
Uniform	0	16
Enrollment	0	20
Academics	0	26
School Staff	0	85
Special Education	0	22
Suspension	0	41
Expulsion	0	19
Bullying	0	19
Other	0	69

**Closed Schools**

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Septima Clark PCS</i></b>	<b>CHARTER SECTOR TOTAL (including Septima Clark PCS)</b>
Discipline	0	80
Uniform	1	16
Enrollment	0	20
Academics	0	26
School Staff	4	85
Special Education	0	22
Suspension	0	41
Expulsion	0	19
Bullying	0	19
Other	2	69

<b>TYPE OF COMPLAINT</b>	<b>LEA: <i>Howard Road Academy PCS</i></b>	<b>Campus: Howard Road</b>	<b>Campus: MLK</b>	<b>Campus: Pennsylvania Ave</b>	<b>CHARTER SECTOR TOTAL (including Howard Road Academy PCS)</b>
Discipline	6	4	2	0	80
Uniform	2	1	0	0	16
Enrollment	0	0	0	0	20
Academics	1	1	0	0	26
School Staff	6	1	0	1	85
Special Education	0	0	0	0	22
Suspension	2	1	1	0	41
Expulsion	1	0	0	1	19
Bullying	0	0	0	0	19
Other	2	1	1	0	69

2013-14 Parent/ Community Complaints by category (as of end of December 2013)											
SCHOOL	Enrollment	Academics	Transportation	Discipline	Special Ed	Staff	Physical Safety	Uniforms	Bullying	Other	TOTAL
Achievement Prep Academy PCS--Middle		1		1							2
Achievement Prep Academy PCS--Elementary							1				1
AppleTree Early Learning PCS - Southwest											0
AppleTree Early Learning PCS - Columbia Heights							1				1
AppleTree Early Learning PCS - Southeast											0
AppleTree Early Learning PCS - Lincoln Park											0
AppleTree Early Learning PCS - Oklahoma Avenue											0
Arts and Technology Academy PCS			1		2	1					4
BASIS DC PCS	1				3	1	2			1	8
Booker T. Washington PCS									1		1
Bridges PCS						1					1
Briya PCS											0
Capital City PCS - Lower School											0
Capital City PCS - Middle School											0
Capital City PCS - High School						1			1		2
Carlos Rosario International PCS											0
Cedar Tree PCS											0
Center City PCS - Brightwood											0
Center City PCS - Capitol Hill											0
Center City PCS - Congress Heights	1										1
Center City PCS - Petworth											0
Center City PCS - Shaw						1					1
Center City PCS - Trinidad						2					2
César Chávez PCS for Public Policy - Chávez Prep				1							1
César Chávez PCS for Public Policy - Capitol Hill											0
César Chávez PCS for Public Policy - Parkside Middle School		1		2							3
César Chávez PCS for Public Policy - Parkside High School			1	1							2
Community Academy PCS - Amos 1											0
Community Academy PCS - Amos 2										1	1
Community Academy PCS - Amos 3				1							1
Community Academy PCS - Butler Global							1				1
Community Academy PCS - CAPCS Online											0
Community College Preparatory Academy PCS											0
Creative Minds International PCS											0
DC Bilingual PCS											0
DC Prep PCS - Benning Elementary						1	1				2
DC Prep PCS - Benning Middle											0
DC Prep PCS - Edgewood Elementary										1	1
DC Prep PCS - Edgewood Middle											0
DC Scholars PCS										1	1
E.L. Haynes PCS - Georgia Avenue				1							1
E.L. Haynes PCS - Kansas Avenue (High School)						1					1
E.L. Haynes PCS - Kansas Avenue (Elementary School)	2										2
Eagle Academy PCS - New Jersey Avenue							1			1	2
Eagle Academy PCS - Eagle Center at McGogney		1			2					1	4



2013-14 Parent/ Community Complaints by category (as of end of December 2013)											
SCHOOL	Enrollment	Academics	Transportation	Discipline	Special Ed	Staff	Physical Safety	Uniforms	Bullying	Other	TOTAL
Shining Stars Montessori Academy PCS										1	1
Somerset Preparatory Academy PCS				2				1			3
St. Coletta Special Education PCS											0
Thurgood Marshall Academy PCS						1					1
Tree of Life PCS			1	1		2			1		5
Two Rivers PCS											0
Washington Latin PCS - Middle School											0
Washington Latin PCS - Upper School											0
Washington Mathematics Science Technology PCHS				3					1	1	5
Washington Yu Ying PCS	1										1
William E. Doar, Jr. PCS for the Performing Arts											0
YouthBuild PCS											0
<b>TOTAL- all schools year to date</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>35</b>	<b>7</b>	<b>31</b>	<b>15</b>	<b>5</b>	<b>9</b>	<b>17</b>	<b>148</b>

**46 Please detail how the PCSB worked with charter LEAs in FY13 and FY14 to date to improve student achievement.**

As the public charter school authorizer, PCSB influences a school's ability to improve student achievement by making data actionable and easy-to-read. Rather than only request data from schools, PCSB has spent considerable effort developing dashboards so that schools can easily analyze and visualize their data in ways that can better inform instruction. One such dashboard PCSB created is an interactive Performance Management Framework (PMF), which provides each school with their PMF data in a format that can be filtered by population type, grade, and gender. Schools can also compare their performance to similar schools using this performance tool. In addition, PCSB has created dashboards for schools to track attendance, truancy, and suspension incidents so that they can monitor their student populations internally.

PCSB has worked with all OSSE-designated Focus and Priority schools to develop school intervention plans as per federal guidelines. PCSB continues to monitor each school throughout the year and ensures that federal funding is being spent on areas that require improvement, based on OSSE's system.

PCSB also monitors numerous schools annually using PCSB Qualitative Site Reviews (QSRs). This approach assesses and reports back to the school the extent to which a school's mission, goals, and student achievement expectations are being met in the classroom. In addition, the QSRs use the Danielson Framework's rubric for instructional delivery and climate to assess the extent to which the school is a learning environment. Staff and consultants visit the school unannounced during a two-week window and prepare a detailed report of the findings. The team lead also discusses in person or by conference call the findings and fields questions. Schools were visited in FY13 and FY14 if they met at least one of the following criteria:

- School eligible to petition for 15-year Charter Renewal during school year 2012-13 or school year 2013-14;
- School eligible for 5-year or 10-year Charter Review during school year 2012-13 or school year 2013-14;
- School designated as Focus/Priority by OSSE;
- School had a Tier 3 rank on the Performance Management Framework during the 2012-13 or 2013-14 school year;
- School met fewer than 30% of targets in Accountability Plan during the 2012-13 or 2013-14 school year.

In FY13 PCSB invested in the creation of a diagnostic self-assessment tool for schools to identify areas of strength and weakness in their special education programs. While the Quality Assurance Review (QAR) is not an evaluative tool, PCSB's senior special education specialists work with schools to improve areas that the school self-identified as needing improvement. One key method of improving instruction is to enable schools to share findings, strategies, and lessons learned with each another.

For a more detailed description of the technical assistance PCSB provides to charter schools in the area of special education, please see the response to question 56.



**47 Please provide a sector report of the promotion rate (percent of students and number of students) by grade for DC public charter school and charter LEA for SY 2012-2013.**

As requested, PCSB is providing year-over-year grade promotion rates for the 2012-13 to 2013-14 school years for DC’s public charter schools, disaggregated by Local Education Agency (“LEA”) and grade.

PCSB calculated grade-level promotion rates for all graded students. PCSB calculations excluded adult students and those in ungraded “alternative” programs<sup>1</sup>. Of the 56 LEAs that serve students in grades prekindergarten-3<sup>rd</sup> through 12<sup>th</sup> grade, 30 validated their grade-level promotion rates and consented to share this information with Council. Twenty LEAs did not respond to PCSB’s data validation request in time for PCSB to include their data in this report. For those LEAs that declined to participate in this report or who did not respond in time to give their consent, their LEA-wide promotion rates (not disaggregated by grade) are available in their Annual Reports, which are posted to [www.dccsb.org](http://www.dccsb.org).

<b>Public Charter School Promotion Rates by Grade</b>	
<b>School Years 2012-13 to 2013-14</b>	
<b>2012-13 Grade Level</b>	<b>Promotion Rate</b>
PK3	98.8%
PK4	98.0%
KG	98.0%
1	97.4%
2	98.0%
3	98.3%
4	98.4%
5	97.3%
6	96.9%
7	97.1%
8	97.2%
9	90.0%
10	91.6%
11	95.8%
Total	96.8%

It is important to note that these promotion rates are calculated based on the number of students who were promoted from one grade to the next relative to the number of students who re-enrolled in the LEA. Students who transferred out of an LEA – including those who transferred schools to avoid a planned retention – were not included in this analysis. These transfers likely markedly limit the number of actual retentions each year.

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<sup>1</sup> PCSB uses the Office of the State Superintendent of Education’s (OSSE) list of schools that are eligible to receive alternative funding under the Uniform Per Student Funding Formula to designate students as ungraded.

It is also important to note that even within LEAs promotion rates are not consistent across grades. For example, some prekindergarten students may complete a year of schooling but still be ineligible for promotion due to age thresholds for kindergarten. High school students also tend to experience different promotion rates, as their grade levels are determined by credits accumulated toward graduation.

**48 For FY13 and FY14 to date please provide an update regarding the implementation of the Partnership for Assessment of Readiness of College and Careers (“PARCC”) assessment in public charter schools. Please describe any barriers to implementation, and how the PCSB is working with schools to identify any program and technological enhancements needed to administer the new assessment.**

DC is a governing state in the PARCC consortium and, as such, the Office of the State Superintendent of Education (“OSSE”) has a seat at the table. OSSE is charged with providing training and IT support to its LEAs in order for every school to be ready for PARCC. When OSSE reaches out to PCSB for help in this endeavor, PCSB has always offered its support. PCSB is aware that at least 26 LEAs have gone through extensive trainings on transitioning to the Common Core State Standards (“CCSS”).

Since PARCC has not released many sample test items, let alone a sample test, schools are not able to prepare for the test—but they are able to understand and prepare to teach the common core. The other testing consortium, Smarter Balanced Assessment Consortium (“SBAC”) has released items that teachers can use in their classrooms to help them prepare for the new assessments.

In July, 2013, PCSB jointly presented with Two Rivers PCS and Center City PCS ways for schools to prepare for the CCSS at the National Alliance of Public Charter Schools annual conference, held in Washington, DC.

PCSB is unaware of any technology barriers at this time. No public charter school or advocacy organization has brought to our attention issues schools are having preparing for PARCC. However, PCSB does not know whether the silence is due to a lack of knowledge in what is needed or if schools are truly prepared.

In addition to supporting OSSE in making sure that schools are prepared for a new state assessment, PCSB is working with school leaders to make sure that its Performance Management Framework (“PMF”) can withstand the test change. In its 2014 Guidelines, PCSB added language to allow for floors and targets to be set based on the new assessment for both progress and achievement measures. PCSB has also ensured that the Median Growth Percentile (“MGP”) growth model used in the PMF is test-agnostic, meaning that the model will work even if the baseline test is different than the growth test.

**49 Please provide the audited enrollment information for SY 2012-2013, and current enrollment information for SY 2013-2014 to date for each LEA (if the LEA has multiple schools, include data for each school):**

- The total student enrollment by grade (based on audited enrollment);**
- Summer school enrollment by grade.**

Please see the enclosed spreadsheets in this section tab.

School by School Enrollment Audit October 2012

School	By Grade																	ELL	Special Education					
	Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO	UN	ELL	Level 1	Level 2	Level 3	Level 4
<b>Public Charter Schools</b>																								
Achievement Preparatory Academy PCS	315								96	74	93	34	18								20	18	13	
AppleTree PCS Amidon	44	44																		4				
AppleTree PCS Columbia Heights	161	100	61																	47	6	2		2
AppleTree PCS Douglass Knoll	86	44	42																		3			
AppleTree PCS Lincoln	61	35	26																	1	1	1		
AppleTree PCS Oklahoma	162	95	67																	3	2			
AppleTree PCS Parkland	86	42	44																			2		
AppleTree PCS Riverside	40		40																	7	1	1		1
Arts and Technology PCS	629	76	91	97	77	75	73	75	65											3	19	27	7	3
Basis DC PCS	443								156	155	83	49								7	16	6	1	
Booker T Washington PCS	362												69	49	44	45	155			13	10	20	11	6
Bridges PCS	143	67	49	27																66	13	6		15
Capital City Lower PCS	325	32	42	45	50	51	52	53												86	9	3	7	6
Capital City Middle School	298								65	73	83	77								86	8	27	15	6
Capital City Upper PCS	321												98	90	81	52				45	6	28	17	12
Carlos Rosario International PCS	1941																1941			101				
Center City Brightwood Campus PCS	238		21	25	24	25	27	25	25	24	23	19								101	9	9	3	1
Center City Capitol Hill Campus PCS	230		16	24	25	25	26	26	25	20	24	19									10	12	4	2
Center City Congress Heights Campus PCS	254		22	25	27	27	25	24	15	30	32	27									6	15	3	1
Center City Petworth Campus PCS	235		21	23	21	26	27	27	26	22	20	22								63	19	12	2	
Center City Shaw Campus PCS	218		20	21	26	21	26	18	18	23	24	21								30	13	12	3	
Center City Trinidad Campus PCS	230		20	25	28	18	24	30	22	25	18	20								1	15	8	4	
Cesar Chavez Capitol Hill PCS	409												154	105	72	78				14	7	27	10	13
Cesar Chavez Parkside MS PCS	320									117	106	95	1	1						2	6	35	12	1
Cesar Chavez PCS Chavez Prep	318									96	87	73	62							126	11	21	3	
Cesar Chavez PCS Parkside Upper	389												137	85	94	73				7	8	25	15	
Community Academy Amos I	510	71	82	64	84	76	49	46	38											204	13	26	9	5
Community Academy Amos II	280	100	108	72																116	8	1		
Community Academy Amos III Amstrong	479	58	66	60	45	43	33	37	25	29	44	39								10	19	21	9	4
Community Academy Butler Bilingual	308	52	66	52	44	35	17	25	17											92	18	6	1	
Community Academy Online	120			12	14	18	15	9	16	10	12	14									16	1		1

School by School Enrollment Audit October 2012

School	By Grade																		ELL		Special Education			
	Name	Total Enrolled	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO	UN	ELL	Level 1	Level 2	Level 3	Level 4
Creative Minds PCS	105	33	32	16	12	12														6	15	3	1	4
D C Bilingual PCS	339	20	46	46	44	49	72	31	31											224	25	12	1	11
DC Preparatory Benning Campus PCS	431	76	74	66	71	70	74													6	5	14	4	1
DC Preparatory Edgewood Elementary PCS	420	72	65	78	69	64	72													6	17	11	1	1
DC Preparatory Edgewood Middle PCS	287							80	68	55	43	41								3	11	12	16	2
DC Scholars PCS	183	51	39	38	19	20	16														9	3		1
E L Haynes PCS Georgia Avenue	395							50	50	101	99	95								82	14	13	20	35
E L Haynes PCS Kansas Avenue Campus	554	36	47	46	49	74	75						127	100						136	36	34	5	15
Eagle Academy PCS NJ Avenue Campus	125	53	30	27	15																2	1		1
Eagle Center	640	163	146	126	97	59	49													5	28	25	5	15
Early Childhood Academy PCS-Johenning	135	13		44	42	36															9	6		
Early Childhood Academy PCS-Washington	113	26	47				40														7	3		
Education Strengthens Families ESF PCS	436	32	10															394		50	5			
Elsie Whitlow Stokes PCS	335	19	27	48	48	44	46	37	38	28										81	19	11	2	3
Excel Academy PCS	515	81	95	90	79	73	54	43													8	11	2	1
Friendship PCS Blow Pierce	683	77	77	82	62	45	30	27	38	71	90	84								5	23	34	19	7
Friendship PCS Chamberlain	760	37	56	68	70	71	73	66	72	81	84	82								1	34	29	9	5
Friendship PCS Collegiate Academy	1040											1	292	222	266	259					31	51	52	13
Friendship PCS SouthEast Academy	551	51	56	81	69	69	74	78	73												16	18	14	1
Friendship PCS Tech Prep	369									72	92	83	89	33							11	51	16	3
Friendship PCS Woodridge Campus	477	41	52	49	46	38	33	38	36	38	51	55								14	23	24	3	15
Hope Community PCS Lamond Campus	392	70	73	78	55	45	32	16	15	8										13	11	14	4	2
Hope Community PCS Tolson Campus	432	56	65	55	50	40	38	30	26	31	21	20								1	24	5	1	10
Hospitality PCS	201												53	60	44	44				22	13	35	5	2
Howard Road Academy PCS Main	419		2	66	74	50	71	47	39	70											18	21	4	3
Howard Road Academy PCS MLK	114										63	51									5	8	3	1
Howard Road Academy PCS- PA Ave	151	52	65	34																	2			1
Howard University Math & Science PCS	316									108	115	93									8	5	1	
IDEA PCS	298										34	30	78	58	47	51					6	11	19	13
Ideal Academy PCS	280	33	41	38	28	29	26	17	17	20	13	18								9	15	4	2	
Imagine Southeast PCS	611	54	57	105	96	85	49	35	46	43	41										33	21	2	4
Inspired Teaching Demonstration PCS	207	44	44	43	20	19	23	14													7	3		2

School by School Enrollment Audit October 2012

School	Total Enrolled	By Grade																ELL			Special Education			
		PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO	UN	ELL	Level 1	Level 2	Level 3	Level 4	
KIPP DC AIM PCS Academy PCS	330							89	88	82	71								1	7	18	29	2	
KIPP DC College Prep PCS	399												134	109	74	82				8	21	28	3	
KIPP DC Discover PCS	305	98	104	103																13	5		1	
KIPP DC GROW Academy PCS	308	104	101	103															9	17	3	1		
KIPP DC Heights Academy PCS	209				113	96														14	6			
KIPP DC KEY Academy PCS	327							87	88	84	68										27	16		
KIPP DC LEAD Academy	107				107														3	6	3			
KIPP DC LEAP Academy PCS	302	100	101	101															2	16	4			
KIPP DC Promise PCS	415				108	104	99	104												25	20	1	1	
KIPP DC WILL Academy PCS	337							28	71	82	77	79								15	29	10	4	
LAMB PCS	273	42	66	57	31	34	23	13	7										117	13	16	3	2	
LAYC Career Academy	103													4	13	21	65			1			1	
Mary McLeod Bethune Day Academy PCS	366	36	57	42	30	41	30	37	28	32	17	16							15	9	26	9	1	
Maya Angelou Evans Campus PCS	298												78	75	86	59				7	20	52	9	
Maya Angelou Middle Campus PCS	196									56	73	67								10	11	25	9	
Maya Angelou Young Adult Learning Center	82																82			2	1	4	1	
Meridian PCS	567	52	75	71	64	75	47	40	43	46	32	22							136	71	11	1	4	
Mundo Verde Bilingual PCS	237	40	64	69	64														64	18				
National Collegiate Prep PCS	310												91	86	77	56				21	26	5	1	
Options PCS	415									28	31	33	115	87	63	58				7	14	22	230	
Paul JHS PCS	556									114	142	186	114						29	12	31	6	2	
Perry Street Prep PCS	950	30	33	34	40	31	43	35	52	49	72	64	153	106	113	95			41	40	77	9	3	
Potomac Lighthouse PCS	396	50	48	52	35	52	31	35	45	25	23									8	11	2	1	
Richard Wright PCS	202											33	83	86					1	14	15	4	4	
Roots PCS	120	18	17	21	14	12	11	5	6	7	3	6								2	1		1	
SEED PCS	341									99	66	39	47	24	26	40				12	31	5		
Septima Clark PCS	230	42	44	42	34	21	16	9	12	10										10	7	4	3	
Shining Stars Montessori PCS	55	25	15	7	8														6	2			1	
St. Coletta Special Education PCS	250																	250					245	
The Next Step PCS	166													14	31	62	59		91	4	4	2	1	
The Next Step PCS- Adult	111													1	7	26	77		33	2	4	1		
Thurgood Marshall Academy PCS	397												136	110	87	64				14	16	2		

School by School Enrollment Audit October 2012

School Name	Total Enrolled	By Grade																ELL		Special Education			
		PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	AO	UN	ELL	Level 1	Level 2	Level 3	Level 4
Tree of Life Community PCS	314	35	44	39	31	24	25	21	22	22	24	27							2	17	12	3	3
Two Rivers PCS	502	39	46	45	48	51	49	51	45	45	48	35							20	34	26	24	3
Washington Latin PCS HS	244												80	63	54	47			4	9	7		1
Washington Latin PCS MS	353								84	88	90	91							5	16	3	4	
Washington Math Science Tech PCS	354												90	84	105	75				14	19	3	1
Washington Yu Ying PCS	439		76	114	68	64	53	41	23										28	19	2	10	
William E. Doar Jr PCS	422	51	49	61	47	46	40	30	26	26	21	25							2	14	8	4	2
Youth Build LAYC PCS	116																	116	34	5	3	2	5
<b>Public Charter Schools Overall Total</b>	<b>34673</b>	<b>2768</b>	<b>3090</b>	<b>2857</b>	<b>2422</b>	<b>2083</b>	<b>1808</b>	<b>1549</b>	<b>1776</b>	<b>2348</b>	<b>2221</b>	<b>2008</b>	<b>2281</b>	<b>1652</b>	<b>1384</b>	<b>1287</b>	<b>2773</b>	<b>366</b>	<b>2542</b>	<b>1310</b>	<b>1403</b>	<b>651</b>	<b>796</b>



2013 Summer Enrollment

<b>LEA Name</b>	<b>Total Enrollment 08/15/13</b>
Achievement Preparatory Academy PCS	8
AppleTree Early Learning PCS	410
Arts and Technology Academy PCS	245
Booker T. Washington PCS	39
Bridges PCS	35
Briya PCS	338
Capital City PCS	416
Center City PCS	587
César Chávez PCS for Public Policy	331
Community Academy PCS	300
Creative Minds International PCS	54
DC Bilingual PCS	29
DC Prep PCS	46
DC Scholars PCS	N/A
E.L. Haynes PCS	492
Eagle Academy PCS	100
Early Childhood Academy PCS	125
Elsie Whitlow Stokes Community Freedom PCS	203
Friendship PCS	1,505
Hope Community PCS	705
Hospitality High PCS	101
Howard University Math and Science PCS	170
IDEA PCS	61
Ideal Academy PCS	170
Imagine Southeast PCS	101
Ingenuity Prep PCS	N/A
KIPP DC PCS	2,976
Latin American Montessori Bilingual PCS	81
LAYC Career Academy PCS	49
Mary McLeod Bethune Day Academy PCS	197
Maya Angelou PCS	55
Meridian PCS	262
Mundo Verde Bilingual PCS	133
National Collegiate Preparatory PCHS	129
Next Step/EI Próximo Paso PCS	266
Options PCS	131
Paul PCS	110
Perry Street Preparatory PCS	88
Potomac Lighthouse PCS	69
Richard Wright PCS for Journalism and Media Arts	163
Roots PCS	101
SEED Public Charter School of Washington, DC	142
St. Coletta Special Education PCS	248
Thurgood Marshall Academy PCS	230
Tree of Life PCS	161
Two Rivers PCS	116
Washington Latin PCS	128
Washington Mathematics Science Technology PCHS	219
Washington Yu Ying PCS	261
William E. Doar, Jr. PCS for the Performing Arts	303
<b>GRAND TOTAL</b>	<b>13,189</b>

School Name	Total Enrollment	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	Adult	Ungraded
Achievement Preparatory PCS-Elementary	231			56	50	68	57											
Achievement Preparatory PCS-Middle School	390							122	101	72	63	32						
AppleTree Early Learning Center PCS Columbia Heights	162	99	63															
AppleTree Early Learning Center PCS Lincoln Park	63	46	17															
AppleTree Early Learning Center PCS Oklahoma	172	84	88															
AppleTree Early Learning Center PCS Southwest	79	45	34															
AppleTree Early Learning PCS Southeast	170	79	91															
Arts and Technology PCS	622	110	100	90	87	67	61	51	56									
Basis DC PCS	510								133	162	125	59	31					
Booker T Washington PCS	569												50	49	47	34	389	
Bridges PCS	211	55	74	54	28													
Briya Public Charter School	478	38	6															434
Capital City High School PCS	337												91	85	83	78		
Capital City Lower PCS	321	32	40	46	50	50	51	52										
Capital City Middle School	326								81	81	79	85						
Carlos Rosario International PCS Harvard Street Campus	2026																	2026
Cedar Tree Academy PCS	323	116	138	69														
Center City Brightwood Campus PCS	251		21	24	29	28	27	28	27	25	22	20						
Center City Capitol Hill Campus PCS	238		20	26	24	28	25	26	19	27	21	22						
Center City Congress Heights Campus PCS	227		22	25	26	20	25	24	23	20	25	17						
Center City Petworth Campus PCS	237		23	23	26	23	25	27	26	22	25	17						
Center City Shaw Campus PCS	239		18	24	22	24	26	29	22	27	25	22						
Center City Trinidad Campus PCS	226		19	18	23	27	26	25	25	23	23	17						
Cesar Chavez Capitol Hill PCS	390												122	119	58	91		
Cesar Chavez Parkside MS PCS	305									100	113	92						
Cesar Chavez PCS Chavez Prep	322									90	96	81	55					
Cesar Chavez PCS Parkside Upper	374												113	109	71	81		
Community Academy Amos I	596	83	85	86	90	82	75	45	50									
Community Academy Amos II	288	94	98	96														
Community Academy Amos III Armstrong	316	45	56	51	42	38	41	22	14	1	1	5						
Community Academy Butler Global	263	42	49	43	39	35	24	12	19									
Community Academy CAPCS Online	147			18	12	13	22	19	13	16	18	16						
Community College Preparatory Academy PCS	174																	174
Creative Minds International PCS	137	32	34	32	16	11	12											
D C Bilingual PCS	385	40	46	46	45	39	49	64	32	24								
D C Preparatory Benning Campus PCS	429	75	73	74	69	73	65											
D C Preparatory Edgewood Elementary Campus PCS	426	75	70	75	70	70	66											
D C Preparatory Edgewood Middle Campus PCS	289							76	76	61	40	36						
D C Preparatory Benning Middle Campus	77							77										
DC Scholars PCS	301	61	65	36	44	36	36	23										
E L Haynes PCS Georgia Avenue	353								50	101	102	100						
E.L. Haynes Kansas Avenue - High School	337												165	98	74			
E.L. Haynes PCS Kansas Avenue (Elementary School)	383	41	44	48	49	51	75	75										
Eagle Academy PCS - Eagle Center at McGogney	750	126	180	150	136	100	58											
Eagle Academy PCS New Jersey Avenue Campus	143	35	41	35	21	11												
Early Childhood Academy PCS	263	39	61	47	43	43	30											
Elsie Whitlow Stokes Community Freedom PCS	349	24	22	46	50	50	44	47	28	38								
Excel Academy PCS	622	90	110	90	92	77	71	46	46									
Friendship PCS Blow Pierce	652	64	72	77	75	50	48	25	25	61	79	76						
Friendship PCS Chamberlain	722	35	53	61	75	75	72	70	68	72	75	66						
Friendship PCS SouthEast Academy	559	55	62	73	71	77	74	72	75									
Friendship PCS Tech Prep	406									90	87	80	59	60	30			
Friendship PCS Woodridge Campus	507	49	54	48	52	46	41	37	42	40	45	53						
Friendship PCS Woodson Collegiate Academy	915												240	213	210	252		
Hope Community PCS Lamond Campus	380	69	75	58	60	40	37	24	11	6								
Hope Community PCS Tolson Campus	447	66	70	56	44	48	39	30	30	25	24	15						
Hospitality PCS	183												57	43	45	38		
Howard University Middle School of Math and Science PCS	321									111	112	98						

School Name	Total Enrollment	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	Adult	Ungraded
IDEA PCS	200												58	49	48	45		
Ideal Academy PCS North Capitol Street Campus ES	280	24	41	29	41	22	27	23	16	18	25	14						
Imagine Southeast PCS	468	46	52	48	89	82	57	33	28	33								
Ingenuity Prep PCS	108	24	25	59														
Inspired Teaching Demonstration PCS	268	45	44	45	48	25	24	21	16									
KIPP DC AIM PCS Academy PCS	338								88	88	84	78						
KIPP DC College Prep PCS	424												152	115	95	62		
KIPP DC Connect Academy	203	102	101															
KIPP DC Discover PCS	305	101	101	103														
KIPP DC GROW Academy PCS	304	101	101	102														
KIPP DC Heights Academy PCS	314				119	105	90											
KIPP DC KEY Academy PCS	334								96	86	81	71						
KIPP DC LEAD Academy	215				111	104												
KIPP DC LEAP Academy PCS	303	103	100	100														
KIPP DC Promise PCS	409				100	108	98	103										
KIPP DC Spring Academy	101			101														
KIPP DC WILL Academy PCS	388							81	77	81	77	72						
Latin American Montessori Bilingual (LAMB) PCS	320	69	59	60	46	29	33	18	6									
Latin American Youth Center Career Academy	127													3	11	16	96	1
Mary McLeod Bethune Day Academy PCS Slow Campus	376	46	41	43	40	24	41	35	40	24	31	11						
Maya Angelou Evans Campus PCS	297												101	68	59	69		
Maya Angelou Middle Campus PCS	155										75	80						
Maya Angelou Young Adult Learning Center	152																152	
Meridian PCS	590	44	68	76	73	63	67	48	42	40	40	29						
Mundo Verde Bilingual PCS	274	20	43	67	75	69												
National Collegiate Prep PCS	333												101	93	67	72		
Options PCS	386									21	45	40	63	92	63	62		
Paul Public Charter School - International High School	253												151	102				
Paul Public Charter School - Middle School	416									88	153	175						
Perry Street Prep PCS	834	25	37	35	37	35	39	36	27	52	65	77	86	97	95	91		
Potomac Lighthouse PCS	437	51	58	49	51	41	46	30	31	35	27	18						
Richard Wright PCS for Journalism and Media Arts	325											52	99	103	71			
Roots PCS	118	16	18	18	16	11	11	12	6	6	1	3						
School for Educational Evolution and Development (SEED) PCS	343									100	84	58	27	35	17	22		
Sela PCS	74		39	22	13													
Shining Stars Montessori PCS	81	45	22	5	5	4												
Somerset PCS	164									39	74	51						
St. Coletta Special Education PCS	250	2	10	8	10	9	16	13	16	14	12	12	13	18	14	16	67	
The Next Step PCS	320													20	37	89	174	
Thurgood Marshall Academy PCS	400												131	101	86	82		
Tree of Life Community PCS	329	37	41	45	39	28	23	29	20	21	24	22						
Two Rivers PCS	516	36	47	47	48	50	50	50	49	48	47	44						
Washington Latin PCS HS	275												90	72	63	50		
Washington Latin PCS MS	366								91	93	92	90						
Washington Math Science Tech PCS	338												76	88	82	92		
Washington Yu Ying PCS	511		80	80	114	68	58	52	37	22								
William E. Doar Jr PCS	438	49	52	57	48	45	41	42	33	23	26	22						
Youthbuild PCS	116																	116
<b>Grand Total</b>	<b>36795</b>	<b>2930</b>	<b>3374</b>	<b>3000</b>	<b>2683</b>	<b>2322</b>	<b>2023</b>	<b>1774</b>	<b>1811</b>	<b>2227</b>	<b>2263</b>	<b>2028</b>	<b>2131</b>	<b>1832</b>	<b>1426</b>	<b>1342</b>	<b>3512</b>	<b>117</b>

**50 Please report, by LEA (if the LEA has multiple schools, include data for each school), the number of residency fraud findings and investigations for the 2012-2013 school year as well as for the 2013-2014 school year to date.**

2013-2014 Reported Residency Fraud Cases <sup>1</sup>					
School	# of cases reported	DC Cases Closed	MD Cases Closed	Pending Cases	# of Withdrawals
Friendship PCS	6	N/A	N/A	N/A	N/A
Washington Latin PCS	1	N/A	N/A	N/A	N/A
EL Haynes PCS	1	N/A	N/A	N/A	N/A
LAMB PCS	1	N/A	N/A	N/A	N/A
EW Stokes PCS	2	N/A	N/A	N/A	N/A
Excel Academy PCS	1	N/A	N/A	N/A	N/A
Mundo Verde PCS	1	N/A	N/A	N/A	N/A
DC Scholars PCS	1	N/A	N/A	N/A	N/A
Tree of Life PCS	1	N/A	N/A	N/A	N/A
Washington Yu Ying PCS	2	N/A	N/A	N/A	N/A
<b>Total Cases</b>	<b>17</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

2012-2013 Reported Residency Fraud Cases					
School	# of cases reported	DC Cases Closed	MD Cases Closed	Pending Cases	# of Withdrawals
Mary McLeod Bethune PCS	24	10	0	8	6
EW Stokes PCS	7	0	0	6	1
Washington Yu Ying PCS	1	0	0	1	0
Two Rivers	9	2	0	6	1
Early Childhood Academy PCS	2	1	0	1	0
Friendship PCS	6	2	0	2	2
Options PCS	1	0	0	0	1
Meridian PCS	1	0	0	0	1
KIPP DC PCS	2	0	0	1	1
Perry Street Prep PCS	2	2	0	0	0
AppleTree Early Learning PCS	3	1	0	0	2
Howard University Middle PCS	2	0	0	2	0
William E Doar PCS	3	0	0	1	2
Hope Community PCS	1	0	0	0	1
Center City PCS	4	0	0	1	3
SEED PCS	1	0	0	1	0
IDEA PCS	2	0	0	0	2
Achievement Prep PCS	2	2	0	0	0
<b>TOTAL</b>	<b>74</b>	<b>21</b>	<b>0</b>	<b>30</b>	<b>23</b>

\*Cases reported → 74

\*DC investigations found → 21

\*MD investigations found → 0

\*Pending cases (referred back to LEA's for further investigations) → 30

\*Withdrawals → 23

<sup>1</sup> All cases are in transition to OSSE

**51 Please describe the process by which the Board enforces truancy regulations for and collects data on students attendance at public charter schools.**

- **Please provide the following data on student attendance: For each LEA (if the LEA has multiple schools, include data for each school) and by sector, please provide the number of truant students by grade for the 2012-13 school year, and 2013-14 school year to date:**
  - **The number and percent of students with 1-5 unexcused absences**
  - **The number and percent of students with 6-10 unexcused absences**
  - **The number and percent of students with 11-20 unexcused absences**
  - **The number and percent of students with 21 or more unexcused absences**
  - **Data above on attached spreadsheet**

The Board enforces truancy regulations through Truancy Policy; Attendance and Discipline Data Submission Policy; collaboration with CFSA; attendance audits; and attendance dashboards available on SharePoint. Each of these processes is outlined below:

- PCSB's [Truancy Policy](#): According to this policy, traditional LEAs must maintain a truancy rate at or below 20% on a quarterly basis (25% for high schools). At the end of the second quarter, schools that have a truancy rate over 20% (25% for high schools) may be subject to a Notice of Concern. Officially designated alternative LEAs must maintain a truancy rate at or below 35% or may be subject to a Notice of Concern. The Notice of Concern can be lifted the following quarter based upon improvement in the following categories:
  - Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)
  - Improvement in attendance for the majority of students who were defined as truant (10 days) in the previous quarter(s).
  - Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant in the first quarter. (For the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs.)
- PCSB's [Attendance and Discipline Data Submission Policy](#): According to this policy, attendance must be completed on a daily basis for every student enrolled in the school for the current school year (present or absent; excused or unexcused). These files must be uploaded into ProActive on a weekly basis. If, after five business days after the start of a new month, the attendance data for the previous month is less than 90% complete, an Early Warning will be sent to the data manager and principal by PCSB staff and the school will have 5 business days to submit the missing attendance data. If, after five business days, the attendance data is still missing, the school will be notified by PCSB that it has an Out-of-Compliance Violation. During any five-month period, if a school receives three or more Out-of-Compliance Violations, the school will receive a Notice of

Concern by the PCSB Board, which, without immediate corrective action, may result in the school receiving a Charter Warning, which could result in charter revocation.<sup>1</sup>

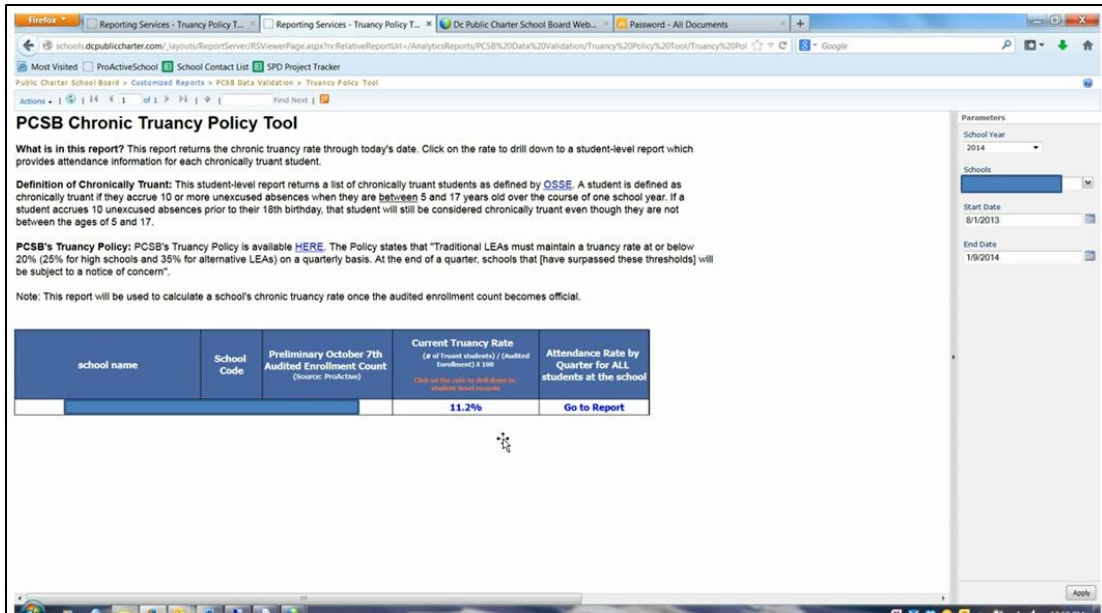
- **PCSB collaborates with CFSA** on a monthly basis to ensure schools are abiding by truancy mandatory reporting regulations. Each month, PCSB sends CFSA a report showing the number of chronically truant students per school from the previous month, which is essentially the number of referrals CFSA should have received that month. CFSA then sends PCSB a report indicating the number of referrals their agency has *received* for each school. If there is a large discrepancy between the number referred and the number of new truants, PCSB will contact the school to determine why the gap exists. To date PCSB has contacted roughly 20 schools to address instances of under-reporting, which generally leads the schools to submit the referrals. Additionally, PCSB and CFSA have monthly calls to reconcile any difference in numbers (and discuss why the problem exists, how to assist the school, etc.).
- PCSB's **Discipline and Attendance Audit Policy**: According to this policy, there are certain flags that could trigger PCSB staff to conduct an audit of attendance or discipline data. The triggers include the following:
  - Data discrepancies in ProActive (all grades)
  - Under 80%, or 100% in-seat attendance rates (all grade spans that have regular Monday through Friday daytime classes)

In addition, PCSB staff conducts random audits of discipline and attendance data throughout the school year to ensure data quality. An audit may include a desktop or onsite review of records, in which any of the following procedures may occur:

- Comparison of attendance and discipline data between a school's student information system and data in ProActive
  - In person audit of a school's attendance and discipline data entry process
  - Accurate review of paper documents
  - Interviews with a school's data manager
- PCSB provides online **attendance dashboards** in SharePoint so that schools are cognizant of their in-seat attendance rate, truancy rate, and other attendance metrics. Schools are encouraged to view these dashboards regularly. The dashboards provide student-level data, school level data, and charter sector averages.

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<sup>1</sup> No schools have received three Out-of-Compliance violations to date, however four schools have received two.



## Truancy reporting

- There are approximately 512 students age 5-13 who have accrued 10+ unexcused absences, according to ProActive, PCSB's attendance database. Of these, 174 have been referred to CFSA.
- There are approximately 354 students age 14-17 who have accrued 15+ unexcused absences, according to ProActive. CSS has not informed PCSB how many students have been referred to CSS/ OAG.

## Notice of Concern due to truancy rate

One school is due to receive a Notice of Concern, which will be tentatively issued at the February 2014 Board Meeting. This school has reached a 30% truancy rate.<sup>2</sup>

<sup>2</sup> This school's rate has since dropped below the threshold so PCSB staff will do an attendance audit to determine the school's data quality.

## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input checked="" type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

**PREPARED BY:** Rashida Kennedy – Equity & Fidelity Team

**SUBJECT:** Revisions to the PCSB Truancy Policy

**DATE:** August 19, 2013

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### Proposal/Request

DC Public Charter School Board (“PCSB”) staff requests that its Board vote to accept the proposed revisions to the 2012 PCSB Truancy policy. Any changes from the original policy are found in red underlined text.

New local laws have established a new definition for truancy, as well as a different threshold for unexcused absences at which LEAs must report a student for educational neglect. Additionally, data from last year’s pilot Truancy Policy has informed PCSB staff on truancy norms. Thus, PCSB staff requests the Board to approve revisions to the Truancy Policy. This policy would go into effect beginning SY 2013-2014. The proposed revisions would include the following provisions:

#### PCSB Truancy Policy

- Chronically truant is now defined as a school-aged student (between ages 5-18) who accrues 10 or more unexcused absences within a single school year. A school’s truancy rate will be based on the percentage of students with 10 or more unexcused absences for all students between ages 5-18.



- The school year will be broken into four quarters. For the first quarter, PCSB will provide schools with baseline data indicating their overall truancy rate. Schools will also be provided data indicating the total number of unexcused absences, total number of excused absences, percentage of instructional days lost for all students, and the number/ names of all students who were chronically truant (10 or more days for all students). The reviews will be divided as follows:
  - 1<sup>st</sup> review: August – September 30<sup>th</sup> (results reported on December 1st)
  - 2<sup>nd</sup> review: October 1<sup>st</sup> – November 31st (results reported on February 1<sup>st</sup>)
  - 3<sup>rd</sup> review: December 1<sup>st</sup> – January 31st (results reported on April 1<sup>st</sup>)
  - 4<sup>th</sup> review: February 1<sup>st</sup> – March 31<sup>st</sup> (results reported on June 1<sup>st</sup>)
  - Final review of whole school population: August-June 30<sup>th</sup> (results reported in August)
  
- Traditional LEAs must maintain a truancy rate at or below 20% on a quarterly basis (25% for high schools). At the end of the second quarter, schools that have a truancy rate over 20% (25% for high schools) will be subject to a Notice of Concern.
  
- Officially designated alternative LEAs must maintain a truancy rate at or below 35% on a quarterly basis. At the end of the second quarter, schools that have a truancy rate over 35% will be subject to a Notice of Concern.
  
- The Notice of Concern can be lifted the following quarter based upon improvement in the following categories:
  - Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)
  - Improvement in attendance for the majority of students who were defined as truant (10 days) in the previous quarter(s)
  - Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant in the first quarter. (For the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs.)
  
- Factors such as documented due diligence in areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of PCSB.
  
- All Notices of Concern would be lifted at the end of the year and the school would start fresh the next year.
  
- It is PCSB's discretion to determine whether a notice of concern is lifted if a schools's truancy rate decreases only due to truant students being expelled or withdrawn.

<b>Proposed language</b> <i>(highlight shows change from original policy)</i>	<b>Language from the Board-approved 2012 Truancy Policy</b>	<b>Reason for change</b>
Truancy as a form of educational neglect is determined as <b>10 or more unexcused absences for all students ages 5-18.</b>	Truancy as a form of educational neglect is determined as 10 or more unexcused absences (ages 5-13 for ES/MS students) or <b>25</b> or more unexcused absences (ages 14-17 for HS students).	New city-wide regulation on truancy
<b>High schools must maintain a truancy rate at or below 25%;</b> to lift a Notice of Concern, for the <i>whole school</i> population including previously truant students, the truancy rate for high schools cannot exceed <b>35%</b>	Traditional local education agencies (LEAs) must maintain a truancy rate at or below <b>20%</b> on a quarterly and annual basis	The truancy rate for high-school aged students (i.e., ages 14-18) has changed from 25 unexcused days to 10 unexcused days.
<b>Officially designated alternative LEAs must maintain a truancy rate at or below 35%;</b> to lift a Notice of Concern, for the <i>whole school</i> population including previously truant students, the truancy rate for alternative schools cannot exceed <b>45%</b>	Officially designated alternative LEAs must maintain a truancy rate at or below <b>25%</b> on a quarterly and annual basis.	The truancy rate for high-school aged students (i.e., ages 14-18) has changed from 25 unexcused days to 10 unexcused days. For schools designated as alternative, the SY 2013 end of year truancy rate was much higher than traditional schools (rate over 45% for all alternative schools).

### **Background**

In 2008 the PCSB began implementation of the Attendance and Truancy Policy. Truancy rates were documented as the percentage of students with 15 or more *unexcused absences* during the academic year in Washington, D.C. The policy was revised in 2012 and renamed the PCSB Truancy Policy. Changes to the policy reflected new rules on the definition of truancy, in which truancy was defined as the percentage of students ages 5-13 who accrued 10 unexcused absences, and the percentage of students ages 14-17 who reached 25 or more unexcused absences. It was implemented as a pilot with no Notices of Concern being issued.

In response to the South Capital Memorial Amendment Act of 2012, the Office of the State Superintendent of Education has established new state rules on truancy. These new regulations go into effect SY 2013-2014.

Schools submit attendance data based on the board-approved data submission policy on a weekly basis and must have at least 90% of their previous month's attendance data complete at all times.

Date: _____
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal/Request: _____
_____
_____
_____
_____

**PREVIOUS POLICY**

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

<b>Staff Proposal</b>	<b>School Request</b>
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
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<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
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<input type="checkbox"/> Board Action, Charter Warning	
<input type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input checked="" type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

**PREPARED BY:** Rashida Kennedy and Tim Harwood – Equity & Fidelity Team

**SUBJECT:** Revisions to the PCSB Attendance and Truancy Policy

**DATE:** December 17, 2012

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**Proposal/Request**

PCSB Staff request that the Board vote to accept the proposed PCSB Truancy policy. The Board voted to open the proposed policy for public comment on November 19, 2012. During the 28-day public comment period, PCSB received four comments (attached). Any changes from the original policy that were included in response to public comment are found in red text. Changes that were made based on staff and leadership input are found in green text.

PCSB’s goal is to promote improvement in attendance, rather than to be punitive to schools. Additionally, new local laws have established a different threshold for unexcused absences at which LEAs must report a student for educational neglect. Thus, PCSB staff requests the Board to approve revisions to the Attendance and Truancy Policy. Staff proposes that this policy would be implemented as a pilot for the 2012-2013 school year (without penalties enforced). These revisions would include the following provisions:

### **PCSB Truancy Policy**

- The policy will be titled “PCSB Truancy Policy”
- Truancy is the accumulation of multiple unexcused absences. A school’s truancy rate will be based on the percentage of students with 10 or more unexcused absences (ages 5-13 for ES/MS students) or 25 or more unexcused absences (ages 14-17 for HS).
- The school year will be broken into four quarters. For the first quarter, PCSB will provide schools with baseline data indicating their overall truancy rate. Schools will also be provided data indicating the total number of unexcused absences, total number of excused absences, percentage of instructional days lost for all students, and the number/ names of all students who were excessively truant (10 or more days for students ages 5-13 or elementary school; 25 or more days for students ages 14-17 or high school).
- Traditional LEAs must maintain a truancy rate at or below 20% on a quarterly basis. At the end of the second quarter, schools that have a truancy rate over 20% will be subject to a Notice of Concern (the rate of 20% will be piloted in SY 2012-2013 and will not result in a Notice of Concern).
- Officially designated alternative LEAs must maintain a truancy rate at or below 25% on a quarterly basis. At the end of the second quarter, schools that have a truancy rate over 25% will be subject to a Notice of Concern (this will not apply for 2012-2013 school year and is subject to change based on the results of the pilot).
- The Notice of Concern can be lifted the following quarter based upon improvement in the following categories:
  - Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)
  - Improvement in attendance for the majority of students who were defined as truant (10 days/ 25 days) in the previous quarter(s)
  - Maintaining a truancy rate lower than 20% for the school population (25% for alternative LEAs), excluding those already counted as truant in the first quarter. (For the whole school population, including previously truant students, the truancy rate cannot exceed 30%.)
- **Factors such as documented due diligence in areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.**
- All Notices of Concern would be lifted at the end of the year and the school would start fresh the next year
- It is the Board’s discretion to determine whether a notice of concern is lifted if a schools’s truancy rate decreases only due to truant students being expelled or withdrawn.

### **Background**

In 2008 the PCSB began implementation of the Attendance and Truancy Policy. Truancy rates were documented as the percentage of students with 15 or more *unexcused absences* during the academic year in Washington, D.C. Schools submit attendance data based on

the board-approved data submission policy on a weekly basis and must have at least 90% of their previous month's attendance data complete at all times.

Date: _____
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal/Request: _____
_____
_____
_____
_____

POLICY TITLE: <b>Attendance and Discipline Data Policy</b>		
ADOPTION/EFFECTIVE DATE: May 1, 2012	MOST RECENTLY AMENDED: N/A	MOST RECENTLY REAFFIRMED: N/A
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Compliance		

The School Reform Act of 1996, as amended, requires in section **§ 38-1802.11.(a)(1)(C)** – that an eligible chartering authority shall monitor the progress of each such school in meeting student academic achievement expectations specified in the charter granted to such school.

In order to monitor schools’ academic achievement, the PCSB collects attendance and discipline data electronically via our data collection system, ProActive, AIOS, encrypted files, or other secure methods.

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### **Policy Statement**

PCSB uses ProActive to collect data from public charter schools and will use the information for the express purpose of monitoring public charter school performance. PCSB will provide ProActive technological training to charter school staff annually and on an as-needed basis throughout the school year. PCSB will also provide schools with a list of data elements and their definitions annually. If additional data elements are required, or there are changes to the format or definition of a data element, PCSB will give public charter schools 30 days notice.

Charter schools are directed to submit all required data to PCSB as requested either via ProActive, AIOS, encrypted Excel files, or another secure method. PCSB will provide timely and meaningful help to schools that encounter technical difficulties entering data into ProActive and/or fixing data errors. If a school experiences technical difficulties that are the fault of PCSB’s system, has notified PCSB at least five (5) business days before a data is due, and has an active “ticket” in its support system, the school will be given five days to load the data after the error is fixed.

### **Attendance Data**

Expectation: Present, tardy, and absent (excused, unexcused) must be completed on a daily basis for every student enrolled in the school for the current school year. See attachment with attendance data fields for the 2011-2012 school year. These files must be uploaded into ProActive on a weekly basis.

Consequences: If, after five business days after the start of a new month, the attendance data for the previous month is less than 90% complete, an Early Warning will be sent to the data manager and principal by PCSB staff and the school will have 5 business days to submit the missing attendance data. If, after five business days, the attendance data is still missing, the school will be notified by PCSB that it has an Out-of-Compliance Violation. During any five-month period, if a school receives three or more Out-of-Compliance Violations, the school will receive a Notice of Concern by the PCSB Board, which, without immediate corrective action, may result in the school receiving a Charter Warning, which could result in charter revocation.

### Enrollment Data

Expectation: Within five business days of a student enrolling in a school, the school must enter all demographic data and a corresponding “enter code” into ProActive. Likewise, within five business days of a student withdrawing from a school, the school must update the student record with the correct “exit code”. If a student leaves a school for private placement, is identified as needing an IEP, exits from needing services, or is identified as an English Language Learner, the school must update the student record in ProActive and submit the corrected information on a monthly basis as per the schedule below. If enrollment data is invalid, incorrect, or missing, the school will be notified by PCSB and will have five business days to fix the errors upon notification.

### Discipline Data

Expectation: The school must enter or upload every suspension (with code) and expulsion (with code) into ProActive on a monthly basis as per the schedule below. See attachment for discipline data fields for the 2011-2012 school year.

**Consequence:** Failure to enter complete and accurate enrollment and discipline data by the submission due date and/or failure to correct data issues, will result in PCSB staff sending the data manager, principal, and head of school an Early Warning. The school will have 5 business days to submit the missing data or correct the errors. If, after five business days, the data is still missing or incorrect, the school will be notified by PCSB that it has an Out-of-Compliance Violation. During any five-month period, if a school receives three or more Out-of-Compliance Violations, the school will receive a Notice of Concern by the PCSB Board, which, without immediate corrective action, may result in the school receiving a Charter Warning, which could result in charter revocation.

Month	Date submissions are due
July	August 14
August	September 14
September	October 14
October	November 14
November	December 14



December	January 14
January	February 14
February	March 14
March	April 14
April	May 14
May	June 14
June	July 14

### **Maintain Enrollment, Attendance, and Discipline Records**

PCSB may conduct on-site data validation visits at any time throughout a school year. Therefore, PCSB expects schools to maintain documentation in paper and/or electronic format pertaining to attendance, enrollment, and discipline. PCSB recommends that schools maintain this documentation for at least five years, as PCSB reserves the right to conduct on-site validation visits at any time.

### **Board Approval Acknowledged By:**

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Scott Pearson,  
DC PCSB Executive Director

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Brian Jones  
DC PCSB Board Chair

Policy Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Naomi Rubin DeVeaux		JOB POSITION OF LAST EDITOR/DRAFTER: Deputy Director
PERSON RESPONSIBLE: Naomi Rubin DeVeaux		JOB POSITION OF PERSON RESPONSIBLE: Deputy Director
DESIGNEE NAME: N/A		JOB POSITION OF DESIGNEE: N/A
REFERENCE 1 TYPE: None	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION:
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:

## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input checked="" type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

**PREPARED BY:** Rashida Kennedy – Equity & Fidelity Team

**SUBJECT:** Discipline and Attendance Audit Policy

**DATE:** December 17, 2012

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### Proposal/Request

PCSB Staff request that the Board vote to accept the proposed Discipline and Attendance Audit Policy. The Board voted to open the proposed policy for public comment on November 19, 2012. During the 28-day public comment period, PCSB received four submissions of public comments (attached to this proposal). This proposal contains a final version of the policy; any changes from the original policy that were included in response to public comment are found in red text. This policy will determine flags that could trigger audits of submitted data. The following cases **could** trigger such audits:

- Data discrepancies in ProActive (all grades)
- Between 0-3% discipline incidences in grades 6-12
- Under 80%, or 100% in-seat attendance rates (all grade spans that have regular Monday through Friday daytime classes)

PCSB staff will take these triggers into consideration when determining if an audit should be conducted. If a trigger does apply to a school, other factors may also be considered, such as whether or not the school has received recent data submission warning notices. In addition, PCSB staff will conduct random audits of discipline and attendance data throughout the school year to ensure data quality.

These audits **could** include the following:

- Comparison of attendance and discipline data between a school's student information system and data in ProActive
- In person audit of a school's attendance and discipline data entry process
- Accurate review of paper documents (if applicable)
- Interviews with a school's data manager or other persons responsible for student data
- Site review

## **Background**

The School Reform Act of 1996, as amended, requires in section § 38-1802.11.(a)(1)(C) – that an eligible chartering authority shall monitor the progress of each such school in meeting student academic achievement expectations specified in the charter granted to such school.

In order to monitor schools' academic achievement, the PCSB collects data electronically via our data collection system, ProActive, Epicenter, encrypted files, or other secure methods. As stated in the PCSB Data Submission Policy (May 2012), PCSB staff may conduct on-site data validation visits at any time throughout a school year. Therefore, PCSB expects schools to maintain documentation in paper and/or electronic format pertaining to attendance, enrollment, and discipline.

Date: _____
PCSB Action: _____Approved _____Approved with Changes _____Rejected
Changes to the Original Proposal/Request: _____
_____
_____
_____
_____

**Council Question #51:** For each LEA (if the LEA has multiple schools, include data for each school) please provide the number of truant students by grade for the 2012-13 school year and 2013-14 school year to date.

**Data Source:** Attendance data were downloaded on January 27, 2014 from PCSB's SharePoint interface through December 31st for SY2012-13 and SY2013-14.

School Code	School Name	2013 preliminary audited enrollment count	2012 audited enrollment count	# of chronically truant students through December 31, 2013	# of chronically truant students through December 31, 2012	% of chronically truant students through December 31, 2013	% of chronically truant students through December 31, 2012
217	Achievement Preparatory Academy PCS - Elementary	236	0	<10	0	NA	NA
1100	Achievement Preparatory Academy PCS - Middle	391	315	<10	0	NA	0.0%
140	AppleTree Early Learning PCS - Columbia Heights	162	161	0	0	0.0%	0.0%
3073	AppleTree Early Learning PCS - Lincoln Park	63	61	0	0	0.0%	0.0%
1137	AppleTree Early Learning PCS - Oklahoma Ave	172	162	<10	0	NA	0.0%
3072	AppleTree Early Learning PCS - Southeast	171	86	<10	<10	NA	NA
141	AppleTree Early Learning PCS - Southwest	79	40	0	0	0.0%	NA
181	Arts and Technology Academy PCS	627	629	26	<10	4.1%	NA
3068	BASIS DC PCS	510	443	<10	<10	NA	NA
151	Booker T. Washington PCS	569	362	23	<10	4.0%	NA
142	Bridges PCS	211	143	<10	<10	NA	NA
126	Briya PCS	478	436	0	0	0.0%	0.0%
184	Capital City PCS - Lower School	322	325	<10	<10	NA	NA
1207	Capital City PCS - High School	341	321	44	0	12.9%	0.0%
182	Capital City PCS - Middle School	328	298	<10	10	NA	3.4%
1119	Carlos Rosario International PCS	2041	1941	0	0	0.0%	0.0%
188	Cedar Tree Academy PCS	323	0	12	10	3.7%	NA
1103	Center City PCS - Brightwood	252	238	0	<10	0.0%	NA
1104	Center City PCS - Capitol Hill	239	230	11	<10	4.6%	NA
1105	Center City PCS - Congress Heights	228	254	<10	17	NA	6.7%
1106	Center City PCS - Petworth	238	235	<10	<10	NA	NA
1107	Center City PCS - Shaw	242	218	<10	<10	NA	NA
1108	Center City PCS - Trinidad	226	230	<10	<10	NA	NA
127	César Chávez PCS for Public Policy - Chávez Prep	322	318	<10	<10	NA	NA
153	César Chávez PCS for Public Policy - Capitol Hill	390	409	11	12	2.8%	2.9%
109	César Chávez PCS for Public Policy - Parkside High School	374	391	<10	<10	NA	NA
102	César Chávez PCS for Public Policy - Parkside Middle School	305	318	<10	0	NA	0.0%
105	Community Academy PCS - Amos 1	597	510	14	<10	2.3%	NA
158	Community Academy PCS - Amos 2	288	280	<10	<10	NA	NA
1109	Community Academy PCS - Amos 3	316	479	21	26	6.6%	5.4%
106	Community Academy PCS - Butler Global	264	308	<10	<10	NA	NA
108	Community Academy PCS - CAPCS Online	147	120	0	0	0.0%	0.0%
216	Community College Preparatory Academy PCS	186	0	0	0	0.0%	NA
3069	Creative Minds International PCS	138	108	0	0	0.0%	0.0%
199	DC Bilingual PCS	386	339	<10	16	NA	4.7%
1110	DC Prep PCS - Benning Elementary	431	431	<10	<10	NA	NA
218	DC Prep PCS - Benning Middle	77	0	<10	0	NA	NA
130	DC Prep PCS - Edgewood Elementary	427	420	<10	<10	NA	NA
196	DC Prep PCS - Edgewood Middle	294	287	<10	<10	NA	NA
3070	DC Scholars PCS	301	183	<10	<10	NA	NA
146	E.L. Haynes PCS - Georgia Avenue	353	395	<10	0	NA	0.0%
1138	E.L. Haynes PCS - Kansas Avenue (High School)	339	227	38	28	11.2%	12.3%
1206	E.L. Haynes PCS - Kansas Avenue (Elementary School)	383	327	<10	0	NA	0.0%
1125	Eagle Academy PCS - New Jersey Avenue	143	125	0	0	0.0%	0.0%
195	Eagle Academy PCS - The Eagle Center at McGogney	750	640	20	<10	2.7%	NA
138	Early Childhood Academy PCS	264	248	0	<10	0.0%	NA
159	Elsie Whitlow Stokes Community Freedom PCS	349	335	<10	<10	NA	NA
1113	Excel Academy PCS	620	515	69	27	11.1%	5.2%
157	Friendship PCS - Blow-Pierce Elementary & Middle	652	683	58	11	8.9%	1.6%
155	Friendship PCS - Chamberlain Elementary & Middle	722	760	<10	19	NA	2.5%
186	Friendship PCS - Collegiate Academy	914	1036	78	122	8.5%	11.8%
113	Friendship PCS - Southeast Elementary Academy	559	551	<10	<10	NA	NA
1124	Friendship PCS - Technology Preparatory Academy	406	369	23	42	5.7%	11.4%
156	Friendship PCS - Woodridge Elementary & Middle	506	477	<10	<10	NA	NA
131	Hope Community PCS - Lamond	380	392	13	<10	3.4%	NA
114	Hope Community PCS - Tolson	452	432	0	<10	0.0%	NA
160	Hospitality High PCS	183	201	48	25	26.2%	12.4%
1126	Howard Road Academy - MLK Middle	0	114	0	<10	NA	NA
1114	Howard Road Academy - Penn Ave	0	151	0	0	NA	0.0%
115	Howard University Math and Science PCS	320	316	<10	13	NA	4.1%
134	Ideal Academy PCS	281	280	<10	10	NA	3.6%
1116	Imagine Southeast PCS	487	611	41	51	8.4%	8.3%
200	Ingenuity Prep PCS	108	0	13	0	12.0%	NA
3064	Inspired Teaching Demonstration PCS	269	207	<10	<10	NA	NA
163	Integrated Design Electronics Academy PCS	201	298	18	50	9.0%	16.8%
116	KIPP DC - AIM Academy PCS	338	330	<10	<10	NA	NA
1123	KIPP DC - College Preparatory PCS	424	399	14	15	3.3%	3.8%
1122	KIPP DC - Discover Academy PCS	306	305	<10	0	0.0%	0.0%
3071	KIPP DC - Heights Academy PCS	314	299	0	0	0.0%	0.0%
1129	KIPP DC - Grow Academy PCS	304	308	<10	0	NA	0.0%
190	KIPP DC - Lead Academy PCS	215	107	<10	0	NA	0.0%
121	KIPP DC - WILL Academy PCS	388	337	<10	<10	NA	NA
189	KIPP DC - KEY Academy PCS	334	327	<10	<10	NA	NA
132	KIPP DC - LEAP Academy PCS	303	302	0	<10	0.0%	NA
1121	KIPP DC - Promise Academy PCS	409	415	<10	0	NA	0.0%
209	KIPP DC - Connect Academy PCS	203	0	0	0	0.0%	NA
214	KIPP DC - Spring Academy PCS	101	0	<10	0	NA	NA
193	Latin American Montessori Bilingual PCS	320	273	0	<10	0.0%	NA
104	LAYC Career Academy PCS	126	103	10	14	7.9%	13.6%
135	Mary McLeod Bethune Day Academy PCS	381	366	0	<10	0.0%	NA
101	Maya Angelou PCS - Evans High School	296	298	94	73	31.8%	24.5%
133	Maya Angelou PCS - Evans Middle School	153	196	30	19	19.6%	9.7%
137	Maya Angelou PCS - Young Adult Learning Center	150	82	15	12	10.0%	14.6%
165	Meridian PCS	597	567	<10	11	NA	1.9%
3065	Mundo Verde Bilingual PCS	274	237	<10	<10	NA	NA
1120	National Collegiate Preparatory PCHS	337	310	54	35	16.0%	11.3%
168	Next Step/El Próximo Paso PCS	324	277	22	16	6.8%	5.8%
169	Options PCS	393	415	96	52	24.4%	12.5%
170	Paul PCS - Middle School	416	556	0	<10	0.0%	NA
222	Paul PCS - International High School	253	0	0	0	0.0%	NA
161	Perry Street Preparatory PCS	858	950	82	243	9.6%	25.6%
117	Potomac LightHouse PCS	443	397	23	13	5.2%	3.3%
3067	Richard Wright PCS for Journalism and Media Arts	328	202	29	20	8.8%	9.9%
173	Roots PCS	119	120	0	0	0.0%	0.0%
174	SEED PCS of Washington, DC	352	341	<10	<10	NA	NA
197	Sala PCS	74	0	0	0	0.0%	NA
123	Septima Clark PCS	0	230	0	<10	NA	NA
3066	Shining Stars Montessori Academy PCS	87	55	0	<10	0.0%	NA
187	Somerset Preparatory Academy PCS	163	0	10	0	6.1%	NA
1047	St. Coletta Special Education PCS	250	250	<10	<10	NA	NA
191	Thurgood Marshall Academy PCS	400	397	<10	15	NA	3.8%
183	Tree of Life PCS	333	314	0	<10	0.0%	NA
198	Two Rivers PCS	516	496	<10	<10	NA	NA
125	Washington Latin PCS - Middle School	366	353	0	0	0.0%	0.0%
1118	Washington Latin PCS - Upper School	275	244	<10	<10	NA	NA
178	Washington Mathematics Science Technology PCHS	339	354	<10	0	0.0%	0.0%
1117	Washington Yu Ying PCS	514	439	0	0	0.0%	0.0%
210	William E. Doar, Jr. PCS for the Performing Arts	438	422	12	0	2.7%	0.0%
128	YouthBuild PCS	117	116	15	<10	12.8%	NA
<b>TOTALS</b>	<b>Public Charter Sector Totals</b>	<b>36959</b>	<b>34115</b>	<b>1271</b>	<b>1205</b>	<b>3.4%</b>	<b>3.5%</b>

NOTE: Values between 1 and 9 are suppressed and take on a value of <10.

**Council Question 51:** For each LEA (if the LEA has multiple schools, include data for each school) please provide the number of truant students by grade for the 2012-13 school year and 2013-14 school year to date.

**SY2013-14: Number of Chronically Truant Students by Grade for the Public Charter Sector**

Grade Level	PK-4	KG	01	02	03	04	05	06	07	08	09	10	11	12	PG	Ungraded	Grand Total
Public Charter Sector Totals	<10	134	88	65	42	36	39	48	71	69	249	196	134	62	15	15	1271

**SY2012-13: Number of Chronically Truant Students by Grade for the Public Charter Sector**

Grade Level	PK-4	KG	01	02	03	04	05	06	07	08	09	10	11	12	PG	Ungraded	Grand Total
Public Charter Sector Totals	<10	88	61	54	35	36	31	52	72	76	289	190	140	62	<10	<10	1205

NOTE: Values between 1 and 9 are suppressed and take on a value of <10.

**Council Question 51.b:** For SY2013-14 through December 31, 2013, provide:  
a) The number and percent of students with 1-5 unexcused absences  
b) The number and percent of students with 6-10 unexcused absences  
c) The number and percent of students with 11-20 unexcused absences  
d) The number and percent of students with 21 or more unexcused absences

**Data Source:** Attendance data were downloaded from PCS's SharePoint interface through December 31st for SY2012-13 and SY2013-14.

School Code	School Name	Enrollment in Proactive as of audit (10/07/2013)	# of Students by Days of Unexcused Absences												
			0 Unexcused Absences	% With 0 Unexcused Absences	1 to 5 Unexcused Absences	% With 1 to 5 Unexcused Absences	6 to 10 Unexcused Absences	% With 6 to 10 Unexcused Absences	11 to 15 Unexcused Absences	% With 11 to 15 Unexcused Absences	16 to 20 Unexcused Absences	% With 16 to 20 Unexcused Absences	20+ Unexcused Absences	% With 20+ Unexcused Absences	
<b>CHARTER SECTOR TOTALS</b>			<b>3959</b>	<b>13746</b>	<b>37.2%</b>	<b>18430</b>	<b>49.9%</b>	<b>9930</b>	<b>10.6%</b>	<b>1164</b>	<b>3.2%</b>	<b>486</b>	<b>1.3%</b>	<b>399</b>	<b>1.1%</b>
1100	Achievement Preparatory Academy PCS - Middle	391	67	17.1%	310	79.3%	<10	NA	<10	NA	0	0.0%	0	0.0%	
217	Achievement Preparatory Academy PCS - Elementary	236	32	13.6%	193	81.8%	<10	NA	<10	NA	<10	NA	0	0.0%	
140	AppleTree Early Learning PCS - Columbia Heights	162	27	16.7%	104	64.2%	25	15.4%	<10	NA	<10	NA	<10	NA	
3073	AppleTree Early Learning PCS - Lincoln Park	63	35	55.6%	28	44.4%	0	0.0%	0	0.0%	<10	NA	0	0.0%	
1137	AppleTree Early Learning PCS - Oklahoma Ave	172	14	8.1%	71	41.0%	52	30.1%	19	11.0%	<10	NA	<10	NA	
3072	AppleTree Early Learning PCS - Southeast	171	<10	NA	68	39.5%	66	26.7%	29	16.9%	16	9.3%	21	12.2%	
141	Apple Tree Early Learning PCS - Southwest	79	11	14.3%	43	55.8%	16	20.8%	<10	NA	<10	NA	<10	NA	
191	Arts and Technology Academy PCS	927	123	13.3%	362	39.0%	124	13.4%	29	3.1%	10	1.1%	<10	NA	
3088	BASIS DC PCS	510	254	49.8%	222	43.5%	33	6.5%	<10	NA	0	0.0%	<10	NA	
151	Booker T. Washington PCS	569	232	40.7%	148	26.0%	36	6.3%	26	4.6%	<10	NA	<10	NA	
142	Bridges PCS	211	95	45.0%	105	49.8%	21	10.0%	<10	NA	0	0.0%	0	0.0%	
126	Brya PCS	475	123	25.7%	268	56.1%	86	18.0%	37	7.7%	17	3.6%	10	2.1%	
1207	Capital City PCS - High School	341	48	14.1%	181	53.1%	62	18.2%	28	8.2%	<10	NA	<10	NA	
184	Capital City PCS - Lower School	322	156	48.4%	153	47.5%	14	4.3%	<10	NA	0	0.0%	0	0.0%	
192	Capital City PCS - Middle School	329	133	40.5%	172	52.4%	22	6.7%	<10	NA	0	0.0%	0	0.0%	
1119	Carlos Rosario International PCS	2036	2268	107.7%	96	4.6%	24	1.1%	10	0.5%	<10	NA	<10	NA	
188	Cedar Tree Academy PCS	323	26	8.0%	164	50.8%	82	25.4%	42	13.0%	12	3.7%	<10	NA	
1103	Center City PCS - Bohemian	252	157	62.3%	98	38.8%	0	0.0%	0	0.0%	<10	NA	0	0.0%	
1104	Center City PCS - Capitol Hill	239	44	18.4%	141	59.0%	48	20.1%	<10	NA	0	0.0%	0	0.0%	
1105	Center City PCS - Congress Heights	228	93	40.8%	138	60.3%	<10	NA	0	0.0%	0	0.0%	0	0.0%	
1106	Center City PCS - Georgetown	238	93	39.1%	140	58.8%	<10	NA	0	0.0%	<10	NA	0	0.0%	
1107	Center City PCS - Shaw	242	102	42.1%	122	50.4%	16	6.6%	<10	NA	0	0.0%	<10	NA	
1108	Center City PCS - Trinidad	226	43	19.0%	159	70.4%	29	12.8%	<10	NA	<10	NA	0	0.0%	
153	César Chávez PCS for Public Policy - Capitol Hill	390	111	28.5%	257	65.9%	30	7.7%	<10	NA	<10	NA	0	0.0%	
127	César Chávez PCS for Public Policy - Chávez Prep	322	153	47.5%	173	53.7%	<10	NA	<10	NA	0	0.0%	0	0.0%	
109	César Chávez PCS for Public Policy - Parkside High School	374	137	36.6%	224	59.9%	21	5.6%	<10	NA	0	0.0%	0	0.0%	
102	César Chávez PCS for Public Policy - Parkside Middle School	305	114	37.4%	196	64.3%	14	4.6%	<10	NA	<10	NA	<10	NA	
105	Community Academy PCS - Amos 1	597	180	30.2%	364	61.1%	49	8.2%	12	2.0%	<10	NA	<10	NA	
158	Community Academy PCS - Amos 2	288	80	27.9%	178	62.0%	34	11.8%	<10	NA	<10	NA	0	0.0%	
1109	Community Academy PCS - Amos 3	316	58	18.4%	168	53.2%	65	20.6%	19	6.0%	<10	NA	<10	NA	
106	Community Academy PCS - Butler Global	664	61	9.2%	368	55.4%	264	39.3%	<10	NA	<10	NA	<10	NA	
108	Community Academy PCS - CAPCS Online	147	153	104.1%	<10	NA	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
216	Community College Preparatory Academy PCS	186	189	101.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
3069	Creative Minds International PCS	138	83	60.1%	51	37.0%	<10	NA	0	0.0%	0	0.0%	0	0.0%	
199	DC Bilinquin PCS	386	86	22.3%	252	65.3%	42	10.9%	<10	NA	0	0.0%	0	0.0%	
1110	DC Prep PCS - Benning Elementary	431	193	44.8%	231	53.6%	20	4.6%	<10	NA	0	0.0%	0	0.0%	
218	DC Prep PCS - Benning Middle	224	24	10.7%	55	24.6%	0	0.0%	0	0.0%	<10	NA	<10	NA	
130	DC Prep PCS - Edgewood Elementary	427	135	31.6%	273	63.9%	<10	NA	<10	NA	<10	NA	0	0.0%	
196	DC Prep PCS - Edgewood Middle	294	139	47.3%	147	50.0%	<10	NA	0	0.0%	0	0.0%	0	0.0%	
3070	DC Scholars PCS	301	44	14.6%	197	65.1%	58	19.3%	<10	NA	<10	NA	<10	NA	
146	E.L. Haynes PCS - Georgia Avenue	393	106	27.0%	206	52.4%	36	9.2%	<10	NA	<10	NA	0	0.0%	
1206	E.L. Haynes PCS - Kansas Avenue (Elementary School)	383	136	35.5%	225	58.7%	24	6.3%	<10	NA	0	0.0%	0	0.0%	
1138	E.L. Haynes PCS - Kansas Avenue (High School)	339	51	15.1%	182	54.0%	75	22.3%	20	5.9%	<10	NA	<10	NA	
1125	Eagle Academy PCS - New Jersey Avenue	143	45	31.5%	92	64.3%	13	9.1%	<10	NA	0	0.0%	0	0.0%	
195	Eagle Academy PCS - The Eagle Center at McGoohey	750	348	46.4%	330	44.0%	64	8.5%	22	2.9%	<10	NA	<10	NA	
138	Early Childhood Academy PCS	264	98	37.1%	154	58.3%	15	5.7%	<10	NA	0	0.0%	0	0.0%	
159	Elise Whitlow Stokes Community Freedom PCS	349	249	71.3%	96	27.5%	<10	NA	0	0.0%	0	0.0%	0	0.0%	
1113	Excel Academy PCS	620	73	11.8%	313	50.6%	148	23.8%	60	9.7%	20	3.2%	<10	NA	
157	Friendship PCS - Blow-Perce Elementary & Middle	652	116	17.8%	367	56.3%	138	21.2%	48	7.4%	10	1.5%	<10	NA	
155	Friendship PCS - Chamberlain Elementary & Middle	722	165	22.9%	473	65.5%	90	12.5%	0	0.0%	0	0.0%	0	0.0%	
186	Friendship PCS - Collegiate Academy	914	79	8.6%	467	51.1%	284	31.1%	72	7.9%	39	4.3%	14	1.5%	
113	Friendship PCS - Southeast Elementary Academy	559	121	21.6%	395	70.7%	52	9.3%	<10	NA	0	0.0%	0	0.0%	
1124	Friendship PCS - Technology Preparatory Academy	406	75	18.5%	273	67.2%	59	14.5%	13	3.2%	<10	NA	<10	NA	
156	Friendship PCS - Woodridge Elementary & Middle	506	127	25.1%	342	67.6%	59	11.7%	<10	NA	<10	NA	0	0.0%	
131	Hope Community PCS - Lamond	380	32	8.4%	243	63.9%	84	22.1%	25	6.6%	<10	NA	<10	NA	
114	Hope Community PCS - Tolson	452	320	70.6%	146	32.2%	<10	NA	<10	NA	0	0.0%	<10	NA	
160	Hoosier High PCS	183	12	6.6%	79	43.2%	50	27.3%	22	12.0%	12	6.6%	16	8.7%	
115	Howard University Math and Science PCS	320	78	24.4%	218	68.1%	29	9.1%	7	2.2%	<10	NA	<10	NA	
134	Ideal Academy PCS	281	64	22.8%	207	73.7%	17	6.0%	<10	NA	<10	NA	0	0.0%	
1116	Imagine Southeast PCS	487	54	11.2%	278	57.4%	118	24.4%	32	6.6%	13	2.7%	<10	NA	
200	Ingenium Prep PCS	14	14	100%	0	0.0%	0	0.0%	0	0.0%	<10	NA	<10	NA	
3054	Inspired Teaching Demonstration PCS	289	106	36.7%	153	52.9%	10	3.5%	<10	NA	<10	NA	0	0.0%	
163	Integrated Design Electronics Academy PCS	201	32	15.9%	122	60.7%	38	18.9%	10	5.0%	<10	NA	<10	NA	
116	KIPP DC - All Academy PCS	338	111	32.8%	208	61.5%	23	6.8%	<10	NA	0	0.0%	0	0.0%	
1123	KIPP DC - College Preparatory PCS	424	129	30.4%	264	62.3%	42	9.9%	<10	NA	<10	NA	<10	NA	
209	KIPP DC - Connect Academy PCS	203	52	25.6%	136	67.0%	30	14.8%	<10	NA	0	0.0%	0	0.0%	
1122	KIPP DC - Discover Academy PCS	306	52	17.0%	206	67.3%	49	16.0%	<10	NA	<10	NA	<10	NA	
1129	KIPP DC - Grow Academy PCS	304	97	31.9%	183	60.2%	30	9.9%	<10	NA	<10	NA	0	0.0%	
3071	KIPP DC - Heights Academy PCS	314	77	24.5%	221	70.4%	20	6.4%	0	0.0%	0	0.0%	0	0.0%	
189	KIPP DC - KEY Academy PCS	334	133	39.8%	186	55.7%	15	4.5%	<10	NA	0	0.0%	0	0.0%	
190	KIPP DC - Lead Academy PCS	215	81	37.7%	125	58.1%	<10	NA	<10	NA	0	0.0%	0	0.0%	
132	KIPP DC - LEAP Academy PCS	303	86	28.4%	184	60.7%	33	10.9%	<10	NA	0	0.0%	0	0.0%	
1121	KIPP DC - Promise Academy PCS	409	179	43.8%	231	56.5%	11	2.7%	0	0.0%	0	0.0%	0	0.0%	
214	KIPP DC - Spring Academy PCS	101	39	38.6%	57	57.4%	<10	NA	<10	NA	0	0.0%	0	0.0%	
121	KIPP DC - WILL Academy PCS	388	193	49.7%	196	50.5%	<10	NA	<10	NA	<10	NA	<10	NA	
193	Latin American Montessori Bilingual PCS	320	159	49.7%	157	49.1%	<10	NA	0	0.0%	0	0.0%	0	0.0%	
104	LAYC Career Academy PCS	126	<10	NA	31	24.6%	38	31.9%	25	21.0%	23	19.3%	21	17.8%	
135	Maya McLeod Belfrage Day Academy PCS	391	337	86.2%	54	14.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
101	Maya Angelou PCS - Evans High School	295	<10	NA	118	39.8%	75	24.7%	45	14.8%	17	5.6%	39	12.8%	
133	Maya Angelou PCS - Evans Middle School	153	14	8.9%	80	51.0%	41	26.1%	13	8.3%	<10	NA	<10	NA	
137	Maya Angelou PCS - Young Adult Learning Center	150	<10	NA	18	11.8%	43	28.3%	59	38.8%	33	21.7%	29	19.1%	
165	Meridian PCS	597	186	31.2%	369	61.9%									

- Council Question 51.b:** For SY2012-13 through December 31, 2012, provide:  
a) The number and percent of students with 1-5 unexcused absences  
b) The number and percent of students with 6-10 unexcused absences  
c) The number and percent of students with 11-20 unexcused absences  
d) The number and percent of students with 21 or more unexcused absences

**Data Source:** Attendance data were downloaded from PCS's SharePoint interface through December 31st for SY2012-13 and SY2013-14.

School Code	School Name	2012 Audited Enrollment Count	# of Students by Days of Unexcused Absences												
			0 Unexcused Absences	% with 0 Unexcused Absences	1 to 5 Unexcused Absences	% with 1 to 5 Unexcused Absences	6 to 10 Unexcused Absences	% with 6 to 10 Unexcused Absences	11 to 15 Unexcused Absences	% with 11 to 15 Unexcused Absences	16 to 20 Unexcused Absences	% with 16 to 20 Unexcused Absences	20+ Unexcused Absences	% with 20+ Unexcused Absences	
<b>CHARTER SECTOR TOTALS</b>															
1100	Achievement Preparatory Academy PCS - Middle	315	140	44.4%	147	46.7%									
217	Achievement Preparatory Academy PCS - Elementary	0	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	
140	AppleTree Early Learning PCS - Columbia Heights	161	18	11.2%	118	73.3%	45	28.0%	20	12.4%	<10	NA	<10	NA	
3073	AppleTree Early Learning PCS - Lincoln Park	61	61	100.0%	22	36.1%	<10	NA	<10	NA	<10	NA	<10	NA	
1137	AppleTree Early Learning PCS - Oklahoma Ave	162	36	22.2%	106	65.4%	43	26.5%	20	12.3%	<10	NA	<10	NA	
3072	AppleTree Early Learning PCS - Southeast	86	31	36.0%	85	98.9%	64	74.3%	17	19.8%	<10	NA	<10	NA	
141	AppleTree Early Learning PCS - Southwest	49	13	26.5%	62	126.5%	32	65.3%	<10	NA	<10	NA	<10	NA	
181	Arts and Technology Academy PCS	629	209	33.2%	397	63.1%	51	8.1%	<10	NA	<10	NA	<10	NA	
3068	BASIS DC PCS	443	234	52.8%	205	46.3%	10	2.3%	<10	NA	0	0.0%	<10	NA	
151	Booker T. Washington PCS	362	347	95.9%	36	9.9%	<10	NA	<10	NA	<10	NA	<10	NA	
142	Bridges PCS	143	80	55.9%	74	51.7%	14	9.8%	<10	NA	<10	NA	<10	NA	
126	Brva PCS	436	231	53.0%	196	45.0%	50	11.5%	11	2.5%	<10	NA	<10	NA	
1207	Capital City PCS - High School	321	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
184	Capital City PCS - Lower School	325	156	48.0%	160	49.2%	<10	NA	<10	NA	<10	NA	<10	NA	
182	Capital City PCS - Middle School	298	112	37.6%	162	54.4%	22	7.4%	<10	NA	0	0.0%	0	0.0%	
1119	Carle's Rosario International PCS	1941	2750	141.7%	38	4.5%	18	9.3%	<10	NA	<10	NA	<10	NA	
188	Cedar Tree Academy PCS	0	108	NA	283	NA	50	NA	<10	NA	<10	NA	<10	NA	
1103	Center City PCS - Brightwood	238	130	54.6%	104	43.7%	<10	NA	0	0.0%	0	0.0%	0	0.0%	
1104	Center City PCS - Capitol Hill	230	29	12.6%	170	73.9%	40	17.4%	<10	NA	0	0.0%	0	0.0%	
1105	Center City PCS - Congress Heights	254	33	13.0%	190	74.8%	30	11.8%	<10	NA	0	0.0%	0	0.0%	
1106	Center City PCS - Petworth	235	77	32.8%	143	60.9%	16	6.8%	<10	NA	0	0.0%	0	0.0%	
1107	Center City PCS - Shaw	218	75	34.4%	131	60.1%	17	7.8%	<10	NA	0	0.0%	0	0.0%	
1108	Center City PCS - Trinidad	230	65	28.3%	147	63.9%	36	15.7%	<10	NA	0	0.0%	0	0.0%	
153	César Chávez PCS for Public Policy - Capitol Hill	409	103	25.2%	299	73.1%	31	7.6%	<10	NA	<10	NA	<10	NA	
127	César Chávez PCS for Public Policy - Chávez Prep	318	153	48.1%	161	50.6%	<10	NA	<10	NA	0	0.0%	0	0.0%	
109	César Chávez PCS for Public Policy - Parkside High School	391	44	11.3%	271	69.3%	76	19.4%	<10	NA	<10	NA	<10	NA	
102	César Chávez PCS for Public Policy - Parkside Middle School	318	143	45.0%	196	61.6%	24	7.5%	0	0.0%	0	0.0%	0	0.0%	
106	Community Academy PCS - Amos 1	510	246	48.2%	258	50.6%	27	5.3%	<10	NA	<10	NA	<10	NA	
168	Community Academy PCS - Amos 2	280	66	23.6%	155	55.4%	62	22.1%	<10	NA	11	3.9%	<10	NA	
1109	Community Academy PCS - Amos 3	479	44	9.2%	385	<107.9%	24	5.0%	<10	NA	<10	NA	<10	NA	
106	Community Academy PCS - Butler Global	308	85	27.6%	183	59.4%	41	13.3%	<10	NA	<10	NA	<10	NA	
108	Community Academy PCS - CAPCS Online	120	88	73.3%	41	34.2%	<10	NA	0	0.0%	0	0.0%	0	0.0%	
216	Community College Preparatory Academy PCS	0	0	NA	0	NA	0	NA	0	0.0%	0	0.0%	0	0.0%	
3069	Creative Minds International PCS	105	80	76.2%	32	30.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
199	DC Bilingual PCS	339	42	12.4%	217	64.0%	60	17.7%	19	5.6%	<10	NA	<10	NA	
1110	DC Prep PCS - Benning Elementary	431	136	31.6%	286	66.3%	43	10.0%	<10	NA	<10	NA	<10	NA	
218	DC Prep PCS - Benning Middle	0	0	NA	0	NA	0	NA	0	0.0%	0	0.0%	0	0.0%	
130	DC Prep PCS - Edgewood Elementary	420	154	36.7%	241	57.4%	29	6.9%	<10	NA	<10	NA	<10	NA	
196	DC Prep PCS - Edgewood Middle	287	121	42.2%	167	58.2%	16	5.6%	0	0.0%	<10	NA	<10	NA	
3070	DC Scholars PCS	183	23	12.6%	108	59.0%	49	26.8%	<10	NA	<10	NA	<10	NA	
146	E.L. Haynes PCS - Georgia Avenue	395	317	80.3%	75	19.0%	<10	NA	0	0.0%	0	0.0%	0	0.0%	
1206	E.L. Haynes PCS - Kansas Avenue (Elementary School)	327	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
1138	E.L. Haynes PCS - Kansas Avenue (High School)	227	314	138.3%	185	81.5%	46	20.3%	12	5.3%	<10	NA	<10	NA	
1125	Eagle Academy PCS - New Jersey Avenue	125	48	38.4%	76	60.8%	<10	NA	<10	NA	0	0.0%	0	0.0%	
195	Eagle Academy PCS - The Eagle Center at McDevoy	640	287	44.8%	322	50.3%	42	6.6%	11	1.7%	<10	NA	<10	NA	
138	Early Childhood Academy PCS	248	68	27.4%	134	54.0%	33	13.3%	10	4.0%	<10	NA	<10	NA	
169	Elise Whitlow Stokes Community Freedom PCS	335	121	36.1%	197	58.8%	22	6.6%	0	0.0%	<10	NA	<10	NA	
1113	Excel Academy PCS	515	127	24.7%	277	53.8%	78	15.1%	39	7.6%	<10	NA	<10	NA	
157	Friendship PCS - Blow/Pierce Elementary & Middle	683	361	52.9%	315	46.1%	65	9.5%	<10	NA	<10	NA	<10	NA	
155	Friendship PCS - Chamberlain Elementary & Middle	760	155	20.4%	484	63.7%	112	14.7%	21	2.8%	<10	NA	<10	NA	
186	Friendship PCS - Collegiate Academy	1036	184	17.8%	548	52.9%	228	21.8%	59	5.7%	29	2.8%	26	2.5%	
113	Friendship PCS - Southeast Elementary Academy	551	181	32.8%	354	64.2%	29	5.3%	0	0.0%	0	0.0%	0	0.0%	
1124	Friendship PCS - Technology Preparatory Academy	369	48	13.0%	204	55.3%	94	25.5%	19	5.1%	<10	NA	<10	NA	
166	Friendship PCS - Woodridge Elementary & Middle	477	133	27.9%	304	63.7%	51	10.7%	<10	NA	<10	NA	<10	NA	
101	Hope Community PCS - 118	492	118	23.9%	343	69.7%	27	5.5%	<10	NA	<10	NA	<10	NA	
114	Hope Community PCS - Tolson	432	126	29.2%	276	63.9%	34	7.9%	<10	NA	<10	NA	<10	NA	
160	Hospitality High PCS	201	67	33.3%	82	40.8%	28	13.9%	<10	NA	<10	NA	13	6.5%	
1108	Howard Road Academy - MKL Middle	114													
1114	Howard Road Academy - Penn Ave	151													
115	Howard University Math and Science PCS	316	84	26.6%	176	55.7%	31	9.8%	<10	NA	<10	NA	<10	NA	
134	Ideal Academy PCS	280	79	28.2%	208	74.3%	23	8.2%	12	4.3%	<10	NA	<10	NA	
1116	Imagine Southeast PCS	611	166	27.2%	312	51.1%	120	19.6%	33	5.4%	<10	NA	<10	NA	
200	Ingenuity Prep PCS	0	0	NA	0	NA	0	NA	0	0.0%	0	0.0%	0	0.0%	
3064	Inspired Teaching Demonstration PCS	207	119	57.5%	76	36.7%	11	5.3%	<10	NA	0	0.0%	0	0.0%	
163	Integrated Business Economics Academy PCS	208	16	7.7%	142	68.0%	67	32.2%	16	7.7%	<10	NA	<10	NA	
116	KIPP DC - AIM Academy PCS	330	102	30.9%	216	65.5%	17	5.2%	<10	NA	0	0.0%	0	0.0%	
1123	KIPP DC - College Preparatory PCS	399	82	20.6%	282	70.7%	43	10.8%	11	2.8%	0	0.0%	<10	NA	
209	KIPP DC - Corbett Academy PCS	0	0	NA	0	NA	0	NA	0	0.0%	0	0.0%	0	0.0%	
1122	KIPP DC - Discover Academy PCS	305	94	30.8%	196	64.3%	14	4.6%	<10	NA	<10	NA	<10	NA	
1129	KIPP DC - Grow Academy PCS	308	106	34.4%	190	61.7%	18	5.8%	0	0.0%	<10	NA	<10	NA	
3071	KIPP DC - Heights Academy PCS	209	68	32.5%	140	67.0%	<10	NA	0	0.0%	0	0.0%	0	0.0%	
189	KIPP DC - KEY Academy PCS	327	129	39.4%	182	55.7%	24	7.3%	<10	NA	0	0.0%	0	0.0%	
190	KIPP DC - Lead Academy PCS	107	37	34.6%	85	60.7%	<10	NA	0	0.0%	0	0.0%	0	0.0%	
132	KIPP DC - LEAP Academy PCS	302	83	27.5%	196	64.9%	26	8.6%	<10	NA	0	0.0%	0	0.0%	
1121	KIPP DC - Promise Academy PCS	415	150	36.1%	263	63.4%	<10	NA	0	0.0%	0	0.0%	0	0.0%	
214	KIPP DC - Spring Academy PCS	0	0	NA	0	NA	0	NA	0	0.0%	0	0.0%	0	0.0%	
121	KIPP DC - WILL Academy PCS	337	107	31.8%	221	65.6%	22	6.5%	<10	NA	<10	NA	<10	NA	
183	Latin American Monarchs Bilingual PCS	273	106	38.8%	160	58.6%	18	6.6%	0	0.0%	0	0.0%	0	0.0%	
104	LAVC Career Academy PCS	103	23	22.3%	33	32.0%	26	25.2%	34	33.0%	<10	NA	<10	NA	
135	Mary McLeod Bethune Day Academy PCS	366	260	71.0%	138	37.7%	13	3.6%	<10	NA	<10	NA	<10	NA	
101	Maya Angelou PCS - Evans High School	298	20	6.7%	143	48.0%	56	18.8%	28	9.4%	15	5.0%	43	14.4%	
133	Maya Angelou PCS - Evans Middle School	196	38	19.4%	111	56.6%	50	25.5%	<10	NA	<10	NA	<10	NA	
137	Maya Angelou PCS - Young Adult Learning Center	82	<10	NA	17	20.7%	23	28.0%	39	47.6%	18	19.5%	<10	NA	
165	Mendham PCS	567	199	35.1%	315	55.6%	43	7.6%	15	2.6%	<10	NA	<10	NA	
3065	Mundo Nueva Bilingual PCS	237	7												



**52 Please provide copies of all of PCSB's policies regarding school discipline. What is required in a new charter application and charter renewal application regarding discipline?**

Each school submits its discipline policy to PCSB by October of each new school year through the Student Handbook submission into Epicenter, one of PCSB's document-collection databases. Charter schools are permitted to create their own discipline policies, however they must contain the following elements: a clear explanation of what infractions can lead to suspension and expulsion; due process procedures outlined (if a student is issued a suspension/ expulsion); and an explanation of modifications of discipline procedures for students with disabilities (e.g., right to a manifestation determination hearing). If the plan includes these elements, and does not conflict with any applicable state or federal laws, PCSB approves the policy.

According to PCSB's [Attendance and Discipline Data Submission Policy](#), schools submit their discipline infractions into ProActive on a monthly basis. PCSB staff monitors for complete submission and look for trends or unusual patterns.

PCSB's [Discipline and Attendance Audit Policy](#) helps pinpoint issues of concern that could trigger PCSB staff to conduct an audit of discipline or attendance data. The triggers include the following:

- Data discrepancies in ProActive (all grades)
- Between 0-3% discipline incidences in grades 6-12

In addition, PCSB staff conducts random audits of discipline and attendance data throughout the school year to ensure data quality. An audit may include a desktop or on-site review of records, in which any of the following procedures may occur:

- Comparison of attendance and discipline data between a school's student information system and data in ProActive
- In person audit of a school's attendance and discipline data entry process
- Accurate review of paper documents
- Interviews with a school's data manager

### New Charter Application Guidelines

PCSB's New Charter School Application Guidelines requests applicants to address the following questions contained in the Safety, Order and Student Discipline section.

- Describe how the proposed school will ensure that it has a safe and orderly environment to protect the health and safety of students and faculty.
- Describe the school's philosophy regarding student behavior and discipline for the general student population and for students with disabilities that supports the school model.
- Provide the proposed school's discipline policy for each grade span offered at full capacity or a timeline for completion to be included as part of the charter agreement.

## Charter Renewal

PCSB releases guidance for schools to submit a charter renewal application. These guidelines explain PCSB's role and what it is required to do for the charter renewal process. The guidance also includes what public charter schools are required to submit in an application according to the District of Columbia School Reform Act ("SRA") SRA § 38-1802.12.

The SRA requires schools up for renewal to include in their application the following:

- (1) A report on the progress of the public charter school in achieving the goals, student academic achievement expectations, and other terms of the approved charter;
- (2) All audited financial statements for the public charter school for the preceding 4 years; and
- (3) The articles of incorporation and bylaws of the nonprofit corporation operating the charter school, which shall contain provisions satisfying the requirements of SRA § 38-1802.13a (mandatory dissolution).

PCSB asks schools to speak to their legal compliance, however this is optional. As part of the renewal process, the SRA requires PCSB to assess whether a school has “committed a material violation of applicable laws or a material violation of conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”

To determine a school’s legal compliance over the first ten years of its charter, PCSB will review the school’s previously-conducted charter reviews for references to legal noncompliance. For the past five years, PCSB will review the compliance reports it produces on an annual basis. Included in this analysis of legal compliance is a review of whether a school provided proper notice and due process to families of students who have been suspended or expelled according to its discipline policy and procedures (SRA § 38-1802.06 (g)).

POLICY TITLE: <b>Attendance and Discipline Data Policy</b>		
ADOPTION/EFFECTIVE DATE: May 1, 2012	MOST RECENTLY AMENDED: N/A	MOST RECENTLY REAFFIRMED: N/A
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Compliance		

The School Reform Act of 1996, as amended, requires in section **§ 38-1802.11.(a)(1)(C)** – that an eligible chartering authority shall monitor the progress of each such school in meeting student academic achievement expectations specified in the charter granted to such school.

In order to monitor schools’ academic achievement, the PCSB collects attendance and discipline data electronically via our data collection system, ProActive, AIOS, encrypted files, or other secure methods.

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### Policy Statement

PCSB uses ProActive to collect data from public charter schools and will use the information for the express purpose of monitoring public charter school performance. PCSB will provide ProActive technological training to charter school staff annually and on an as-needed basis throughout the school year. PCSB will also provide schools with a list of data elements and their definitions annually. If additional data elements are required, or there are changes to the format or definition of a data element, PCSB will give public charter schools 30 days notice.

Charter schools are directed to submit all required data to PCSB as requested either via ProActive, AIOS, encrypted Excel files, or another secure method. PCSB will provide timely and meaningful help to schools that encounter technical difficulties entering data into ProActive and/or fixing data errors. If a school experiences technical difficulties that are the fault of PCSB’s system, has notified PCSB at least five (5) business days before a data is due, and has an active “ticket” in its support system, the school will be given five days to load the data after the error is fixed.

### Attendance Data

Expectation: Present, tardy, and absent (excused, unexcused) must be completed on a daily basis for every student enrolled in the school for the current school year. See attachment with attendance data fields for the 2011-2012 school year. These files must be uploaded into ProActive on a weekly basis.

Consequences: If, after five business days after the start of a new month, the attendance data for the previous month is less than 90% complete, an Early Warning will be sent to the data manager and principal by PCSB staff and the school will have 5 business days to submit the missing attendance data. If, after five business days, the attendance data is still missing, the school will be notified by PCSB that it has an Out-of-Compliance Violation. During any five-month period, if a school receives three or more Out-of-Compliance Violations, the school will receive a Notice of Concern by the PCSB Board, which, without immediate corrective action, may result in the school receiving a Charter Warning, which could result in charter revocation.

### Enrollment Data

Expectation: Within five business days of a student enrolling in a school, the school must enter all demographic data and a corresponding “enter code” into ProActive. Likewise, within five business days of a student withdrawing from a school, the school must update the student record with the correct “exit code”. If a student leaves a school for private placement, is identified as needing an IEP, exits from needing services, or is identified as an English Language Learner, the school must update the student record in ProActive and submit the corrected information on a monthly basis as per the schedule below. If enrollment data is invalid, incorrect, or missing, the school will be notified by PCSB and will have five business days to fix the errors upon notification.

### Discipline Data

Expectation: The school must enter or upload every suspension (with code) and expulsion (with code) into ProActive on a monthly basis as per the schedule below. See attachment for discipline data fields for the 2011-2012 school year.

**Consequence:** Failure to enter complete and accurate enrollment and discipline data by the submission due date and/or failure to correct data issues, will result in PCSB staff sending the data manager, principal, and head of school an Early Warning. The school will have 5 business days to submit the missing data or correct the errors. If, after five business days, the data is still missing or incorrect, the school will be notified by PCSB that it has an Out-of-Compliance Violation. During any five-month period, if a school receives three or more Out-of-Compliance Violations, the school will receive a Notice of Concern by the PCSB Board, which, without immediate corrective action, may result in the school receiving a Charter Warning, which could result in charter revocation.

Month	Date submissions are due
July	August 14
August	September 14
September	October 14
October	November 14
November	December 14

December	January 14
January	February 14
February	March 14
March	April 14
April	May 14
May	June 14
June	July 14

### **Maintain Enrollment, Attendance, and Discipline Records**

PCSB may conduct on-site data validation visits at any time throughout a school year. Therefore, PCSB expects schools to maintain documentation in paper and/or electronic format pertaining to attendance, enrollment, and discipline. PCSB recommends that schools maintain this documentation for at least five years, as PCSB reserves the right to conduct on-site validation visits at any time.

### **Board Approval Acknowledged By:**

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Scott Pearson,  
DC PCSB Executive Director

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Brian Jones  
DC PCSB Board Chair

Policy Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Naomi Rubin DeVeaux		JOB POSITION OF LAST EDITOR/DRAFTER: Deputy Director
PERSON RESPONSIBLE: Naomi Rubin DeVeaux		JOB POSITION OF PERSON RESPONSIBLE: Deputy Director
DESIGNEE NAME: N/A		JOB POSITION OF DESIGNEE: N/A
REFERENCE 1 TYPE: None	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION:
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

<b>Staff Proposal</b>	<b>School Request</b>
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input checked="" type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

**PREPARED BY:** Rashida Kennedy – Equity & Fidelity Team

**SUBJECT:** Discipline and Attendance Audit Policy

**DATE:** December 17, 2012

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**Proposal/Request**

PCSB Staff request that the Board vote to accept the proposed Discipline and Attendance Audit Policy. The Board voted to open the proposed policy for public comment on November 19, 2012. During the 28-day public comment period, PCSB received four submissions of public comments (attached to this proposal). This proposal contains a final version of the policy; any changes from the original policy that were included in response to public comment are found in red text. This policy will determine flags that could trigger audits of submitted data. The following cases **could** trigger such audits:

- Data discrepancies in ProActive (all grades)
- Between 0-3% discipline incidences in grades 6-12
- Under 80%, or 100% in-seat attendance rates (all grade spans that have regular Monday through Friday daytime classes)

PCSB staff will take these triggers into consideration when determining if an audit should be conducted. If a trigger does apply to a school, other factors may also be considered, such as whether or not the school has received recent data submission warning notices. In addition, PCSB staff will conduct random audits of discipline and attendance data throughout the school year to ensure data quality.

These audits **could** include the following:

- Comparison of attendance and discipline data between a school's student information system and data in ProActive
- In person audit of a school's attendance and discipline data entry process
- Accurate review of paper documents (if applicable)
- Interviews with a school's data manager or other persons responsible for student data
- Site review

**Background**

The School Reform Act of 1996, as amended, requires in section § 38-1802.11.(a)(1)(C) – that an eligible chartering authority shall monitor the progress of each such school in meeting student academic achievement expectations specified in the charter granted to such school.

In order to monitor schools' academic achievement, the PCSB collects data electronically via our data collection system, ProActive, Epicenter, encrypted files, or other secure methods. As stated in the PCSB Data Submission Policy (May 2012), PCSB staff may conduct on-site data validation visits at any time throughout a school year. Therefore, PCSB expects schools to maintain documentation in paper and/or electronic format pertaining to attendance, enrollment, and discipline.

Date: _____
PCSB Action: _____Approved _____Approved with Changes _____Rejected
Changes to the Original Proposal/Request: _____
_____
_____
_____
_____



**53 Provide a narrative describing the types of disciplinary actions that led to the suspensions and expulsions for SY2012-13 and SY2013-14 year-to-date.<sup>1</sup>**

The number of expulsions due to a non-federal reason decreased from 35% for the 2012-13 school year to 25% for the 2013-14 school year through the end of December. The reasons students are suspended remain unchanged from the previous school year, with a quarter of all student suspensions resulting from a federal reason.

Through the month of December, there were 81 students expelled during the 2012-13 school year versus 33 students expelled for the 2013-14 school year. Through the month of December, there were also 3,557 suspension incidents during the 2012-13 school year versus 3,157 suspension incidents for the 2013-14 school year.

During the 2012-13 school year, 65% (53 of 81) of the students expelled were due to a federal reason and 35% (28 of 81) of the students expelled were due to non-federal reasons. For suspensions, 25% (874 of 3,557) were due to federal offenses and 75% (2,720 of 3,557) were due to non-federal reasons.

During the 2013-14 school year, 75% (25 of 33) of the students expelled were due to a federal reason and 25% (8 of 33) of the students expelled were due to non-federal reasons. The most prevalent non-federal reason for expelling students was for disruptive behavior (4). For suspensions, 24% (751 of 3,157) were due to federal offenses and 76% (2,406 of 3,157) were due to non-federal reasons. The most prevalent non-federal categories for suspending students were disruptive behavior (1,065), insubordination (478), and fighting (351).

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<sup>1</sup> Please see the enclosed spreadsheet in this section tab for more information.



**Council Questions 53 (General and Special Education Discipline):**

Please provide the following data for the 2012-2013 school year and the 2013-2014 school year to date, broken down by school, by whether or not a student has an IEP, and by grade level:

1. The number and percent of students suspended for 1-10 days;
2. The number and percent of students suspended more than 10 days in total;
3. The number and percent of students who received more than one 10 day suspension;
4. The number and percent of students expelled;
5. The number and percent of suspensions and expulsions that involved special education students;
6. The number of students that were referred to an Alternative Educational Setting for the course of a suspension

Data Source: Attendance data were downloaded on January 21, 2014 from PCSB's SharePoint interface through December 31st for SY2012-13 and SY2013-14.

**Sector Enrollment (General and Special Education Enrollment)**

	preliminary enrollment (all students )	preliminary enrollment (general)	preliminary enrollment (special education)	SY2012-13 audited enrollment (all students )	enrollment (general education)	enrollment (special education students )
<b>Public Charter Sector Totals</b>	36959	32550	4409	34115	29991	4124

**Question 1: The number and percent of students suspended for 1-10 days**

	# of general education students SY2013-14	# of special education students SY2013-14	# of general education students SY2012-13	# of special education students SY2012-13	% of general education students SY2013-14	% of special education students SY2013-14	% of general education students SY2012-13	% of special education students SY2012-13
<b>Public Charter Sector Totals</b>	1563	498	1893	622	4.8%	11.3%	6.3%	15.1%

**Question 2: The number and percent of students suspended more than 10 days in total**

	# of general education students SY2013-14	# of special education students SY2013-14	# of general education students SY2012-13	# of special education students SY2012-13	% of general education students SY2013-14	% of special education students SY2013-14	% of general education students SY2012-13	% of special education students SY2012-13
<b>Public Charter Sector Totals</b>	53	20	71	39	0.2%	1.1%	0.2%	0.9%

**Question 3: The number and percent of students who received more than one 10 day suspension**

	# of general education students SY2013-14	# of special education students SY2013-14	# of general education students SY2012-13	# of special education students SY2012-13	% of general education students SY2013-14	% of special education students SY2013-14	% of general education students SY2012-13	% of special education students SY2012-13
<b>Public Charter Sector Totals</b>	<10	<10	<10	<10	NA	NA	NA	NA

**Question 4: The number and percent of students expelled**

	# of general education students SY2013-14	# of special education students SY2013-14	# of general education students SY2012-13	# of special education students SY2012-13	% of general education students SY2013-14	% of special education students SY2013-14	% of general education students SY2012-13	% of special education students SY2012-13
<b>Public Charter Sector Totals</b>	27	<10	67	15	0.1%	NA	0.2%	0.4%

**Question 5: The number and percent of suspensions and expulsions that involved special education students**

	# of special education students SY2013-14	# of special education students SY2012-13	% of special education students SY2013-14	% of special education students SY2012-13
<b>Public Charter Sector Totals</b>	501	625	11.4%	15.2%

**Question 6: The number of students that were referred to an Alternative Educational Setting for the course of a suspension**

	# of general education students SY2013-14	# of special education students SY2013-14	# of general education students SY2012-13	# of special education students SY2012-13	% of general education students SY2013-14	% of special education students SY2013-14	% of general education students SY2012-13	% of special education students SY2012-13
<b>Public Charter Sector Totals</b>	0	<10	0	<10	0%	NA	0%	NA

NOTE: Values between 1 and 9 are suppressed and take on a value of <10.

**Council Questions 53 (General and Special Education Discipline):**

**Data Source:** Attendance data were downloaded on January 21, 2014 from PCSB's SharePoint interface through December 31st for SY2012-13 and SY2013-14.

<b>Enrollment by grade level</b>		
Grade level	SY2013-14	SY2012-13
	preliminary audited enrollment	audited enrollment
<b>PK3</b>	2951	2477
<b>PK4</b>	3384	3211
<b>KG</b>	3000	2877
<b>1</b>	2689	2451
<b>2</b>	2326	2109
<b>3</b>	2027	1831
<b>4</b>	1783	1579
<b>5</b>	1819	1803
<b>6</b>	2236	2323
<b>7</b>	2266	2045
<b>8</b>	2043	1967
<b>9</b>	2165	1989
<b>10</b>	1832	1698
<b>11</b>	1424	1391
<b>12</b>	1355	1298
<b>PG</b>	3542	2999
<b>ungraded</b>	117	67
<b>TOTAL</b>	36959	34115

<b>Question 1: The number and percent of students suspended for 1-10 days</b>				
Grade level	# per grade (SY2013-14)	# per grade (SY2012-13)	% per grade (SY2013-14)	% per grade (SY2012-13)
<b>PK3</b>	22	25	0.7%	1.0%
<b>PK4</b>	31	26	0.9%	0.8%
<b>KG</b>	72	45	2.4%	1.6%
<b>1</b>	99	102	3.7%	4.2%
<b>2</b>	90	98	3.9%	4.6%
<b>3</b>	108	109	5.3%	6.0%
<b>4</b>	134	132	7.5%	8.4%
<b>5</b>	137	171	7.5%	9.5%
<b>6</b>	245	298	11.0%	12.8%
<b>7</b>	298	346	13.2%	16.9%
<b>8</b>	249	305	12.2%	15.5%
<b>9</b>	263	370	12.1%	18.6%
<b>10</b>	158	215	8.6%	12.7%
<b>11</b>	96	143	6.7%	10.3%
<b>12</b>	59	109	4.4%	8.4%
<b>PG</b>	5	5	0.1%	0.2%
<b>ungraded</b>	0	10	0.0%	14.9%
<b>TOTALS</b>	2066	2509	5.6%	7.4%

<b>Question 2: The number and percent of students suspended more than 10 days in total</b>				
Grade level	# per grade (SY2013-14)	# per grade (SY2012-13)	% per grade (SY2013-14)	% per grade (SY2012-13)
<b>PK3</b>	0	0	0.0%	0.0%
<b>PK4</b>	0	0	0.0%	0.0%
<b>KG</b>	1	0	0.0%	0.0%
<b>1</b>	3	0	0.1%	0.0%
<b>2</b>	1	0	0.0%	0.0%
<b>3</b>	3	0	0.1%	0.0%
<b>4</b>	2	1	0.1%	0.1%
<b>5</b>	1	3	0.1%	0.2%
<b>6</b>	3	13	0.1%	0.6%
<b>7</b>	11	16	0.5%	0.8%
<b>8</b>	14	17	0.7%	0.9%
<b>9</b>	15	34	0.7%	1.7%
<b>10</b>	9	17	0.5%	1.0%
<b>11</b>	6	9	0.4%	0.6%
<b>12</b>	3	3	0.2%	0.2%
<b>PG</b>	1	0	0.0%	0.0%
<b>ungraded</b>	0	0	0.0%	0.0%

**Council Questions 53 (General and Special Education Discipline):**

**Data Source:** Attendance data were downloaded on January 21, 2014 from PCSB's SharePoint interface through December 31st for SY2012-13 and SY2013-14.

**Question 3: The number and percent of students who received more than one 10 day suspension**

Grade level	# per grade (SY2013-14)	# per grade (SY2012-13)	% per grade (SY2013-14)	% per grade (SY2012-13)
<b>PK3</b>	0	0	0.0%	0.0%
<b>PK4</b>	0	0	0.0%	0.0%
<b>KG</b>	0	0	0.0%	0.0%
<b>1</b>	0	0	0.0%	0.0%
<b>2</b>	0	0	0.0%	0.0%
<b>3</b>	0	0	0.0%	0.0%
<b>4</b>	0	0	0.0%	0.0%
<b>5</b>	0	0	0.0%	0.0%
<b>6</b>	0	0	0.0%	0.0%
<b>7</b>	0	0	0.0%	0.0%
<b>8</b>	0	2	0.0%	0.1%
<b>9</b>	4	3	0.2%	0.2%
<b>10</b>	3	1	0.2%	0.1%
<b>11</b>	0	3	0.0%	0.2%
<b>12</b>	0	0	0.0%	0.0%
<b>PG</b>	0	0	0.0%	0.0%
<b>ungraded</b>	0	0	0.0%	0.0%

**Question 4: The number and percent of students expelled**

Grade level	# per grade (SY2013-14)	# per grade (SY2012-13)	% per grade (SY2013-14)	% per grade (SY2012-13)
<b>PK3</b>	0	0	0.0%	0.0%
<b>PK4</b>	0	0	0.0%	0.0%
<b>KG</b>	0	0	0.0%	0.0%
<b>1</b>	1	2	1.0%	0.1%
<b>2</b>	0	1	0.0%	0.0%
<b>3</b>	0	1	0.0%	0.1%
<b>4</b>	1	1	0.7%	0.1%
<b>5</b>	0	5	0.0%	0.3%
<b>6</b>	2	4	0.8%	0.2%
<b>7</b>	3	8	1.0%	0.4%
<b>8</b>	4	11	1.6%	0.6%
<b>9</b>	14	19	5.3%	1.0%
<b>10</b>	5	5	3.2%	0.3%
<b>11</b>	6	10	6.3%	0.7%
<b>12</b>	2	7	3.4%	0.5%
<b>PG</b>	0	4	0.0%	0.1%
<b>ungraded</b>	1	4	0.0%	6.0%

**Question 6: The number of students that were referred to an Alternative Educational Setting for the course of a**

Grade level	# per grade (SY2013-14)	# per grade (SY2012-13)	% per grade (SY2013-14)	% per grade (SY2012-13)
<b>PK3</b>	0	0	0.0%	0.0%
<b>PK4</b>	0	0	0.0%	0.0%
<b>KG</b>	0	0	0.0%	0.0%
<b>1</b>	1	0	0.0%	0.0%
<b>2</b>	0	0	0.0%	0.0%
<b>3</b>	0	0	0.0%	0.0%
<b>4</b>	0	0	0.0%	0.0%
<b>5</b>	0	0	0.0%	0.0%
<b>6</b>	0	0	0.0%	0.0%
<b>7</b>	0	0	0.0%	0.0%
<b>8</b>	0	0	0.0%	0.0%
<b>9</b>	0	0	0.0%	0.0%
<b>10</b>	0	1	0.0%	0.1%
<b>11</b>	0	0	0.0%	0.0%
<b>12</b>	0	0	0.0%	0.0%
<b>PG</b>	0	0	0.0%	0.0%
<b>ungraded</b>	0	0	0.0%	0.0%

School Name	SY2012-13 Audited Enrollment	Total # of Students with an Out-of-School Suspension (SY2012-13)	Short-term (1 day): Total # of Students with an Out-of-School Suspension for 1 day (SY2012-13)	Long Term (11 days): Total # of Students with an Out-of-School Suspension for 11 or more days (SY2012-13)	% of Students with an Out-of-School Suspension (SY2012-13)	Short Term Rate: % of Students with an Out-of-School Suspension for 1 day (SY2012-13)	Long Term Rate: % of Students with an Out-of-School Suspension for 11 or more days (SY2012-13)
Achievement Preparatory Academy PCS	315	111	57	0	35.2%	18.1%	0.0%
AppleTree Early Learning PCS - Amidon	44	9	9	0	20.5%	20.5%	0.0%
AppleTree Early Learning PCS - Columbia Heights	161	8	8	0	5.0%	5.0%	0.0%
AppleTree Early Learning PCS - Douglass Knoll	86	13	13	0	15.1%	15.1%	0.0%
AppleTree Early Learning PCS - Lincoln	61	5	5	0	8.2%	8.2%	0.0%
AppleTree Early Learning PCS - Oklahoma	162	6	6	0	3.7%	3.7%	0.0%
AppleTree Early Learning PCS - Parkland	86	12	11	0	14.0%	12.8%	0.0%
AppleTree Early Learning PCS - Riverside	40	3	3	0	7.5%	7.5%	0.0%
Arts and Technology Academy PCS	629	85	58	0	13.5%	9.2%	0.0%
BASIS DC PCS	443	79	37	7	17.8%	8.4%	1.6%
Booker T. Washington PCS	362	46	8	10	12.7%	2.2%	2.8%
Bridges PCS	143	0	0	0	0.0%	0.0%	0.0%
Briya PCS	436	0	0	0	0.0%	0.0%	0.0%
Capital City PCS - High School	321	40	15	2	12.5%	4.7%	0.6%
Capital City PCS - Lower School	325	12	10	0	3.7%	3.1%	0.0%
Capital City PCS - Middle School	298	51	10	2	17.1%	3.4%	0.7%
Carlos Rosario International PCS	1941	1	0	0	0.1%	0.0%	0.0%
Center City - Brightwood	238	29	20	0	12.2%	8.4%	0.0%
Center City - Capitol Hill	230	51	21	0	22.2%	9.1%	0.0%
Center City - Congress Heights	254	59	20	0	23.2%	7.9%	0.0%
Center City PCS - Petworth	235	30	23	0	12.8%	9.8%	0.0%
Center City PCS - Shaw	218	38	26	0	17.4%	11.9%	0.0%
Center City PCS - Trinidad	230	72	36	1	31.3%	15.7%	0.4%
Cesar Chavez PCS for Public Policy - Capitol Hill	409	113	44	0	27.6%	10.8%	0.0%
Cesar Chavez PCS for Public Policy - Chavez Prep	318	71	25	0	22.3%	7.9%	0.0%
Cesar Chavez PCS for Public Policy - Parkside High School	391	98	61	0	25.1%	15.6%	0.0%
Cesar Chavez PCS for Public Policy- Parkside Middle School	318	163	111	0	51.3%	34.9%	0.0%
Community Academy PCS - Amos I	510	5	2	0	1.0%	0.4%	0.0%
Community Academy PCS - Amos II	280	1	1	0	0.4%	0.4%	0.0%
Community Academy PCS - Amos III	479	59	12	0	12.3%	2.5%	0.0%
Community Academy PCS - Butler	308	4	1	0	1.3%	0.3%	0.0%
Community Academy PCS - CAPCS Online	120	0	0	0	0.0%	0.0%	0.0%
Creative Minds International PCS	105	2	2	0	1.9%	1.9%	0.0%
D.C. Bilingual PCS	339	13	12	0	3.8%	3.5%	0.0%
D.C. Prep PCS - Benning Elementary	431	113	111	0	26.2%	25.8%	0.0%
D.C. Prep PCS - Edgewood Elementary	420	66	66	0	15.7%	15.7%	0.0%
D.C. Prep PCS - Edgewood Middle	287	137	135	0	47.7%	47.0%	0.0%
DC Scholars PCS	183	9	6	0	4.9%	3.3%	0.0%
E.L. Haynes PCS - Georgia Ave	395	26	9	0	6.6%	2.3%	0.0%
E.L. Haynes PCS - Kansas Avenue Lower	327	3	3	0	0.9%	0.9%	0.0%
E.L. Haynes PCS - Kansas Avenue Upper	227	55	23	2	24.2%	10.1%	0.9%
Eagle Academy - New Jersey Ave	125	0	0	0	0.0%	0.0%	0.0%
Eagle Academy PCS-Eagle Center at McGogney	640	10	2	0	1.6%	0.3%	0.0%
Early Childhood PCS	248	3	0	0	1.2%	0.0%	0.0%
Elsie Whitlow Stokes Community Freedom PCS	335	13	12	0	3.9%	3.6%	0.0%
Excel Academy PCS	515	25	17	0	4.9%	3.3%	0.0%
Friendship PCS - Blow-Pierce Elementary & Middle	683	73	27	2	10.7%	4.0%	0.3%
Friendship PCS - Chamberlain Elementary & Middle	760	58	1	4	7.6%	0.1%	0.5%
Friendship PCS - Collegiate Academy	1036	222	10	1	21.4%	1.0%	0.1%
Friendship PCS - Southeast Elementary Academy	551	61	37	1	11.1%	6.7%	0.2%
Friendship PCS - Technical Preparatory Academy	369	126	32	8	34.1%	8.7%	2.2%
Friendship PCS - Woodridge Elementary & Middle	477	87	45	0	18.2%	9.4%	0.0%
Hope Community PCS - Lamond	392	32	7	0	8.2%	1.8%	0.0%
Hope Community PCS - Tolson	432	35	13	0	8.1%	3.0%	0.0%
Hospitality PCS	201	101	29	1	50.2%	14.4%	0.5%
Howard Road Academy PCS - Howard Road Main	419	78	13	1	18.6%	3.1%	0.2%
Howard Road Academy PCS - Martin Luther King Jr. Avenue	114	62	46	0	54.4%	40.4%	0.0%
Howard Road Academy PCS - Pennsylvania Avenue	151	0	0	0	0.0%	0.0%	0.0%
Howard University Middle School of Mathematics and Science PCS	316	89	30	6	28.2%	9.5%	1.9%
Ideal Academy PCS	280	15	7	0	5.4%	2.5%	0.0%
Imagine Southeast PCS	611	55	55	0	9.0%	9.0%	0.0%
Inspired Teaching	207	5	4	0	2.4%	1.9%	0.0%
Integrated Design Electronics Academy PCS (IDEA)	298	103	51	1	34.6%	17.1%	0.3%
KIPP DC: AIM Academy PCS	330	97	69	3	29.4%	20.9%	0.9%
KIPP DC: College Preparatory PCS	399	94	66	4	23.6%	16.5%	1.0%
KIPP DC: Discover Academy PCS	305	12	8	0	3.9%	2.6%	0.0%
KIPP DC: Grow Academy PCS	308	2	2	0	0.6%	0.6%	0.0%
KIPP DC: Heights Academy PCS	209	22	17	0	10.5%	8.1%	0.0%
KIPP DC: KEY Academy PCS	327	111	94	0	33.9%	28.7%	0.0%
KIPP DC: Lead Academy PCS	107	1	1	0	0.9%	0.9%	0.0%
KIPP DC: LEAP Academy PCS	302	10	8	0	3.3%	2.6%	0.0%
KIPP DC: Promise Academy PCS	415	41	31	0	9.9%	7.5%	0.0%
KIPP DC: WILL Academy PCS	337	105	76	1	31.2%	22.6%	0.3%
Latin American Montessori Bilingual PCS	273	6	5	0	2.2%	1.8%	0.0%
LAYC Career Academy PCS	103	11	5	1	10.7%	4.9%	1.0%
Mary McLeod Bethune Day Academy PCS	366	71	47	0	19.4%	12.8%	0.0%
Maya Angelou - Young Adult Learning Center	82	9	1	0	11.0%	1.2%	0.0%
Maya Angelou PCS - Evans High School	298	121	44	22	40.6%	14.8%	7.4%
Maya Angelou PCS - Evans Middle School	196	78	40	12	39.8%	20.4%	6.1%
Meridian PCS	567	37	29	0	6.5%	5.1%	0.0%
Mundo Verde Bilingual PCS	237	1	0	0	0.4%	0.0%	0.0%
National Collegiate Preparatory Public Charter High School	310	133	33	5	42.9%	10.6%	1.6%
Next Step PCS	286	0	0	0	0.0%	0.0%	0.0%
Options PCS	415	77	33	2	18.6%	8.0%	0.5%
Paul PCS	556	135	23	4	24.3%	4.1%	0.7%
Perry Street Prep PCS	950	305	84	7	32.1%	8.8%	0.7%
Potomac Lighthouse PCS	397	53	10	1	13.4%	2.5%	0.3%
Richard Wright PCS for Journalism and Media Arts	202	47	1	0	23.3%	0.5%	0.0%
Roots PCS	120	0	0	0	0.0%	0.0%	0.0%

School Name	SY2012-13 Audited Enrollment	Total # of Students with an Out-of-School Suspension (SY2012-13)	Short-term (1 day): Total # of Students with an Out-of-School Suspension for 1 day (SY2012-13)	Long Term (11 days): Total # of Students with an Out-of-School Suspension for 11 or more days (SY2012-13)	% of Students with an Out-of-School Suspension (SY2012-13)	Short Term Rate: % of Students with an Out-of-School Suspension for 1 day (SY2012-13)	Long Term Rate: % of Students with an Out-of-School Suspension for 11 or more days (SY2012-13)
SEED Public Charter School of Washington DC	341	179	52	0	52.5%	15.2%	0.0%
Septima Clark PCS	230	27	24	0	11.7%	10.4%	0.0%
Shining Stars Montessori Academy PCS	55	0	0	0	0.0%	0.0%	0.0%
St. Coletta Special Education PCS	250	6	5	0	2.4%	2.0%	0.0%
Thurgood Marshall PCS	397	31	2	2	7.8%	0.5%	0.5%
Tree of Life PCS	314	48	30	0	15.3%	9.6%	0.0%
Two Rivers PCS	496	36	29	1	7.3%	5.8%	0.2%
Washington Latin PCS - Upper School	244	19	12	0	7.8%	4.9%	0.0%
Washington Latin PCS- Middle School	353	32	18	0	9.1%	5.1%	0.0%
Washington Mathematics Science Technology PCHS	354	34	11	0	9.6%	3.1%	0.0%
Washington Yu Ying PCS	439	13	12	0	3.0%	2.7%	0.0%
William E. Doar, Jr. - Edgewood Elementary & Middle	422	60	24	0	14.2%	5.7%	0.0%
YouthBuild PCS	116	11	7	0	9.5%	6.0%	0.0%
<b>CHARTER SECTOR TOTALS (includes adult programs)</b>	<b>34673</b>	<b>5026</b>	<b>2411</b>	<b>114</b>	<b>14.5%</b>	<b>7.0%</b>	<b>0.3%</b>
<b>ELEMENTARY SCHOOL (Grades PK - 5)</b>	<b>18353</b>	<b>1507</b>	<b>991</b>	<b>7</b>	<b>8.2%</b>	<b>5.4%</b>	<b>0.0%</b>
<b>MIDDLE SCHOOL (Grades 6 - 8)</b>	<b>6577</b>	<b>1910</b>	<b>910</b>	<b>45</b>	<b>29.0%</b>	<b>13.8%</b>	<b>0.7%</b>
<b>HIGH SCHOOL (Grades 9 - 12)</b>	<b>6425</b>	<b>1576</b>	<b>477</b>	<b>61</b>	<b>24.5%</b>	<b>7.4%</b>	<b>0.9%</b>
<b>ADULT</b>	<b>3318</b>	<b>33</b>	<b>33</b>	<b>1</b>	<b>1.0%</b>	<b>1.0%</b>	<b>0.0%</b>

School Name	SY2012-13 Audited Enrollment	2013 Student Expulsions	2013 Expulsion Rate
Achievement Preparatory Academy PCS	315	2	0.6%
AppleTree Early Learning PCS - Amidon	44	0	0.0%
AppleTree Early Learning PCS - Columbia Heights	161	0	0.0%
AppleTree Early Learning PCS - Douglass Knoll	86	0	0.0%
AppleTree Early Learning PCS - Lincoln	61	0	0.0%
AppleTree Early Learning PCS - Oklahoma	162	1	0.6%
AppleTree Early Learning PCS - Parkland	86	0	0.0%
AppleTree Early Learning PCS - Riverside	40	0	0.0%
Arts and Technology Academy PCS	629	0	0.0%
BASIS DC PCS	443	0	0.0%
Booker T. Washington PCS	362	1	0.3%
Bridges PCS	143	0	0.0%
Briya PCS	436	0	0.0%
Capital City PCS - High School	321	2	0.6%
Capital City PCS - Lower School	325	0	0.0%
Capital City PCS - Middle School	298	1	0.3%
Carlos Rosario International PCS	1941	0	0.0%
Center City - Brightwood	238	0	0.0%
Center City - Capitol Hill	230	1	0.4%
Center City - Congress Heights	254	4	1.6%
Center City PCS - Petworth	235	2	0.9%
Center City PCS - Shaw	218	0	0.0%
Center City PCS - Trinidad	230	2	0.9%
Cesar Chavez PCS for Public Policy - Capitol Hill	409	8	2.0%
Cesar Chavez PCS for Public Policy - Chavez Prep	318	3	0.9%
Cesar Chavez PCS for Public Policy - Parkside High School	391	6	1.5%
Cesar Chavez PCS for Public Policy- Parkside Middle School	318	12	3.8%
Community Academy PCS - Amos I	510	0	0.0%
Community Academy PCS - Amos II	280	0	0.0%
Community Academy PCS - Amos III	479	0	0.0%
Community Academy PCS - Butler	308	0	0.0%
Community Academy PCS - CAPCS Online	120	0	0.0%
Creative Minds International PCS	105	0	0.0%
D.C. Bilingual PCS	339	0	0.0%
D.C. Prep PCS - Benning Elementary	431	2	0.5%
D.C. Prep PCS - Edgewood Elementary	420	0	0.0%
D.C. Prep PCS - Edgewood Middle	287	1	0.3%
DC Scholars PCS	183	0	0.0%
E.L. Haynes PCS - Georgia Ave	395	0	0.0%
E.L. Haynes PCS - Kansas Avenue Lower	227	0	0.0%
E.L. Haynes PCS - Kansas Avenue Upper	327	6	1.8%
Eagle Academy - New Jersey Ave	125	0	0.0%
Eagle Academy PCS-Eagle Center at McGogney	640	0	0.0%
Early Childhood PCS	248	0	0.0%
Elsie Whitlow Stokes Community Freedom PCS	335	0	0.0%
Excel Academy PCS	515	0	0.0%
Friendship PCS - Blow-Pierce Elementary & Middle	683	3	0.4%
Friendship PCS - Chamberlain Elementary & Middle	760	1	0.1%
Friendship PCS - Collegiate Academy	1036	18	1.7%
Friendship PCS - Southeast Elementary Academy	551	0	0.0%
Friendship PCS - Technical Preparatory Academy	369	4	1.1%
Friendship PCS - Woodridge Elementary & Middle	477	3	0.6%
Hope Community PCS - Lamond	392	0	0.0%
Hope Community PCS - Tolson	432	0	0.0%
Hospitality PCS	201	0	0.0%
Howard Road Academy PCS - Howard Road Main	419	0	0.0%
Howard Road Academy PCS - Martin Luther King Jr. Avenue	114	0	0.0%
Howard Road Academy PCS - Pennsylvania Avenue	151	0	0.0%
Howard University Middle School of Mathematics and Science PCS	316	3	0.9%
Ideal Academy PCS	280	0	0.0%
Imagine Southeast PCS	611	0	0.0%
Inspired Teaching	207	1	0.5%
Integrated Design Electronics Academy PCS (IDEA)	298	13	4.4%
KIPP DC: AIM Academy PCS	330	4	1.2%
KIPP DC: College Preparatory PCS	399	3	0.8%
KIPP DC: Discover Academy PCS	305	0	0.0%
KIPP DC: Grow Academy PCS	308	0	0.0%
KIPP DC: Heights Academy PCS	209	0	0.0%
KIPP DC: KEY Academy PCS	327	2	0.6%
KIPP DC: Lead Academy PCS	107	1	0.9%
KIPP DC: LEAP Academy PCS	302	0	0.0%
KIPP DC: Promise Academy PCS	415	1	0.2%
KIPP DC: WILL Academy PCS	337	6	1.8%
Latin American Montessori Bilingual PCS	273	0	0.0%
LAYC Career Academy PCS	103	6	5.8%
Mary McLeod Bethune Day Academy PCS	366	3	0.8%
Maya Angelou - Young Adult Learning Center	82	2	2.4%
Maya Angelou PCS - Evans High School	298	12	4.0%
Maya Angelou PCS - Evans Middle School	196	4	2.0%
Meridian PCS	567	0	0.0%
Mundo Verde Bilingual PCS	237	0	0.0%
National Collegiate Preparatory Public Charter High School	310	12	3.9%
Next Step PCS	286	3	1.0%
Options PCS	415	0	0.0%



School Name	SY2012-13 Audited Enrollment	2013 Student Expulsions	2013 Expulsion Rate
Paul PCS	556	1	0.2%
Perry Street Prep PCS	950	0	0.0%
Potomac Lighthouse PCS	397	0	0.0%
Richard Wright PCS for Journalism and Media Arts	202	0	0.0%
Roots PCS	120	0	0.0%
SEED Public Charter School of Washington DC	341	11	3.2%
Septima Clark PCS	230	3	1.3%
Shining Stars Montessori Academy PCS	55	0	0.0%
St. Coletta Special Education PCS	250	0	0.0%
Thurgood Marshall PCS	397	0	0.0%
Tree of Life PCS	314	1	0.3%
Two Rivers PCS	496	1	0.2%
Washington Latin PCS - Upper School	244	1	0.4%
Washington Latin PCS- Middle School	353	3	0.8%
Washington Mathematics Science Technology PCHS	354	0	0.0%
Washington Yu Ying PCS	439	0	0.0%
William E. Doar, Jr. - Edgewood Elementary & Middle	422	1	0.2%
YouthBuild PCS	116	5	4.3%
<b>CHARTER SECTOR TOTALS</b>	<b>34673</b>	<b>186</b>	<b>0.5%</b>
<b>ELEMENTARY SCHOOL (Grades PK - 5)</b>	<b>18353</b>	<b>17</b>	<b>0.1%</b>
<b>MIDDLE SCHOOL (Grades 6 - 8)</b>	<b>6577</b>	<b>63</b>	<b>1.0%</b>
<b>HIGH SCHOOL (Grades 9 - 12)</b>	<b>6425</b>	<b>95</b>	<b>1.4%</b>
<b>ADULT</b>	<b>3318</b>	<b>11</b>	<b>0.3%</b>

**54 Please describe the type of Alternative Educational Settings that are provided to suspended or expelled students and how PCSB ensures these settings are able to provide adequate education to these students.**

- **How are students evaluated in these settings? Do Alternative Educational Settings provide specialized instruction and related services?**

Of the responses PCSB received from schools, the Alternative Educational Settings offered to suspended or expelled students varied widely. Some school respondents offered no specific services to this target student group, while others ensured students continued their studies through work packets or online educational programming. Some schools engaged students in the classroom after hours on site, at other alternative school locations, or through home schooling. Several respondents provided students with behavioral specialist support or off campus tutoring support.

Of the respondents, it appears students are being evaluated by teacher-made assessments and validated internal assessments. It is the responsibility of each LEA to ensure that these settings are able to provide adequate education to these students. Schools are held accountable for all student performance (via the Performance Management Framework), including students who are temporarily placed in an alternative setting.

The issue of alternative settings for suspended or expelled is one that PCSB is paying greater attention to. PCSB now has several staff addressing issues of discipline and services to students with disabilities (who are disproportionately those suspended). PCSB has met and discussed these issues with outside advocates, including the Children's Law Center. Some of the approaches we are exploring may require Council action to implement.



# Briya

Public Charter School

Education Strengthens Families

Question 54: Please describe the type of Alternative Educational Settings that are provided to suspended or expelled students.

Question	Answer
LEA Name	Briya Public Charter School
School Name (If same, put "same")	Same
Please describe the type of Alternative Educational Settings that are provided to suspended students.	It is school policy not to suspend pre-k students.
Please describe the type of Alternative Educational Settings that are provided to expelled students.	It is school policy not to expel pre-k students.
How are students evaluated in these settings?	n/a
Do Alternative Educational Settings provide specialized instruction and related services?	n/a

[www.briya.org](http://www.briya.org)

2333 Ontario Road, NW (mail)  
Washington, DC 20009  
Tel: 202-232-7777  
Fax: 202-797-8470

1755 Newton Street, NW  
Washington, DC 20010  
Tel: 202-797-7337  
Fax: 202-797-8470

3912 Georgia Avenue, NW  
Washington, DC 20011  
Tel: 202-545-2020  
Fax: 202-291-2078



Mary's  
Center

*In partnership  
with Mary's Center*



Question 54: Please describe the type of Alternative Educational Settings that are provided to suspended or expelled students.

Question	Answer
LEA Name	Cedar Tree Academy
School Name (If same, put "same")	Same
Please describe the type of Alternative Educational Settings that are provided to suspended students.	N/A
Please describe the type of Alternative Educational Settings that are provided to expelled students.	N/A
How are students evaluated in these settings?	N/A
Do Alternative Educational Settings provide specialized instruction and related services?	N/A



**Georgia Avenue Campus**

3600 Georgia Avenue, NW  
 Washington, DC 20010  
 (202) 667-4446 (Grades 3-8)

**Kansas Avenue Campus**

4501 Kansas Avenue, NW  
 Washington, DC 20011  
 (202) 706-5828 (Grades PS-2)  
 (202) 706-5838 (Grades 9-12)

info@elhaynes.org  
 www.elhaynes.org

Question 54: Please describe the type of Alternative Educational Settings that are provided to suspended or expelled students.

Question	Answer
LEA Name	E.L. Haynes PCS
School Name (If same, put "same")	Same
Please describe the type of Alternative Educational Settings that are provided to suspended students.	In the case of short term suspensions, work packets are provided to suspended students so that they may keep current with their coursework. In certain instances (and for longer term suspensions), students have also been given access to online curriculum through PLATO and may communicate with teachers regarding questions and assignments. Students may also continue to receive related services (under IEP) from outside providers at alternative locations (library, etc.) as required.
Please describe the type of Alternative Educational Settings that are provided to expelled students.	N/A
How are students evaluated in these settings?	N/A
Do Alternative Educational Settings provide specialized instruction and related services?	N/A

Question 54: Please describe the type of Alternative Educational Settings that are provided to suspended or expelled students.

Question	Answer
LEA Name	IDEA PCS
School Name (If same, put "same")	IDEA PCS
Please describe the type of Alternative Educational Settings that are provided to suspended students.	When students are suspended for an extended period of time (10 days or more), on campus tutoring, after hours is offered. Usually at 2 hours, 3 days a week. Off campus tutoring is also offered at a local library for the same duration.
Please describe the type of Alternative Educational Settings that are provided to expelled students.	When students are expelled on campus tutoring offered after hours at 2 hours 3 days a week. Off campus tutoring at a local library is also offered at 2 hours 3 days week until the student is enrolled in a new school.  IDEA may also use a co-located classroom at another school to provide long term services for students who have been expelled.
How are students evaluated in these settings?	Students are evaluated through teacher made assessments. If a student is out during statewide assessments, they will be evaluated on campus after hours or during "make- up "days.
Do Alternative Educational Settings provide specialized instruction and related services?	Specialized instruction is provided whenever possible.



**Mary McLeod Bethune Day Academy Public Charter School**  
**1404 Jackson St., N.E., Washington, DC 20017,**  
**Phone: (202) 459-4710, Fax: (202) 536 2670**  
**Web: [www.mmbethune.org](http://www.mmbethune.org)**

Question 54: Please describe the type of Alternative Educational Settings that are provided to suspended or expelled students.

Question	Answer
LEA Name	Mary McLeod Bethune Day Academy PCS
School Name (If same, put "same")	Same
Please describe the type of Alternative Educational Settings that are provided to suspended students.	MMBDA has a Behavioral Specialist who implements an In-house Suspension program in his setting. Students receive their homework, counseling, and strategy development through the Second Step (Alternatives to Violence) program.
Please describe the type of Alternative Educational Settings that are provided to expelled students.	Students who are expelled are referred to home schooling with teacher instructional assignments, meetings at the library or assistance in enrolling in another LEA.
How are students evaluated in these settings?	Teacher made assessments, validated internal assessments
Do Alternative Educational Settings provide specialized instruction and related services?	Yes

## Brian Chang

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**From:** Amanda MacLellan <amaclellan@mundoverdepcs.org>  
**Sent:** Friday, January 24, 2014 10:28 AM  
**To:** PCSB Communications  
**Cc:** Kristin Scotchmer  
**Subject:** MVPCS Responses: Special Council Edition Updated  
**Attachments:** MVPCS\_Q25LEAHealthProfessionalStaff (2).pdf; ATT00001.htm; MVPCS\_Q65Evidence-BasedInstruction (1).pdf; ATT00002.htm

Hello,

I'm including Mundo Verde PCS's responses to last weeks request for data and information. The only thing missing here is the salary information - we will send that separately by close of business today.

1. LEA Salary Information - **We will send this separately by the end of the day**
2. Self-Contained Classrooms: MVPCS does not have any self-contained classrooms.
3. Health Professionals: **Template attached**
4. Promotion Rates: I approved the promotion rates sent to me by Mikayla Litton on 12/15/13.
5. MVPCS does not provide alternative education settings for suspended or expelled students.
6. MVPCS gives permission to PCSB to share our QAR scores with the Council.
7. MVPCS has never been in a position to provide visiting instruction.
8. PBI - Mundo Verde has adopted the Responsive Classroom model as our approach to behavioral interventions.
9. Evidence Based Instruction - **Template attached**
10. Therapy/Behavior Analysis: Mundo Verde's schoolwide systems reflect the best of ABA approaches. We have contracted with a psychologist who supports us in the implementation of these strategies (ABA, TST). Since we do not currently have high need for either of these strategies, we have not implemented ABA as a school wide system beyond general best practices.

Please let me know if any other information or clarification is needed. Thank you,

Amanda MacLellan  
*Data and Compliance Coordinator*  
**Mundo Verde Public Charter School**  
3220 16th Street NW  
Washington, DC 20010  
tel: [202-630-8373](tel:202-630-8373)  
web: [www.mundoverdepcs.org](http://www.mundoverdepcs.org)





A Classical Education for the Modern World

Question 54: Please describe the type of Alternative Educational Settings that are provided to suspended or expelled students.

Question	Answer
LEA Name	Washington Latin Public Charter School
School Name (If same, put "same")	WLPCS – Upper, WLPCS – Middle
Please describe the type of Alternative Educational Settings that are provided to suspended students.	At present, we are educating one student off campus instead of expelling him.
Please describe the type of Alternative Educational Settings that are provided to expelled students.	He is taking his WLPCS courses online and receiving online and in-person assistance from his teachers. He is currently completing credits at a local college as well.
How are students evaluated in these settings?	He is evaluated in the same way as any other WLPCS student.
Do Alternative Educational Settings provide specialized instruction and related services?	This student does not have an IEP.

**55 How do PCSB and OSSE share information regarding the oversight of special education in charter schools?**

- **What information do the two agencies share?**
- **How does PCSB evaluate the monitoring documents provided by OSSE?**

The Office of the State Superintendent of Education (OSSE) has the primary responsibility, and expertise, for enforcing federal special education laws, including the Individuals with Disabilities Education Act (IDEA). PCSB partners in this enforcement. Among the enumerated reasons that PCSB may revoke a charter is the violation of special education laws. While PCSB is co-responsible with OSSE for enforcing legal compliance, its primary focus as an authorizer is to look at the quality of the academic program that is serving students. The two agencies share information to support each other's work through monthly meetings between Avni Patel (PCSB Senior Specialist, Special Education) and the directors of OSSE's Division of Specialized Education. In addition, PCSB has aggregate user access for all LEAs in Easy IEP/SEDS (Special Education Database), DCCATS (DC Corrective Action Tracking System), and the Blackman-Jones database which allows us to align their high-stakes reviews with PCSB so that PCSB can incorporate their findings in PCSB's charter renewal decisions.

PCSB uses the documents and data from these various databases when monitoring the special education compliance of charter schools. In addition, PCSB contacts OSSE's Division of Specialized Education Quality Assurance and Monitoring Team to check on a school's status on correcting findings evidence in OSSE reports. OSSE has specified that LEAs have designated timeframes in which to rectify a compliance finding. PCSB reviews both findings and corrections to findings when compiling information regarding a charter school's special education compliance.

**56 What assistance does PCSB provide to charter schools to help them improve their ability to meet the needs of students in special education? Please be sure to describe the special education self-studies that PCSB has offered to charter schools. Please provide copies of any of these self-studies that have been completed.**

To help schools improve their own practices, PCSB developed the Special Education Quality Assurance Review (QAR), a self-monitoring tool.<sup>1</sup> Though it is optional for schools to participate, 12 LEAs last year chose to use the tool, while another five LEAs participated in the Fall 2013 QAR cohort and up to ten may participate in the Spring, 2014 cohort.

The QAR is broken into four domains – academic performance, behavior management, operations, instruction and related services provisions, all of which are tied to the goal/outcome of improved academic student performance for students with disabilities. For each of the 52 performance standards, schools produce supporting evidence and data that demonstrate how that standard is implemented. PCSB special education staff evaluates the quality of each submission and ranks them on a 3-point scale (3 for “In Place”, 2 for “In process”, or 1 for “Does Not Exist”). Any areas identified as 1 (Does not Exist) are then listed on the summary page as an area of improvement for the school.<sup>2</sup> After PCSB reviews each submitted QAR, the special education experts support each LEA with the creation and implementation of an Action Plan, detailing goals to better service students with disabilities. Schools that opted to utilize this tool last year and who created an Action Plan have already demonstrated marked progress towards achieving their goals.

PCSB is constantly reviewing the submissions by schools through the QAR process in an effort to diagnose where its schools need the most support around improving outcomes for students with disabilities. It is important to note that none of PCSB’s feedback is prescriptive. The goal is to provide meaningful support to schools in identifying where they need improvement and then assessing the outputs/outcomes of what each LEA determines as the necessary input. One of the key components of the QAR process is the QAR Debriefing Session held with schools after PCSB has had the opportunity to review the QAR evidence binder/submissions. During this two hour session, PCSB shares examples of best practices (top-rated tools and templates) identified from those schools that scored high on an indicator or within a domain. This informal sharing, that spans grade levels, missions, and wards, has resulted in schools having a resource system within the cohort of schools who submitted a QAR and also a concrete way to improve their own practices with the development of an Action Plan (also a part of the Debriefing Session). The following school year, PCSB provides support to the schools by conducting an Action Plan check-in session, where schools continue improving on their self-determined goals.

Because schools self-select whether to participate in this process, PCSB is requesting consent from the participating schools. To date, four of the participating schools consent to sharing copies of their QARs.

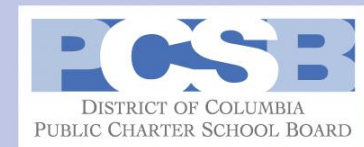
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<sup>1</sup> Please see an introduction to the QAR Tool in this section tab

<sup>2</sup> Please see the template that schools complete when undergoing the QAR Process and other tools used to collect information in this section tab

January 28-29, 2014

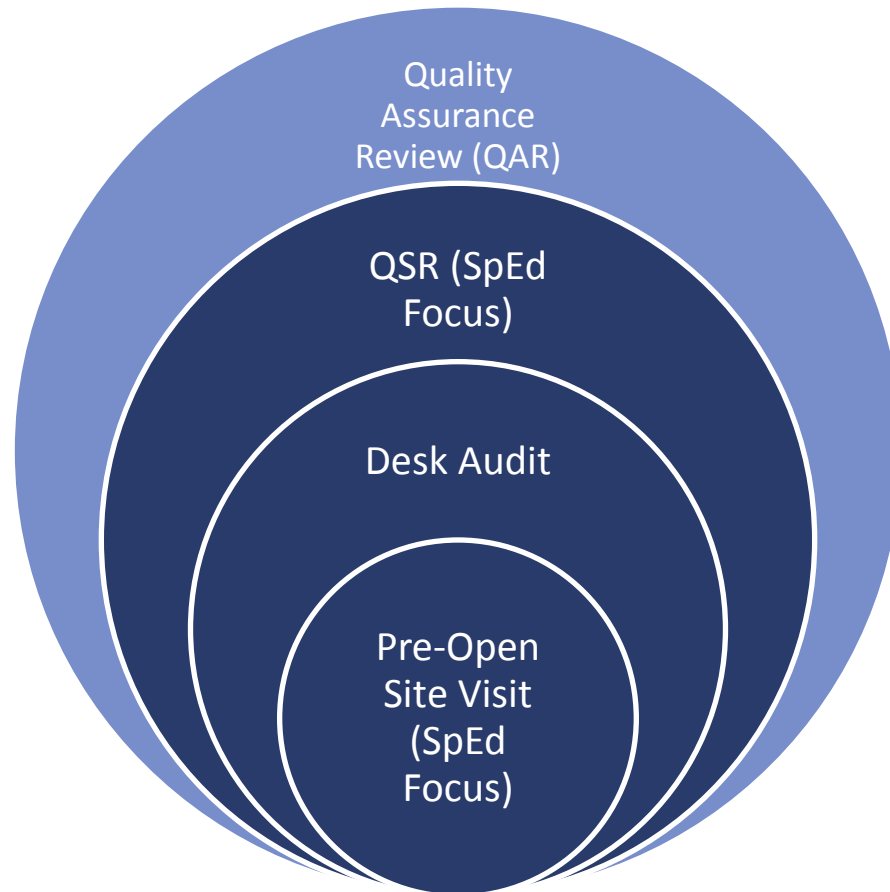
# Special Education Quality Assurance Review (QAR) Training Session I: Introduction to the Process



# Agenda

- Special Education Oversight
- Purpose of the QAR and Timeline
- Introduction to the Tool
- Small Group Activity
- Best Practices Snapshot
- Survey and Closure

# Special Education Oversight



# Purpose of the Quality Assurance Review (QAR)

- ◆ The QAR is an optional Special Education Self-Reflection Tool designed to examine the quality of your special education programming via the collection of information in a variety of domains.
  - ◆ I: Academic Performance and Behavioral Management
  - ◆ II: Operations
  - ◆ III: Instruction
  - ◆ IV: Related Service Provisions
  - ◆ In addition, there are indicators related to IDEA Part C to B Transition, if applicable

# Outcome of the Quality Assurance Review (QAR)

- ◆ By the end of the QAR Process, your school will be able to:
  - ◆ Identify STRENGTHS and CHALLENGES in your special education programming
  - ◆ Share best practices
  - ◆ Develop an Action Plan to address specific challenges



# Spring Timeline

**January 28-29,  
2014:**

Session I  
(Introduction)

**March 13,  
2014:**

Session II  
(Check-In)

**April 2014:**

PCSB  
reviews  
QAR  
Submission  
s

**February  
2014:**






Ongoing  
Support  
  
(as  
needed)

**QAR DUE on  
March 31, 2014,  
COB (hard-copy +  
soft-copy)**

**May 1,  
2014:**

Session III  
(Debrief)

# Introduction to the Tool

ACADEMIC PERFORMANCE AND BEHAVIOR MANAGEMENT					
Performance Standards	In Place	In Process	Does Not Exist	Comments & Description of Attachments	Examples of Supporting Documentation
<b>ACADEMIC ACHIEVEMENT</b>					
1. Does your school have a special education-specific performance management tracking and monitoring system for IEP goals? If so, please describe how it works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample special education-specific tracker that includes academic, behavioral and compliance progress data
2. Does your school take steps to address the needs of at-risk SWDs and students with 504 Plans, who are not progressing academically and behaviorally or are chronically absent? If so, please describe how.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample IEP notes from meeting convened on an at-risk student with amended/changed IEP Sample SST notes from SST meeting convened on an at-risk student with next steps/action plan
3. Does your school monitor and track the academic performance of SWDs & students with 504 Plans on the DCCAS test? How do you monitor this growth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Provide any quantitative data that demonstrates the academic growth of SWDs for past three years.
4. Does your school provide training to general educators on the school's special education service delivery system, their role in IEP meetings, and their responsibility to understand and implement academic goals? Describe what is included/what it looks like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Agenda and sample materials from professional development session(s)
5. Does your school provide an "IEP at a Glance" for general educators with the IEP goals and accommodations/modifications for students they serve? If so, please describe how your school ensures that all teachers have reviewed this information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		IEP at a glance form and sample receipt of IEP information/copy signed by a general educator

# You have the choice of using OSSE's SEQR, PCSB's QAR, or an alternative tool that reviews special education programming.

## OSSE: SEQR

Online/Computer generated results  
OSSE doesn't see results  
8 Domains – 90 indicators  
120 days to complete (4 months)  
Completed by school leadership + SEC  
Rated on "Almost Always", "Usually Evident," "Sometimes evident", "Almost Never Evident," and "Don't Know/NA"  
Report at the end informs areas of TTA/PD for OSSE to offer  
Provides a Resource Library

1) Quality Assessment Tool vs. Compliance Tool  
2) Best Practices  
3) Action Plan  
4) Areas of weakness connect to TA / Resources

## PCSB: QAR

Hard-copy or Soft-copy available  
PCSB SPED specialists review once complete to provide in-person results  
4 Domains – 52 indicators  
Approximately 2 Months to complete  
Completed by SEC + any SPED staff who can assist  
Rated on "In Place", "In Process", or "Does Not Exist"  
PCSB collects and debriefs strengths and challenges with school  
Strengths and Challenges are identified in order to create Action Plan and assist with potential resources/support/TA

# Whole Group Activity

## Performance Standard 4



Does your school provide training to general educators on the school's special education service delivery system, their role in IEP meetings, and their responsibility to understand and implement academic goals?

Describe what is included / what it looks like.

# Small Group Activity



Choose one additional performance standard and follow the same instructions.

**BE PREPARED TO SHARE!!**

# Snapshot: 2012-2013 Cohort (11 LEA's – 28 campuses – PreK through Adult)




Friendship  
Public Charter School

## Inclusion Teacher Survey

2012-2013SY

#	Question	Rating Scale: 1 (Never) 2 (Rarely) 3 (somewhat) 4 (frequently)
1.	My co-teacher(s) attends my class at the time indicated on the schedule	
2.	My co-teacher(s) provides and reviews IEP-at-a-Glance form for all students with disabilities enrolled in my class	
3.	My co-teacher(s) help incorporate accommodations in the classroom environment	
4.	My co-teacher(s) help modify assignments, tests, and lessons for students based on their IEP	
5.	I feel comfortable talking to my co-teacher(s) about student concerns	
6.	My co-teacher(s) give advanced notice (at least three days) of MDT/IEP meetings and prepares me for participation prior to the meetings	

# Snapshot: 2012-2013 Cohort (11 LEA's – 28 campuses – PreK through Adult)


  
 Center City Public Charter Schools
   
Character. Excellence. Service.

**Weekly Classroom Services Log**

Student Name: \_\_\_\_\_ Collaboration/Co-Planning: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Week of: \_\_\_\_\_

Date	Time	Who?	Topic

**Services (list amount of time in minutes)**

	Monday		Tuesday		Wednesday		Thursday		Friday	
	In Gen. Ed.	Out Gen. Ed.	In Gen. Ed.	Out Gen. Ed.	In Gen. Ed.	Out Gen. Ed.	In Gen. Ed.	Out Gen. Ed.	In Gen. Ed.	Out Gen. Ed.
Reading										
Math										
Writing										
Other:										

Accommodations/Modifications:

<input type="checkbox"/> Extended Time	<input type="checkbox"/> Preferential Seating	<input type="checkbox"/> Frequent Breaks	<input type="checkbox"/> Small Group
<input type="checkbox"/> Behavior Redirection	<input type="checkbox"/> Modified Assignment	<input type="checkbox"/> Modified Assessment	<input type="checkbox"/> Graphic Organizers
<input type="checkbox"/> Repetition of Directions	<input type="checkbox"/> Dictated Response	<input type="checkbox"/> Check for Understanding	<input type="checkbox"/> Calculator
<input type="checkbox"/> Assignment/Assessment Read Aloud	<input type="checkbox"/> Testing Accommodations	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Support Teacher Signature: \_\_\_\_\_

Viewed by (initial): \_\_\_ Administrator \_\_\_ SEC \_\_\_ Coach \_\_\_ Team \_\_\_ Other: \_\_\_\_\_

# Snapshot: Fall '13 Cohort (5 LEA's – 6 campuses – PreK through Adult)

## Sela Public Charter School Inclusive Practices Classroom Visitation Checklist

**PURPOSE:** To ensure the quality and the delivery of IEP services in the general education classroom.

Teacher(s): \_\_\_\_\_

Subject: \_\_\_\_\_

Student: \_\_\_\_\_

Observer: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

-to-

Assignment	Yes	No	N/A	Comments
Students are assigned to their age-appropriate grade.				
Students with disabilities are seated with non-disabled peers.				
Classroom reflects the natural proportion of students with disabilities, not to exceed 20% (with the exception of a co-teaching environment)				# of students on roll _____ # of students with IEPs _____ = _____ % # of students present _____
Instructional Practices and Teaching	Yes	No	N/A	Comments
Teacher(s) avoids making verbal references to distinguish special education students from general education students.				
Adults in the classroom share roles and responsibilities. (General Educator, Special Educator and Paraprofessional).				Circle one: Co-Teaching model or County only model
Teacher(s) differentiates instruction to accommodate diverse learner's needs:				
Teacher (s) is knowledgeable of IEP (s) content.				
Teacher (s) uses a behavior/motivational support system to enhance social and academic performance.				
When appropriate, students use Assistive Technology to support meaningful participation in instructional activities.				
Teacher provides testing, accommodations such as verbatim reading or writing assistance.				
Teacher provides instructional accommodations such as modified workload, varied presentation formats, etc.				
IEP Implementation	Yes	No	N/A	Comments
Teacher (s) has copies of all IEPs or reference tools such as the IEP Snapshot.				
Teacher (s) has IEP skills identified in their lesson plan or in additional documentation tools such as an IEP Matrix.				
Teacher utilizes a planning process (such as STEPS) to address accommodations to curriculum goals and classroom instruction for students with disabilities.				
Special and general educators utilize a documentation and implementation process for planning/collaborative consultation-indirect services.				
Indirect consultation services are provided to general educators by related service providers when related service goals are to be implemented in the classroom setting.				



# Snapshot: Fall '13 Cohort (5 LEA's – 6 campuses – PreK through Adult)



<b>Annual Goal:</b> A will answer “who” “what” and “where” questions when reading short paragraphs and/or stories with 75% accuracy given minimal prompting.			
<b>Classroom Use:</b> Guided reading, writing conferences, interactive read <u>alouds</u>			
<b>Frequency:</b> As often as applicable			
<b>Strategies:</b>			
<ul style="list-style-type: none"> <li>• “A, who/what/where is in this story?”</li> <li>• Intersperse questions within short intervals of reading (Ask about 1 question per page)</li> </ul>			
Date	Response	Date	Response

# Survey and Closure

## CLOSURE

Today's session was intended to give you a brief overview of PCSB Special Education Monitoring Processes, with an emphasis on the Quality Assurance Review (QAR) Tool.



**EXIT TICKET:**

What are the four domains included in the QAR?

## SURVEY

Please take about ten minutes to complete the PCSB QAR survey!



# Contact Information

If you have any additional questions or feedback, please contact

Avni Patel at [apatel@dcpcsb.org](mailto:apatel@dcpcsb.org)

202-328-2671

or

Laterica (Teri) Quinn at [lquinn@dcpcsb.org](mailto:lquinn@dcpcsb.org)

202-328-2675



# Special Education Quality Assurance Review (QAR)

## ACADEMIC PERFORMANCE AND BEHAVIOR MANAGEMENT

Performance Standards	In Place	In Process	Does Not Exist	Comments & Description of Attachments	Examples of Supporting Documentation
<b>ACADEMIC ACHIEVEMENT</b>					
1. Does your school have a special education-specific performance management tracking and monitoring system for IEP goals? If so, please describe how it works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample special education-specific tracker that includes academic, behavioral and compliance progress data
2. Does your school take steps to address the needs of at-risk SWDs and students with 504 Plans, who are not progressing academically and behaviorally or are chronically absent? If so, please describe how.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample IEP notes from meeting convened on an at-risk student with amended/changed IEP
					Sample SST notes from SST meeting convened on an at-risk student with next steps/action plan
3. Does your school monitor and track the academic performance of SWDs & students with 504 Plans on the DCCAS test? How do you monitor this growth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Provide any quantitative data that demonstrates the academic growth of SWDs for past three years.
4. Does your school provide training to general educators on the school's special education service delivery system, their role in IEP meetings, and their responsibility to understand and implement academic goals? Describe what is included/what it looks like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Agenda and sample materials from professional development session(s)
5. Does your school provide an "IEP at a Glance" for general educators with the IEP goals and accommodations/modifications for students they serve? If so, please describe how your school ensures that all teachers have reviewed this information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		IEP at a glance form and sample receipt of IEP information/copy signed by a general educator
6. Does your school provide training to general educators on Section 504	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Agenda and sample materials from professional development session(s)

of ADA? Describe what is included/what it looks like.					
<b>BEHAVIOR MANAGEMENT &amp; PERFORMANCE</b>					
7. Does your school have a behavior management system with interventions that help to support SWDs? If so, please describe your school's behavior management system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Written description of behavior management program and application school-wide
					Summary of involvement in and success of <i>SWDs'</i> positive reinforcers such as paychecks/merits in comparison to general education students
					Summary of involvement in and success of <i>students with 504 Plans'</i> positive reinforcers such as paychecks/merits in comparison to general education students
8. Does your school have a type of communication network used among administrators and program managers to notify all relevant staff when incidents occur, as well as to maintain disciplinary records and information as it pertains to students with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Written internal communication and collaboration processes
					Number of SWDs suspended and expelled during previous and current school years, number of days of suspensions per student, and reasons for suspensions compared to general education students
					Number of Manifestation Determination hearings for SWDs held last school year and current year relative to the number of documented incidences for SWDs
					Number of students sent to alternative educational placements for the duration of a long term suspension or expulsion with description of placements
					Written policy/plan for provision of FAPE after 10 <sup>th</sup> day of removal
					Number of students with 504 Plans suspended, number of days of suspensions per student, and reasons for suspensions to date for school year relative to the number of documented incidences for students with 504 Plans
9. Does your school ensure that teachers, students, and parents are informed of school-wide discipline policies and expectations within the first few days of school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Evidence that all <i>teachers</i> have been notified of school wide discipline policies
					Evidence that all <i>students</i> have been notified of school wide discipline policies
					Evidence that all <i>parents</i> have been notified of school wide discipline policies
10. Does your school promote the attendance policy with specific interventions used to minimize unexcused absences and tardiness for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Number of SWDs with accumulated unexcused absences that exceed CFSA requirements during the first semester
					Description of process to address truancy and tardiness of SWDs

SWDs? If so, please describe the process used to address attendance concerns for SWDs.					
11. Does your school provide training to general educators on their responsibility to understand and implement Behavior Intervention Plans, based on collaborative assessment of functional behavior? Describe what is included/what it looks like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Agenda and sample materials from professional development
					Sample of a completed Evidence of Collaboration form/documentation

OPERATIONS					
Performance Standards	In Place	In Process	Does Not Exist	Comments & Description of Attachments	Examples of Supporting Documentation
<b>PROGRAM MANAGEMENT AND ADMINISTRATION</b>					
12. Has your school developed clearly written descriptions of the roles and responsibilities, performance standards and measures, and processes/procedures for basic special education functions and compliance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Written descriptions or special education manual that highlights special education compliance obligations
13. Has your school developed a 504 guide that describes roles and responsibilities and processes/procedures for basic Section 504 functions and compliance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Written guide
14. Does your school have set expectations in regards to parent participation in special education and 504 processes? How do you encourage participation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Written policies for parent involvement
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Parent newsletters, brochures, meeting invitations and agendas for whole school parent meetings
15. Does your school have a system for gauging student and parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Parent Satisfaction Survey Tool Student Self-Assessment Tool

satisfaction with special education services? Describe what form it takes.					
16. Does your school track the attrition rate of SWDs? Describe the process for updating the files of withdrawn/expelled/etc. SWDs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		List of SWDs who withdrew and reason for withdrawal during previous and current year
17. Does your school have clear provisions of transition activities for secondary-aged SWDs and access to programs that support diploma choices? If so, please describe how it works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Description of transition activities and curriculum and staff responsible for providing services
18. Do your school leaders report to your Board of Directors on issues related to special education policies, systems and outcome for SWDs? If so, please describe how often and the types of information reported.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Board meeting agenda and presentations for previous and current SY
<b>STAFFING</b>					
19. Does your school mission and/or goals promote an inclusive culture in which all staff embraces all students? If so, please describe how.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Description of approach to inclusive culture and general/special education collaboration
20. Does your school you have a special education coordinator (SEC)? Is he/she a member of the school's leadership team? Describe his / her credentials, experience in special education, roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Job description for special education manager
					Performance measures for special education manager (Evaluation Form)
					List SEC education, qualifications and experience
21. Is there time built into your SEC's schedule for supervising and coaching special education teachers? How much? What type of support is provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Written description of supervisory support provided
22. Does your SEC's schedule afford time to oversee and maintain compliance with all applicable laws and documentation requirements? How much?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample weekly schedule of SEC
23. Does your school have a designee in charge of managing students with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Job description for 504 Coordinator



Section 504 Plans? Describe his/her roles and responsibilities.					
24. Does your school assign special education teachers by LRE placement (i.e. Inclusion, resource, self-contained)? If so, describe the settings in which each special education teacher provides instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		List of special education teachers by caseload and by LRE (inclusion, resource & self-contained)
25. Does your school assign special education teachers with a set caseload of special education students? Approximately how many students are on each special education teacher's caseload?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Number of students by caseload by special educator including SLI only students
26. Does your school have specific certification requirements for special education teachers? If so, describe the requirements of your special education teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Education, applicable certification or certification in process and experience of each special educator
27. Has your school created job descriptions that include performance standards and measures with which special educators' performance is measured? What is included?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Job description for special educator
					Performance Measures for special educator (Teacher Evaluation Form)
28. Does your school provide specific trainings for special educators to meet their professional goals? If so, describe what types of professional development opportunities are offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Agendas for PD session and lists of sessions planned for current SY
					Summary of participant feedback on session effectiveness

INSTRUCTION					
Performance Standards	In Place	In Process	Does Not Exist	Comments & Description of Attachments	Examples of Supporting Documentation

29. Does your school ensure that IEP goals are aligned to the Common Core? If so, describe how.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample IEP demonstrating goals aligned with curriculum standards and content
30. Does your school monitor, to the maximum extent appropriate, whether SWDs are educated in the least restrictive environment (LRE)? How are decisions made about the LRE?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		# of SWDs educated in general education classes 80% or more of time in school
31. Does your school provide ample time for collaboration between special and general educators (at least once a week)? If so, please describe how.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample schedule for a special education teacher that includes times set aside for collaboration, and notes taken from such meetings
32. Does your school monitor and document whether SWDs are supported in general education classes? If so, describe the method of documentation used to keep track of this data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		# SWDs supported in inclusion classes and types of support provided such as small group push-in, co teaching, etc. # SWDs supported in core subject mastery in pull-out, resource settings # SWDs supported through special educator consultation with general education teachers Evidence of a tracking system within the core subject areas
33. Does your school evaluate the effectiveness of inclusion support by surveying general educator understanding and accountability for SWDs they serve? What does this look like? What questions are included?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Summary of results or survey of general education performance
34. Does your school ensure that general education teachers consistently apply accommodations and modifications as mandated on IEPs? If so, who monitors this and how is this information documented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample of documentation of collaboration between special educators and general educators regarding accommodations and modifications Sample of modified lesson
35. Does your school offer a full continuum of services across all academic disciplines? If so, what does this continuum look like at your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		# SWDs receiving ELA remediation in a resource setting
					# SWDs receiving Math remediation in a resource setting
					# SWDs placed out of general education more than 60% of time in school and brief written description of each specialized placement

					# SWDs placed out of the school (full time/nonpublic, etc.) but remain enrolled at school Documentation of interactions, meetings and communications on behalf of students placed out of the school
36. Does your school ensure that special educators are documenting instructional time spent with SWDs? What process is used to determine whether actual instruction time provided meets the hours of instruction mandated on IEPs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample service instruction delivery log
37. How does your school ensure that special educators develop measureable IEP goals (SMART)? What data and/or documentation are the goals based on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample file of work samples
38. Does your school record Quarterly Progress Notes specific to IEP objective mastery? Describe the type of information included on special education Quarterly Progress Notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample Quarterly Progress Notes
39. Does your school use secondary, scientifically based remedial resources software and materials to reinforce discrete technical and academic skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		List of toolbox of secondary, scientifically based remedial resources software and materials
40. Does your school ensure compliance with Extended School Year requirements and ensure provision of and/or access to appropriate programming? If so, how is this decided and documented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Extended School Year Program Plan and list of students who qualified for previous year
41. Does your school ensure SWDs entering high school have an IEP that appropriately reflects their post-secondary plans? If so, how is this information tracked?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample IEP
					List of SWDs by diploma track
					Description of instruction and program(s) school provides to students pursuing other than a college preparatory diploma track

**RELATED SERVICE PROVISION**

Performance Standards	In Place	In Process	Does Not Exist	Comments & Description of Attachments	Examples of Supporting Documentation
42. Does your school budget for clinical staff based on their approximate caseloads? How many clinical staff has your school hired and/or contracted with to provide related services? Approximately how many SWD's are on their caseload(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		List of employed & contracted related service providers Number of students receiving related services by discipline
43. Has your school established and implemented standards of practice for clinical service providers including IEP meeting attendance consulting to general and special educators, consulting to RTI process, applying entry/exit criteria, and documenting progress through session notes and quarterly progress reports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Written standards of practice or job/contract description inclusive of performance expectations and policies regarding making up missed sessions Sample contact log, session note, and Quarterly Progress Report Number of students by related service area who have been exited
44. Does your school evaluate providers annually, based on established performance standards? If so, how do you make sure that related service outcomes transfer back to classroom application to support learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample of a provider evaluation Report card grades by student and provider by discipline area (i.e. Speech, OT, PT & counseling, etc.)
45. Do your related service providers attend all required meetings, communicate with parents and secure appropriate consent signatures when they cannot attend meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample provider contact log Sample excusal consent form # of IEP meetings held this school year without provider participation

**EVALUATIONS**

46. Has your school established and implemented standards of practice for evaluators including IEP meeting attendance, interacting with general and special educators and parents, and consulting to RTI process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Written standards of practice or job/contract description inclusive of performance expectations
---	--------------------------	--------------------------	--------------------------	--	---

47. Do your evaluators participate in meaningful multi-disciplinary teaming and ensure evaluations are explained to the parent in understandable terms and in the parent's native language? If so, how is this ensured?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Written approach to multi-disciplinary teaming Sample meeting notes documenting MDT eligibility determination
48. Does your school institute a SST process for students who are non-responsive to RTI? If so, how are students identified for SST support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample of a completed, signed Student Evaluation Plan # of initial evaluations completed during previous SY and projected for current SY Number of timeline violations during previous SY for both initial evaluations and re-evaluations Sample referral packet
49. Does your school ensure that students are evaluated in all areas of a suspected disability? If so, what criteria are used to determine suspected disability(ies)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample evaluation report demonstrating comprehensive assessment
50. Does your school have a written process to determine how you make a decision to conduct comprehensive re-evaluations? If so, approximately how often does this happen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Estimated number of comprehensive re-evaluations conducted during previous and current school years
51. Describe how your school evaluates (and periodically reevaluates) students suspected of having "substantial limitation" of major life activities on a "case-by-case basis".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sample 504 Plan with supporting referral data

**Transition of Students from IDEA Part C to Part B:  
(Preschools only)**

Performance Standards	In Place	In Process	Does Not Exist	Comments & Description of Attachments	Examples of Supporting Documentation
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<p>52. Does your school ensure successful transition of students with Individual Family Service Plans to an Individual Education Program including the evaluation, identification, related service provision and program planning for implementation in the K-12 environment? If so, describe how.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<p># of students in school with IFSPs transitioning to IEPs</p> <hr/> <p>Sample comprehensive evaluation</p> <p>Meeting notes regarding eligibility determination discussion including all relevant IEP meeting participants</p>
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## Summary of Findings and Considerations for the Future

### Program Strengths

*Per the SEC:*

*Per the Reviewer:*

### Challenges

*Per the SEC:*

*Per the Reviewer:*

### Plans for Future Changes

*Per the SEC:*

*Per the Reviewer:*

## Supplementary Materials to Support the QAR Tool

The following guide/report has been designed to help school leaders and special education coordinators organize responses and provide required attachments. The guide follows PCSB's Quality Assurance Review (QAR) tool standards and offers examples of possible evidence to submit. Please note, not every QAR standard is represented in this document.

Most of the attached sample tools come from Special Education Start-Up and Implementation Tools for Charter Leaders and Special Education Managers found on the website of the National Charter School Resource Center.



## Attachments

Att. No.	Sample Reporting Format Forms	Page
1	Sample Special Education Teacher Service Delivery Schedule	3
2	Sample Evidence of Collaboration Form—Academic	4
3	Sample Evidence of Collaboration Form—Behavior	5
4	Sample IEP Notes for Meeting Convened on At-Risk SWD or SST Notes for Meeting Convened on an At-Risk Student with a 504 Plan	6
5	Data Tracking Dashboard for Grades and Related Services	9
6	Sample IEP-at-a-Glance Form	11
7	Sample FAPE Checklist	14
8	Job Description for SEC	16
9	Performance Measures and Review for SEC	18
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15	Sample Service Instruction Log/Contact Sheet	30
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18	Job Description and Performance Measures for Related Service and Evaluation Providers	36
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20	Sample Provider Session Note	40
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22	Sample Provider Communication Log	43
23	Sample of a Student Evaluation Plan	45

## Sample Service Delivery Schedule

Times	King - Monday	King - Tuesday	King - Wednesday	King - Thursday	Junior - Friday			Fri. Times
	Resource	Resource	Resource	Resource	J1	J2	J3	
7:25 - 8:00	Behavior Check ins	Behavior Check ins	Behavior Check ins	Behavior Check ins	Homeroom			7:25 - 7:55
8:05 - 8:40	X Factor	X Factor	X Factor	X Factor	Writing (No St. 2)			8:00 - 9:10
8:45 - 10:05	Reading	Reading	Reading	Reading	Math			9:15 - 10:25
10:10 - 11:30	Writing	Writing	Writing- St.2 Only?	Writing	TBD			10:30 - 11:40
11:35 - 12:55	Math	Math	Math	Math				11:45 - 12:10
12:55 - 1:20	Lunch	Lunch	Lunch	Lunch	Lunch			12:15 - 12:40
1:20 - 1:30	Brain Break	Brain Break	Brain Break	Brain Break	TBD			12:45 - 1:30
1:35 - 2:55	Planning	Planning	Planning	Planning	Harambe			1:35 - 2:15
3:05 - 4:25	X Factor (3:30-4:15)	X Factor (3:30-4:15)	X Factor (3:30-4:15)	X Factor (3:30-4:15)	Homeroom			2:20 - 2:25
4:25 - 4:30	Homeroom	Homeroom	Homeroom	Homeroom	TL - Greisberger/Cullum			

<u>Student 1</u>	<u>Student 2</u>	<u>Student 2</u>	<u>Student 2</u>	<u>Student 2</u>
reading	reading	reading	reading	reading
science	writing	writing	writing	writing
mathematics	mathematics	mathematics	mathematics	mathematics
writing	science	science	music	science
	music	music	history	music

# Academic Evidence of Collaboration

Date:

Student:

Circle persons at the meeting/involved in discussion:

English Teachers

Science Teachers

Math Teachers

College Readiness Teachers

Administrators (Discipline, Principal, Student Activities)

Student

Special Education Teacher

Other/Support Staff

Purpose is to discuss the student's academic performance. Brainstorm solutions that are available or needed and determine the best actions to take to help the student so that s/he can be more successful in school.

Student is failing/having difficulty in:

---

Suspected reasons for difficulty:

---

This team determined that the following actions must be implemented to assist this student with the above problems: Explain the action taken.

\_\_\_\_\_ Assigned X-Factor Tutoring \_\_\_\_\_

\_\_\_\_\_ Assigned peer/teacher mentor \_\_\_\_\_

\_\_\_\_\_ Change of class \_\_\_\_\_

\_\_\_\_\_ Change minutes of Special services: \_\_\_\_\_ increase minutes \_\_\_\_\_ decrease minutes

\_\_\_\_\_ Change in accommodations \_\_\_\_\_

\_\_\_\_\_ Change in modifications \_\_\_\_\_

\_\_\_\_\_ Referred to Health & Wellness for more rigorous Tier 2 Interventions or suspected new disability \_\_\_\_\_

\_\_\_\_\_ Other \_\_\_\_\_

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# Behavior Evidence of Collaboration

Date:

Student:

Circle persons at the meeting/involved in discussion:  
English Teachers

Science Teachers

Math Teachers

College Readiness Teachers

Administrators (Discipline, Principal, Student Activities)

Student

Special Education Teacher

Other/Support Staff

**Purpose is to discuss the student's behavior performance. Brainstorm solutions that are available or needed and determine the best actions to take to help the student so that s/he can be more successful in school.**

Student is failing/having difficulty in:

---

Suspected reasons for difficulty:

---

Student has been suspended/disciplined for:

---

**This group determined that the following actions must be implemented to assist this student with the above problems: Explain the action taken.**

\_\_\_\_\_ Changes to the student's current behavior plan \_\_\_\_\_

\_\_\_\_\_ Wrote a new behavior plan that includes positive reinforcements that deal specifically with the following behaviors \_\_\_\_\_

\_\_\_\_\_ Change of class \_\_\_\_\_

\_\_\_\_\_ Request of a new FBA \_\_\_\_\_

\_\_\_\_\_ Change minutes of Special services: \_\_\_\_\_ increase minutes \_\_\_\_\_ decrease minutes

\_\_\_\_\_ Added related services (including counseling) \_\_\_\_\_

\_\_\_\_\_ Change in accommodations \_\_\_\_\_

\_\_\_\_\_ Change in modifications \_\_\_\_\_

\_\_\_\_\_ Change in LRE \_\_\_\_\_

\_\_\_\_\_ Request a reevaluation \_\_\_\_\_

\_\_\_\_\_ Other \_\_\_\_\_

# IEP or SST Meeting Notes

Team Members Attending \_\_\_\_\_ Date of Meeting \_\_\_\_\_

Parent(s) \_\_\_\_\_

Student \_\_\_\_\_

Administrator(s) \_\_\_\_\_

General Education Teacher(s) \_\_\_\_\_

Clinical Provider(s) \_\_\_\_\_

Special Education Teacher \_\_\_\_\_

SEC \_\_\_\_\_

SST Chairperson \_\_\_\_\_

504 Coordinator \_\_\_\_\_

LEA Representative \_\_\_\_\_

Other(s) \_\_\_\_\_

Purpose of the Meeting (completed prior to the meeting)

Educational History (completed prior to the meeting)

Current Performance Information (completed prior to meeting)

Student Input (can be completed prior to meeting, especially if student is not attending)

## Parent Input and Recommendations

Administrator Input

General Education Teacher Input and Recommendations

Review of Evaluations

Other Discussion Points

Review of Draft IEP and Completion of Final Document or Review of SST Intervention Plan

Discussion of Placement and Recommendations for Instructional Continuum

Next Steps and Persons Responsible for Follow-Up Actions

Signed,

\_\_\_\_\_  
Position\_\_\_\_\_

Copy of IEP and Meeting Notes Given to the Parent

Signed,

\_\_\_\_\_  
Parent

# Student Grades Data Dashboard

Student Name	Grade	Case Manager	Q1 Grades					Q2 Grades					Q3 Grades					Q4 Grades				
			Reading	Writing	Math	NFS / Sci	SS	Reading	Writing	Math	NFS / Sci	SS	Reading	Writing	Math	NFS / Sci	SS	Reading	Writing	Math	NFS / Sci	SS
<b>Overall Average</b>																						
Student Name	K	Mgr. Name		F	D	D	A	A	B	C		D										
Student Name	1	Mgr. Name		B	B			D	B	C	B											
Student Name	2	Mgr. Name		F	C	D	C	D	NI	D	D											
Student Name	3	Mgr. Name		F	F			NI	NI	NI	B	NI										
Student Name	K	Mgr. Name	NI		B	NI	B	C	NI	D	C	B										
Student Name	1	Mgr. Name		F	D			NI	C	NI	B	C										
Student Name	2	Mgr. Name		C	A			NI	A	A	D											
Student Name	3	Mgr. Name		C	A	F		A	B	A	A											
Student Name	K	Mgr. Name		C	F	D	F	D	C	C	D											
Student Name	1	Mgr. Name	A	A	A	A		A	B	A												
Student Name	2	Mgr. Name		F	B			NI	D	A	B											
Student Name	3	Mgr. Name			E																	
Student Name	K	Mgr. Name		D	D			NI	B	NI	D	D										
Student Name	1	Mgr. Name		C	C			A	A	A	B											
Student Name	2	Mgr. Name		F	F	D	F	NI	NI	D	NI											
Student Name	3	Mgr. Name			E				D	C												
Student Name	1	Mgr. Name		F	D			NI	C	NI	B	C										
Student Name	2	Mgr. Name		C	A			NI	A	A	D											



## Related Services Data Dashboard

Name	SPED Instruction	Counseling	Speech	OT	PT	APE
Student Name	X					
Student Name	X		X			
Student Name	X	X				
Student Name	X	X	X	X		
Student Name	X	X				
Student Name	X	X				
Student Name	X				X	
Student Name			X			
Student Name	X	X				
Student Name	X	X				
Student Name	X	X	X			
Student Name			X			
Student Name	X					
Student Name	X		X			
Student Name	X					X
Student Name	X	X				
Student Name			X			
Student Name		X				
Student Name	X					
Student Name	X		X	X		X
Student Name	X	X	X			
Student Name	X					
Student Name			X			
Student Name			X			
Student Name	X	X				
Student Name	X					
Student Name			X			
Student Name			X			
Student Name	X		X			
Student Name			X			
Student Name			X			
Student Name	X					
Student Name						
<b>TOTAL:</b>	<b>24</b>	<b>12</b>	<b>19</b>	<b>2</b>	<b>1</b>	<b>2</b>

## IEP-at-a-Glance

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Disability: \_\_\_\_\_ Case Manager: \_\_\_\_\_

Areas of Need	
Student's present level of functioning in area of need:	
Reading	
Written Expression	
Math Calculations	
Math Reasoning	
Motor Skills	
Social/Behavioral	
Speech Language	
Summary of Student Goals & Objectives:	

Checklist of Accommodations/Modifications that are required to be implemented in all general education instructional settings. Please contact the Special Education teacher/case manager for clarification, if needed.

### **INSTRUCTION:**

- Simplified to instructional level
- Extra practice on lessons
- Peer tutoring
- Oral explanation of tasks
- Preferential seating
- 1:1 or pull-asides as needed
- Provide longer response time
- Break tasks into smaller sections
- Reduce the amount of copying from the board

### **TESTING:**

- Prior notice of test content
- Open-book
- Study guide for tests
- Extra time for tests
- Simplified
- Alternative tests
- Tests read to student
- Retake tests
- Exact
- Same content
- Shortened test length
- Reduced choices on multiple choice tests
- Hands-on projects instead of tests
- Highlight directions

### **GRADING:**

- Grades based on work & participation
- No spelling penalty on written work
- No handwriting penalty on written work
- Provide regular grade checks

### **ORGANIZATION:**

- Give simple, clearly stated instructions
- Use agenda for assignments
- Review directions
- Provide notes
- Story outlines
- Use of Spell Checker
- Desktop list of assignments
- Extra time to complete assignments
- Extra time for projects determined by teacher and student when project is assigned
- Homework checks
- Reduced assignments
- Use notebook/folders to organize assignments
- Written schedule of daily routine

- Frequent agenda checks

**MATERIALS:**

- Copies of texts at home
- Modified worksheets
- Audio-visual aides
- High-interest materials
- Manipulatives
- Enlarged print
- Calculator for math
- Use of computer/word processor
- Use of tape recorder to record discussions
- Use of Alpha Smart

**BEHAVIOR MANAGEMENT:**

- Provide positive reinforcement
- Reinforcement program
- Model appropriate behavior
- Corrective behavior plan
- Contract
- Provide cues for expected behavior
- Consistent enforcement of school rules
- Collect data on behavioral changes
- Advance warning of when a transition is going to happen

**OTHER:**

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*I received this IEP-at-a-Glance*

Signed,

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Other \_\_\_\_\_ Date \_\_\_\_\_

# FAPE REVIEW CHECKLIST for students ages 3-22

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Check Y or N to indicate whether data is in IEP folder. Check other items on this form at opening of school and at every Progress Report Card date or more frequently, as needed. Turn in a copy weekly to chairperson and store original in the IEP folder.

	Yes	No	Criteria	Date	Data & Identified Needs/Support
C O M P L E T E  W E E K L Y			<b>Attendance</b>		Total days missed this week: _____ this school year: _____ Contact family Social Work Referral Agency Referral _____ Develop Attendance Plan Revise Plan Discontinue Plan
			<b>Out of School Suspension</b>		Total days OSS this week: _____ this school year: _____ Actions/Needs: MDR New FBA/BIP Review Tracking Data Revise BIP Amend IEP Social Work Referral Agency Referral _____ * If any OSS< schedule meeting and complete Evidence of Collaboration
			<b>In School Suspension</b>		Total days ISS this week: _____ this school year: _____ Actions/Needs: MDR New FBA/BIP Review Tracking Data Revise BIP Amend IEP Social Work Referral Agency Referral _____
			<b>Office Discipline Referrals (ODRs)</b>		Total ODRs this week: _____ this school year: _____ Actions/Needs: MDR New FBA/BIP Review Tracking Data Revise BIP Amend IEP Social Work Referral Agency Referral _____
			<b>Progress Monitoring for Behavior Instrument/Tool</b>		Baseline Date: _____ Score: _____ Most Recent Progress Monitoring Date: _____ Score: _____ Adequate Progress: Y / N Intervention: _____ NA Continue Change/Revise Discontinue
			<b>Family Contact Log</b>		Most recent contact attempt date: _____ Contact Made? Y / N Action/Needs:
		<b>Current Compliant IEP &amp; Evaluation</b>		Notes/Needs:	
		<b>LEAP/iLEAP/GEE</b>		Student participates in: LEAP LAA1 LAA2 Most Recent Test Date: _____ ELA: Unsatisfactory Approaching Basic Basic Mastery Advanced Math: Unsatisfactory Approaching Basic Basic Mastery Advanced SS: Unsatisfactory Approaching Basic Basic Mastery Advanced Science: Unsatisfactory Approaching Basic Basic Mastery Advanced	
		<b>Assistive Tech / Accessible Instruction Materials(AIM)</b>		Device / Materials in Use? Y / N If no, reason / needs:	
		<b>Compliant Transition Goals Checklist</b>		Notes/Needs:	
		<b>Universal Screening</b>		Reading Screening: _____ completed for: Fall, Winter, Spring Most Recent Screening Date: _____ Score(s): _____ At Risk: Y/N Math Screening: _____ completed for: Fall, Winter, Spring Most Recent Screening Date: _____ Score(s): _____ At Risk: Y/N Behavior Screening: _____ completed for: Fall, Winter, Spring Most Recent Screening Date: _____ Score(s): _____ At Risk: Y/N	
		<b>Progress Monitoring for Reading Instrument</b>		Baseline Date: _____ Score: _____ Most Recent Progress Monitoring Date: _____ Score(s): _____ Adequate Progress: Y / N Intervention: _____ NA Continue Change/Revise Discontinue	
		<b>Progress Monitoring for Math Instrument</b>		Baseline Date: _____ Score: _____ Most Recent Progress Monitoring Date: _____ Score(s): _____ Adequate Progress: Y / N	

				Intervention: _____ NA Continue Change/Revise Discontinue
		Benchmark Testing		
		Service Logs		Special Instruction Logs up to Date? Y / N All Related Service Logs up to Date? Y / N
		Special Education Nine Week Progress Report	10/22 1/7 3/18 5/19	Most recent report indicates adequate progress in all objectives? Y / N Actions / Needs: _____
		Report Card	10/22 1/7 3/18 5/19	Ds or Fs on most recent report card? Y / N Subjects: _____ If yes, complete Evidence of Collaboration. Reconvene IEP, if needed.
		General Education Progress Report	9/17 11/12 2/4 4/8	Ds or Fs on most recent progress report? Y / N Subjects: _____ If yes, complete Evidence of Collaboration. Reconvene IEP, if needed.
		Weekly Grades		Required only if Ds or Fs on Progress Report or Report Card Ds or Fs on most weekly grade report? Y / N Subjects / Assignments: _____ If yes, meeting held/scheduled (date): _____
		Evidence of Collaboration Form		Most recent Evidence of Collaboration date: _____ Form documents action steps? Y / N Action/Needs: _____

Notes: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher of Record must sign each time this checklist is completed.

Teacher of Record Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Chairperson Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Administration Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Cluster Leader Initials: \_\_\_\_\_ Date: \_\_\_\_\_  
 Other: \_\_\_\_\_ Date: \_\_\_\_\_ Other: \_\_\_\_\_ Date: \_\_\_\_\_

## Job Description

## Special Education Coordinator

Reports to the School Leader and is a member of the School's Management/Leadership Team

### Ensures Academic Progress

- Advocates for special education students & staff
- Oversees delivery of both instruction and related services as stipulated on IEPs to ensure an integrated service delivery system
- Collaborates with School Leaders to develop and implement a school wide special education AYP plan
- Develops and implements a special education-specific performance management tracking system
- Serves as a link between School Leader and special education teachers/case managers
- Monitors service delivery in inclusion classes and resource setting
- Reviews all IEPs to ensure that they are based on quantitative present levels of performance, curriculum standards and content, and are relevant for the individual student
- Stays abreast of best practices
- Recommends strategies to enhance special education performance on standardized tests
- Ensures cooperative relationships with general education staff

### Supports IEP Process

- Chairs initial eligibility/IEP conferences and adheres to eligibility categories and guidelines
- Monitors and supports IEP meetings chaired by teachers/case managers
- Promotes positive parent relationships and intercedes in complex cases
- Monitors teacher/case manager notifications to parents
- Collaborates with contract evaluators to ensure timely receipt of reports
- Takes comprehensive meeting notes at initial IEP meetings and monitors notes taken by teacher/case managers; records dissenting opinions; follows eligibility criteria and guidelines

### Drives Compliance

- Ensures special education staff abide by IDEA, State & Local Special Ed. Regulations
- Ensures special education teachers maintain compliance and monitors academic tracking system
- Oversees the compliance of special education files
- Coordinates staff development/training in collaboration with school leaders
- Maintains shared school wide calendar of Annual, Triennial Review, 30-Day Review and Initial Eligibility/IEP meetings to monitor timeline compliance
- Provides monthly reports to school leaders

## Performance Measures

### Special Education Coordinator



Special Education Coordinator Responsibilities	Outcomes	Measures
Coordinate teachers and adjunct staff/contractors, promoting high expectations for teacher performance to ensure student achievement and growth, and serve as a link between school level-program, school leader and system-level management	<i>Increased student success in general education classes, creative continuum of options developed, and reduced student services</i>	Teacher and Staff Performance ratings, analysis of data on student movement within the special education continuum, and analysis of student performance measures
Promote best practice strategies, and encourage teachers to take creative risks in helping students succeed	<i>Report cards, grades, student self-report card and test scores</i>	Analysis of data collected on types and frequency of interventions, accommodations/modifications, and strategies implemented; Analysis of monthly reports to the school leader
Promote understanding of special education needs and issues, and facilitate collaboration among special and general education teachers, administrative staff, the IEP Team, and adjunct/contract staff	<i>Increased school wide sensitivity to and acceptance and knowledge of special needs students - "All teachers embrace all students."</i>	Special Education teacher/case manager survey
Oversee the IEP process and guide the team in including students, parents, contract specialists, teachers, and administrators as full partners when relevant; encourage the IEP to resolve problems, handle crises, and devise supportive interventions; convene initial IEP meetings	<i>Increased student support; improved parent involvement, more individualized service delivery; decreased suspensions and absenteeism</i>	Analysis of IEP meeting notes, observation of IEP meetings, analysis of attendance and suspension rates, and parent satisfaction tools
Monitor compliance with IDEA & State Regulations, oversee file maintenance and documentation, monitor current tracking data, and coordinate standardized testing	<i>Positive monitoring reports from school leader</i>	Performance review and RSD monitoring reports

## Performance Review Special Education Coordinator

Name \_\_\_\_\_ Date: \_\_\_\_\_

Tasks	Rating (Good, Satisfactory, Needs Improvement)	Comments	Action
<b>Special Education Teacher/Case Manager Supervision</b> <ul style="list-style-type: none"> <li>Activity logs reviewed &amp; summarized in report to school leader</li> <li>Report Cards and quarterly progress reports reviewed &amp; summarized in report to school leader</li> <li>Review of portfolios</li> </ul>			
<b>Academic Support</b> <ul style="list-style-type: none"> <li>Promoting best practices—summary of new ideas</li> <li>Coordinates standardized testing based on accommodations/modifications for each student</li> <li>Reviews IEPs for adequacy &amp; based on &amp; curriculum standards</li> </ul>			
<b>Clinical Oversight</b> <ul style="list-style-type: none"> <li>Activity logs, Progress notes and report cards reviewed &amp; summarized in report to School Leader</li> </ul>			
<b>General Education Collaboration</b> Responsiveness to general education concerns—collects and reviews teacher surveys and forwards to special education director			
<b>IEP Support</b> <ul style="list-style-type: none"> <li>Review and summary of PAT meeting notes for Director’s report</li> <li>Review and summary of suspension/truancy cases, rates and interventions for Director’s report</li> <li>Keeps school level monthly calendar of PAT/IEP meeting dates</li> </ul>			
<b>Driving Compliance</b> <ul style="list-style-type: none"> <li>File management</li> <li>Tracking systems</li> </ul>			
<b>Parent Relations</b> <ul style="list-style-type: none"> <li>Review of Parent Communication Log</li> <li>Collect and review of IEP meeting parent surveys &amp; forward to Director</li> <li>Monitors tests scores &amp; aggregate sped students</li> </ul>			

## Parent Satisfaction Survey Tool

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Meeting Communications	Strongly Agree	Agree	Disagree	How can we improve our communication
Contact with me from school staff is friendly.				
I have been given the choice of picking a good time for me to meet.				
I have been given information before meetings to prepare for the meeting.				
I have been treated as an important part of all meetings.				
I look forward to attending meetings about my child.				
Attending the Meeting	Strongly Agree	Agree	Disagree	How can we make our meetings better?
I am a welcome and equal member of the IEP team; the tone of the meetings is positive.				
I am asked to share my views, opinions, and recommendations.				
I am comfortable discussing my child with all team members.				
I understood what has been reported about my child, and all confusing terms were explained to me.				

Attending the Meeting	Strongly Agree	Agree	Disagree	How can we make our meetings better?
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We discuss my child's strengths.				
I understand what has been written in the IEP and agree that it is a good plan for my child.				
I am satisfied with my child's progress.				
<b>Clinical Services</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>How can we make clinical services better?</b>
The related service providers (speech/language, counseling, etc) keep me informed of my child's progress with progress notes and verbal feedback.				
I know how to contact clinical providers, who are available if I need to talk.				
I understand what services my child receives and the reason for these services.				
I have received recommendations from special educators about how I can work with my child at home.				
I have been able to make recommendations about my child's services.				

<b>Clinical Services</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>How can we make clinical services better?</b>
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I have received copies of any and all evaluations and screening results, and they have been explained to me in clear language.				
I am satisfied with services.				

The best aspect of the special education program at school is:

I have concerns about:

My “wish list” for special education is:

# Self-Reporting Report Card for Students

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

My Class	My Teacher	The grade I give myself for this class	Why I give myself this grade My comments	The grade I give my teacher	Why I give my teacher this grade My comments
Special Education	My Teacher	The grade I give myself for this class	Why I give myself this grade My Comments	The grade I give my special education teacher	Why I give my special education teacher this grade My comments
My Related Services	My Therapist	The grade I give myself for this class	Why I give myself this grade My comments	The grade I give my Therapist	Why I give my Therapist this grade My Comments

Question No.	Question	My answer
1.	I have an IEP because...	
	I go to meetings when my teachers talk about what I need.	
	My parent goes to meetings with my teachers to talk about what I need.	
2.	My hardest subject is....	
3.	My best subject is...	
4.	I learn best when.....	
5.	The best way for a teacher to help me is.....	
6.	I do best in school when....	
7.	I don't like school when....	
8.	I need help to....	
9.	My biggest problem in school is....	
10.	My wish list for school	1. 2. 3.

# Job Description

## Special Education Teacher

### Classroom Tasks

- Assumes responsibilities for demonstrating achievement of IEP goals and improved academic performance of students with disabilities
- Develops an individual profile for each student using existing assessment data and informal testing and observation; ensures general education staff has copies of the IEP-at-a-Glance form listing goals, accommodations, and modifications
- Provides a continuum of special education instructional opportunities for students to work one-on-one, in small groups, and as a class within pull-out or push-in settings, as appropriate, in support of the general education curriculum
- Employs multisensory teaching strategies based on an understanding of student strengths and weaknesses and learning styles
- Monitors and supports implementation of goals in inclusion classes; collaborates with related services providers and monitors service delivery; monitors BIPs; provides accommodation/modification support
- Works in collaboration with all general education teachers as a technical expert
- Refers students to the IEP team to develop interventions for students demonstrating disciplinary concerns, truancy, and/or academic failure or to further assess struggling students in all areas of a suspected disability

### IEP Tasks

- Encourages parent partnerships and maintains positive communication with parents/caregivers regarding student progress, success, and difficulties
- Assumes responsibility for writing both initial and updated IEPs based on present levels of performance and developing goals that relate to curriculum standards and content
- Reports achievement of goals and objectives at the end of every advisory period and issues quarterly progress reports
- Administers end-of-the-year academic testing in preparation for the annual IEP meeting
- Schedules, coordinates, and chairs requested and annual IEP Review meetings in collaboration with the Special Education Coordinator (SEC), parents/caregivers, related services providers, and general education teacher(s)
- Maintains a portfolio of student work samples, anecdotal data, and classroom observation information



## Case Management Tasks

- Assumes responsibility for case compliance and student academic progress as documented through both academic and compliance tracking tools
- Assumes responsibility for reviewing and analyzing all student information and developing a corrective action plan for students who need additional testing and/or a change in services
- Assumes responsibility for conducting Triennial Reviews in collaboration with the special education coordinator and IEP Team; refers students in need of requested re-evaluations and/or Triennial Reviews to the IEP Team to develop a Student Evaluation Plan (SEP)
- Maintains special education files; ensures all evaluation recommendations are followed up and completed
- Ensures adjunct and related services are being delivered in an integrated way and practically applied in the classroom
- Provides requisite monthly data to special education coordinator

# Performance Measures

## Special Education Teacher

Teacher/Case Manager Responsibilities	Outcomes	Measures
Focus on high expectations for student achievement; focus on teaching, implementing IEPs, conducting annual performance testing, and convening annual IEP review meetings; write IEP goals and objectives based on evaluation findings; ensure that general education teachers receive and implement IEP-at-a-Glance forms and (BIPs)	<i>Achievement of IEP goals/objectives; improved benchmarks, grades and test scores; and accumulation of exemplary work samples</i>	Well written and curriculum based IEP goals, student grades (report cards), student annual performance measures, updated student file with work samples, weekly contact form, parent contact form, and quarterly progress notes on IEP goal/objective achievement
Identify student learning styles, strengths and weaknesses; reinforce learning styles; and build on learning strengths through targeted instruction	<i>Increased student motivation for learning</i>	Teacher (see self-reporting card); Improved student self-efficacy
Act as a technical expert, advocate for special education students, provide targeted and creative accommodations/modifications, and consult and coteach with general education teachers	<i>Increased student participation in the classroom and better student understanding of lesson content</i>	Student grades (report cards)
Perform ongoing case monitoring, secure supportive interventions as needed through the IEP Team, and conduct IEP and triennial reviews/re-evaluations, documenting meeting notes in conjunction with the IEP Team and service providers	<i>Teacher-driven multidisciplinary collaboration, including parent(s), to address all student needs</i>	IEP Team observations and comments, comprehensive meeting notes, parent participation & satisfaction
Manage and analyze case files/records to ensure case compliance with IDEA and state regulations, and develop corrective action plans for student cases when a need for additional testing or a change in service is indicated	<i>All student needs and recommended actions are addressed and well documented</i>	Updated special education file; corrective action plans and next-step actions; performance reviews; and quarterly, semi-annual, and annual review performance surveys

# Performance Review

## Special Education Teacher

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Tasks	Rating <i>(Good, Satisfactory, Needs Improvement)</i>	Comments	Action
Special education teacher is providing technical support in general education classes (general education teacher survey)			
Special Education files are compliant and/or moving toward compliance (sped file compliance template)			
Case files are reviewed, summarized in a corrective action plan & brought into compliance			
Annuals and Triennials are scheduled and taking place (compliance tracker)			
IEPs have measurable goals and are written to curriculum standards and content			
Case Manager maintains academic tracker comparison chart (academic tracker)			
Student Portfolio contains representative work samples			
Summary of Student Report Cards indicates student success in all subject areas			
Instruction hours match IEPs (Student contact log)			
Quarterly progress reports on IEP goals are complete and meaningful			
Failing, truant, and disciplined students are presented before the IEP team			
BIPs, and accommodations/modifications are distributed & monitored in general education setting; related service delivery is integrated & monitored			
Standardized test scores and report cards indicate growth (annual)			
Provides requisite monthly information to SEC			

# Special Education Service Delivery Survey for General Education Teacher

Teacher Completing Form: \_\_\_\_\_ Date: \_\_\_\_\_  
 Teacher Being Evaluated: \_\_\_\_\_ Instruction Area: \_\_\_\_\_  
 # Special Education Students in Class: \_\_\_\_\_

Tasks	Rating (Good, Satisfactory, Needs Improvement)	Comments
Special Education Teacher maintains frequent communication about special education students		
Special Education Teacher provided and reviewed IEP-at-a-Glance form for all special education students		
Number of Students with Behavior Intervention Plans (BIPs) _____  Special Education Teacher provided and reviewed BIPs		
Special Education Teacher reviews your lesson plans and helps modify assignments/tests		
Special Education Teacher provides technical expertise, consulting support and/or in-class instruction		
Special Education Teacher provides resource support (pull out) that helps special education students succeed in your classes		
Special Education Teacher follows up on concerns you have about special education student(s)		
Special Education Teacher gives ample notice of Pupil Appraisal Team (PAT)/IEP meetings and prepares you for meetings		
Other...		



# Sample IEP Progress Report

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Special Education Teacher/Case Manager: \_\_\_\_\_

Language Arts Goal(s)—Reading and Written Expression

Mathematics Goal(s)

Other Academic Goals

Comments

Related Services Goal(s)

Comments:

Signed by Teacher/Case Manager: \_\_\_\_\_ Date: \_\_\_\_\_

Clinician Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# A Sampling of Scientifically Based Programs, Tools, & Remedial Resources

## General Curriculum Tools

- BrainPOP: <http://www.brainpop.com/>
- Compass Learning—Odyssey: <http://www.compasslearning.com/why-compass-learning/>
- Direct Instruction Workbooks: <http://www.mcgraw-hill.co.uk/sra/directinstruction.html>
- Graphic Organizers: <http://www.eduplace.com/graphicorganizer/>
- Kurzweil: <http://www.kurzweilededu.com/educational-resources.html>

## Reading Tools

- BURST: <http://www.wirelessgeneration.com/curriculum-instruction/burst-reading/overview>
- Collaborative Strategic Reading: <http://www.sedl.org/cgi-bin/mysql/buildingreading.cgi?l=description&showrecord=15>
- Earobics: <http://www.earobics.com/>
- Edmark Reading Program: <http://www.mayer-johnson.com/edmark-reading-program-software-level-1-school-version/>
- FCRR Phonics, Vocabulary, Comprehension & Phonemic Awareness: [http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part1.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf)
- Fountas & Pinnell: <http://www.fountasandpinnellleveledbooks.com/>
- Foundations! [www.foundations.com](http://www.foundations.com)
- Jolly Phonics: <http://jollylearning.co.uk/shop/>
- Jordan Dyslexia Assessment Reading Program: <http://www.proedinc.com/customer/productView.aspx?ID=1735>
- Junior Great Books: <http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness/>
- Kidspiration: [http://www.inspiration.com/sites/default/files/Kids3DataSheet\\_US.pdf](http://www.inspiration.com/sites/default/files/Kids3DataSheet_US.pdf)
- LANGUAGE! : [http://store.cambiumlearning.com/cs/Satellite?c=CLG\\_Product\\_C&childpagename=Store%2FStore\\_Layout&cid=1277940979351&pagename=Store\\_Wrapper](http://store.cambiumlearning.com/cs/Satellite?c=CLG_Product_C&childpagename=Store%2FStore_Layout&cid=1277940979351&pagename=Store_Wrapper)
- Lindamood-Bell: <http://www.lindamoodbell.com/>
- Lucy Calkin's Reader's Workshop: <http://www.readersworkshop.org/>
- Phonics Blitz: <http://www.rgrco.com/phonics/2nd-edition>
- Phonics Boots: [http://www.boots.com/en/V/tech-Playtime-Bus-with-Phonics\\_124170/](http://www.boots.com/en/V/tech-Playtime-Bus-with-Phonics_124170/)
- Power Readers: [http://www.soprislearning.com/cs/Satellite?c=CLG\\_Content\\_P&childpagename=Sopris%2FSopris\\_Layout&cid=1277942351184&pagename=Sopris\\_Wrapper](http://www.soprislearning.com/cs/Satellite?c=CLG_Content_P&childpagename=Sopris%2FSopris_Layout&cid=1277942351184&pagename=Sopris_Wrapper)
- Read Naturally Live: <http://www.readnaturally.com/products/readlive.htm>
- Reader Rabbit: [www.readerrabbit.com](http://www.readerrabbit.com)
- Reading A-Z: <http://www.readinga-z.com/>
- Reading A-Z Kids.com: <http://www.readinga-z.com/book/animated-books.php>
- Reading Blaster: <http://www.amazon.com/Reading-Blaster-Ages-6-8/dp/B000761V44>
- Reading Resources: <http://www2.ed.gov/parents/read/resources/edpicks.jhtml>
- Six Minute Solutions (fluency): [http://www.soprislearning.com/cs/Satellite?c=CLG\\_Content\\_P&childpagename=Sopris%2FSopris\\_Layout&cid=1277940903626&pagename=Sopris\\_Wrapper](http://www.soprislearning.com/cs/Satellite?c=CLG_Content_P&childpagename=Sopris%2FSopris_Layout&cid=1277940903626&pagename=Sopris_Wrapper)
- SRA Corrective Reading: <http://www.mcgraw-hill.co.uk/sra/correctivereading.htm>
- Sticky Bears (Reading Comprehension): [www.stickybear.com](http://www.stickybear.com)



- Touchphonics: <http://eps.schoolspecialty.com/downloads/povs/s-touchphonics.pdf>
- Visualizing and Verbalizing for Language Comprehension and Thinking: <http://www.amazon.com/Visualizing-Verbalizing-Language-Comprehension-Thinking/dp/0945856016>
- Vocabulary through Morphemes: [http://www.soprilearning.com/cs/Satellite?c=CLG\\_Content\\_P&childpagename=Sopris%2FSopris\\_Layout&cid=1277941405467&pagename=Sopris\\_Wrapper](http://www.soprilearning.com/cs/Satellite?c=CLG_Content_P&childpagename=Sopris%2FSopris_Layout&cid=1277941405467&pagename=Sopris_Wrapper)

## Writing Tools

- Expressive Writing: <https://www.mheonline.com/program/view/5/2/210/0076020428>
- Lucy Calkin’s Writer’s Workshop: [http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).pdf)
- Writing Project: <http://tc.readingandwritingproject.com/>

## Math Tools

- Accelerated Math: <http://www.renlearn.com/am/>
- Developing Number Concepts: Books 1-3: <http://www.amazon.com/Developing-Number-Concepts-Book-Comparing/dp/0769000584>
- DreamBox: <http://www.dreambox.com/>
- enVisionMATH: <http://www.pearsonschool.com/index.cfm?locator=PSZuQp&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=806&PMDbSubCategoryId=&PMDbSubjectAreaId=&PMDbProgramId=67741>
- Every Day Counts: Calendar Math: [http://www.greatsource.com/store/ProductCatalogController?cmd=Browse&subcmd=LoadDetail&division=G01&&frontOrBack=F&sortProductsBy=SEQ\\_TITLE&level1Code=05&level2Code=050&level3Code=004](http://www.greatsource.com/store/ProductCatalogController?cmd=Browse&subcmd=LoadDetail&division=G01&&frontOrBack=F&sortProductsBy=SEQ_TITLE&level1Code=05&level2Code=050&level3Code=004)
- Investigations: <http://investigations.terc.edu/>
- IXL.com: “Math for the Left & Right Brain” [www.ixl.com](http://www.ixl.com)
- MathFacts in a Flash: <http://www.renlearn.com/mf/>
- Practical Math: <http://search.barnesandnoble.com/Practical-Math-Applications/Sharon-Burton/e/9780538727723>
- Saxon Math: [http://saxonpublishers.hmhco.com/en/sxnm\\_home.htm](http://saxonpublishers.hmhco.com/en/sxnm_home.htm)
- Stern Math Structural Arithmetic: <http://www.sternmath.com/items/workbooks/SA1.html>
- Transmath: <http://www.voyagerlearning.com/transmath/index.jsp>
- VMathlive: <http://www.vmathlive.com/>

## Present Levels of Performance Tools

- AIMS Web Reading: <http://www.aimsweb.com/measures-2/reading-cbm/>
- Brigance: <http://www.curriculumassociates.com/products/detail.aspx?title=brigsemgt-la&topic=SBSPE0>
- Brigance Transition Skills Inventory: <http://www.curriculumassociates.com/products/detail.aspx?title=BrigTSI>
- Keymath: <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Mode=summary&Pid=PAaKeymath3>
- RGRC Diagnostic Decoding Survey: <http://www.rgrco.com/resources/tools/diagnostic-decoding-surveys>
- RTI Toolkit: A Practical Guide for Schools: <http://www.amazon.com/RTI-Toolkit-Practical-Guide-Schools/dp/1934032050>

- STAR Math: <http://www.renlearn.com/sm/default.aspx>
- STEP Reading Assessment: <http://www.inquirium.net/portfolio/steptool/>
- The RTI Daily Planning Book: <http://www.heinemann.com/products/E01731.aspx>
- NWEA MAP Assessment: <http://www.nwea.org/products-services/computer-based-adaptive-assessments/map>

### Life, Social, & Vocational Tools

- Alert Program for Self-Regulation: <http://www.alertprogram.com/>
- Cogmed Working Memory Training: <http://www.cogmed.com/program>
- MindUp Curriculum: <http://www.thehawnfoundation.org/curriculum>
- Pacemaker Skills for Independent Living (Transition Textbook): <http://www.wiesereducational.com/products/pacemaker-skills-for-independent-living.htm>
- Pre-Referral Intervention Manual: <http://www.amazon.com/Pre-Referral-Intervention-Manual-Second-Edition/dp/1878372114>
- Reading Free Vocational Interest Inventory: <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8683-846n>
- Second Step: <http://cfc.secondstep.org/TeachingGuides/K5Guide/K5ProgramOverview/ProgramDescription/BullyingPrevention.aspx>
- Teacher's Guide to Behavioral Interventions: <http://www.amazon.com/The-Teachers-Guide-Behavioral-Interventions/dp/1878372130>
- Youth-in-Mind: <http://www.youthinmind.info/py/yim/Start.py?language=euk&country=usa>

### Assistive Technology

- Deep Pressure Vest: <http://www.especialneeds.com/deep-pressure-vests.html>
- Folding Trampoline
- Fun Tube: <http://www.amazon.com/The-Fun-Tube-Red-Tunnel/dp/B0007YDC36>
- Hearphone
- Koosh Ball: <http://www.officeplayground.com/Koosh-Ball-P161.aspx>
- Mavis Beacon Keyboarding Kidz: <http://www.broderbund.com/p-121-mavis-beacon-keyboarding-kidz.aspx>
- Molded Pencil Grip
- Toobaloo Auditory Phone: [http://www.mayer-johnson.com/toobaloo/?ctt\\_id=8955658&ctt\\_adnw=Google&ctt\\_ch=ps&ctt\\_entity=tc&ctt\\_cli=2x15381x64070x1648845&ctt\\_kw=toobaloo&ctt\\_adid=10034626624&ctt\\_nwtype=search&s\\_kwci\\_d=TC%7C16135%7Ctoobaloo%7C%7CS%7Cp%7C10034626624&gclid=COb0yoqR4rACFUyb7Qod-BZr2A](http://www.mayer-johnson.com/toobaloo/?ctt_id=8955658&ctt_adnw=Google&ctt_ch=ps&ctt_entity=tc&ctt_cli=2x15381x64070x1648845&ctt_kw=toobaloo&ctt_adid=10034626624&ctt_nwtype=search&s_kwci_d=TC%7C16135%7Ctoobaloo%7C%7CS%7Cp%7C10034626624&gclid=COb0yoqR4rACFUyb7Qod-BZr2A)
- Type to Learn: <http://ttl4.sunburst.com/>
- Whisperphone: <http://www.whisperphone.com/>
- Yuck-E-Balls: <http://www.sensorycraver.com/yuckeballs%C2%99-p-1280.html>

# Job Description

## Related Service Providers

Counseling, Speech/Language Pathology, Occupational & Physical Therapy

Related service delivery includes:

- Serving as a member of the in-school multidisciplinary team (MDT) for re-evaluations, initials (if evaluator), and to advise teacher/case manager on students who are truant, experiencing behavior difficulties, and/or failing
- Updates and communicates on an ongoing basis with special education coordinator (SEC); monthly updates with SEC
- Understands individual school's mission and delivers services to coincide with school's program
- Knows and applies best practices
- Conducts 30 group and individual sessions per year 1x weekly or 60 sessions 2x weekly
- Re-evaluates students receiving therapy as requested or warranted for triennial evaluation
- Creates behavioral assessments/plans as needed for students receiving counseling
- Consults on and implements services in inclusive settings to the maximum extent possible
- Extends good-faith effort to team with other providers and special education staff in school(s)
- Authors annual individualized education program (IEP) goals/objectives written to empower students to transfer intervention strategies to classroom and academic performance
- Participates at annual IEP meetings, as needed
- Participates at manifestation hearings, as needed
- Writes monthly progress notes as required by Medicaid regulations—treatment directly ties to IEP goals/objectives; willingness to be trained on and to use electronic encounter tracking system
- Writes advisory reports on progress toward achieving goals and objectives on IEPs to be sent home with report cards—responsible for demonstrating progress at end of year
- Maintains monthly contact sheets submitted to school
- Documents efforts to reach nonresponsive students, culminating in writing out of service on the IEP if necessary
- Maintains current certification

## Evaluation Service

### Assessment Standards for Clinicians Includes:

- Administers assessments based on the student evaluation plan (SEP) and/or parent's request for students needing initial, requested, and/or triennial evaluations
- Keeps abreast of diagnostic tests and materials and any changes in tests and materials
- Conducts only those tests necessary, but performs additional alternative evaluations if diagnosis is unclear, in order to ensure all areas of suspected disability are addressed
- Develops a summary template to translate test results into accommodations/ modifications and IEP-at-Glance documents
- Recommends Assistive Technology evaluations when necessary
- Hands in reports to the SEC 10 days in advance of a scheduled eligibility/IEP conference, attends MDT/IEP conferences with 10 or more days notice
- Writes reports using a reader friendly index and explains to parents and students evaluation findings in clear, understandable language with cultural sensitivity
- Works collaboratively as a multidisciplinary team member
- Stays abreast of IDEA and local regulations regarding the special education eligibility of a student
- Abides by a 30 day turn around time from date of receipt of referral packet and reports absentee students to the MDT chair after two attempts to test
- Abides by established standards of practice, processes and procedures of the MDT and collaborates with special education staff to streamline processes and procedures as needed
- Meets with the special education coordinator quarterly to discuss concerns, questions, complex cases, and random reviews of reports
- Maintains current certification

# Performance Measures

## Related Service Providers

Clinician Responsibilities	Outcomes	Measures
Focus on the delivery of related services in accordance with the IEP, stay abreast of best practices, find solutions for non-responsive students	<i>Improved student academic performance and/or behavior</i>	Student grades, weekly contact forms, student participation, quarterly IEP progress noted, and student self-assessment
Conduct initial and re-evaluations within (#) days of referral and in time to provide parent(s) with a copy of the report prior to the meeting, conduct evaluations in accordance with established guidelines for eligibility determination, and complete evaluation summary forms	<i>Comprehensive and holistic assessments summarized in well-written, user-friendly reports made available to parents in advance of MDT meetings</i>	Tracking data, evaluation summary forms, and parent satisfaction surveys
Consult with general education teachers on strategies to support special education student success, conduct observations of students in general education classes, and consult on struggling general education students	<i>Improved student academic performance and/or behavior</i>	Teacher surveys and student report cards
Identify global special education needs in area of expertise, and create and implement ways to deliver services that address global indicators	<i>Improved student academic performance and/or behavior</i>	Report cards, student participation, and student report cards
Develop a crisis response for schools, and provide crisis management	<i>Organized, responsive, and effective support during crisis situations</i>	SEC and school leader observations and student observations post-crisis
Participate on the MDT	<i>Improved support for case managers and more collaborative brainstorming about interventions for failing grades, discipline issues, and truancy</i>	Case manager survey, SEC observations, and meeting notes documenting MDT discussions
Engage parents in a collaborative way in support of student progress	<i>Improved parent relations</i>	Parent Satisfaction Survey
Write new and update IEP goals at least three days in advance of the IEP meeting, write curriculum based, practically applied goals and objectives	<i>More meaningful goals and objectives based on evaluation results, curriculum standards, and functional classroom performance</i>	Improved student academic performance and/or behavior
Write, distribute, implement, and monitor, user friendly behavior plans (psychologist)	<i>Improved student behavior</i>	Teacher surveys
Write clear and concise Medicaid encounter forms (progress noted) that relate to IEP goals and objectives and evaluations	<i>High percentage of reimbursement rate</i>	Quality assurance checklists and Medicaid acceptance



# PROGRESS NOTE FOR RELATED SERVICE PROVIDERS

Service: \_\_\_\_\_

Student: \_\_\_\_\_ Clinician: \_\_\_\_\_

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Date: \_\_\_\_\_ Beg./End Time: \_\_\_\_\_ Total Mins. \_\_\_\_\_

Goal(s)/Objective(s): \_\_\_\_\_

**Narrative:**

Signature, Credential \_\_\_\_\_

---

Date: \_\_\_\_\_ Beg./End Time: \_\_\_\_\_ Total Mins. \_\_\_\_\_

Goal(s)/Objective(s): \_\_\_\_\_

**Narrative:**

Signature, Credential \_\_\_\_\_

---

Date: \_\_\_\_\_ Beg./End Time: \_\_\_\_\_ Total Mins. \_\_\_\_\_

Goal(s)/Objective(s): \_\_\_\_\_

**Narrative:**

Signature, Credential \_\_\_\_\_

# Clinician Performance Review

Clinician: \_\_\_\_\_ Position: \_\_\_\_\_

School: \_\_\_\_\_ Number of Students: \_\_\_\_\_

Clinical Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Tasks	Rating ( <i>Good, Satisfactory, Needs Improvement</i> )	Comments
Delivers related services; sessions are well planned, delivered consistently, and engage students		Attach weekly schedule
Hours on Activities Log match IEP Hours		Attach Activities Log Sample Note & Percentage of time on IEP that is delivered
Therapy session content is transferable back to the classroom in a practical, functional way; materials used are high interest and curriculum based		Describe materials and therapy session strategy
Non-responsive students have corrective action steps in place		List non-responsive students and actions
Clinician observes students in classroom and consults with general education teachers		List interactions with teachers and name students observed during the past two weeks
Progress notes are completed correctly, relate back to IEP goals/objectives, and describe varied activities		Review of progress notes
Realistic number of evaluations are completed monthly within the 30 day turn around time and given to the parent for review prior to the MDT/IEP meetings		List students evaluated and timelines for past quarter
Evaluations are written in user friendly language and translated onto a Summary Form to be attached to the IEP-at-a-Glance for general education teachers		Discuss random sampling of reports—list students whose reports were reviewed
IEP goals are curriculum based and objectives are evaluation based; Quarterly progress notes are completed and document progress made		Attach sample goals and objectives



Special Education files contain reports, goals, objectives, and quarterly progress notes		
<b>Tasks</b>	<b>Rating</b> <i>(Good, Satisfactory, Needs Improvement)</i>	<b>Comments</b>
School-wide crisis plan is in place and crisis management is effective		Attach plan and describe recent crisis
Progressive and innovative ways to deliver services are introduced based on data analysis of students needs		Describe innovation
Parents are involved in the IEP process and understand evaluation findings as well as treatment prescriptions		Review parent satisfaction survey
Other areas that are deemed relevant by clinical supervisor		
<b>Overall Rating</b>		

Additional Comments

# Communication Log

To be maintained by the Provider in the student's Special Education File

Name of Student: \_\_\_\_\_ Name of Parent: \_\_\_\_\_

Special Education Teacher / Case Manager: \_\_\_\_\_

1. Person Making Contact \_\_\_\_\_

Date / Time / Form of Contact \_\_\_\_\_

Purpose of Conversation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Response \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Follow Up \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Person Making Contact \_\_\_\_\_

Date / Time / Form of Contact \_\_\_\_\_

Purpose of Conversation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Response \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Follow Up \_\_\_\_\_

\_\_\_\_\_

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3. Person Making Contact \_\_\_\_\_

Date / Time / Form of Contact \_\_\_\_\_

Purpose of Conversation \_\_\_\_\_

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Response \_\_\_\_\_

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Follow Up \_\_\_\_\_

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4. Person Making Contact \_\_\_\_\_

Date / Time / Form of Contact \_\_\_\_\_

Purpose of Conversation \_\_\_\_\_

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Response \_\_\_\_\_

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Follow Up \_\_\_\_\_

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## Student Evaluation Plan (SEP)

BLT Referral Date: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

ADDRESS:

Street #	Street Name	Apartment #	City	State	Zip Code
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Parent(s) / Guardian(s): \_\_\_\_\_

Parent / Guardian Telephone Numbers (H): \_\_\_\_\_ (C): \_\_\_\_\_

**Summarize Area(s) of Concern:**

**Pupil Appraisal Team Recommendations:**

**List Evaluation(s) needed to address all areas of suspected disability**

Assessment	Assessor	Test Instrument	Timeline	
			Assigned	Due Date
Psychological				
Speech / Language				
Social History				
Audiological				
Vision Screening				
Medical				
Educational				
Hearing Screening				
Other				

**Meeting Participants**

Name:

Position:

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**Date referred to evaluation:** \_\_\_\_\_



**57 Please provide the following information on special education services:**

- **The number of students with special education needs served by all charter schools;**
- **The number of students with special education needs, broken down by school; and,**
- **The number of special education students referred to non-public school settings by LEAs."**

PCSB's response to this question is in the enclosed spreadsheet within this section tab.

2013-14 Pre-Audited Enrollment		Total Enrolled	SpEd Enrollment	
Campus Name			Ct	%
1	AA_Grand Total	36,795	4,554	12.4%
2	Achievement Preparatory Academy PCS – Middle	390	65	16.7%
3	Achievement Preparatory Academy PCS – Elementary	231	20	8.7%
4	AppleTree Early Learning PCS – Columbia Heights	162	10	6.2%
5	AppleTree Early Learning PCS – Lincoln Park	63	3	4.8%
6	AppleTree Early Learning PCS – Oklahoma Ave	172	3	1.7%
7	AppleTree Early Learning PCS – Southeast	170	5	2.9%
8	AppleTree Early Learning PCS – Southwest	79	4	5.1%
9	Arts and Technology Academy PCS	622	70	11.3%
10	BASIS DC PCS	510	27	5.3%
11	Booker T. Washington PCS	569	51	9.0%
12	Bridges PCS	211	60	28.4%
13	Briya PCS	478	3	0.6%
14	Capital City PCS – High School	337	65	19.3%
15	Capital City PCS – Lower School	321	23	7.2%
16	Capital City PCS – Middle School	326	62	19.0%
17	Carlos Rosario International PCS	2,026	-	0.0%
18	Cedar Tree Academy PCS	323	9	2.8%
19	Center City PCS – Brightwood	251	22	8.8%
20	Center City PCS – Capitol Hill	238	24	10.1%
21	Center City PCS – Congress Heights	227	20	8.8%
22	Center City PCS – Petworth	237	27	11.4%
23	Center City PCS – Shaw	239	28	11.7%
24	Center City PCS – Trinidad	226	24	10.6%
25	César Chávez PCS for Public Policy – Capitol Hill	390	62	15.9%
26	César Chávez PCS for Public Policy – Chávez Prep	322	39	12.1%
27	César Chávez PCS for Public Policy – Parkside High School	374	44	11.8%
28	César Chávez PCS for Public Policy – Parkside Middle School	305	44	14.4%
29	Community Academy PCS – Amos 1	596	51	8.6%
30	Community Academy PCS – Amos 2	288	14	4.9%
31	Community Academy PCS – Amos 3	316	22	7.0%
32	Community Academy PCS – Butler Global	263	28	10.6%
33	Community Academy PCS – CAPCS Online	147	16	10.9%
34	Community College Preparatory Academy PCS	174	-	0.0%
35	Creative Minds International PCS	137	32	23.4%
36	DC Bilingual PCS	385	62	16.1%
37	DC Prep PCS – Benning Elementary	429	19	4.4%
38	DC Prep PCS – Benning Middle	77	8	10.4%
39	DC Prep PCS – Edgewood Elementary	426	30	7.0%
40	DC Prep PCS – Edgewood Middle	289	44	15.2%
41	DC Scholars PCS	301	27	9.0%
42	E.L. Haynes PCS – Georgia Avenue	353	74	21.0%
43	E.L. Haynes PCS – Kansas Avenue (Elementary School)	383	46	12.0%
44	E.L. Haynes PCS – Kansas Avenue (High School)	337	73	21.7%
45	Eagle Academy PCS – New Jersey Avenue	143	5	3.5%



	2013-14 Pre-Audited Enrollment	Total Enrolled	SpEd Enrollment	
	Campus Name		Ct	%
46	Eagle Academy PCS – The Eagle Center at McGogney	750	86	11.5%
47	Early Childhood Academy PCS	263	26	9.9%
48	Elsie Whitlow Stokes Community Freedom PCS	349	37	10.6%
49	Excel Academy PCS	622	44	7.1%
50	Friendship PCS – Blow-Pierce Elementary & Middle	652	74	11.3%
51	Friendship PCS – Chamberlain Elementary & Middle	722	73	10.1%
52	Friendship PCS – Collegiate Academy	915	152	16.6%
53	Friendship PCS – Southeast Elementary Academy	559	60	10.7%
54	Friendship PCS – Technology Preparatory Academy	406	75	18.5%
55	Friendship PCS – Woodridge Elementary & Middle	507	66	13.0%
56	Hope Community PCS – Lamond	380	24	6.3%
57	Hope Community PCS – Tolson	447	41	9.2%
58	Hospitality High PCS	183	59	32.2%
59	Howard University Math and Science PCS	321	18	5.6%
60	IDEA PCS	200	41	20.5%
61	Ideal Academy PCS	280	30	10.7%
62	Imagine Southeast PCS	468	41	8.8%
63	Ingenuity Prep PCS	108	5	4.6%
64	Inspired Teaching Demonstration PCS	268	27	10.1%
65	KIPP DC – AIM Academy PCS	338	69	20.4%
66	KIPP DC – College Preparatory PCS	424	76	17.9%
67	KIPP DC – Connect Academy PCS	203	10	4.9%
68	KIPP DC – Discover Academy PCS	305	23	7.5%
69	KIPP DC – Grow Academy PCS	304	19	6.3%
70	KIPP DC – Heights Academy PCS	314	38	12.1%
71	KIPP DC – KEY Academy PCS	334	37	11.1%
72	KIPP DC – Lead Academy PCS	215	17	7.9%
73	KIPP DC – LEAP Academy PCS	303	23	7.6%
74	KIPP DC – Promise Academy PCS	409	54	13.2%
75	KIPP DC – Spring Academy PCS	101	7	6.9%
76	KIPP DC – WILL Academy PCS	388	75	19.3%
77	Latin American Montessori Bilingual PCS	320	32	10.0%
78	LAYC Career Academy PCS	127	2	1.6%
79	Mary McLeod Bethune Day Academy PCS	376	44	11.7%
80	Maya Angelou PCS – Evans High School	297	89	30.0%
81	Maya Angelou PCS – Evans Middle School	155	38	24.5%
82	Maya Angelou PCS – Young Adult Learning Center	152	21	13.8%
83	Meridian PCS	590	86	14.6%
84	Mundo Verde Bilingual PCS	274	18	6.6%
85	National Collegiate Preparatory Public Charter High School	333	54	16.2%
86	Next Step/El Próximo Paso PCS	320	12	3.8%
87	Options PCS	386	244	63.2%
88	Paul PCS - International High School	253	30	11.9%
89	Paul PCS - Middle School	416	55	13.2%
90	Perry Street Preparatory PCS	834	125	15.0%

<b>2013-14 Pre-Audited Enrollment</b>		<b>Total Enrolled</b>	<b>SpEd Enrollment</b>	
<b>Campus Name</b>			<b>Ct</b>	<b>%</b>
91	Potomac Lighthouse PCS	437	25	5.7%
92	Richard Wright PCS for Journalism and Media Arts	325	66	20.3%
93	Roots PCS	118	4	3.4%
94	SEED Public Charter School of Washington, DC	343	50	14.6%
95	Sela PCS	74	3	4.1%
96	Shining Stars Montessori Academy PCS	81	1	1.2%
97	Somerset Preparatory Academy PCS	164	29	17.7%
98	St. Coletta Special Education PCS	250	248	99.2%
99	Thurgood Marshall Academy PCS	400	46	11.5%
100	Tree of Life PCS	329	29	8.8%
101	Two Rivers PCS	516	109	21.1%
102	Washington Latin PCS – Middle School	366	25	6.8%
103	Washington Latin PCS – Upper School	275	31	11.3%
104	Washington Mathematics Science Technology PCHS	338	49	14.5%
105	Washington Yu Ying PCS	511	36	7.0%
106	William E. Doar, Jr. PCS for the Performing Arts	438	27	6.2%
107	YouthBuild PCS	116	9	7.8%
Non-public goals			119	

**58 Has PCSB changed its practice of utilizing the Special Education Performance Monitoring Tool in the last fiscal year?**

- **What forms of non-compliance have been reported? How has this tool impacted the practices of charter schools or PCSB?**

The Special Education Performance Monitoring Tool is a resource for PCSB to collect quantitative and qualitative data on its schools, in order to assess the performance of charter schools in the area of special education. The components of the tool have been fine-tuned to better align with PCSB's ongoing processes. The three components of the tool include the Desk Audit, the Qualitative Assurance Review (QAR), and Site-Visits. The Desk Audit form is updated and this tool is used to obtain a comprehensive snapshot of a charter school's special education data as it relates to demographics, academic performance, charter application, and compliance with applicable laws for students with disabilities from OSSE data. The Desk Audit form is also utilized if PCSB determines that an audit on a school is necessary through the Special Education Trigger Policy. The QAR is still considered a part of the SPED Performance Monitoring Tool, but the choice of participating in the QAR process is the prerogative of the individual schools. The Site Visits this year have been streamlined to fit into the ongoing Qualitative Site Review (QSR) process. Special Education staff, or consultants with a special education background, are assigned to QSR teams and purposefully observe the delivery of specialized instruction in the push in, pull-out, resource, and/or self-contained settings. All QSR team members utilize the Charlotte Danielson Framework for Teaching and the results of special education-specific observations are incorporated into the overall report for the schools. The QAR component of the SPED Performance Monitoring Tool is a direct way for charters to reflect on their special education performance/practices and set goals to improve identified areas of challenges. The outcome for schools is to improve their practice as it relates to serving students with disabilities. For PCSB, the QAR tool offers great insight into areas where charter schools struggle the most. This information is concurrently shared with OSSE's Division of Specialized Education (Training and Technical Assistance team). The other components of the tool, specifically desk audits and site visits, are equally important for PCSB to evaluate a school's overall performance, inclusive of special education performance. Depending on the nature of the non-compliance obtained through this tool, appropriate action is taken by PCSB to relay this information through PCSB reporting, discussions with PCSB's Board, and conversations with the schools themselves.

**59 Please also discuss the planning and implementation of the Special Education Audit Trigger Policy.**

- **Has this policy entered full effect?**
- **Please list all charter schools for which PCSB conducted special education audits in the last two school years, including what flag triggered the audit and what outcome resulted.**

The Special Education Audit Trigger Policy has been in effect and utilized since May 2013. Audits are initiated or conducted for schools when the following trends arise:

- Out of school suspension rates for students with disabilities
- Parental complaints due to IEP timeliness concerns
- Underrepresentation of Level 3 and 4 students

Schools selected for these audits were considered outliers relative to other schools' data. For the out of school suspension rates in FY 13, PCSB contacted the special education coordinator and administrative team of several campuses. None of the audits resulted in findings that the schools had violated any applicable laws or were discriminating against students with disabilities. Given that all schools were cleared of any wrongdoings, PCSB is respectfully withholding the names of these schools in order to avoid causing any unnecessary harm to the school. The suspension rates for students with disabilities, while inarguably high, were not found to be the result of discriminatory practices against these students.

The parental complaints with IEP timeliness and other concerns were in relation to BASIS DC PCS. PCSB conducted a two-day onsite audit reviewing files of all students with disabilities and 504 Plans, interviewing staff members, and observing classrooms. As a result of this audit, PCSB's Board members held a meeting with the executive staff members and entered into an agreement where the school must complete all steps set forth in their Action Plan by the end of the 2013-2014 school year. Since this meeting, PCSB has checked in with the progress of the school's Action Plan twice and has scheduled two more check-ins. Also, PCSB held a Board to Board meeting with BASIS' Board of Trustees and Executive Team. To date, the school has met all of its milestones and parental complaints have not continued this school year. No school was found to be an outlier in FY13 for the underrepresentation of Level 3 and 4 students. PCSB is just beginning to identify schools for FY14 audits, which will be conducted throughout the spring of 2014.

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

<b>Staff Proposal</b>	<b>School Request</b>
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input checked="" type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

**PREPARED BY:** Avni Patel – Equity & Fidelity Team

**SUBJECT:** Special Education Audits

**DATE:** March 18, 2013

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**Purpose**

The purpose of this policy is to identify and address discriminatory practices that may be potentially occurring against students with disabilities. This policy lists flags that may trigger audits of submitted data.

The following cases may trigger such audits:

- Enrollment of students with disabilities, as measured by the percent of students with Individualized Education Program (IEPs) under 7% in K-12 programs
- Expulsion Rate of students with disabilities (relative to IEP enrollment) is higher than the Expulsion Rate of their non-disabled peers (relative to non-IEP enrollment)
- Out of School Suspension Rate of students with disabilities (relative to IEP enrollment) is higher than the Out of School Suspension rate of their non-disabled peers (relative to non-IEP enrollment)
- Number of Exclusionary Incidences of students with disabilities are higher than number of Exclusionary Incidences of their non-disabled peers

- Disproportionality of a singular disability classification (i.e. Specific Learning Disability, Emotional Disturbance, etc.), as measured by any one disability classification that comprises 75% or more of the total population of students with disabilities in in K-12 programs
- Disproportionality of special education levels of need (Level 1-4), as measured by any specific level of need that comprises 75% or more of the total population of students with disabilities in in K-12 programs
- Underrepresentation of special education Level 3 and Level 4 students, where the combined total is 0 students in K-12 programs
- The rate of transfers of students with disabilities is higher than the rate of their non-disabled peers
- The rate of mid-year withdrawals of students with disabilities is higher than the rate of their non-disabled peers.
- OSSE's compliance finding(s) issued for IEP timeliness (ie. Concern with Initial Eligibility, Reevaluation)
- OSSE's compliance finding(s) and/or PCSB parent complaint logs identify manifestation determination hearings have not been held for all students for whom they are legally required before expulsions or suspensions are implemented

### **Procedures Following Potential Identified Concern**

On a monthly basis, PCSB staff will purposely review ProActive data collected by PCSB's data team for the aforementioned cases. However, some schools may be considered outliers, particularly those schools with a higher proportion of students with disabilities. For these schools, and any others, PCSB staff may conduct random audits of special education data throughout the school year.

There are no prescribed audits for the listed triggers since each instance of concern will be reviewed on a case by case basis. The audits could include any one, or a combination of, the following:

- Comparison of accuracy of special education data between a school's student information system and data in ProActive
- Communication between PCSB and OSSE to determine whether the identified trigger has resulted in OSSE resolving the concern
- Interviews with a school's Special Education data manager or other persons responsible for student data
- Special Education Desk Audits completed by PCSB staff
- Request of the school team to complete a Special Education Quality Assurance Review (part of Special Education Performance Management Tool)
- Special education site-visit and/or observations



**60 Does the PCSB recognize any gaps in the audit and oversight framework for public charter schools?**

- **Are there areas where compliance with federal and local law is not monitored adequately?**

The one recognizable gap in the audit and oversight framework for public charter schools involves charter schools that have elected DCPS as their LEA with regards to special education, known colloquially as “dependent charters”. OSSE’s oversight falls short as the SEA since all compliance and monitoring reports have thus far been performed by the LEA and not by individual school campuses (dependent charter compliance has thus reflected on DCPS as a whole). PCSB has been working with DCPS and OSSE to obtain compliance and monitoring reports for every charter campus on a timely basis. OSSE has been internally creating the capacity to ensure this gap in oversight is eliminated. PCSB has seen some improvement with this effort with much more detailed reports for schools undergoing renewal this year. PCSB supports legislative proposals to end the ability of charter schools to elect DCPS as their LEA with regards to special education.



## **61 Please report on the Mystery Shopper program.**

- **Please describe any non-compliance identified by the program in the last fiscal year and how PCSB has worked to remedy any identified noncompliance.**

PCSB's Mystery Caller Policy can be found [here](#).<sup>1</sup> The Mystery Shopper initiative was developed to ensure that schools abide by open enrollment regulations, particularly pertaining to students with disabilities. In this initiative, PCSB staff or consultants call schools posing as parents or guardians seeking to enroll their student in the school in the upcoming year. When school staff answers the phone, the caller asks questions regarding the steps that are needed to apply for a seat in the school, including whether a student's IEP must be shown.

During SY 2012-2013, calls were made to 99 schools. If the school contacted provided an inappropriate answer on the first call, a second call was made to determine if the problem was systemic. Of these 99 schools, eight schools "failed," meaning they provided an inappropriate answer to a question twice. For each of these schools, PCSB's Executive Director contacted the school leader to discuss how the school was going to remedy the issue (i.e., more training to all staff to ensure a thorough understanding of open enrollment regulations and the guidance to provide parents). Per the Mystery Caller Policy, during SY 2013-14 a school may be subject to Board action if they do not pass this year.

The following are answers that were deemed inappropriate in the 2013 Mystery Caller cycle:

- Caller was told to bring the IEP when she applies, also to bring the student's social security number and birth certificate
- Caller was told the student would meet with a placement counselor to see if the school could serve the student
- Caller was told for students with disabilities, the LEA's other campus is a better option
- Caller was told to bring the IEP when (s)he comes to complete an application
- Caller was told to speak with a SPED coordinator when submitting the application
- School staff said he had no idea if the school could help the child
- Caller was told to bring a copy of the child's IEP and evaluations. The SPED Director would look over his paperwork.
- Caller was told it would be nice if student brings IEP when they come in to pick up the application so SPED Coordinator could make sure they have the right services for him

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<sup>1</sup> PCSB's Mystery Caller Policy can also be found within this section tab.

## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

<b>Staff Proposal</b>	<b>School Request</b>
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
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<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input checked="" type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other	

**PREPARED BY:**     **Rashida Kennedy – Equity & Fidelity Team**

**SUBJECT:**           **Mystery Caller Policy**

**DATE:**               **June 24, 2013**

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### **Proposal/Request**

PCSB staff request that the Board vote to open the proposed policy for public comment. This policy, as further described below, proposes that beginning in 2014, any school that is found to be providing illegal or non-compliant responses to callers posing as parents through PCSB’s “Mystery Caller” initiative will be issued Board Action--Charter Warning.

In the Mystery Caller process, schools are called by PCSB staff or consultants posing as parents seeking to enroll their child in the school for the following year. The caller asks several questions pertaining to the enrollment process, including questions about enrolling a student with disabilities. If the school answers all questions appropriately, indicating open enrollment for all students, the school has *passed*. When schools give an inappropriate answer, indicating a barrier to open enrollment, a second call is made on another date to see if the first answer was an isolated incident or if a systemic problem could exist. If, on the second call, another inappropriate answer is given, the school has *failed* and could be in violation of the School Reform Act, which requires public charter schools to have open enrollment.

In 2012 PCSB first implemented the Mystery Caller initiative. For 2012 and 2013, any school that gave inappropriate responses was contacted by PCSB leadership to discuss the

school's plan for ensuring consistent open enrollment training to staff and messaging to parents.

**Background**

The School Reform Act, §38-1802.06(a) provides: Enrollment in a public charter school shall be open to all students who are residents of the District of Columbia. Section 38-1802.06(b) further provides: A public charter school may not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

Date: _____
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal/Request: _____
_____
_____
_____
_____

**62 Please list all self-contained special education classrooms currently operated by each of the charter schools.**

- For each classroom, please list:
  - The school at which the classroom is located;
  - Which disability classifications (e.g., emotional disturbance, learning disability) the classroom is designed to serve;
  - Whether the students in the classroom are included with general education students at lunch?
  - Whether students in the classroom with general education students in academic classes?
  - The number of special education teachers assigned to the classroom;
  - The number of general education teachers, if any, assigned to the classroom;
  - Whether the teachers assigned to the classroom have full or provisional special education
  - For high school classrooms, whether students in the classroom can earn credits toward
  - The ages and/or grade levels that the classroom is designed to accommodate;
  - The maximum number of students the classroom can accommodate;
  - The current number of students in the classroom;
  - The classroom's maximum student-to-staff ratios;
  - The type and number of non-teacher staff assigned to the classroom (e.g., behavior techs, aides);
  - Any evidence-based and/or structured curriculum used in the classroom;
  - Any online and/or blended instructional program used in the classroom;
  - The classroom's average enrollment in SY 12-13;
  - The classroom's average enrollment in SY 13-14 to date;
  - The resources available in the school to support the classroom (e.g., school psychologist sensory designed to serve; certification; graduation; room, adaptive PE equipment).

PCSB data on charters with respect to self-contained classrooms is included in the chart below. This data is self-reported by schools and may not be complete.

<b>PCSB Charter Schools Self Contained Classrooms Data (SY 12-13)</b>					
		<b>Total student enrollment at particular level</b>			
<b>School</b>	<b>Self Contained</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>
ATA PCS	Y	25	20	9	15
Bridges PCS	Y	27	9	1	22
CAPCS- Amos 3	Y	15	4	2	12
DC Bilingual PCS	Y	31	16	3	11
DC Scholars PCS	Y	17	4	3	2
Eagle Center- McGogney	Y	42	22	4	19
FPCS- Blow Pierce	Y	29	27	16	3
FPCS- Chamberlain	Y	25	34	7	6
FPCS- Collegiate	Y	34	65	41	21
FPCS- Southeast	Y	19	25	11	5
FPCS- Woodrige	Y	23	24	4	16
Imagine Hope- Tolson	Y	18	6	2	13
Imagine SE PCS	Y	21	11	0	5
KIPP- KEY	Y	1	18	18	0
KIPP- WILL	Y	15	40	16	4
KIPP- AIM	Y	9	41	12	5
KIPP- Promise	Y	18	13	18	6
KIPP- Grow	Y	15	2	1	0
KIPP- Heights	Y	13	11	10	4
KIPP- College Prep	Y	3	15	33	28
Maya Angelou HS	Y	6	10	62	26
Maya Angelou MS	Y	5	5	24	7
Options PCS	Y	5	30	28	184
Potomac Lighthouse PCS	Y	8	11	2	11
Richard Wright PCS	Y	10	44	7	7
SEED PCS	Y	17	30	2	8
William E. Doar Jr, PCS	Y	12	11	3	1
LAYC YouthBuild PCS	Y	3	5	1	1

As charters self-report their information to PCSB, the specific data that was provided is also enclosed for review in this section tab.



# Briya

Public Charter School

Education Strengthens Families

Question 62: The DC Council Education Committee has requested that PCSB provide data on special education classrooms

Question	Answers
LEA Name	Briya Public Charter School
School Name (If same put "same")	same
Classroom name/number (you may add more columns if you have more than one classroom)	We do not have a self-contained special education classroom.
Which disability classifications (e.g., emotional disturbance, learning disability) the classroom is designed to serve	
Whether the students in the classroom are included with general education students at lunch?	
Whether students in the classroom with general education students in academic classes?	
The number of special education teachers assigned to the classroom	
The number of general education teachers, if any, assigned to the classroom	
Whether the teachers assigned to the classroom have full or provisional special education	
For high school classrooms, whether	

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# Briya

Public Charter School

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students in the classroom can earn credits toward	
The ages and/or grade levels that the classroom is designed to accommodate	
The maximum number of students the classroom can accommodate	
The current number of students in the classroom	
The classroom's maximum student-to-staff ratios	
The type and number of non-teacher staff assigned to the classroom (e.g., behavior techs, aides)	
Any evidence-based and/or structured curriculum used in the classroom	
Any online and/or blended instructional program used in the classroom	
The classroom's average enrollment in SY 12-13	
The classroom's average enrollment in SY 13-14 to date	
The resources available in the school to support the classroom (e.g., school psychologist sensory designed to serve certification graduation room, adaptive PE equipment)."	

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Question 62: The DC Council Education Committee has requested that PCSB provide data on special education classrooms

Question	Answer
LEA Name	Cedar Tree Academy
School Name (If same put "same")	Same
Classroom name/number (you may add more columns if you have more than one classroom)	N/A
Which disability classifications (e.g., emotional disturbance, learning disability) the classroom is designed to serve	N/A
Whether the students in the classroom are included with general education students at lunch?	N/A
Whether students in the classroom with general education students in academic classes?	N/A
The number of special education teachers assigned to the classroom	N/A
The number of general education teachers, if any, assigned to the classroom	N/A
Whether the teachers assigned to the classroom have full or provisional special education	N/A
For high school classrooms, whether students in the classroom can earn credits toward	N/A
The ages and/or grade levels that the classroom is designed to accommodate	N/A
The maximum number of students the classroom can accommodate	N/A
The current number of students in the classroom	N/A





The classroom's maximum student-to-staff ratios	N/A
The type and number of non-teacher staff assigned to the classroom (e.g., behavior techs, aides)	N/A
Any evidence-based and/or structured curriculum used in the classroom	N/A
Any online and/or blended instructional program used in the classroom	N/A
The classroom's average enrollment in SY 12-13	N/A
The classroom's average enrollment in SY 13-14 to date	N/A
The resources available in the school to support the classroom (e.g., school psychologist sensory designed to serve certification graduation room, adaptive PE equipment)."	N/A

[Insert School Letterhead]



Question	Answer	Answer	Answer
LEA Name	Eagle Academy PCS	Eagle Academy PCS	Eagle Academy PCS
School Name (If same put "same")	Eagle Center @McGogney	Eagle Center @McGogney	Eagle Center @McGogney
Classroom name/number (you may add more columns if you have more than one classroom)	1	1	1
Which disability classifications (e.g., emotional disturbance, learning disability) the classroom is designed to serve	Learning Disable, Developmental Delayed, Other Health Impairment, Intellectual Impairment, Autism, Multiple Disable, Speech Language Impairment	Learning Disable, Developmental Delayed, Other Health Impairment, Intellectual Impairment, Autism, Multiple Disable, Speech Language Impairment	Learning Disable, Developmental Delayed, Other Health Impairment, Intellectual Impairment, Autism, Multiple Disable, Speech Language Impairment
Whether the students in the classroom are included with general education students at lunch?	Yes	Yes	Yes
Whether students in the classroom with general education students in academic classes?	Yes some student participate in Language Art and Math Block	Yes some student participate in Language Art and Math Block	Yes some student participate in Language Art and Math Block

[Insert School Letterhead]

The number of special education teachers assigned to the classroom	1 Teacher	1 Teacher	1 Teacher
The number of general education teachers, if any, assigned to the classroom	0	0	0
Whether the teachers assigned to the classroom have full or provisional special education	Yes	Yes	Yes
For high school classrooms, whether students in the classroom can earn credits toward	N/A	N/A	N/A
The ages and/or grade levels that the classroom is designed to accommodate			
The maximum number of students the classroom can accommodate	10	10	10
The current number of students in the classroom	6	7	6
The classroom's maximum student-to-staff ratios	3:1	3:1	3:1
The type and number of non-teacher staff assigned to the classroom (e.g., behavior techs, aides)	Teacher Assistant, dedicated aide, Vision Teacher	Teacher Assistant, Foster Grandparent	Teacher Assistant, dedicated aide
Any evidence-based and/or structured curriculum used in the classroom	Wilson Foundation Touch Math Houghton Mifflin Reading A-Z Reading Lexia IXL Math	Wilson Foundation Touch Math A-Z Reading Lexia IXL Math	Wilson Foundation Touch Math Houghton Mifflin Reading A-Z Reading Lexia IXL Math

[Insert School Letterhead]

Any online and/or blended instructional program used in the classroom	Lexia IXL Math	Lexia IXL Math	Lexia IXL Math
The classroom's average enrollment in SY 12-13	8	7	8
The classroom's average enrollment in SY 13-14 to date	6	7	6
The resources available in the school to support the classroom (e.g., school psychologist sensory designed to serve certification graduation room, adaptive PE equipment)."	Speech language therapy School psychologist Sensory integration room Occupational therapist Physical therapist Social worker Mental health clinician Ipads	Speech language therapy School psychologist Sensory integration room Occupational therapist Physical therapist Social worker Mental health clinician Ipads	Speech language therapy School psychologist Sensory integration room Occupational therapist Physical therapist Social worker Mental health clinician Ipads



1027 45th Street NE, Washington, DC 20019  
v 202-399-4750 | eFax 1-866-272-0217  
[www.ideapcs.org](http://www.ideapcs.org)

IDEA Public Charter School has no self-contained classrooms.



**Mary McLeod Bethune Day Academy Public Charter School**  
**1404 Jackson St., N.E., Washington, DC 20017,**  
**Phone: (202) 459-4710, Fax: (202) 536 2670**  
**Web: [www.mmbethune.org](http://www.mmbethune.org)**

Question 54: Please describe the type of Alternative Educational Settings that are provided to suspended or expelled students.

Question	Answer
LEA Name	Mary McLeod Bethune Day Academy PCS
School Name (If same, put "same")	Same
Please describe the type of Alternative Educational Settings that are provided to suspended students.	MMBDA has a Behavioral Specialist who implements an In-house Suspension program in his setting. Students receive their homework, counseling, and strategy development through the Second Step (Alternatives to Violence) program.
Please describe the type of Alternative Educational Settings that are provided to expelled students.	Students who are expelled are referred to home schooling with teacher instructional assignments, meetings at the library or assistance in enrolling in another LEA.
How are students evaluated in these settings?	Teacher made assessments, validated internal assessments
Do Alternative Educational Settings provide specialized instruction and related services?	Yes

Maya Angelou PCS

Question 62: The DC Council Education Committee has requested that PCSB provide data on special education classrooms

Question	Answer
LEA Name	Maya Angelou PCS
School Name (If same put "same")	same
Classroom name/number (you may add more columns if you have more than one classroom)	self contained (high school and middle school)
Which disability classifications (e.g., emotional disturbance, learning disability) the classroom is designed to serve	Emotional Disturbance, Intellectually Disabled, Learning Disabled, Down's Syndrome
Whether the students in the classroom are included with general education students at lunch?	yes
Whether students in the classroom with general education students in academic classes?	Some students attend one or two classes in the general education environment.
The number of special education teachers assigned to the classroom	one special education teacher per self contained class
The number of general education teachers, if any, assigned to the classroom	none
Whether the teachers assigned to the classroom have full or provisional special education	teachers are HQT
For high school classrooms, whether students in the classroom can earn credits toward	yes, all students earn high school credits per class

The ages and/or grade levels that the classroom is designed to accommodate	Grades 9-12
The maximum number of students the classroom can accommodate	15
The current number of students in the classroom	13
The classroom's maximum student-to-staff ratios	5-13
The type and number of non-teacher staff assigned to the classroom (e.g., behavior techs, aides)	Dedicated aides (4)
Any evidence-based and/or structured curriculum used in the classroom	Common core curriculum
Any online and/or blended instructional program used in the classroom	Achieve 3000, Math 180, Umath, eBiology
The classroom's average enrollment in SY 12-13	6
The classroom's average enrollment in SY 13-14 to date	13
The resources available in the school to support the classroom (e.g., school psychologist sensory designed to serve certification graduation room, adaptive PE equipment)."	Counseling, related services, case management, dedicated aides, school psychologist

Council #62



## Brian Chang

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**From:** Amanda MacLellan <amaclellan@mundoverdepcs.org>  
**Sent:** Friday, January 24, 2014 10:28 AM  
**To:** PCSB Communications  
**Cc:** Kristin Scotchmer  
**Subject:** MVPCS Responses: Special Council Edition Updated  
**Attachments:** MVPCS\_Q25LEAHealthProfessionalStaff (2).pdf; ATT00001.htm; MVPCS\_Q65Evidence-BasedInstruction (1).pdf; ATT00002.htm

Hello,

I'm including Mundo Verde PCS's responses to last weeks request for data and information. The only thing missing here is the salary information - we will send that separately by close of business today.

1. LEA Salary Information - **We will send this separately by the end of the day**
2. Self-Contained Classrooms: MVPCS does not have any self-contained classrooms.
3. Health Professionals: **Template attached**
4. Promotion Rates: I approved the promotion rates sent to me by Mikayla Litton on 12/15/13.
5. MVPCS does not provide alternative education settings for suspended or expelled students.
6. MVPCS gives permission to PCSB to share our QAR scores with the Council.
7. MVPCS has never been in a position to provide visiting instruction.
8. PBI - Mundo Verde has adopted the Responsive Classroom model as our approach to behavioral interventions.
9. Evidence Based Instruction - **Template attached**
10. Therapy/Behavior Analysis: Mundo Verde's schoolwide systems reflect the best of ABA approaches. We have contracted with a psychologist who supports us in the implementation of these strategies (ABA, TST). Since we do not currently have high need for either of these strategies, we have not implemented ABA as a school wide system beyond general best practices.

Please let me know if any other information or clarification is needed. Thank you,

Amanda MacLellan  
*Data and Compliance Coordinator*  
**Mundo Verde Public Charter School**  
3220 16th Street NW  
Washington, DC 20010  
tel: [202-630-8373](tel:202-630-8373)  
web: [www.mundoverdepcs.org](http://www.mundoverdepcs.org)



Question 62: The DC Council Education Committee has requested that PCSB provide data on special education classrooms

Question	Answer
LEA Name	Washington Yu Ying PCS
School Name (If same put "same")	Same
Classroom name/number (you may add more columns if you have more than one classroom)	"Resource Room"
Which disability classifications (e.g., emotional disturbance, learning disability) the classroom is designed to serve	ED, OHI (ADHD)
Whether the students in the classroom are included with general education students at lunch?	Yes
Whether students in the classroom with general education students in academic classes?	Yes
The number of special education teachers assigned to the classroom	1
The number of general education teachers, if any, assigned to the classroom	0
Whether the teachers assigned to the classroom have full or provisional special education	Full special education license
For high school classrooms, whether students in the classroom can earn credits toward	N/A
The ages and/or grade levels that the classroom is designed to accommodate	PreK-2
The maximum number of students the classroom can accommodate	5



The current number of students in the classroom	3
The classroom's maximum student-to-staff ratios	5:1
The type and number of non-teacher staff assigned to the classroom (e.g., behavior techs, aides)	0.5 (aide)-part time
Any evidence-based and/or structured curriculum used in the classroom	Words Their Way, Do The Math, Handwriting Without Tears, Guided Reading (Fountas and Pinnell)
Any online and/or blended instructional program used in the classroom	Online: Read Naturally, RAZ Kids, IXL
The classroom's average enrollment in SY 12-13	3
The classroom's average enrollment in SY 13-14 to date	3
The resources available in the school to support the classroom (e.g., school psychologist sensory designed to serve certification graduation room, adaptive PE equipment)."	therapeutic recovery space, school counselor, contracted behavior analyst, sensory tools (texture cushions, weighted vests/belts, fidgets)

**63 Please detail the transitional programs that PCS offer or have planned for older students receiving special education services? (Refers to any programs developed for, planned, or offered to students over the age of 16 to help them transition after finishing their secondary education. Schools are required to begin including transition plans for students in their IEPs when they turn 16.)**

- **Please provide any reports or assessments that have been completed on the performance of PCS transition planning.**
- **For each transition program please list:**
  - **Number of students served currently or to be served;**
  - **Number of students served in SY13-14 or to be served;**
  - **Capacity of program;**
  - **Specific services offered by program (e.g., academic, vocational, related services)**
  - **Eligibility criteria for students;**
  - **Percentage of students who apply to the program who are accepted into it;**
  - **Percentage of the students who start the program that finish it;**
  - **Number of staff, by discipline; and,**
  - **Percentage of students who achieve paid internships or employment as a result of completing the program.**

The agency primarily responsible for providing transition programs for older students receiving special education services is the Department of Disability Services (DDS), which includes the Rehabilitative Services Agency (RSA). OSSE is also responsible for providing support to this target group. For its part, the OSSE conducts audits on schools to review a random selection of secondary transition plans. OSSE ensures that specific IEPs are compliant in regards to secondary transition.

PCSB has directed students to these entities to enable them to seek their specific services.

**64 Please provide outcomes data for students with disabilities transitioning out of PCS into adulthood, including the following data for school years 2011-2012 and 2012-2013: (Refers to the data for all special education students who either graduate from, complete, or otherwise leave a public charter high school without subsequently enrolling in another secondary institution.**

- **The number of students receiving an eligibility determination from RSA before graduation; (RSA refers to the District of Columbia Rehabilitation Services Administration, an office of the Department on Disability Services. The RSA provides quality comprehensive vocational rehabilitation (VR) and independent living services to eligible individuals with disabilities. The RSA incorporates the RSA Youth in Transition Services Unit which coordinates a set of activities for students that promote movement from school to post-school activities including post-secondary education, vocational training, integrated employment, continuing and adult education, and independent living)**
- **The number of students connected to a postsecondary pathway to graduation;**
- **The number of students attending college within a year of high school graduation.**

PCSB's involvement with The Rehabilitative Services Agency (RSA) is primarily to help establish relationships between PCSB Charter Schools and the RSA. For instance, PCSB has invited the RSA to speak to school leaders at the School Leaders Meeting in August 2013 to discuss their services and how they can better serve students with disabilities transitioning into adulthood. RSA already has designated coordinators at each of the charter schools. Schools simply reach out to RSA and they work with the school's IEP team to determine if the student is eligible for RSA's services.

**65 Please give an update on the evidence-based instruction, treatment, and practices being utilized in the schools including any reading, math, and social/emotional programs used by public charter schools (e.g., Read 180, Lindamood Bell, and Tools of the Minds), as well as Mental Health Consultation, Cognitive- Behavioral Intervention for Trauma in Schools, and Structured Psychotherapy for Adolescents Responding to Chronic Stress.**

- **For each program, please provide:**
  - **Any outcome studies for these programs or treatments;**
  - **Which schools are offering these three programs (or any additional programs);**
  - **How many staff members are trained in each program;**
  - **What entity provided any training received;**
  - **Number of students currently being served by each program;**
  - **Capacity of each program;**
  - **Cost of each program;**
  - **Source of funding for each program;**
  - **Whether the program is designed for use with students with disabilities and, if so, what sort of**
  - **Whether the public charter schools have plans to increase the use of the program or to create similar programs.**

PCSB surveyed its system of schools and received responses from the following entities regarding evidence-based instruction:

1. Briya PCS
2. Cedar Tree PCS
3. E.L. Haynes PCS
4. IDEA PCS
5. Mary McLeod Bethune Day Academy PCS
6. Mundo Verde Bilingual PCS
7. Washington Latin PCS

Please see the enclosed responses from these schools in this section tab.



# Briya

Public Charter School

Education Strengthens Families

Question 65: Please give an update on the evidence-based instruction, treatment, and practices being utilized in the schools including any reading, math, and social/emotional programs used by public charter schools (e.g., Read 180, Lindamood Bell, and Tools of the Minds), as well as Mental Health Consultation, Cognitive-Behavioral Intervention for Trauma in Schools, and Structured Psychotherapy for Adolescents Responding to Chronic Stress.) For each program, please provide:

Question	Reading Program	Math Program	Social/ Emotional Program
LEA Name:  Briya Public Charter School	Creative Curriculum (CC)	Creative Curriculum (CC)	Creative Curriculum (CC)  Response to Intervention (RTI)  Center on the Social Emotional Foundations for Early Learning (CSEFL) Pyramid Model for Social Emotional Development for Young Children
School Name:	Briya Public Charter School	Briya Public Charter School	Briya Public Charter School
Any outcome studies for these programs or treatments	CC: Teaching Strategies (2013) <i>Effectiveness Study: The Creative Curriculum for Preschool.</i>  Teaching	CC: Teaching Strategies (2013) <i>Effectiveness Study: The Creative Curriculum for Preschool.</i>  Teaching	RTI: Greenwood, C.R, T. Bradfield, R. Kaminski, M.W. Linas, J.J. Carta, & D. Nylander. 2011. "The Response to Intervention (RTI) Approach in Early Childhood." <i>Focus on</i>

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	<p>Strategies (2013) <i>Comparing Child Outcomes: Examining the Impact of The Creative Curriculum for Preschool.</i></p>	<p>Strategies (2013) <i>Comparing Child Outcomes: Examining the Impact of The Creative Curriculum for Preschool.</i></p>	<p><i>Exceptional Children 43</i> (9): 1–22.</p> <p>CSEFL: Fox, L. Dunlap, G., Hemmeter, M.L., Joseph, G., &amp; Strain, P. (2003). The Teaching Pyramid: A model for supporting social competence and preventing challenging behavior in young children. <i>Young Children 58</i>(4), 48-53.</p> <p>CSEFL: Hemmeter, M.L., Ostrosky, M., &amp; Fox, L. (2006). Social and emotional foundations for early learning: A conceptual model for intervention. <i>School Psychology Review, 35</i>, 583-601.</p>
How many staff members are trained in each program	CC - 14	CC - 14	CC-14 RTI – 14 CSEFL - 14
What entity provided any training received	CC – Teaching Strategies, School Readiness Consulting	CC – Teaching Strategies, School Readiness Consulting	CC – Teaching Strategies, School Readiness Consulting  RTI – in house  CSEFL – School Readiness

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# Briya

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			Consulting
Number of students currently being served by each program	42	42	42
Capacity of each program	42	42	42 RTI – 17 CSEFL - 42
Cost of each program	\$1 million	\$1 million	\$50,000
Source of funding for each program	per pupil allotment and private competitive grants	per pupil allotment and private competitive grants	RTI and CSEFL utilize SOAR grant funding.
Is program designed for use with students with disabilities and, if so, what sort of disabilities?	CC – benefits all students including those with disabilities	CC – benefits all students including those with disabilities	RTI and CSEFL models are designed with tiers of intervention. The base levels of these pyramid models serve all students, with more targeted strategies as you go up the pyramid. This pyramid design helps to prevent over labelling children as in need of special education services.
Whether the public charter	CC is used for all	CC is used for all	Plan to expand RTI and

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# Briya

Public Charter School

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school has plans to increase the use of the program or to create similar programs	pre-k children.	pre-k children.	CSEFL to domains beyond the Social-Emotional domain.
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Question 65: Please give an update on the evidence-based instruction, treatment, and practices being utilized in the schools including any reading, math, and social/emotional programs used by public charter schools (e.g., Read 180, Lindamood Bell, and Tools of the Minds), as well as Mental Health Consultation, Cognitive-Behavioral Intervention for Trauma in Schools, and Structured Psychotherapy for Adolescents Responding to Chronic Stress.) For each program, please provide:

Question	Reading Program	Math Program	Social/ Emotional Program	Other Program
LEA Name: Cedar Tree Academy	<b>PS:</b> <u>Mother Goose Time</u> ; <b>PK:</b> <u>Opening the World of Learning (OWL)</u> ; <b>K:</b> Reading Street	<b>PS:</b> Mother Goose Time; <b>PK:</b> <u>Opening the World of Learning (OWL)</u> <b>K:</b> <u>enVision Math</u>	Second Step	N/A
School Name: Same	Same	Same	Same	N/A
Any outcome studies for these programs or treatments	Mother Goose Time OWL is a comprehensive pre-K curriculum designed to develop oral language and early literacy skills for Pre-K children. Reading Street for K students is a comprehensive Reading and Language Arts series.	PS and PK – Same. enVision MATH for K students uses problem based interactive learning and visual learning to deepen conceptual understanding.	Each grade level features developmentally appropriate ways to teach core social-emotional skills such as empathy, emotion management, and problem solving.	N/A
How many staff members are trained in each program	32+	32+	32+	N/A
What entity provided any training received	Curriculum Consultants for programs.	Curriculum Consultants for programs.	DC Student Support Center	N/A
Number of students currently being served by each program	PS: 120 PK: 136 K: 64	PS: 120 PK: 136 K: 64	PS, PK, K: 320	N/A
Capacity of each program	100+	100+	100+	N/A
Cost of each program	Est. 90K-150K	Est. 90K-150K	Student Support Center Grant	N/A

Source of funding for each program	Title Funds	Title Funds	Student Support Center Grant	N/A
Is program designed for use with students with disabilities and, if so, what sort of disabilities?	Yes. Learning disabilities and any other disabilities where the LEA has the capacity to serve students.	Yes. Learning disabilities and any other disabilities where the LEA has the capacity to serve students.	Yes. Learning disabilities and any other disabilities where the LEA has the capacity to serve students.	N/A
Whether the public charter school has plans to increase the use of the program or to create similar programs	Yes, as the LEA increases enrollment and grades served.	Yes, as the LEA increases enrollment and grades served.	Yes, as the LEA increases enrollment and grades served.	N/A



PUBLIC CHARTER SCHOOLS

**Georgia Avenue Campus**  
3600 Georgia Avenue, NW  
Washington, DC 20010  
(202) 667-4446 (Grades 3-8)

**Kansas Avenue Campus**  
4501 Kansas Avenue, NW  
Washington, DC 20011  
(202) 706-5828 (Grades PS-2)  
(202) 706-5838 (Grades 9-12)

info@elhaynes.org  
www.elhaynes.org

Type of Program	Program	What entity provided any training received	Number of students currently being served by each program	Any outcome studies for these programs or treatments	How many staff members are trained in each program	Capacity of each program	Cost of each program	Source of funding for each program	Is program designed for use with students with disabilities and, if so, what sort of disabilities?	Whether the public charter school has plans to increase the use of the program or to create similar programs
Reading	Lexia Strategies for Older Students	Lexia Reading	350 students in 5th-8th grade	Outcomes are provided by vendor before purchase, and internal progress is measured at E.L. Haynes against periodic assessments and student performance in coursework.	30	Capacity depends on services agreement and licenses purchased, as well as the school's internal capacity to administer the program with fidelity	\$ 3,507	Funded through a combination of operating budget allocations and grant funding	Yes, it is a computer program that can be used by students with disabilities	Decisions to expand use will be made based on a rubric to evaluate the effectiveness of the program to increase student performance as implemented by E.L. Haynes.
Reading	Lexia Reading Core 5	Lexia Reading	300 students in K-4th grade	Outcomes are provided by vendor before purchase, and internal progress is measured at E.L. Haynes against periodic assessments and student performance in coursework.	20	Capacity depends on services agreement and licenses purchased, as well as the school's internal capacity to administer the program with fidelity	\$ -	Funded through a combination of operating budget allocations and grant funding	Yes, it is a computer program that can be used by students with disabilities	Decisions to expand use will be made based on a rubric to evaluate the effectiveness of the program to increase student performance as implemented by E.L. Haynes.
Math	Conceptua Math	Conceptua Math	320 students in 3rd-10th grade	Outcomes are provided by vendor before purchase, and internal progress is measured at E.L. Haynes against periodic assessments and student performance in coursework.	10	Capacity depends on services agreement and licenses purchased, as well as the school's internal capacity to administer the program with fidelity	\$ 2,500	Funded through a combination of operating budget allocations and grant funding	Yes, it is a computer program that can be used by students with disabilities	Decisions to expand use will be made based on a rubric to evaluate the effectiveness of the program to increase student performance as implemented by E.L. Haynes.
Math	FASTT Math	Scholastic	570 students in 2nd-10th grade	Outcomes are provided by vendor before purchase, and internal progress is measured at E.L. Haynes against periodic assessments and student performance in coursework.	12	Capacity depends on services agreement and licenses purchased, as well as the school's internal capacity to administer the program with fidelity	\$ 3,500	Funded through a combination of operating budget allocations and grant funding	Yes, it is a computer program that can be used by students with disabilities	Decisions to expand use will be made based on a rubric to evaluate the effectiveness of the program to increase student performance as implemented by E.L. Haynes.
Math	iXL	iXL	350 students in 9th-11th grade	Outcomes are provided by vendor before purchase, and internal progress is measured at E.L. Haynes against periodic assessments and student performance in coursework.	5	Capacity depends on services agreement and licenses purchased, as well as the school's internal capacity to administer the program with fidelity	\$ 1,750	Funded through a combination of operating budget allocations and grant funding	Yes, it is a computer program that can be used by students with disabilities	Decisions to expand use will be made based on a rubric to evaluate the effectiveness of the program to increase student performance as implemented by E.L. Haynes.
Math	STAR Math	Renaissance Learning	350 students in 9th-11th grade	Outcomes are provided by vendor before purchase, and internal progress is measured at E.L. Haynes against periodic assessments and student performance in coursework.	6	Capacity depends on services agreement and licenses purchased, as well as the school's internal capacity to administer the program with fidelity	\$ 1,759	Funded through a combination of operating budget allocations and grant funding	Yes, it is a computer program that can be used by students with disabilities	Decisions to expand use will be made based on a rubric to evaluate the effectiveness of the program to increase student performance as implemented by E.L. Haynes.



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Type of Program	Program	What entity provided any training received	Number of students currently being served by each program	Any outcome studies for these programs or treatments	How many staff members are trained in each program	Capacity of each program	Cost of each program	Source of funding for each program	Is program designed for use with students with disabilities and, if so, what sort of disabilities?	Whether the public charter school has plans to increase the use of the program or to create similar programs
Reading	STAR Reading	Renaissance Learning	350 students in 9th-11th grade	Outcomes are provided by vendor before purchase, and internal progress is measured at E.L. Haynes against periodic assessments and student performance in coursework.	6	Capacity depends on services agreement and licenses purchased, as well as the school's internal capacity to administer the program with fidelity	\$ 2,859	Funded through a combination of operating budget allocations and grant funding	Yes, it is a computer program that can be used by students with disabilities	Decisions to expand use will be made based on a rubric to evaluate the effectiveness of the program to increase student performance as implemented by E.L. Haynes.
Reading	Reading Plus	Reading Plus/Taylor Associates	50 students in 5th-8th grade	Outcomes are provided by vendor before purchase, and internal progress is measured at E.L. Haynes against periodic assessments and student performance in coursework.	4	Capacity depends on services agreement and licenses purchased, as well as the school's internal capacity to administer the program with fidelity	\$ 2,150	Funded through a combination of operating budget allocations and grant funding	Yes, it is a computer program that can be used by students with disabilities	Decisions to expand use will be made based on a rubric to evaluate the effectiveness of the program to increase student performance as implemented by E.L. Haynes.
Reading	Language! Live	Voyager Learning/Cambium Learning	700 students in 5th-11th grade	Outcomes are provided by vendor before purchase, and internal progress is measured at E.L. Haynes against periodic assessments and student performance in coursework.	6	Capacity depends on services agreement and licenses purchased, as well as the school's internal capacity to administer the program with fidelity	\$ 8,175	Funded through a combination of operating budget allocations and grant funding	Yes, it is a computer program that can be used by students with disabilities	Decisions to expand use will be made based on a rubric to evaluate the effectiveness of the program to increase student performance as implemented by E.L. Haynes.
Math	Think Through Math	Think Through Math	19 students in 5th-9th grade	Outcomes are provided by vendor before purchase, and internal progress is measured at E.L. Haynes against periodic assessments and student performance in coursework.	6	Capacity depends on services agreement and licenses purchased, as well as the school's internal capacity to administer the program with fidelity	\$ 1,391	Funded through a combination of operating budget allocations and grant funding	Yes, it is a computer program that can be used by students with disabilities	Decisions to expand use will be made based on a rubric to evaluate the effectiveness of the program to increase student performance as implemented by E.L. Haynes.
Reading	RAZ Kids, Reading A-Z, Science A-Z	N/A	600 students in PK-11th grade	Outcomes are provided by vendor before purchase, and internal progress is measured at E.L. Haynes against periodic assessments and student performance in coursework.	N/A	Capacity depends on services agreement and licenses purchased, as well as the school's internal capacity to administer the program with fidelity	\$ 696	Funded through a combination of operating budget allocations and grant funding	Yes, it is a computer program that can be used by students with disabilities	Decisions to expand use will be made based on a rubric to evaluate the effectiveness of the program to increase student performance as implemented by E.L. Haynes.

Question 65: Please give an update on the evidence-based instruction, treatment, and practices being utilized in the schools including any reading, math, and social/emotional programs used by public charter schools (e.g., Read 180, Lindamood Bell, and Tools of the Minds), as well as Mental Health Consultation, Cognitive- Behavioral Intervention for Trauma in Schools, and Structured Psychotherapy for Adolescents Responding to Chronic Stress.) For each program, please provide:

Question	Reading Program	Math Program	Social/Emotional Program	Other
LEA Name:	IDEA Public Charter School	IDEA Public Charter School	IDEA Public Charter School	
School Name:	IDEA Public Charter School	IDEA Public Charter School	IDEA Public Charter School	
Any outcome studies for these programs or treatments	<p>We are currently using <b>LANGUAGE (Voyager Learning)</b> as a reading program at IDEA. Students identified for LANGUAGE scored below the 35<sup>th</sup> percentile on fall 2013 NWEA. Students receive vocabulary, grammar, spoken English, and writing intensive. Students using the LANGUAGE program have increased their interim score by a mean of 35%; 43% of students using LANGUAGE have improved their English interim scores by 5&lt; percentage points and of the; of the 43% that gained</p>	<p>We are currently using <b>Khan Academy</b> as a math intervention. As a result of this program there has been an increased Algebra I performance by 5% evidenced by interim assessment data of reassessed standards. Interim assessment data shows that 36% of the students using the program have shown increase mastery of reassessed standards.</p>	<p>1. <b>Trauma Systems Therapy (TST)</b> The purpose of these roles is to provide support to students identified per 504, SSST process, and/or IEP guidelines. Goals are and interventions are developed for students showing signs of having impact by acute or post-traumatic stress.</p> <p>2. <b>Applied Behavior Analysis (ABA)</b> The LICSW primarily supports students who receive special education services and conducts observations to develop behavior trackers (to include</p>	

	<p>&gt;5%, 57% increased their scores by 11% or greater.</p> <p><b>Accelerated Reader-</b> to be determined at the conclusion of quarter 3.</p>		<p>goals), functional behavior assessment and behavior implementation plans.</p> <p>The Psychologist primarily supports the general education population and conducts observations and administers assessments (i.e. Woodcock Johnson III, Connors, and BASC) to complete the behavior trackers and Psychoeducational portion.</p> <p>Both roles provide group and individual counseling that result in goal assessment and monitoring.</p>	
How many staff members are trained in each program?	1	2	4	
What entity provided any training received?	<p>Voyager Teacher Training (for LANGUAGE)</p> <p>Renaissance Learning</p>	<p>Training was provided internally by Director of Academics</p>	<p>Non-Violent Crisis Intervention Training via OSSEE</p> <p>Child Welfare Training Academy via Child and Family Services Agency</p> <p>Network</p>	



			Symposium (3 day training annually in March)	
Number of students currently being served by each program	18 (LANGUAGE) 195 (Accelerated Reader)	20	LICSW- 30 Psychologist-11	
Capacity of each program	Ten (10) students per class is the capacity; we currently have the capacity to enroll 20.  N/A (Accelerated Reader)	No capacity identified	N/A	
Cost of each program	\$1650.00 (Accelerated Reader)	N/A	N/A	
Source of funding for each program	ToP <sup>3</sup> Grant  School Financial Budget	N/A	N/A	
Is program designed for use with students with disabilities and if so, what sort of disabilities?	Yes	Yes	LICSW sees students that receive special education services with IEPs requiring Behavior Support Services  Psychologist supports general education population and Student Support Team (SST)	
Whether the public charter school has	IDEA PCS will continue with current programs. IDEA PCS looks	IDEA PCS will continue to use Khan Academy as a supplemental	IDEA PCS will continue with current programs.	

<p>plans to increase the use of the program or to create similar programs</p>	<p>forward to implementing Read 180 for students scoring between the 35<sup>th</sup> and 60<sup>th</sup> percentile on NWEA fall of 2014. The primary student target is grade 9 and grade 10 (to include any post LANGUAGE students)</p>	<p>program. IDEA PCS is planning for the implementation of Math 180 for students in grades 9 and 10 or students new to IDEA PCS scoring below the 21<sup>st</sup> and 60<sup>th</sup> percentile evidenced by NWEA</p>		
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Mary McLeod Bethune Day Academy Public Charter School

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Question 65: Please give an update on the evidence-based instruction, treatment, and practices being utilized in the schools including any reading, math and social/emotional programs used by public charter schools. (e.g., Read 180, Lindamood Bell, and Tools of the Minds), as well as Mental Health Consultation, Cognitive-Behavioral Intervention for Trauma in Schools, and Structured Psychotherapy for Adolescents Responding to Chronic Stress.) For each program, please provide:

Question	Reading Program	Math Program	Social/ Emotional Program	Other Program
LEA Name Mary McLeod Bethune Day Academy PCS	Harcourt / Houghton Mifflin Creative Curriculum (Early Childhood)	Everyday Mathematics Creative Curriculum (Early Childhood)	Character First Second Step Bryant Empathy Scale International Baccalaureate	
School Name Mary McLeod Bethune Day Academy PCS	“ “	“ “	“ “	
Any outcome studies for these programs or treatments	Increased reading scores (5%)	Increased math scores (15%)	Reduced suspension rates, bully reports, etc. Increase in student self-advocacy	
How many staff members are trained in each program	60	60	75	
What entity provided any training received	Harcourt / Houghton Mifflin	Everyday Math – McGraw Hill	International Baccalaureate	
Number of students currently being served by each program	375	375	375	
Capacity of each program	N/A	N/A	N/A	
Cost of each program				
Source of funding for each program				
Is program designed for use with students with disabilities and, if so, what sort of disabilities?	Yes The program allows for modifications, inclusive of leveled readers and ancillary supports.	Yes The program allows for modifications, inclusive of leveled readers and ancillary supports.	Yes, this program supports all students regardless of disability. This program allows access for all students.	



Whether the public charter school has plans to increase the use of the program or to create similar programs

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Question 65: Please give an update on the evidence-based instruction, treatment, and practices being utilized in the schools including any reading, math, and social/emotional programs used by public charter schools (e.g., Read 180, Lindamood Bell, and Tools of the Minds), as well as Mental Health Consultation, Cognitive-Behavioral Intervention for Trauma in Schools, and Structured Psychotherapy for Adolescents Responding to Chronic Stress.) For each program, please provide:

Question	Reading Program	Math Program	Social/ Emotional Program	Other Program
LEA Name	Mundo Verde PCS			
Programs	TC Readers Writers Workshop (TC RWW), Wilson Reading program, Zoo Phonics	Investigations (TERC)	Responsive Classroom; Crisis Intervention Protocol, Collaborative Problem Solving	Expeditionary Learning
Any outcome studies for these programs or treatments	Each program is evidence based and has been a part of larger outcome studies available directly through the publishers. Internally we monitor effectiveness on a per-student and cohort basis.	Each program is evidence based and has been a part of larger outcome studies available directly through the publishers. Internally we monitor effectiveness on a per-student and cohort basis.	Each program is evidence based and has been a part of larger outcome studies available directly through the publishers. Internally we monitor effectiveness on a per-student and cohort basis.	This approach is an evidence-based national school reform model. We monitor school wide performance with an established outcomes based rubric through mid and end of year reviews.
How many staff members are trained in each program	18 (All K-2) teachers in TC RWW; 1 special education teacher for Wilson Reading; 1 special education teacher for Zoo Phonics	18 (All K-2 teachers)	All teachers trained in Responsive Classroom (26), All staff trained in verbal CPI, 2 staff trained in physical CPI, 1 staff trained in Collaborative Problem Solving	All teachers are trained (26). Other staff (management, inclusion, operations, afterschool) are also trained.
What entity provided any training received	Teachers College for TC RWW Internal training using publisher's guidance	Internal training using publisher's guidance	Internal training using publisher's guidance for Responsive	Expeditionary Learning Schools trains directly. We also conduct internal training using EL

			Classroom, 2 Staff attended Crisis Prevention Institute, 1 staff trained in Collaborative Problem Solving by Dr. Ross Greene	Schools' guidance
Number of students currently being served by each program	RWW- All K-2 students (209); Zoo phonics – 8 students; Wilson: 8 students	All K-2 students (209)	Responsive classroom: All PK3-2 <sup>nd</sup> grade students (274), 7 students currently use behavior plans	All PK3-2 <sup>nd</sup> grade students (274).
Capacity of each program	NA	NA	NA	NA
Cost of each program	NA – Could be provided with more time	NA – Could be provided with more time	NA – Could be provided with more time	NA – Could be provided with more time
Source of funding for each program	General school budget	General school budget	General school budget	General school budget, Title VB funds.
Is program designed for use with students with disabilities and, if so, what sort of disabilities?	All programs appropriate for inclusion model	All programs appropriate for inclusion model	All programs appropriate for inclusion model	All programs appropriate for inclusion model
Whether the public charter school has plans to increase the use of the program or to create similar programs	These are school-wide models; the number of students served will grow as the school grows. Additional teachers will be trained each year in order to serve more students.	These are school-wide models; the number of students served will grow as the school grows. Additional teachers will be trained each year in order to serve more students.	These are school-wide models; the number of students served will grow as the school grows. Additional teachers will be trained each year in order to serve more students.	This model is implemented school-wide. The number of students served will grow as the school grows. Additional teachers will be trained each year in order to serve more students.



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Question 65: Please give an update on the evidence-based instruction, treatment, and practices being utilized in the schools including any reading, math, and social/emotional programs used by public charter schools (e.g., Read 180, Lindamood Bell, and Tools of the Minds), as well as Mental Health Consultation, Cognitive- Behavioral Intervention for Trauma in Schools, and Structured Psychotherapy for Adolescents Responding to Chronic Stress.) For each program, please provide:

Question	Reading Program	Math Program	Social/ Emotional Program	Other Program
LEA Name – Washington Latin PCS				
School Name – Washington Latin PCS: Middle and Upper	Wilson	Lindamood	Cognitive Behavior Therapy	
Any outcome studies for these programs or treatments	No	No	No	
How many staff members are trained in each program	2	2	2	
What entity provided any training received	Internal Training	Internal Training	Internal Training	
Number of students currently being served by each program	4	2	10	
Capacity of each program	20	20	40	
Cost of each program	\$1000	\$1000	Only cost of training	
Source of funding for each program	Instruction	Instruction	Student Life	
Is program designed for use with students with disabilities and, if so, what sort of disabilities?	No	No	No	
Whether the public charter school has plans to increase the use of the program or to create similar programs	As needed	As needed	As needed	

**66 Please describe any steps public charter schools have taken to implement Trauma Systems Therapy (TST) or Applied Behavior Analysis (ABA) and identify public charter schools that plan to implement these systems in the future.**

PCSB surveyed its system of schools and received responses from the following entities regarding evidence-based instruction:

1. Briya PCS
2. Cedar Tree PCS
3. E.L. Haynes PCS
4. IDEA PCS
5. Mary McLeod Bethune Day Academy PCS
6. Bridges PCS

Please see the enclosed responses from these schools in this section tab.





# Briya

Public Charter School

Education Strengthens Families

Question 66: Please describe any steps your public charter school has taken to implement Trauma Systems Therapy (TST) or Applied Behavior Analysis (ABA) and identify if your school plans to implement these systems in the future.

Question	Answer
LEA Name	Briya Public Charter School
School Name (If same, put "same")	same
Steps your school has taken to implement Trauma Systems Therapy (TST)	We have consultations with specialists who provide us with resources and support for creating trauma sensitive schools.
Steps your school has taken to implement Applied Behavior Analysis (ABA)	We consult with specialists who help us implement ABA as necessary for certain student cases.
Plans to implement these systems in the future?	We will continue to work with specialists to meet the needs of our students.

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Question 66: Please describe any steps your public charter school has taken to implement Trauma Systems Therapy (TST) or Applied Behavior Analysis (ABA) and identify if your school plans to implement these systems in the future.

Question	Answer
LEA Name	Cedar Tree Academy
School Name (If same, put "same")	Same
Steps your school has taken to implement Trauma Systems Therapy (TST)	Cedar Tree Academy partners with the DC Department of Mental Health. The schools needs are assessed collaboratively between school administration and DMH staff.
Steps your school has taken to implement Applied Behavior Analysis (ABA)	Cedar Tree Academy partners with the DC Department of Mental Health. The schools needs are assessed collaboratively between school administration and DMH staff.
Plans to implement these systems in the future?	Annually CTA and DMH staff meet to revise its plans to meet the needs of students and parents through providing access to professional mental health services.

Question 66: Please describe any steps your public charter school has taken to implement Trauma Systems Therapy (TST) or Applied Behavior Analysis (ABA) and identify if your school plans to implement these systems in the future.

Question	Answer
LEA Name	E.L. Haynes PCS
School Name (If same, put "same")	Same
Steps your school has taken to implement Trauma Systems Therapy (TST)	<p>We have implemented trauma-informed care through our Student Wellness team interventions and our Positive Behavior Incentives and Supports rollout.</p> <p>Some examples include:            Tier I (school-wide level): Advisory lessons on affect regulation techniques, stress reduction; staff training on trauma-informed teaching            Tier II (targeted): Weekly Trauma groups through our partnership with the Wendt Center for Loss and Healing (all schools)            Tier II (individualized): Wellness - clinical services to individual students (individual therapy, behavior skills training, community referrals)</p>
Steps your school has taken to implement Applied Behavior Analysis (ABA)	We have not implemented ABA.
Plans to implement these systems in the future?	We have no plans to fully implement ABA.

Question	Answer
LEA Name	Integrated Design & Electronics Academy Public Charter School
School Name (If same, put "same")	"same"
Steps your school has taken to implement Trauma Systems Therapy (TST)	IDEA has on staff, a clinical department which consists of a Licensed Independent Clinical Social Worker (LICSW) and School Psychologist, who have extensive training in Trauma Systems Therapy (TST). The clinical department supports the student body, and uses their knowledge of TST to develop goals and interventions for students who disclose or show signs of having been impacted by acute or post-traumatic stress.
Steps your school has taken to implement Applied Behavior Analysis (ABA)	The LICSW primarily supports students who receive special education services and conducts observations to develop behavior trackers, functional behavior assessments and behavior implementation plans. The school psychologist primarily supports the general education student body and conducts observations and testing (Woodcock Johnson III, Connors and BASC) to complete behavior trackers and Psychoeducational. Both the LICSW and School Psychologist provide individual and group counseling where behavior goals are introduced and monitored.
Plans to implement these systems in the future?	The clinical department will continue to attend trainings on TST and ABA to remain abreast of new interventions and treatment modalities. IDEA will also continue to have professional developments aimed at helping staff identify and help manage the effects of trauma and crisis.



Question 66: Please describe any steps your public charter school has taken to implement Trauma Systems Therapy (TST) or Applied Behavior Analysis (ABA) and identify if your school plans to implement these systems in the future.

Question	Answer
LEA Name	Bridges Public Charter School
School Name (If same, put "same")	same
Steps your school has taken to implement Trauma Systems Therapy (TST)	N/A
Steps your school has taken to implement Applied Behavior Analysis (ABA)	ABA manager on staff and implementation of ABA in multiple classrooms
Plans to implement these systems in the future?	Continuation of ABA services

**67 With regard to visiting instruction (i.e., home and hospital instruction), please provide:**

- **The number of students served by visiting instruction in SY 12-13 and SY 13-14 to date;**
- **The average waiting time between the submission of a request for visiting instruction and the**
- **Courses available through visiting instruction;**
- **Any special education instruction and related services available to students receiving visiting**
- **Whether, and how, visiting instruction can accommodate a full-time IEP; and**
- **Provisions to ensure that students requiring visiting instruction may take all of the classes necessary beginning of that instruction; instruction; to earn a high-school diploma.**

PCSB does not regularly collect information on visiting instruction.<sup>1</sup> As such, it has requested this information from individual LEAs. Of the six responses received, zero to two students appeared to take part in visiting instruction programs. Of the schools that engaged students through visiting instruction, the average waiting time between the submission of a request for visiting instruction and the courses available through visiting instruction was 1-2 days to upwards of one week. While other schools noted they would immediately and fully accommodate IEP and 504 students based on available resources, several schools noted that they have not yet encountered this situation with its student body. When faced with the need for visiting instruction, schools specifically noted that they could include online education aligned with course content and graduation requirements to support IEP students.

Of the students subject to visiting instruction, it was noted that hospital staff provided tutoring, while the school provided the curriculum to be completed. While one student was offered home/hospital tutoring, due to severity of their health concerns, the parent declined the services. Specific coursework for visiting instruction was not provided by school respondents.

It appears that school respondents have a plan of action to accommodate students requiring visiting instruction, as needed. It was noted that this was facilitated through a team-based approach, including strong school-family relationships led by teacher advisors as the primary point of contact.

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<sup>1</sup> Please see the responses received by PCSB in this section tab.



# Briya

Public Charter School

Education Strengthens Families

Question 67: With regard to visiting instruction (i.e., home and hospital instruction), please provide

Question	Answer
LEA Name	Briya Public Charter School
School Name (If same, put "same")	Same
The number of students served by visiting instruction in SY 2012-13.	0
The number of students served by visiting instruction in SY 2013-14 to date.	0
The average waiting time between the submission of a request for visiting instruction and the: (A) Courses available through visiting instruction;	n/a
The average waiting time between the submission of a request for visiting instruction and: (B) Any special education instruction and related services available to students receiving visiting.	n/a
Whether, and how, visiting instruction can accommodate a full-time IEP.	n/a
What are the provisions to ensure that students requiring visiting instruction may take all of the classes necessary to earn a high-school diploma?	n/a

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Question 67: With regard to visiting instruction (i.e., home and hospital instruction), please provide

Question	Answer
LEA Name	Cedar Tree Academy
School Name (If same, put "same")	Same
The number of students served by visiting instruction in SY 2012-13.	1
The number of students served by visiting instruction in SY 2013-14 to date.	0
The average waiting time between the submission of a request for visiting instruction and the: (A) Courses available through visiting instruction;	1-2 days
The average waiting time between the submission of a request for visiting instruction and: (B) Any special education instruction and related services available to students receiving visiting.	N/A. The LEA would respond immediately to special education instruction and related service needs for students receiving visiting.
Whether, and how, visiting instruction can accommodate a full-time IEP.	N/A. The LEA would respond to IEP accommodations as required through use of its financial and human capital resources.
What are the provisions to ensure that students requiring visiting instruction may take all of the classes necessary to earn a high-school diploma?	N/A. Cedar Tree Academy serves students in grades PK-3, PK-4, and K.





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Question 67: With regard to visiting instruction (i.e., home and hospital instruction), please provide

Question	Answer
LEA Name	E.L. Haynes PCS
School Name (If same, put "same")	Same
The number of students served by visiting instruction in SY 2012-13.	Two students were admitted to Cumberland Hospital whose staff provided tutoring and EL Haynes provided the curriculum to be completed. One student was offered home/hospital tutoring, but due to severity of health concerns, the parent declined the services.
The number of students served by visiting instruction in SY 2013-14 to date.	1 student with a 504 plan
The average waiting time between the submission of a request for visiting instruction and the: (A) Courses available through visiting instruction;	Within one week
The average waiting time between the submission of a request for visiting instruction and: (B) Any special education instruction and related services available to students receiving visiting.	For our one student who required visiting instruction, there was not an IEP. The student had a 504 plan. The student was provided tutoring within one week of a meeting with the parent, doctor and school team.
Whether, and how, visiting instruction can accommodate a full-time IEP.	This has not been required at this time, but we are prepared to provide services required to implement IEP goals and objectives.
What are the provisions to ensure that students requiring visiting instruction may take all of the classes necessary to earn a high-school diploma?	This has not been required at this time, but we are prepared to provide services required to implement IEP goals and objectives, including online courses that are aligned with course content and graduation requirements.



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# IDEA Public Charter School

Question 67: With regard to visiting instruction (i.e., home and hospital instruction), please provide

Question	Answer
LEA Name	IDEA Public Charter School
School Name (If same, put "same")	same
The number of students served by visiting instruction in SY 2012-13.	0
The number of students served by visiting instruction in SY 2013-14 to date.	0
The average waiting time between the submission of a request for visiting instruction and the: (A) Courses available through visiting instruction;	NA
The average waiting time between the submission of a request for visiting instruction and: (B) Any special education instruction and related services available to students receiving visiting.	NA
Whether, and how, visiting instruction can accommodate a full-time IEP.	Yes, according to the mandates of the Individualized Education Plan
What are the provisions to ensure that students requiring visiting instruction may take all of the classes necessary to earn a high-school diploma?	Individualized education for students with IEPs or 504s; strong school-family relationships led by teacher advisors as the primary point of contact



A Classical Education for the Modern World

Question 67: With regard to visiting instruction (i.e., home and hospital instruction), please provide

Question	Answer
LEA Name	Washington Latin PCS
School Name (If same, put "same")	Washington Latin PCS – Upper and Middle
The number of students served by visiting instruction in SY 2012-13.	1
The number of students served by visiting instruction in SY 2013-14 to date.	1
The average waiting time between the submission of a request for visiting instruction and the: (A) Courses available through visiting instruction;	As the student's instruction is specified in her IEP, provision for ongoing instruction has been in place and there has been no wait time per se. Courses available are determined by her Course of Study in her IEP with the goal being completion of all courses necessary to achieve a High School diploma.
The average waiting time between the submission of a request for visiting instruction and: (B) Any special education instruction and related services available to students receiving visiting.	Again, provision has been made for on-site instruction in the IEP and Special Education instruction and services are incorporated into her ongoing instructional plan.
Whether, and how, visiting instruction can accommodate a full-time IEP.	By hiring a full time instructor specifically assigned to this student and a part time instructor to supplement instruction, the instruction has been accommodated within the scope of the full-time IEP.
What are the provisions to ensure that students requiring visiting instruction may take all of the classes necessary to earn a high-school diploma?	The student has a Course of Study incorporated into their IEP which specifies the classes that need to be completed in order to earn the credits necessary to achieve a High School diploma from Washington Latin PCS.

**68 What positive behavioral interventions are available to schools to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents?**

- **Which schools are using evidence-based interventions such as Positive Behavioral Interventions**
- **What specific interventions are they using?**
- **How is their staff trained? & Supports?**

The following PCSB Charter Schools that opted to respond indicated their institutions utilized positive behavioral interventions (PBIs) to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents<sup>1</sup>:

- Briya PCS
- Cedar Tree PCS
- E.L. Haynes PCS
- IDEA PCS
- Mary McLeod Bethune Day Academy PCS
- Washington Latin PCS
- DC Bilingual PCS
- DC Scholars PCS
- Eagle Academy PCS
- Washington Yu Ying PCS

PCSB Charter Schools employ a diverse set of Positive Behavioral Interventions to mitigate disciplinary incidents and pinpoint root challenges that cause this behavior.

Various Methodologies and Approaches utilized include:

- Response to Intervention (RTI) and the Pyramid Model (for Pre-K ELL population)

Interventions include:

- School-wide Primary Interventions:
- Summer Bridge (Explicit Instruction for all)
- Classroom Management
- Positive Behavior Tracking and Rewards
- Goal-setting
- Advisory Structures
- Adventure Series
- Second Step
- Kimochi
- Choices Meter, Fantastic Friday, Paycheck, School Store
- PAR (Prevent Act Respond) school wide positive behavior intervention system
- Tier II: Individual behavior tracker, Dean Referral

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<sup>1</sup> Please see the specific school responses regarding PBIs in this section tab.

At-Risk Student Secondary Interventions:

- Truancy Support
- Anxiety, Depression, and Grief Support
- Refocus Sessions for Frequent Disruptions

High-Risk Student Tertiary Interventions:

- Academic & Social Student Support Cycle
- Behavior Improvement Plans

In addition, PCSB schools also leverage external partnerships with local, national, and international entities. Some of these PBIs include:

- Metropolitan Police Department runs a program for the Upper School students which reinforce making positive choices (i.e conflict resolution, leadership and responsibility)
- \*Girls on the Run school sponsored program for Middle school girls which reinforce health eating, making positive choices, leadership
- \*Qatar Foundation International for the Middle School boys/girls debate, which reinforce leadership, public speaking, team work.

Staff are trained prior to the inception of the school year, and during weekly supported planning sessions. Training includes specialized professional development sessions by qualified trainers at multiple points throughout the year to address language, social-emotional, and global needs of the whole child. Modeling with entire staff during professional development, and utilizing the proper way to approach students is also another training method. Teachers are supported daily by highly qualified, trained, and certified administrative teams.



Question 68	Answer
LEA Name	Briya PCS
School Name (If same, put "same")	Same
<p>What positive behavioral interventions are available to schools to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents?</p>	<p>The Student Support Team (SST) convenes bi-monthly to present student cases, brainstorm questions and discuss strategies leading to an action plan for new instructional or behavioral strategies. This model has provided students with great support through a protocol for presentation that takes participants through individual student needs whether emotional, academic, physical or lingual.</p> <p>Based on its needs assessment Briya has identified that its Pre-K children (100% of whom are ELL) will benefit from a research based, multi-tiered process of academic and behavior support to enhance future success. In addition to the SST, Briya has identified two complementary research based approaches to instruction for its high need Pre-K ELL population: Response to Intervention (RTI) and the Pyramid Model.</p> <p>RTI is a research-based, multi-tiered support system with core principles that align with early childhood education best practices. Through RTI, the instructional team analyzes data trends in data team meetings, and teachers and the RTI Coordinator make data driven decisions and instructional action plans. They then implement high quality intervention strategies and after 8-10 weeks, reconvene to evaluate a child’s response to the intervention and then increase or decrease intensity, frequency or duration of the intervention as needed.</p> <p>As social emotional development is especially critical in ECE as the necessary foundation for learning, addressing these student needs to ensure safe and supportive learning environments is reflected most notably throughout the tiers of prevention and support of the Pyramid Model for Social Emotional Development for Young Children (Center on the Social Emotional Foundations for Early Learning). The first level of the Pyramid Model stresses responsive relationships and the</p>





Question 68	Answer
	<p>kinds of supportive environments that must be established. The second level offers explicit guidance for the specific social and emotional regulation skills to be taught to all children as well as those who require more focused instruction. Finally, at the top of the pyramid are tertiary interventions that use the positive behavior support model for children who have persistent challenging behavior. This level may include collaboration with a behavior specialist. Briya identified this complementary model to support RTI because it is an RTI framework that is dynamic and supports teachers in providing differentiated levels of support for all pre-k children and their parents.</p>
<p>Which schools are using evidence-based interventions such as Positive Behavioral Interventions</p>	<p>Briya PCS</p>
<p>What specific interventions is your school using? How is their staff trained? and Supports?</p>	<p>RTI, SST, and Pyramid Model– Training includes specialized professional development sessions by qualified trainers at multiple points throughout the year to address language, social-emotional, and global needs of the whole child. Teachers are supported daily by highly qualified, trained, and certified administrative team.</p>







Question 68:

Question	Answer
LEA Name	Cedar Tree Academy
School Name (If same, put "same")	"Same"
What positive behavioral interventions are available to schools to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents?	Second Step Kimochi Response to Intervention (RTI)
Which schools are using evidence-based interventions such as Positive Behavioral Interventions	Cedar Tree uses Adventure Series, Second Step and Kimochi, which are all evidenced-based social/emotional programs that improve and promote charter building and communication.
What specific interventions is your school using? How is their staff trained? and Supports?	Cedar Tree uses Adventure Series, Kimochi and Second Step. The staff is trained through Student Support Services on Second Step, in addition to online training. The school counselor and social worker are responsible for implementing the Kimochi program and the social worker implements the Adventure Series. We currently have a full-time school counselor, part-time social worker and social work intern that supports our students social and emotional development



## **What positive behavioral interventions are available to schools to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents?**

DC Bilingual PCS uses positive behavioral interventions to manage and improve student behavior to ensure a safe and academically stimulating environment that is predictable and effective for achieving academic and social goals. Consequences are predetermined and communicated at the beginning of each school year to parents, teachers, and students as a clear and universal understanding within our community.

Our School wide Discipline Plan addresses the Prevention and Responsiveness to disciplinary incidents.

### Prevention, Responsiveness, and Incentives

DC Bilingual PCS believes strongly in school wide and classroom incentive programs as a prevention measure and higher achievement reward system. We have implemented a peace education framework which includes our LEAD system. "Together We LEAD, Juntos somos lideres" is our school motto. *Learning languages, Earning Respect, Acting Responsibly, and Doing our best* are our core values. LEAD is a points system by which students earn and lose points according to their adherence to our expectations. The daily goal is for students to earn a minimum of 10points in order to participate in the end of the day fun activities. Students who do not earn 10points will complete a 5 page reflection sheet that guides them through their poor choice and helps them identify new strategies in order to make a better choice if confronted with another challenge the following day.

Students have countless times throughout the day and week to reinforce LEAD core values. One school wide event that highlights our core values and a deep way is our weekly Community Meeting. This is a 1-hour assembly on Fridays in which the whole school gathers to celebrate academic and community achievements of the week. Students follow a protocol to reflect on their behavior, stand and give an apology to a classmate, give a public celebration to a friend who they saw demonstrate LEAD, and engage in a competition where they can earn an extra book for their library.---This is just one example of how we build community and celebrate core values.

School leadership, teachers, parents, and students work as a community to prevent and solve problems that stem from both academic and social/emotional gaps. All students that are being negatively impacted by academic and/or social-emotional gaps are tracked by our Response to Behavior Intervention (RTI) process.

This system allows grade team levels, instructional coaches, and leadership to analyze student data and identify new instructional or behavioral intervention strategies for each struggling student. Every grade team level has been given a Pre-Referral Intervention Manual (PRIM)which includes over 1000 categorized strategies for teachers to identify and implement for 21-days. After 21-days, data is reviewed by the SPED grade team level lead. If the strategy is successful, teachers will continue to



implement the strategy. If the strategy is unsuccessful, another analysis of data takes place and a Student Support Team (SST) meeting may be scheduled which will include leadership and SPED Coordinator to determine evaluation (BIP/FBA/IEP).

Behaviors that are rooted in social/emotional gaps are addressed by our Counseling team in collaboration with classroom teachers. A member of the counseling team will conduct a series of in classroom observations to access the Antecedent Behavior Consequence chart (ABC). The team meets to analyze data together and a 21-day strategy is created including expertise from the counseling team and PRIM.

Most of our students that enter the RTI process demonstrate improvement within and post the 21-days. For students who do not show improvement, classroom teachers and leadership meet with parents and additional support staff during the SST meeting to determine other supports that may include “push-in or pull-out” services by external providers.

### **What specific interventions is your school using? How is their staff trained? And Supports?**

In addition to the RTI and PRIM, students that are deemed SPED eligible receive ABA therapy and smaller class settings that support more intense BIP and accommodations. All of our classroom teachers are trained in No Nonsense Nurturer behavior management model created by the Center for Transformative Teacher Training. In this model, teachers orient themselves to the beliefs that they expect 100% compliance- 100% of the time, they have to EARN student respect through relationship building, know that all students can behave and meet the expectations, and the expanded role of a teacher.

Expanded Role of a teacher is the following: Attend extra-curricular activities, have positive contact with families, call when absent, contact with student after a difficult day, be authentic, engage in non-academic talk with students, schedule home visits, and earn the respect of students.

No Nonsense teachers follow the following procedure in class-

#### **1. Gives precise directions related to:**

Verbal behavior (silent, level one voice etc.) Teach Voice Level Expectations!

Movement (at your table, on the floor in a circle et.)

Participation (i.e.: with a partner, in groups, independently)

Directions (Some things to consider):

Attention getting signal

Check for understanding (when appropriate/needed)

Cue to start (i.e.-when I say ‘go’)

#### **2. Positive Narration**

Don’t respond to students who are off task

Narrate behavior of students who are on task (“Tim has his book out”)

#### ***Benefits:***

Repeats directions in a positive manner



Eliminates drawbacks of praise  
Creates positive momentum

*Narration Guidelines:*

Narrate immediately after giving directions  
Narrate 2-3 students  
Narrate BEFORE you correct  
Look for difficult students to narrate  
Pair with class wide reward  
Narrate approximately every minute during instruction (in first 6 weeks)

**3. Consistently takes corrective action**

After narrating 2-3 students, immediately correct student behavior  
Calmly restate directions to the off task student, give a choice  
Less talk = more effective  
Use consequences from hierarchy  
Re-build positive momentum after correcting a student and narrate that student ON TASK

\*\*In addition, DC Bilingual's supportive staff training includes an on-site certified counseling program and a School Culture Coordinator/Dean who is certified in peace and conflict resolution. Both teams work together to implement the most effective and progressive approaches to positive behavior intervention.



Question 68	Answer
LEA Name	DC Scholars Public Charter School
School Name (If same, put "same")	"same"
What positive behavioral interventions are available to schools to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents?	Tier I: Choices Meter, Fantastic Friday, Paycheck, School Store Tier II: Individual behavior tracker, Dean Referral
Which schools are using evidence-based interventions such as Positive Behavioral Interventions	DC Scholars PCS
What specific interventions is your school using? How is their staff trained? and Supports?	<p>At the Tier I level, our PK – 2<sup>nd</sup> grade teachers use a Choices Meter (color chart) to visually represent students’ choices to them throughout the day. As students make good choices, teachers are trained to neutrally narrate this and to move students up the Choices Meter towards Blue Star. If a student makes a poor choice, teachers are trained to neutrally narrate this and to move the student down the Choices Meter towards Red.</p> <p>With each positive choice that a student makes, he or she also earns either praise or a tangible reward from his or her teacher (sticker, line leader status, etc.). With each negative move that a student makes, he or she also earns a verbal redirection or a tangible consequence (seat change, time out, etc.). Where a student ends the day on the Choices Meter is recorded on his or her weekly tracker and shared with his or her guardian. Students who end the day at Blue Star earn a tangible reward.</p> <p>At the end of each week, students’ weekly trackers are analyzed and totaled. If a student has earned at least three Blue Stars, he or she is eligible to attend Fantastic Friday, an end-of-the week celebration to recognize students who have made good choices throughout the week.</p> <p>For our 3<sup>rd</sup> and 4<sup>th</sup> grade students, teachers use a more developmentally appropriate</p>



Question 68	Answer
	<p>intervention called the Paycheck. As students make good choices throughout the day, teachers are trained to neutrally narrate and assign an addition for each good choice. If a student makes a poor choice, teachers are trained to neutrally narrate this and to assign a deduction. At the beginning of the year, teachers teach students about our PATH core values and how they can exemplify these values to earn additions; they teach students what these positive behaviors look like and sound like so that students are set up to be successful from the beginning of the year.</p> <p>Throughout the day, as students earn additions or deductions, they record these on their individual Paychecks that they carry with them so that they are able to tangibly see their progress towards their goals. With each addition, teachers also reward students with praise. After a student has earned four deductions, he or she must separate from the class to reflect on his or her choices. After two additional deductions (six total), the dean visits the student in class to have a conversation about his or her choices and to reset. After two additional deductions (eight total), the student earns a Dean's Office Referral and meets with the Dean to reflect on his or her choices and to determine a concrete consequence that will help him or her improve his or her choices.</p> <p>At the end of each day, students total their Paychecks and earn praise or a tangible reward. Students share their daily Paycheck with their guardians to maintain open lines of communication with families about their behaviors, choices, and progress.</p> <p>At the end of each week, students' weekly Paychecks are analyzed and totaled. Students are able to shop in the School Store with their Paycheck dollars (\$40 earned during the week = \$40 to spend at the School Store). Students also share their weekly Paycheck with their guardians.</p> <p>As students demonstrate the need for increased behavioral interventions, at the tier II level, teachers use individual behavior</p>



Question 68	Answer
	<p>trackers where students work to meet positive behavior goals that they have set in collaboration with their teachers and guardians. At intermittent time frames throughout the day, teachers check-in with students to rate their success in meeting their goals. Students earn praise or a small tangible reward for success at each intermittent check-in and a reward of their choice at the end of the day when they have met the majority of their individual goals.</p>



Starting Early, Soaring High...

Question 68:

Question	Answer
LEA Name	Eagle Academy PCS
School Name (If same, put "same")	Eagle Center at Wheeler Road Eagle New Jersey Avenue Campus
What positive behavioral interventions are available to schools to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents?	Schools are in the process of training teachers on a PBIS plan that includes a wide range of classroom level and school level positive behavioral interventions including but not limited to in-class color charts, positive recognition stickers, and behavior narration. Teachers will be trained on Responsive Classroom and Second Step.
Which schools are using evidence-based interventions such as Positive Behavioral Interventions	Schools are in the process of training staff on effective PBI.
What specific interventions is your school using? How is their staff trained? and Supports?	Planning to use Responsive Classroom, Second Step, a behavior support room, and classroom level interventions such as a color chart, recognition with school stickers, and behavior narration. Staff is in the process of receiving training on these interventions. Principals are holding the trainings.





PUBLIC CHARTER SCHOOL

**Georgia Avenue Campus**

3600 Georgia Avenue, NW  
 Washington, DC 20010  
 (202) 667-4446 (Grades 3-8)

**Kansas Avenue Campus**

4501 Kansas Avenue, NW  
 Washington, DC 20011  
 (202) 706-5828 (Grades PS-2)  
 (202) 706-5838 (Grades 9-12)

info@elhaynes.org  
 www.elhaynes.org

Question 68	Answer
LEA Name	E.L. Haynes PCS
School Name (If same, put "same")	Same
What positive behavioral interventions are available to schools to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents?	We use the Positive Behavior Interventions and Supports (PBIS) to develop effective classroom and school-wide behavior management plans to help students become increasingly respectful, motivated, and engaged in instruction.
Which schools are using evidence-based interventions such as Positive Behavioral Interventions	We have made a multi-year commitment to use PBIS in all grades from PK through 11 <sup>th</sup> to clarify, teach, and assess common behavior expectations in all classrooms.
What specific interventions is your school using? How is their staff trained? and Supports?	<p>School-wide Primary Interventions:            Summer Bridge (Explicit Instruction for all)            Classroom Management            Positive Behavior Tracking and Rewards            Goal-setting            Advisory Structures</p> <p>At-Risk Student Secondary Interventions:            Truancy Support            Anxiety, Depression, and Grief Support            Refocus Sessions for Frequent Disruptions</p> <p>High-Risk Student Tertiary Interventions:            Academic &amp; Social Student Support Cycle            Behavior Improvement Plans</p> <p>Staff is trained prior to the inception of the school year, and during weekly supported planning sessions.</p>

Question 68:

Question	Answer
LEA Name	IDEA Public Charter School
School Name (If same, put "same")	same
<p>What positive behavioral interventions are available to schools to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents?</p>	<p>Currently we have implemented our "Five Guiding Principles" 1. We are <b>prepared to learn</b> and do our best , 2. We <b>respect</b> ourselves, each other and our surroundings. 3. We take <b>responsibility</b> for our actions and learning. 4. We <b>work together</b> to resolve challenges in thoughtful and meaningful ways. 5. We <b>celebrate</b> our individual and collective successes.</p> <p>We use a ladder of referral that causes the student to take a look at his or her actions and "Reflect" on the behaviors and possible actions that could have been used to avoid a display of negative behaviors being displayed, harmful communication or physical interaction. This will allow the student and teacher or staff member to address the concern at that moment. This keeps students in the classroom cutting down on loss instructional time and allows the teacher and student to have a clearer understanding of the set classroom expectations.</p>
<p>Which schools are using evidence-based interventions such as Positive Behavioral Interventions</p>	IDEA Public Charter School
<p>What specific interventions is your school using? How is their staff trained? and Supports?</p>	Advisors/Guiding Principles/Reflections/ISS/SPED/SST Pass School wide initiative

1027 45th Street NE, Washington, DC 20019  
v 202-399-4750 | eFax 1-866-272-0217  
[www.ideapcs.org](http://www.ideapcs.org)



**Mary McLeod Bethune Day Academy Public Charter School**  
**1404 Jackson St., N.E., Washington, DC 20017,**  
**Phone: (202) 459-4710, Fax: (202) 536 2670**  
**Web: [www.mmbethune.org](http://www.mmbethune.org)**

Question 68:

Question	Answer
LEA Name	Mary McLeod Bethune Day Academy
School Name (If same, put "same")	Same
What positive behavioral interventions are available to schools to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents?	School-wide PBIS, Second Step, Character First, In-school suspension.
Which schools are using evidence-based interventions such as Positive Behavioral Interventions	
What specific interventions is your school using? How is their staff trained? and Supports?	All staff are trained in behavioral strategies by school staff who have been trained by outside staff.



A Classical Education for the Modern World

Question 68: Positive Behavior Interventions

Question	Answer
LEA Name	Washington Latin PCS
School Name (If same, put "same")	Washington Latin PCS – Upper and Middle
What positive behavioral interventions are available to schools to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents?	<p>*Metropolitan Police Department runs a program for the Upper School students which reinforce making positive choices i.e conflict resolution, leadership and responsibility</p> <p>*Girls on the Run school sponsored program for Middle school girls which reinforce health eating, making positive choices, leadership</p> <p>*Qatar Foundation International for the Middle School boys/girls Debate which reinforce leadership, public speaking, team work.</p>
Which schools are using evidence-based interventions such as Positive Behavioral Interventions?	*Washington Latin PCS- Upper and Middle
What specific interventions is your school using? How is their staff trained? and Supports?	<p>*Modeling with entire staff during professional development; the proper way to approach students.</p> <p>*Modeling with entire staff during professional development; how to resolve conflict with</p> <p>*Modeling with entire staff and outside consultant during professional development; how to discipline in a diverse environment.</p>



Question 68:

Question	Answer
LEA Name	Washington Yu Ying PCS
School Name (If same, put "same")	Same
<p>What positive behavioral interventions are available to schools to reduce disciplinary incidents and to respond in instructional ways to disciplinary incidents?</p>	<ul style="list-style-type: none"> <li>● PAR (Prevent Act Respond)-school wide positive behavior intervention system               <ul style="list-style-type: none"> <li>○ School wide rules</li> <li>○ School wide incentives</li> <li>○ Step by step system for addressing non-desired behaviors</li> </ul> </li> <li>● Classroom based incentive programs (marble jars, point systems etc.)</li> <li>● Social Skills Lessons by classroom</li> <li>● Responsive Classroom (morning meeting, closing circle, etc.)</li> <li>● CARE model (bullying prevention)</li> <li>● Peer Mediation</li> <li>● Individual positive behavior programs for students with disabilities (BIPs)</li> </ul>
<p>Which schools are using evidence-based interventions such as Positive Behavioral Interventions</p>	All in LEA
<p>What specific interventions is your school using? How is their staff trained? and Supports?</p>	<p>PAR System: staff wide training to develop plan (Fall 2011), twice annual trainings for new staff and refresher for current staff on PAR model and implementation at Yu Ying</p> <p>Assistant Principal is in charge of ensuring implementation of PAR. She is available as a resource for all staff about PAR and how to implement it.</p> <p>Special educators work with a BCBA to develop and implement individual BIPs for students with disabilities.</p> <p>School uses Responsive Classroom</p>



	<p>Techniques such as morning meeting, closing circle, etc. and is trained yearly during staff development. 4 teacher and one Administrator went to the Responsive Classroom Training in June 2013. These staff trained the remaining staff during summer development in August 2013.</p> <p>Teachers trained January 2014 on Bullying Prevention Techniques.</p> <p>School Counselor trains staff on using Positive Behavioral Techniques with all students to create inclusive learning environments (Dec 2103 and ongoing)</p>
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**69 How is the PCSB working to ensure that LEAs are timely implementing the provisions of the South Capitol Street Memorial Act of 2012?**

- **Please provide a list of LEAs with information indicating their progress in implementing the following provisions of the South Capitol Street Memorial Act:**
  - **Sec. 115b, that LEAs are aware of and participating in the youth behavior health program**
  - **Sec 203, That LEAs are collaborating with the executive to plan the expansion of school-based**
  - **Sec 304 (a), That LEAs have or are adopting policies and procedures to reduce truancy rates,**
  - **Sec 304(b)(2), That LEAs are referring the appropriate students to CFSA and CSS after acquiring behavioral health programs; including implementing action plans or other strategies; and consecutive unexcused absences**

In mid-January 2014, a representative from the DC Department of Behavioral Health presented its plan to charter school leaders on how they could enable teachers and principals to be trained in the South Capitol Street Memorial Act. At these trainings, participants learn how to recognize common signs and symptoms of behavioral health needs and receive a general overview of the school referral process. The training is conducted online.

PCSB is a member of the System of Care (SOC) Expansion Implementation Executive Team which is co-chaired by the Deputy Mayor for Health and Human Services and the Director of Behavioral Health.<sup>1</sup> Members include the Directors of all DC child serving agencies including mental health, health, schools (public and public charter), child welfare, juvenile justice, human services, developmental disabilities, and parks and recreation. In addition there is representation from the DC Superior Court (Family Court) and families. The goal is to improve the mental health of all youth in the District of Columbia by building an enhanced System of Care infrastructure to increase capacity for effective mental health services that are family driven and youth guided. Services will include prevention, trauma-informed practice, public awareness, and timely access to individualized, culturally and linguistically-competent mental health treatment and recovery support services.

LEAs have created policies and procedures to reduce truancy rates as described in previous questions. The data below was taken from an analysis of schools' school year 2013-14 attendance policies (as outlined in their Student Handbooks).

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<sup>1</sup> Effective 10/1/2013, the DC Department of Mental Health and the Addiction Prevention and Recovery Administration under the Department of Health were integrated into one District department, the Department of Behavioral Health. Steve Baron remains the director of this new department.



<b>Policy requires parent or DR note to be excused: 106/ 109 = 97%</b> <b>85% in SY 12-13</b>
<b>Policy requires DR note after X days: 67/ 109 = 61%</b> <b>59% in SY 12-13</b>
<b>Students removed from class for tardies: 8/109 = 7%</b> <b>7% in SY 12-13</b>
<b>Consequences for tardies: 106/109= 97%</b> <b>70% in SY 12-13</b>
<b>Suspend or expel for tardies: 12/ 109 = 11%</b> <b>16% in SY 12-13</b>
<b>Consequences for unexcused absences: 91/109: 83%</b> <b>77% in SY 12-13</b>  <i>(may include attendance intervention plans, family conferences, detention, loss of privileges, lack of promotion, loss of points in class, etc)</i>
<b>Expel or un-enroll for unexcused absences: 81/109: 74%</b> <b>48% in SY 12-13</b>

Furthermore, all LEAs are required to follow regulations outlined by OSSE regarding mandatory reporting of students who have missed 10+ unexcused absences for students age 5-13 and 15+ unexcused absences for students age 14-17. PCSB staff receives monthly reports from CFSA showing the schools that have submitted referrals, and sends monthly reports showing the number of students who have 10 or more unexcused absences according to its records in ProActive, PCSB's internal database which houses all school attendance numbers. Schools may later change a student's unexcused status to excused if proper documentation is provided. PCSB then contacts those schools that are underreporting to ensure they send in the necessary referrals.

**70 How many public charter schools are currently operating in the District?**

- **Please provide a current list of all charter schools operating during the 2013-2014 school year and those approved to open and/or expand in the 2014-2015 school year.**

In the 2013-2014 school year, there are 60 local education agencies (LEAs) operating 109 campuses in the District of Columbia.

1. Achievement Preparatory Academy PCS – Middle
2. Achievement Preparatory Academy PCS – Elementary
3. AppleTree Early Learning PCS – Columbia Heights
4. AppleTree Early Learning PCS – Lincoln Park
5. AppleTree Early Learning PCS – Oklahoma Ave
6. AppleTree Early Learning PCS – Southeast
7. AppleTree Early Learning PCS – Southwest
8. Arts and Technology Academy PCS
9. BASIS DC PCS
10. Booker T. Washington PCS
11. Bridges PCS
12. Briya PCS
13. Capital City PCS – High School
14. Capital City PCS – Lower School
15. Capital City PCS – Middle School
16. Carlos Rosario International PCS
17. Cedar Tree Academy PCS
18. Center City PCS – Brightwood
19. Center City PCS – Capitol Hill
20. Center City PCS – Congress Heights
21. Center City PCS – Petworth
22. Center City PCS – Shaw
23. Center City PCS – Trinidad
24. César Chávez PCS for Public Policy – Capitol Hill
25. César Chávez PCS for Public Policy – Chávez Prep
26. César Chávez PCS for Public Policy – Parkside High School
27. César Chávez PCS for Public Policy – Parkside Middle School
28. Community Academy PCS – Amos 1
29. Community Academy PCS – Amos 2
30. Community Academy PCS – Amos 3
31. Community Academy PCS – Butler Global
32. Community Academy PCS – CAPCS Online
33. Community College Preparatory Academy PCS
34. Creative Minds International PCS
35. DC Bilingual PCS
36. DC Prep PCS – Benning Elementary
37. DC Prep PCS – Benning Middle
38. DC Prep PCS – Edgewood Elementary

39. DC Prep PCS – Edgewood Middle
40. DC Scholars PCS
41. E.L. Haynes PCS – Georgia Avenue
42. E.L. Haynes PCS – Kansas Avenue (Elementary School)
43. E.L. Haynes PCS – Kansas Avenue (High School)
44. Eagle Academy PCS – New Jersey Avenue
45. Eagle Academy PCS – The Eagle Center at McGogney
46. Early Childhood Academy PCS
47. Elsie Whitlow Stokes Community Freedom PCS
48. Excel Academy PCS
49. Friendship PCS – Blow-Pierce Elementary
50. Friendship PCS – Blow-Pierce Middle
51. Friendship PCS – Chamberlain Elementary
52. Friendship PCS – Chamberlain Middle
53. Friendship PCS – Collegiate Academy
54. Friendship PCS – Southeast Elementary Academy
55. Friendship PCS – Technology Preparatory Academy
56. Friendship PCS – Woodridge Elementary
57. Friendship PCS – Woodridge Middle
58. Hope Community PCS – Lamond
59. Hope Community PCS – Tolson
60. Hospitality High PCS
61. Howard University Math and Science PCS
62. IDEA PCS
63. Ideal Academy PCS
64. Imagine Southeast PCS
65. Ingenuity Prep PCS
66. Inspired Teaching Demonstration PCS
67. KIPP DC – AIM Academy PCS
68. KIPP DC – College Preparatory PCS
69. KIPP DC – Connect Academy PCS
70. KIPP DC – Discover Academy PCS
71. KIPP DC – Grow Academy PCS
72. KIPP DC – Heights Academy PCS
73. KIPP DC – KEY Academy PCS
74. KIPP DC – Lead Academy PCS
75. KIPP DC – LEAP Academy PCS
76. KIPP DC – Promise Academy PCS
77. KIPP DC – Spring Academy PCS
78. KIPP DC – WILL Academy PCS
79. Latin American Montessori Bilingual PCS
80. LAYC Career Academy PCS
81. Mary McLeod Bethune Day Academy PCS
82. Maya Angelou PCS – Evans High School
83. Maya Angelou PCS – Evans Middle School
84. Maya Angelou PCS – Young Adult Learning Center

85. Meridian PCS
86. Mundo Verde Bilingual PCS
87. National Collegiate Preparatory Public Charter High School
88. Next Step/El Próximo Paso PCS
89. Options PCS
90. Paul PCS - International High School
91. Paul PCS - Middle School
92. Perry Street Preparatory PCS
93. Potomac Lighthouse PCS
94. Richard Wright PCS for Journalism and Media Arts
95. Roots PCS
96. SEED Public Charter School of Washington, DC
97. Sela PCS
98. Shining Stars Montessori Academy PCS
99. Somerset Preparatory Academy PCS
100. St. Coletta Special Education PCS
101. Thurgood Marshall Academy PCS
102. Tree of Life PCS
103. Two Rivers PCS
104. Washington Latin PCS – Middle School
105. Washington Latin PCS – Upper School
106. Washington Mathematics Science Technology PCHS
107. Washington Yu Ying PCS
108. William E. Doar, Jr. PCS for the Performing Arts
109. YouthBuild PCS

**Schools approved to open and/or expand in the 2014-2015 school year in various capacities are:**

<b>New Charter LEAs</b>
Academy of Hope PCS
Lee Montessori PCS
Democracy Prep Congress Heights PCS
Harmony School of Excellence DC PCS
<b>Existing LEAs Opening New Campuses</b>
KIPP DC PCS Northeast Academy
DC Bilingual PCS ( <i>District of Columbia International Consortium Middle/High Campus</i> )
Elsie Whitlow Stokes PCS ( <i>District of Columbia International Consortium Middle/High Campus</i> )
Latin American Montessori Bilingual PCS ( <i>District of Columbia International Consortium Middle/High Campus</i> )
Mundo Verde Bilingual PCS ( <i>District of Columbia International Consortium Middle/High Campus</i> )
Washington Yu Ying PCS ( <i>District of Columbia International Consortium Middle/High Campus</i> )
<b>Expanding Schools and Campuses</b>
Bridges PCS
BASIS DC PCS
Community Academy PCS - Amos 2
Creative Minds International PCS
DC Prep PCS - Benning Middle
DC Scholars PCS
Excel Academy PCS
Ingenuity Prep PCS
Inspired Teaching PCS
Friendship Technology Preparatory Academy PCS
KIPP DC - LEAD Academy PCS
KIPP DC - Heights Academy PCS
KIPP DC - Connect Academy PCS
KIPP DC - Spring Academy PCS
Mundo Verde Bilingual PCS
Paul PCS - International High School
Richard Wright PCS for Journalism and Media Arts
Sela PCS
Shining Stars PCS
Somerset Prep PCS
<b>Enrollment Ceiling Increases (Existing Schools Not Growing a Grade)</b>
Briya PCS

**71 When a public charter school is approved to open or expand its location, please describe the community notification process that a school is obligated to perform along with the Board's role in ensuring that process is complete.**

- **For each school that was conditionally approved to open in 2013 and each expansion campus that has been approved to open in 2013, please list the school and provide information on when the community stakeholders were notified as required by D.C. Official Code §1-309.10.**
- **Please specify how the PCSB plans and incorporates the location of existing schools when deciding to approve a charter or expansion campus.**

When applicants who wish to open a charter school in the District of Columbia submit their application to PCSB, they are asked to identify in which ward they wish to operate. When all applications are in, PCSB holds a public hearing on the applications and interviews applicants on their proposals. As part of this public hearing process, Advisory Neighborhood Commissioners (ANC) who represent districts identified by the applicants as areas in which they hope to operate a charter school are notified of the public hearing 30 business days before the hearing is held so that they may address the Board with their thoughts. Public hearings are also now being advertised in the DC Register, on the PCSB website, and in newspapers of general circulation.

Established schools seeking an expansion or relocation are required to submit to PCSB a notification of their intent. Templates are made available to schools, which include questions about notification of stakeholders such as ANCs. This encourages schools to inform the ANC in question of their intentions as well as to inform PCSB. PCSB staff will then schedule a public hearing on the expansion or relocation and send a notice to ANCs 30 business days before the public hearing is held.

### **Conditionally Approved Schools Scheduled to Open in Fall 2013**

1. Community College Preparatory Academy Public Charter School – Public Hearing notice given the first week of February 2012, as well as DC Register announcement. Public hearings were held March 19 and 20, 2012.
2. Ingenuity Prep Public Charter School – Public Hearing notice given the first week of February 2012, as well as DC Register announcement. Public hearings were held March 19 and 20, 2012.
3. Sela Public Charter School – Public Hearing notice given the first week of February 2012, as well as DC Register announcement. Public hearings were held March 19 and 20, 2012.
4. Somerset Public Charter School – Public Hearing notice given the first week of February 2012, as well as DC Register announcement. Public hearings were held March 19 and 20, 2012.

### **Expansions (these are notices for the charter amendment requests)**

1. Achievement Prep PCS (expand to serve PK-3, if approved) - Public Hearing notice given the first week of February 4, 2013.
2. DCI Consortium: DC Bilingual PCS, Elsie Whitlow Stokes PCS Latin American Montessori Bilingual PCS, Mundo Verde Bilingual PCS, Washington Yu Ying PCS (expand to serve middle and high school, conditionally approved) - Public Hearing notice given April 2, 2013.
3. DC Prep: Benning PCS (MS) - Public Hearing notice given the week of June 14, 2010.
4. Ingenuity Prep PCS - Notification to Operate in New Location given May 13, 2013. Public Meeting was held June 24, 2013.
5. KIPP DC: Connect PCS (EC) - Public Hearing notice given the first week of January 2012.
6. KIPP DC: Spring PCS (ES) - Public Hearing notice given the first week of January 2012.
7. Paul PCS: PCS (HS Expansion) - Public Hearing notice given July 2012.

### **Notification to Relocate or Operate in a New Location for Fall 2013**

1. Achievement Prep PCS (ES) - Public Meeting notice given June 11, 2013.
2. Carlos Rosario PCS - Public Meeting notice given April 3, 2013.
3. Community College Prep PCS - Notification to Operate in New Location given May 13, 2013. Public Meeting was held June 24, 2013.
4. KIPP DC: Connect PCS (EC) - Public Hearing notice given December 2012.
5. KIPP DC: Spring PCS (ES) - Public Hearing notice given December 2012.
6. LAMB PCS - PCSB sought a waiver from the 30-business day notification and was granted one from the local ANC 5B May 16, 2013.
7. Washington Latin PCS - Public Hearing notice given December 5, 2012.
8. Sela PCS - Notification to Operate in New Location given May 13, 2013. Public Meeting was held June 24, 2013.
9. Somerset Prep PCS - Notification to Operate in New Location given May 13. Public Meeting was held June 24, 2013.

PCSB considers the location of a proposed charter school when approving new charter schools, but only very broadly. Applicants are required to state where they wish to locate, and to demonstrate the need for the school they seek to open. However, the location stated by schools is generally very broad – typically naming one or more wards. As a practical matter it is impossible for an applicant to be more precise due to the vagaries of the facilities process. Moreover the law is unclear as to PCSB’s authority to dictate a specific location. Most schools scramble to secure a facility once conditionally approved and typically do not have many options as to where to locate.

As for the matter of the location of other schools, PCSB does not consider a new school opening near an existing school serving the same grade levels as a negative characteristic. While the two schools will surely compete, this competition could be beneficial to ensure continued rising standards of school quality. The location of a cluster of nearby schools can also facilitate transportation for an increased number of students and the location of other community services.

What is a larger source of concern is the dearth of high quality seats in many of the city’s neighborhoods. PCSB would very much like to work in partnership with the city to attract schools to locate in these neighborhoods. However facilities must be made available for these efforts to bear fruit.



**72 How many charter school applications did PCSB receive in FY13 and FY14 to date?**  
• **How many of those that applied were given conditional approval to open?**

In FY 2013 and FY 2014, PCSB received a total of 14 charter school applications.

In FY 2013, two experienced operator groups submitted applications to open a charter school in November 2012. This was PCSB's first ever Experienced Operator Application Review process. Of the two applications that were reviewed, one was granted conditional approval and the other application was denied. In March 2013, nine applications were received as part of the New Charter School Application process. Two applications were granted conditional approval and seven were denied.

In FY 2014, three experienced operator groups submitted applications to open a charter school in September 2013. Of the three submitted, one applicant group withdrew its petition and the other two were conditionally approved.

PCSB has an additional Application Review process that will occur in FY 2014. The deadline to submit applications for this process is March 3.

**73 Please describe the PCSB’s process and timeline for charter renewal.**

- **Please illustrate how the agency communicated in FY13 and FY14 to date, with the school, its trustees, and parents before making its recommendation.**
- **Additionally, please describe in what ways the board encourages charter school restart options or collaborations with charter operators during this process.**

**Charter Renewal Process and Timeline**

PCSB has sought to provide transparency and clarity into the charter renewal process. PCSB has published several documents clarifying the charter renewal process on its [website](http://www.dcpsb.org/School-Leaders/Charter-School-Renewals-and-Reviews.aspx) (<http://www.dcpsb.org/School-Leaders/Charter-School-Renewals-and-Reviews.aspx>).

The Charter Renewal Guidelines, available on that page, include this timeline and process:

<b>2013-2014 CHARTER RENEWAL OVERVIEW</b>		
<b>Action Item</b>	<b>Description</b>	<b>Date</b>
<b>PART 1</b>		
Renewal Process Roundtable	FOCUS, in conjunction with PCSB, will provide an overview of the renewal process. School leaders and board members are encouraged to participate in this roundtable.	June 13, 2013
PCSB meets with each school eligible to apply for renewal	PCSB meets with each school to discuss the school’s renewal, including the school’s goals and student academic achievement expectations. Additionally, PCSB will schedule a Qualitative Site Review (QSR), which PCSB conducts for every school undergoing renewal.	June 25-26, 2013
PCSB conducts Qualitative Site Reviews (“QSRs”)	PCSB will conduct a QSR review at each campus of a school applying for renewal to gather qualitative evidence about the extent to which a school is meeting its mission, goals, and student academic achievement expectations. Staff will issue a QSR report specific to each campus to document its qualitative findings, which will be incorporated into the renewal report.	Spring 2013 or Fall 2013

**2013-2014 CHARTER RENEWAL OVERVIEW**

<b>Action Item</b>	<b>Description</b>	<b>Date</b>
<p>Schools submit renewal applications</p>	<p>The School Reform Act (“SRA”) allows schools to submit their charter application between 365 and 120 days before the expiration of their charter.</p> <p>PCSB recommends that schools submit their renewal application by October 18, 2013 for several reasons:</p> <ul style="list-style-type: none"> <li>• PCSB will have adequate time to review a school’s performance and share its analysis with the school;</li> <li>• School leadership will have time to review PCSB findings and work with PCSB staff to clarify areas where there is insufficient data or inclusive results;</li> <li>• School leaders will have time, if PCSB grants charter renewal, to revise its charter to be relevant for the next 15 years;</li> <li>• School leaders will have time to complete the renewal process before the DC-CAS testing period, which is scheduled to be the first two weeks of April 2014; and</li> <li>• School leaders and PCSB will be able to inform families of the renewal decision prior to the 2014-15 enrollment season, giving families time to make informed school decisions.</li> </ul>	<p><b>Recommended Submission Date: October 18, 2013</b></p> <p>All school submitted applications close to October 18, 2013</p>
<p>PCSB informs the school of its right to an informal renewal hearing before the PCSB Board, and the school elects whether to request this hearing.</p>	<p>The SRA affords schools applying for charter renewal an opportunity for an informal, public renewal hearing before the PCSB Board. For more information about these informal hearings, see <a href="#">page 14</a> of this document.</p> <p>Per the SRA, PCSB must inform the school of its right to an informal hearing no later than 15 days after the school submits its renewal application, and schools must elect whether to request such a hearing within 15 days of receiving this notice. PCSB will aim to provide schools with a draft of its renewal report along with this notice.</p>	<p>PCSB must send this notice not later than 15 days after receipt of a school’s renewal application.</p> <p>The school must request a hearing within 15 days of receiving this notice.</p>

**2013-2014 CHARTER RENEWAL OVERVIEW**

<b>Action Item</b>	<b>Description</b>	<b>Date</b>
<p>PCSB provides a draft copy of the preliminary charter renewal report to the school</p>	<p>PCSB’s preliminary charter renewal report includes its assessment of the school’s academic performance, legal compliance, and fiscal management, as well as a recommendation to the PCSB Board regarding whether it should renew the school’s charter.</p> <p>PCSB shares its preliminary report with the school to allow the school an opportunity to respond to the report in writing, and to correct any inadvertent substantive factual errors, before this report is considered final and made public.</p>	<p>Contemporaneous with the notice of right to a renewal hearing, or soon thereafter</p>
<p>PCSB Board conducts the informal renewal hearing (if requested)</p>	<p>If possible, the PCSB Board will conduct the informal hearing during regularly scheduled PCSB public meetings.</p> <p>School leaders and board members are requested to attend the informal hearing and answer questions the PCSB Board may have regarding their school’s performance and proposed renewal.</p>	<p>PCSB Board must hold the informal hearing no later than 30 days after the school requests it.</p>
<p>PCSB Board votes whether to renew the school’s charter</p>	<p>If possible, the PCSB Board will conduct the vote on whether to renew during regularly scheduled PCSB public meetings.</p>	<p>If the school does not request a hearing, the PCSB Board will vote on renewal no later than 30 days after the date PCSB informed the school of its right to such a hearing.</p> <p>If the school does request a hearing, the PCSB Board will vote on renewal no later than 30 days after the date of the hearing.</p>

**2013-2014 CHARTER RENEWAL OVERVIEW**

<b>Action Item</b>	<b>Description</b>	<b>Date</b>
PCBS Board issues renewal decision	The PCSB Board will issue its renewal decision in writing to the school.	<p>If a school did not request an informal hearing, no later than 30 days after PCSB issued notice of a right to an informal hearing.</p> <p>If the school requests an informal hearing, no later than 30 days after this hearing.</p>
<b>PART 2</b>		
PCSB staff meets with school leadership	PCSB staff and school leadership will meet to discuss any changes to the school's charter for the next 15-year term, including updates to school's goals and academic achievement expectations.	Meeting will be scheduled within 45 days of renewal vote
School submits proposed changes to charter	If the school amends its charter, it must submit its proposed changes to PCSB	Changes must be submitted by May 1
PCSB staff and school leadership finalize proposed changes	PCSB staff and school leadership negotiate school's proposal for updating its charter and come to agreement.	Within 30 days of receiving the school's proposed changes, agreed changes will be finalized.
PCSB Board votes to amend school's charter	School leaders and board members are requested to attend this meeting and be available to answer any questions the PCSB Board may have regarding their school's proposed amendment.	No later than the last PCSB meeting preceding the expiration of the school's charter

### **PCSB Communication with Schools, Trustees, and Parents**

PCSB maintains contact with schools – including their staff and boards – throughout their renewal process. Each school is guided through this process through regular, one-on-one meetings with PCSB staff. The schools' primary point of contact is the Charter Agreement Specialist, who is responsible for drafting the PCSB's charter renewal report. The Charter Agreement Specialist works with the school to ensure the school understands the charter renewal process and that the charter renewal application is complete, inclusive of all applicable data submissions.

School parents, families, and community members are notified of the school's renewal application, the findings in PCSB's preliminary charter renewal report, and opportunities for public comment on PCSB's renewal decision through postings on the PCSB website. If the school requests an informal renewal hearing, PCSB notifies the public of the renewal hearing in the DC Register. If the PCSB staff recommendation is for charter non-renewal, PCSB notifies the Advisory Neighborhood Commission where the school is located to solicit parent and community feedback.

### **Opportunities for Restarts or Takeovers**

In the years leading up to charter renewal, the PCSB Board and staff conduct regular meetings with academically or financially struggling schools to discuss the possibilities for takeover or restart. PCSB has also adopted an experienced operator charter application process. The experienced operators who are approved to open new schools in addition to any consistently Tier 1 DC public charter school are automatically eligible to take over existing struggling schools.

Research in takeovers shows that takeovers are more likely to be successful when supported by the leadership of the school being taken over. For this reason PCSB seeks to support and encourage existing boards of struggling schools to explore takeover opportunities rather than imposing takeovers on schools. Two takeovers have been announced by the boards of directors of two closing schools: Democracy Prep will be taking over Imagine SE PCS, and KIPP DC PCS will be taking over Arts and Technology Academy, PCS. PCSB will be reviewing and voting on these announced takeovers in the coming months.

**74 How many public charter schools were closed in FY13 and how many schools are slated for closure or revocation in FY14, to date?**

- **Please list the name of each school and a narrative description of the reason for closure and/or revocation.**
- **Please describe which Board policies and/or law that grant the Board with the authority to close a school or allow the Board to close an individual campus.**

In FY 2013, PCSB did not close any public charter LEAs. However, the following reductions took place:

1. Cedar Tree PCS (formally Howard Road PCS) amended its charter to serve grades PK3 through kindergarten, eliminating grades 1-8. In doing so, it consolidated its three campuses into one campus. This was a school-initiated amendment.
2. Community Academy PCS eliminated the middle school at its Amos 3 campus in 2013 and will close its Amos 3 campus at the end of school year 2014. This was due to low performance on the 2012 and 2013 Performance Management Framework. This campus has lower performance vis-à-vis other campuses and, when included in the renewal analysis, would have caused PCSB to determine that the school had not met its goals and student achievement expectations, a condition of renewal. By closing the campus, the overall average of the local education agency (“LEA”) improves.
3. Imagine SE PCS is relinquishing its charter at the end of school year 2014, due to low performance on the 2013 Performance Management Framework. It recently entered into an agreement with the recently PCSB-approved Democracy Prep PCS to acquire the school’s students and assets so that no student is displaced. Imagine SE PCS received a high-stakes charter review in FY13 and PCSB determined that it was not making sufficient progress on its goals and student achievement expectations. Rather than immediately close the school and disrupt the students, PCSB offered the school the opportunity to either perform in mid-tier 2 on the PMF or to find another operator to turn around the school’s performance.
4. PCSB did not renew the IDEA PCS charter. However the Mayor exercised his authority to place the school under probation as an alternative to closure. The school will remain under probation for three years. It met its performance threshold for year one. In addition IDEA PCS eliminated its middle school and is now exclusively a high school.
5. Septima Clark PCS relinquished its charter and entered into an agreement with Achievement Prep PCS, in which Achievement Prep PCS acquired the school assets and the Septima Clark PCS students were offered enrollment in Achievement Prep. Septima Clark PCS was a low-performing public charter school in danger of being a Tier 3 school for three years and was found to not have met its goals and student achievement expectations.
6. Maya Angelou PCS announced in 2013 that it would close its middle school at the end of the 2013-14 school year. This was due to persistently low academic performance.

It is too early to comment on the full scope of potential school closures for FY14. The PCSB Board will vote on each school up for renewal to determine whether it should be renewed. At the time of writing, two schools have had their charters non-renewed is Arts and Technology Academy PCS and Booker T. Washington PCS. The schools were found not to have met their goals and student achievement expectations as set forth in its charter. One school, Options PCS, is currently undergoing charter revocation proceedings due to fiscal mismanagement.

The specific Board policies and laws that grant the Board with the authority to close schools/ allow the Board to close individual campuses follow below:

Section 38-1802.13 of the District of Columbia School Reform Act ("SRA") provides that using the record established by the eligible chartering authority, an eligible chartering authority that has granted a charter to a public charter school may revoke the charter if the eligible chartering authority determines that the school:

- (1) Committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; or
- (2) Has failed to meet the goals and student academic achievement expectations set forth in the charter.

The SRA also requires PCSB as the eligible chartering authority to revoke a charter if it determines that the school:

- (1) Has engaged in a pattern of non-adherence to generally accepted accounting principles;
- (2) Has engaged in a pattern of fiscal mismanagement; or
- (3) Is no longer economically viable.

Section 38-1802.12 of the SRA requires PCSB, as an eligible chartering authority, to review a public charter school's charter at least once every 5 years to determine whether the charter should be revoked for the reasons described in 38-1802.13(a) or (b), in accordance with the procedures for revocation established under 38-1802.13.

For schools recently renewed, each charter agreement includes a clause that states PCSB has the authority to propose revocation of the school's charter or closure of any of its campuses pursuant to this particular section (9.2 revocation).

PCSB's Adopt the PMF as Goals Policy establishes standards that a school must meet at each review and renewal, if it chooses to elect the PMF as its goals and student academic achievement expectations. If these standards are not met at the time of the 5<sup>th</sup> and 10<sup>th</sup> year review, PCSB may revoke a school's charter. At renewal, a school must meet the standards established or PCSB shall revoke the school's charter.

Finally, PCSB's PMF Guidelines state that a school is a candidate for closure if it remains in Tier 3 for 3 out of 5 consecutive years.



**75 Please describe the process and timeline for closing a public charter school once the PCSB has voted for the revocation process.**

- **Is this process adequate to meet the needs of students and families? If so, why? If not, why not?**
- **Does the PCSB have the staff and resources to appropriately manage the actual closing of each school in the charter revocation process?**
- **Please also include what happens to the assets of the closing school and in particular the school building if it is privately owned or leased from the District.**

Generally, PCSB provides a school either with notice of its right to an information hearing on non-renewal within 15 days of receiving an application of renewal or of its right to an informal hearing if proposing to revoke a charter. The Board of Trustees of School has 15 days to respond to the notice if requesting a hearing. If a school requests a hearing, PCSB shall schedule it to take place no later than 30 days after receiving the written request. PCSB must provide its decision in writing no later than 30 days after the hearing has concluded (or 30 days after providing notice of a right to a hearing if a hearing is not requested).

Once the Board announces its decision to revoke a school's charter, or alternatively, if a school's charter is not renewed or is voluntarily relinquished, the school will enter the official closure process. The closure process involves responsibilities led by the PCSB as well as the closing school's leadership. The PCSB is primarily responsible for notifications and closure team meetings, while school leadership is primarily responsible for student records, transfer enrollment, federal grants closeout, special education considerations, fiscal matters, and dissolution of the nonprofit corporation.

An initial closure meeting scheduled by PCSB with the school leadership within seven days of the revocation vote reviews initial deliverables, the closure timeline and school closure plan, establishes points of contact and outlines which PCS staff will remain on payroll for duration of closure period and discusses procedures such as student enrollment, records, credit recovery and cash flow. Subsequent meetings can occur weekly if needed or phase to bi-weekly or as needed meetings.

A typical closure plan timeline includes the following milestones:

Immediately on receipt of Charter Revocation Notice or Announcement of Charter

Relinquishment

- Notify the PCSB of the process for informing staff, students and parents of the PCS' impending closure
- Schedule the community forum with the PCSB Closure Liaison

*And continually thereafter until the non-profit corporation is dissolved*

- Implement whatever steps are necessary to assure the maintenance of all corporate records

- Inform the PCSB regarding any litigation, complaints, and the like, and provide copies of all filings
- Maintain Directors' and Officers' Liability Insurance through Dissolution
- Secure all PCS property

Within 7 days of Charter Revocation Notice or Announcement of Charter Relinquishment (i.e. prior to the Initial Closure Meeting):

- Review the Closure Plan Report Form in preparation for the Initial Closure Meeting
- Notify staff, parents, and students of the PCS' impending closure
- Notify DC government agencies of PCS' impending closure
- Prepare Required Financial Reports for Review at the Initial Closure Meeting

*And on 7-day intervals through pre-closure, closure, and post-closure, until the date of the Final Statement outlined below*

- Assess student records and prepare/update a summary report to the PCSB

*And continually thereafter*

- Inform the PCSB of the remaining schedule of board meetings and submit board meeting minutes to the PCSB

Within 14 Days of Charter Revocation Notice or Announcement of Charter Relinquishment

- Notify all parents of Special Education students of their due process rights and responsibilities under the Individuals with Disabilities Education Act (IDEA)
- Provide the PCSB Closure Liaison with a Staffing Plan for the duration of the school year and until dissolution of the PCS Corporation
- Provide the PCSB with a timetable and plan for collecting debts and paying creditors
- Submit a report to the PCSB of all open and active federal grants received by the PCS

*And on 7-day intervals through pre-closure, closure, and post-closure, until the date of the Final Statement outlined below*

- Submit Closure Plan Status Report to the PCSB and OSSE

Within 21 Days of Charter Revocation Notice/Announcement of Charter Relinquishment

- Notify all funding sources/charitable partners of the PCS' impending closure
- Notify all vendors/contractors regarding cessation of the PCS' operations and negotiate termination of contracts

Within 28 Days of Charter Revocation Notice/Announcement of Charter Relinquishment

- Provide to the PCSB the names of all employees hired since inception
- Provide to the PCSB a list of all teachers who participated in the DC Teacher Retirement Fund

*And then monthly through pre-closure, closure, and post-closure, until the date of the Final Statement outlined below*

- Submit Interim Monthly Financial Statements to the PCSB

After an employee termination date is established, but in no event later than 60 days before the Revocation/Relinquishment Date

- Notify benefit providers of pending termination of all employees
- Notify all employees of termination of employment and/or contracts

At Least 30-Days prior to the Revocation/Relinquishment Date

- Contact all debtors and demand payment
- Prepare and submit to the PCSB and OSSE a log of all equipment and supplies purchased with federal grants to date
- Report to the PCSB the plans for terminating all bank and credit card accounts
- With assistance from the PCSB, reconcile all billings and payments with the Office of the Chief Financial Officer (OCFO), including special education payments or other “lagged” payments

Within 7 Days after the Revocation/Relinquishment Date

- Distribute copies of final transcripts and test scores to current students and/or parents, along with an information notice
- Ensure that all IEPs are updated and that all information is entered into SEDS

Within 14 Days after the Revocation/Relinquishment Date

- Transfer student records to the PCSB or the Records Management Company
- Provide a copy of Special Education student’s file to his/her parent
- Submit data report to OSSE

Within 30 Days after the Revocation/Relinquishment Date

- Begin process of transferring property purchased with federal grants
- Liquidate all other PCS Property

To be determined by the PCSB, anticipated to be no later than 90 days after last day of operations

- Make final federal, state, and local tax payments, and issue final personnel tax reports
- Make final payments to all vendors/contractors
- Prepare to the full satisfaction of the PCSB a Final Statement of the status of all contracts and other obligations of the PCS Corporation, and all funds owed to the PCS, audited (or confirmed) by an independent accountant, with supporting evidence

November 1 or Sooner if Deemed Appropriate by the PCSB

- Submit an Annual Audit for the current fiscal year.
- Dissolve the PCS’ non-profit corporation
- Identify Custodian for all school records.

**Is this process adequate to meet the needs of students and families? If so, why? If not, why not?**

While school closure is difficult there are adequate processes in place to meet the needs of students and families. PCSB hires enrollment specialists who work to facilitate and ensure the enrollment of displaced students in appropriate transfer schools. This includes working one-on-one with students and parents, as well as working with the school's guidance counselor or other school leadership. Enrollment specialists also work with the school's special education coordinator and the PCSB Special Education Specialist to ensure that each displaced student with an IEP finds enrollment in an appropriate school, that IEP student files are properly transferred and captured in the SEDS database, and that the closing school properly notifies all parents of special needs students of their rights and responsibilities.

PCSB enrollment specialists to help students find a new school and facilitate enrollment will be introduced at the forum. Additionally this year enrollment specialists are trained by My School DC staff on the unified online application and lottery process.

Some of the dates specified in the law can create difficulties for PCSB when managing closure or non-renewal. Most schools eligible for charter renewal may submit their renewal documents as late as April of their final school year. Were PCSB to non-renew the school this would mean that such a decision would occur well after application and lottery deadlines at other schools and thus make it extremely difficult for PCSB to support students and families in finding alternate placements.

**Does the PCSB have the staff and resources to appropriately manage the actual closing of each school in the charter revocation process?**

Yes, the PCSB has been allocated up to \$200,000 by OSSE to ensure charter school closures are smooth. PCSB has identified a team of PCSB staff to oversee closure of revoked charter schools and has hired a consultant who has experience in the matter, and has previously worked at OSSE and DME, to manage the process. PCSB would also hire auditors to lead the financial oversight part of the closure process. PCSB has secured a sufficient number of enrollment specialists who would work with families to ensure each student registers at another school.

**Please also include what happens to the assets of the closing school and in particular the school building if it is privately owned or leased from the District.**

First, the assets of the school must first be secured, inventoried and declared.

All assets purchased with federal funds, including all technology (computers, cell phones, tablets) and any other property with a purchase price in excess of \$300, must be returned to OSSE. OSSE may declare the property "excess" and it must then be offered to other charters on a first come, first served basis.

Schools maintain ownership of items purchased with local UPSFF funds or privately raised dollars. They may sell these to settle debts or may transfer to an acquiring entity but must provide PCSB with documentation for any item sold or transferred.

Facilities are subject to the terms of the lease or deed, plus conditions of loans and financing.

The assets are distributed pursuant to an asset distribution plan as required under the SRA 38-1802.13a. A school building that is privately owned most likely will have to be sold. If it is leased from the District, the District retains ownership of it and can lease it to another charter school. The terms of the lease would guide next steps.

**76 PCSB developed its Performance Management Framework to outline the process by which it evaluates the performance of charter schools.**

- **Please provide the following information regarding the Performance Management Framework:**
  - A. The indicators used to determine the tier level for each school;**
  - B. The number of schools in each Tier;**
  - C. How the PCSB will support schools to help them advance from Tier 2 and Tier 3 to Tier1; and**
  - D. How the PMF tiers correlate with the State Report Card.**

**Q 76 (A). PCSB developed its Performance Management Framework to outline the process by which it evaluates the performance of charter schools.**

**Please provide the following information regarding the Performance Management Framework:**

**The indicators used to determine the tier level for each school;**

<b>Elementary and Middle School Framework</b>	
<b>Student Progress</b> Median Growth Percentile – Reading 20% Median Growth Percentile – Math 20%	<b>40%</b>
<b>Student Achievement</b> DC-CAS Proficient + Advanced – Reading 10% 3rd-5th grades 6th-8th grades DC-CAS Proficient + Advanced – Math 10% 3rd-5th grades 6th-8th grades DC-CAS Advanced – Reading 2.5% 3rd-5th grades 6th-8th grades DC-CAS Advanced – Math 2.5% 3rd-5th grades 6th-8th grades	<b>25%</b>
<b>Gateway</b> DC-CAS 3rd grade reading proficiency 7.5%	<b>15%</b>

DC-CAS 8th grade math proficiency 7.5%	
<b>Leading Indicators</b> Attendance 10% Re-enrollment 10%	<b>20%</b>

<b>High School Framework</b>	
<b>Student Progress</b> Median Growth Percentile – Reading 7.5% Median Growth Percentile – Math 7.5%	<b>15%</b>
<b>Student Achievement</b> DC-CAS Proficient + Advanced – Reading 10% DC-CAS Proficient + Advanced – Math 10% DC-CAS Advanced – Reading 2.5% DC-CAS Advanced – Math 2.5% Advanced Placement or International Baccalaureate 5%	<b>30%</b>
<b>Gateway</b> Graduation Rate 7.5% PSAT (11th grade performance) 7.5% SAT/ACT (12th grade performance) 7.5% College Acceptance rate 7.5%	<b>30%</b>
<b>Leading Indicators</b> Attendance 10% Re-enrollment 10% 9th grade credits on track 5%	<b>25%</b>

**Q76 (B): The number of schools in each Tier**

<b>Total Number of Campuses (2013)</b>	<b>104</b>
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Total Number of Tiered Campuses (2013)	63
Total Number of Tier 1 Campuses	23
Total Number of Tier 2 Campuses	33
Total Number of Tier 3 Campuses	7

**Q76 (C) How the PCSB will support schools to help them advance from Tier 3 to Tier 2 to Tier 1?**

Please see Question 79C.

**Q76 (D) How the PMF tiers correlate with the State Report Card.**

According to the requirements of the ESEA Waiver, OSSE developed a recognition, accountability and support system for schools in the District of Columbia. OSSE’s system places schools into 5 discrete categories: reward, rising, developing, focus and priority. PCSB’s PMF places schools into 3 discrete categories: Tier 1, Tier 2 and Tier 3, based on the indicators described above. In order to conduct a correlation analysis between the two systems, PCSB translated OSSE’s ESEA 5-tier variable into PMF’s 3 Tier variable. As such, PCSB assumed that ESEA’s reward schools translate philosophically to PMF’s Tier 1 School, in the sense that both reward schools (OSSE’s ESEA system) and Tier 1 schools (PCSB’s system) are high performing. Similarly, PCSB assumes ESEA’s developing/rising schools translate to PMF’s Tier 2 schools; and focus/priority schools translate to PMF Tier 3 schools.

As Early Childhood, Adult Education and Alternative Education schools are not tiered under the current PMF and OSSE’s system; those schools were not included in the correlation analysis, thereby leaving the sample size to 63.

Schools that offer both Elementary/Middle School (ESMS) and High School (HS) programs receive two different PMF reports and therefore may end up with two different tier levels for ESMS and HS. In OSSE’s system, they are counted as one school. Schools that fall under this criterion are: SEED PCS and Perry Street Prep PCS, and only SEED PCS of Washington, DC received two different tiers on the 2013 PMF (Tier 2 on ESMS PMF and Tier 1 on HS PMF). For this analysis, we considered them a Tier 2 school, as they have more students in their middle school program.

**Findings:**

**2013**

Out of 23 campuses that PCSB defined as Tier 1 schools, 5 were classified as Reward, 16 as Rising, and 2 as Focus; out of 33 Tier 2 schools, 3 were Reward, 25 schools were classified either as Developing or Rising, and 5 were Focus; whereas out of 7 PMF Tier 3; none were identified as Reward, 1 was Rising, 4 were Developing and 2 were classified as Focus/Priority under ESEA. As a result, there seems to be some alignment between the PMF and ESEA Classification. The following table demonstrates this in further detail:



*Table 1: 2013 PMF Tier and ESEA Classification Matrix*

ESEA classification	Tier 1	Tier 2	Tier 3	Total
Reward	5	3		<b>8</b>
Rising	16	21	1	<b>38</b>
Developing		4	4	<b>8</b>
Focus	2	5	1	<b>8</b>
Priority			1	<b>1</b>
<b>Grand Total</b>	<b>23</b>	<b>33</b>	<b>7</b>	<b>63</b>

## Comparison of 2013 results with 2012

### 2012

Out of 21 campuses that PCSB defined as Tier 1 schools, 3 of them were classified as Reward schools under ESEA and 17 as Rising; only 1 was identified as a Focus school; out of 31 Tier 2 schools, 1 was classified as Reward; 27 schools were classified either as Developing or Rising; and 3 were identified as Focus; whereas, out of 8 PMF Tier 3 schools, none were identified as Reward; 1 was Rising; 5 developing; and 2 were classified as Focus/Priority under ESEA.

*Table 2: 2012 PMF Tier and ESEA Classification Matrix*

ESEA Classification	Tier 1	Tier 2	Tier 3	Total
Reward	3	1		<b>4</b>
Rising	17	19	1	<b>37</b>
Developing		8	5	<b>13</b>
Focus	1	3	1	<b>5</b>
Priority			1	<b>1</b>
<b>Total</b>	<b>21</b>	<b>31</b>	<b>8</b>	<b>60</b>

**Conclusion:** The systems, while similar in many ways, serve different purposes. OSSE’s system is designed to identify those schools that are on the “up and up”, making gains in the percent proficient on the state assessment in all subgroups and to identify the bottom 5% of all schools that are in need of immediate intervention in one specific subgroup (Focus) or in all subgroups (Priority). PCSB’s system is designed to identify the high-flyers, who consistently score in the highest realms on many metrics, and to identify the lowest performing public charter schools for all students. The table below highlights a few major differences in the methodology:

<b>ESEA</b>	<b>PMF</b>
Ranks schools into 5 different categories	Ranks schools into 3 different categories
Uses student growth model that is geared towards assigning 100 points to all students who are proficient in the current year; and 110 points to all students who are advanced in the current year.	Uses Colorado growth model that uses advanced statistics methods to generate a growth percentile of each student. Student growth percentiles are calculated by comparing each student to their statewide academic peers, not to all students statewide. In other words, students who scored 530 in DC CAS reading last year will be compared against students who scored something similar to 530, not with students who scored 590.
ESEA analysis is conducted at the campus level and/or subgroup level.	The PMF separates a campus into multiple frameworks based upon its grade span and tiers the school in each framework separately. It assumes that the success factors for HS students are different from ESMS student or Early Childhood. For example , HS students are measured on AP, SAT, PSAT, graduation rate, 9th grade on track to graduate, apart from other instruments that ESMS PMF uses.
Attendance and re-enrollment do not contribute to the index score.	Attendance and re-enrollment contribute to the PMF points and tiers.
Index Score is calculated based upon Index Values.	PMF points are calculated based upon floors, targets and weights of all PMF metrics.

A copy of the 2013 PMF Technical Guide can be found [here](#). The [2014](#) PMF Technical Guide can be found here.

**77 How does the PCSB communicate to operators of Tier 3 schools that their performance is unacceptable.**

- **Please provide a narrative description of that process and a list of Tier 3 schools that the PCSB is currently working with to implement performance improvement plans as well as copies of any such performance improvement plans.**

Performing oversight and supporting autonomy while balancing accountability are the guiding principles behind PCSB's support for Tier 3 schools. Consistent with PCSB's effort to ensure that families and students have high-quality educational options, PCSB is aggressive about closing low-performing schools. Before entering into discussions of potential closure, PCSB has a number of different interventions for Tier 3 schools.

**Board to Board Meetings:** PCSB has open and honest conversations with the school boards of Tier 3 schools on the likelihood of school improvement. In many cases, these conversations happen prior to the school reaching Tier 3 status (as with Tier 2 schools that are on a downward trajectory) so that the school's board of trustees is made fully aware of the critical and imminent need for action.

These meetings typically involve members of the PCSB Board of Directors and senior staff and the leadership of the school in question. PCSB highlights the school's low performance and focus the specific school board of trustees' attention on the need to improve the school and the consequences, including closure, of failure to improve the school. PCSB does not demand performance improvement plans. The steps the school takes to improve the school are for the school board and leadership to decide. PCSB is not a school district but an authorizer. PCSB has found that these meetings have led to substantial changes by the boards of trustees at many of the schools facing these challenges. These changes include replacement of key leadership or charter management organizations, installation of substantial turnaround plans, decisions to close specific campuses or grade levels, or steps to be absorbed by a high-performing charter school to better serve its students.

**Performance Management Framework and Qualitative Site Reviews:** PCSB gives schools the autonomy to make critical improvements. Rather than tell schools how to improve, PCSB uses the Performance Management Framework along with its Qualitative Site Reviews to identify for schools areas of growth.<sup>1</sup>

Tier 3 schools receive a comprehensive Qualitative Site Review (QSR)<sup>2</sup>, enabling PCSB to identify key areas of growth. Using Charlotte Danielson's Framework for Teaching rubric for classroom observations, PCSB staff and consultants evaluate the quality of two domain areas, Classroom Environment and Instructional Delivery. PCSB staff, along with consultants trained extensively in the use of the rubric, observes schools' instructional staff and rate teachers on a scale of limited to exemplary in each of the eight elements within these two domains. In addition

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<sup>1</sup> Please see PCSB's response to Question 76 for additional information on the Performance Management Framework.

<sup>2</sup> Please see the QSR Protocol for DC Charter Schools in this section tab.

to classroom observations, the QSR also includes observations on the school's mission, goals, and governance.

At the conclusion of the QSR, the PCSB assessment lead gathers data from all review participants and produces a report, which details the areas of strength and the areas of growth for a school. After the team completes the review, the PCSB assessment lead also provides feedback around these areas of strength and growth with school leadership. The use of the same rubric in all QSRs enables school leaders to see change over time, identify the areas where the school has improved, and pinpoint areas that require further support from school leadership.

[PCSB's QSR reports for 2013 and 2014](#) can be found via the enclosed hyperlink.

**Probation Agreements:** Recognizing the drastic need for improvement if a Tier 3 school is to remain open, some schools choose to enter into turnaround agreements prior to their formal charter review by PCSB. Probation agreements set out clear deliverables and outcomes for schools, and real consequences if the school does not meet these deliverables. A probation agreement may include the possibility of a takeover by a high performing charter school if the school fails to meet the benchmarks set forth in the agreement, as was the case with Imagine SE PCS.

### **Tier 3 Elementary and Secondary Education Act (ESEA) Focus and Priority Schools**

In response to the 2012 ESEA waiver granted to the District of Columbia, OSSE has developed a differentiated recognition, accountability, and support system for public charter schools to improve student achievement and the quality of instruction for students. PCSB has flexibility to address accountability requirements of ESEA's Title I, Part A, and has primary responsibility for overseeing, developing, implementing, and monitoring requirements at the school-level. At this point in the waiver's implementation, PCSB is monitoring public charter school's development of Focus school improvement plans and Priority school turnaround plans. It is important to note that PCSB gives schools autonomy to develop their improvement plans as they see fit, without the burden of frequent interference. PCSB is concerned more with the outputs of these schools, which it monitors through the Performance Management Framework and Qualitative Site Reviews. The two schools that have both 2012 ESEA Waiver Focus/Priority status and Tier 3 status are Arts and Technology Academy PCS and Booker T. Washington PCS. Please see the chart below for further information about the status of these schools.

**Current Tier 3 Schools: School Year 2013-2014**

School	Action
<p><b>Arts and Technology Academy PCS</b></p> <p>This school was identified as a Focus school under the 2012 ESEA Waiver for the underperformance of special education students for school year 2013-2014.</p>	<p>PCSB has made the decision not to renew the school's charter. The school has announced that KIPP DC PCS will takeover the school.</p>
<p><b>Booker T. Washington PCS</b></p> <p>This school was identified as a Focus school for school year 2012-2013 for the underperformance of African American and economically disadvantaged subgroups, and a Priority school for school year 2013-2014 for low academic performance school-wide under the 2012 ESEA Waiver.</p>	<p>The PCSB Board voted in January not to renew the school's charter.</p>
<p><b>Community Academy PCS – Amos 3</b></p>	<p>As a result of low academic performance on the 2012 PMF, Community Academy PCS – Amos 3 closed their middle school program and currently operates PK through fifth grades.</p>
<p><b>Hope Community PCS - Lamond</b></p>	<p>Hope Community PCS – Lamond's performance on the PMF decreased during 2012 to 2013, from Tier 2 to Tier 3. Consequently, PCSB has scheduled a Board to Board Meeting to discuss the school's low performance.</p> <p>The school also underwent a QSR in January for Tier 3 performance on the 2013 PMF.</p>
<p><b>Imagine Southeast PCS</b></p>	<p>As a result of conversations between PCSB and the board of Imagine SE PCS about the school's chronic low performance, the school chose to enter into a Turnaround Plan and Agreement in February 2013<sup>3</sup> The Agreement sets forth clear expectations that the school was required to meet in order to continue operation, including the execution of a Turnaround Plan.<sup>4</sup></p>

<sup>3</sup> The Imagine SE PCS\_2012-2013 Performance Agreement is enclosed in this section tab for review.

<sup>4</sup> The Imagine SE PCS Turnaround Plan is enclosed in this section tab for review.

School	Action
	<p>As a result of the school not meeting the terms of this agreement, the school board entered into discussions with high performing charter management organizations to discuss a school takeover. Democracy Prep DC will take over Imagine SE PCS in July. Students at the existing school will have a guaranteed spot at the school, to be renamed Democracy Prep Congress Heights PCS, with the new operator.</p>
<p><b>Perry Street Preparatory PCS – Upper School</b></p>	<p>As a result of low academic performance, PCSB staff is recommending renewal of the charter for grades PK-3 through 8<sup>th</sup> grade only. Considering the drastic impact closing a high school will have on the students, PCSB is giving the school one year to transition it students or find a high-performing charter to acquire its assets.</p>
<p><b>Potomac Lighthouse PCS</b></p>	<p>As a result of the school’s low academic performance, PCSB has had a Board to Board Meeting with the school’s board of trustees and members of the Lighthouse Academies.</p> <p>The school underwent a QSR in January 2014 for Tier 3 performance on the 2013 PMF.</p>



# **Qualitative Site Review Protocol for DC Charter Schools**

Updated November 2013

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## Overview and Purpose of the QSR

DC Public Charter School Board (“PCSB”) has developed a review instrument that helps inform our determination of whether a public charter school is meeting the goals and student expectations as described in its charter agreement.

The purpose of this instrument is to provide PCSB board members, PCSB staff, public charter school leaders, and other community members with qualitative evidence to complement the quantitative evidence gathered in the Performance Management Framework (“PMF”) and through other quantitative data.

Qualitative Site Reviews (“QSR”) are comprised of two components that are conducted at the campus level and two that are conducted at the school level:

- a. An introductory meeting with school leaders to gather information about the school’s mission, vision, and academic program (school);
- b. Unannounced school visits (campus);
- c. Observation of the school’s board meeting(s) (school);
- d. Observation of a school’s parent event(s) if it is pertinent to the school’s goals (campus).

The QSR team produces a final report containing an overall assessment for each campus within the Local Education Agency (“LEA”), which is sent to the school leader and board chair within six weeks after the visits.

At the heart of the QSR are classroom observations, which are conducted during unannounced school site visits in a pre-determined two-week window. Using the Framework for Teaching<sup>1</sup> rubric, trained PCSB staff and consultants collect objective, qualitative evidence of the teaching and learning occurring at the campus.

In school year 2013- 2014, PCSB will complete QSRs at campuses that meet at least one of the following criteria:

- Eligible to petition for 15-year Charter Renewal during the 2013-14 or 2014-15 school years.
- Eligible for five-year or ten-year Charter Review during the 2013-14 or 2014-15 school years.
- Designation as a Focus/Priority school by Office of the State Superintendent (“OSSE”)<sup>2</sup>.
- Tier 3 ranking on the PMF during the 2012-13 school year<sup>2</sup>.
- Meeting less than 30% of targets in an Accountability Plan during the 2012-13 school year<sup>2</sup>.

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<sup>1</sup> See [www.danielsongroup.org](http://www.danielsongroup.org)

<sup>2</sup> Initially the QSR will only apply to the relevant campus in the case of multi-campus schools. PCSB reserves the right to expand the QSR to the entire LEA based on its initial findings.

The following represents a general overview of the QSR process, as well as some of the required documents to be made available before the visit.

## Conducting the Qualitative Site Visit

### Pre-Visit Meeting

PCSB assumes that the school leader will act as the coordinator and liaison for the QSR; however, the school has the option of designating another person to assume this role. PCSB works with the designated person to ensure that key documents are provided to PCSB and the QSR team prior to the on-site visits.

PCSB will invite school leader(s) to meet approximately two months prior to the QSR Two-Week Window. The QSR coordinator will meet with school leadership to discuss the following items:

- Introductions/Purpose of the Meeting
- Overview of Qualitative Site Visits
- School's Mission and Goals
- Site Visit Logistics
- Details about unannounced site visit window
- Discussion about Board Meetings and Parent Meetings (if applicable)

For schools undergoing charter renewal or review, a member of the charter agreement team also attends the pre-visit meeting to discuss the alignment of the QSR with the charter renewal/review process.

The following documents are requested to be electronically submitted prior to the pre-visit meeting (please see Required Documentation, page 9, for more details):

- Professional Development Calendar
- Teacher Roster
- Master & Daily Schedule and School Calendar
- Floor Plans (if useful)
- Dates that may conflict with the unannounced two-week visit window, such as field trips, school-wide testing, assemblies, presentations, other visitors, etc.
- Dates for Parent Meetings for the school year
- Dates for Governing Board meetings for the school year

## **Unannounced Two-Week Visit Window**

At the pre-visit meeting, PCSB and the school agree upon a two-week window during which the QSR team may arrive at various times to observe classrooms and the school. It is requested at the pre-visit meeting that the school let PCSB know of dates in the two-week window when students would not be in classes (professional development days, field trips, assessment testing, etc.)

A list of possible observers will be given to the school at the pre-visit meeting. PCSB will inform the school of changes prior to the two-week window. Schools should plan on two to four hour observations. Some classrooms may be observed more than once. PCSB's goal is to observe more than 75% of the teaching staff, with a focus on the core content teachers

Classroom visitors will not be disruptive to classroom activities. Visitors will not interrupt the lesson, and will take cues from the teachers and students as to where to sit, and if appropriate, to talk with students. The classroom visitor will be taking notes during the observation. If the school leader learns of any improprieties done by the observer, s/he should notify Erin Kupferberg, [ekupferberg@dcpcsb.org](mailto:ekupferberg@dcpcsb.org) immediately to file a complaint.

## **Governing Board Meeting**

A PCSB staff member or consultant will attempt to observe the majority of one governing board meeting for the school. The purpose of this visit is to gauge the extent to which the school's governance is providing effective oversight of the charter school.

## **Parent Event**

At PCSB's discretion, based on the pertinence to the school's goals, a PCSB staff member may observe part of a parent event at the school.

## **QSR Report**

After the unannounced two-week window, the QSR team prepares a written report that includes the team's findings and the evidence to support those findings. The report includes evidence and findings on the charter's mission and goals, classroom environments, instructional delivery, and comments on other material topics, such as meeting the needs of all learners, school climate, and governance. The QSR team lead will set a meeting with school leadership to go over the findings. The goal of the report-out is to share evidence-based findings with the school collected throughout the two-week observation period and at the board meeting and parent event, if applicable. The QSR report will be submitted shortly after the two-week window to the school's board chair and school leader and the objective qualitative evidence can be used to identify trends and areas of strengths and weaknesses. The report will be used to inform charter renewals, charter reviews, ESEA Waiver reports, and to provide the Board with complementary evidence to support (or not) a Tier 3 PMF score.

The school can respond to findings in the report that it disagrees with by submitting a written response to PCSB's Deputy Director.

## **Team Organization and Reflection**

In addition to the team lead, the Review Team comprises other PCSB staff and consultants who are assigned to visit the school during the unannounced two-week window. The review team will consist of two or more individuals, depending on the number of core-content teachers in the school.

### **Responsibilities of the Team Lead:**

- Contact the Review Team prior to the unannounced two-week window and disseminate information submitted by the school for the QSR visit.
- Assign a set of teachers to observe to each member of the Review Team
- Indicate times of day specific members should observe at the school (am or pm) to observe a variety of classrooms.
- Collect all observation notes from each member of the team
- Organize and conduct follow-up meeting for team members to discuss observations
- Write the QSR report
- Set up a time with the school to give a report-out of the QSR findings to leadership within two weeks of the unannounced two-week window
- Serve as a liaison between the school leadership and the team by answering questions, receiving calls of concern, or in cases of emergencies, such as if the school closes unexpectedly due to inclement weather and the two-week window needs to be revisited.

### **Responsibilities of the Review Team:**

- Review documents from the school and QSR templates prior to the unannounced two-week Window, specifically the school's mission and goals.
- Plan to spend approximately four hours at the school during the two-week window, please consult the school's schedule when determining your visit schedule.
- During school observations, refrain from judgment and ground comments in evidence, observations, and data.
- Refer to the entire QSR Evidence Collection Form when observing a school and collect observations and evidence in each section, including each of the goals possible for the school.

- Submit all QSR paperwork (Classroom Observation Form and QSR Evidence Collection Form) by the last day of the unannounced two-week window.
- Be available to meet with the Review Team in the two days following the unannounced two-week window by phone or in person.
- Review the QSR report draft, written by the Team Lead, for factual accuracy and validate that the report is aligned with the review team's impressions and opinions of the school.

## **Verbal School Report Out/Debrief**

The Team Lead will contact school leadership to schedule a time (within one week after the Two-Week Window) to verbally share the Review Team's initial findings, structured by classroom observations.

## **QSR Report**

- The Team Lead drafts the QSR report.
- Members of the review team will review the report to ensure that it is factually accurate and aligned with the review team's impressions and opinions of the school. Corrections and suggestions for improvement are incorporated according to consensus.
- PCSB reviews and issues the final report to the Board Chair and school leadership.
- School leadership may prepare a written response to the QSR report to the Deputy Director of PCSB.
- The QSR report and the written response, if applicable, will become a permanent part of the school's record.
- The report will be used to inform charter renewals, charter reviews, ESEA Waiver reports, and to provide the Board with complementary evidence to support (or not) a Tier 3 PMF score.

## Required Documentation

Checklist – <i>Pre-Visit</i> documentation – due to PCSB electronically prior to the pre-visit meeting.	Submitted?
1. <b>Conflicts with Two-Week Window</b> that will affect classroom observations	
2. <b>Directions</b> to the school, including telephone number and any necessary parking instructions	
3. <b>Staff and Teacher Roster</b> that includes all teachers names, room numbers, subject and/or grade taught or administrative role, number of years teaching, and number of years teaching at the school (template in Appendix B)	
4. <b>Professional Development Calendar</b> for current school year	
5. <b>Master class schedule</b> that clearly indicates the subjects taught and times, teachers, and room assignments for all classes	
6. <b>Floor Plan</b> if this document will assist reviewers navigate your school	
7. <b>School Calendar</b> to include all non-school days, half days, assemblies, etc.	
8. <b>Governing Board Meetings</b> to include days, time, and location	
9. <b>Parent Events</b> to include days, times and location (daytime and evening events, if applicable)	

## Responsibilities of the School Leader

Pre-Visit
<p>A. Review the QSR Protocol and speak with the school leadership team to orient them to the purpose of the QSR. It is the expectation of the review team that all classrooms in the school will be available for observations.</p> <p>B. After receiving the QSR Notification letter from PCSB, confirm the dates of the pre-visit meeting and the Two-Week Window within one week.</p> <p>C. Review the required documentation list and gather the information the QSR team needs to submit for the pre-visit meeting. Send the documents to PCSB QSR Coordinator electronically. These documents will be used to prepare the QSR Review Team for the visits.</p>
During the Unannounced Two-Week Window
<p>A. Confirm with school staff that visitors will arrive announced to observe classrooms.</p>

B. Provide front office staff with the list of possible visitors.
<b>After the Unannounced Two-Week Window</b>
A. Review the QSR report. Disseminate and discuss finding with constituent groups.
B. School leader may prepare a written response to be sent to PCSB.

### **PCSB & School Work Flow and Timelines**

<b>Pre-Visit</b>	<b>Timeline</b>
PCSB: sends out scheduling letter to schools electronically. Pre-visit meeting dates and document request is attached	Two to three months prior to Two-Week Window
SCHOOL: confirms date for pre-visit meeting and unannounced two-week window	As soon as possible upon receipt
SCHOOL: prepares pre-visit documents and sends electronically to PCSB	Electronically submitted prior to pre-visit Meeting
PCSB: prepares QSR review teams and disseminates school information to the review team	Two-weeks prior to Two-Week Window
<b>After Two-Week Window</b>	<b>Timeline</b>
PCSB Team Lead (with input from team members): creates a draft QSR report, with evidence-based findings	Within one week after the Two-Week Window
PCSB QSR Review Team: reviews the draft report to ensure that it is factually accurate and aligned with the review team’s impressions and opinions of the school	Within two weeks after the Two-Week Window
PCSB: issues the final QSR report to the Board Chair and school leadership that will also go in the school’s permanent file and be used to evaluate the school’s performance for high-stakes reviews (e.g. ESEA Waiver reviews, 5- and 10-year charter reviews, low PMF performance reviews), and charter renewal.	Within four to six weeks after the Two-Week Window
SCHOOL leadership: may prepare a written response to the QSR report that becomes a permanent part of the school’s record	As soon as possible after the final report is issued

Acknowledgements: This document is based in part on work by the New York State Education Department.

# Appendix A



## Qualitative Site Review Rubric



# **PCSB Qualitative Site Reviews Rubric**

**Updated July 2013**

# **Components 2 – 3: Framework for Teaching Classroom Observation Tool**

## **Citations:**

1. Charlotte Danielson, *The Framework for Teaching Evaluation Instrument*, 2011

## CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive, and teachers’ response to student misbehavior is sensitive to individual student needs.

## INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
<b>Communicating with Students</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	<p>Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.</p>	<p>Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.</p>

## **Appendix B**



## Appendix C



## Sample Qualitative Site Review Report



<Date>

<Board Chair's Name>, Board Chair

<Campus Name>

<Campus Address>

<Washington, DC Zip Code>

Dear <Board Chair>:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2013-14 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal during 2013-14 school year
- School eligible for 5-year Charter Review during 2013-14 school year
- School eligible for 10-year Charter Review during 2013-14 school year
- School designated as Focus/Priority by Office of the State Superintendent
- School had a Tier 3 rank on the Performance Management Framework during the 2012-13 school year
- School met less than 30% of targets in Accountability Plan during the 2012-13 school year

### **Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of <Campus Name> between <Dates>. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at <Campus Name>. Thank you for your continued cooperation as PCSB makes every effort to ensure that <LEA Name> is in compliance with its charter.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## **EXECUTIVE SUMMARY**

**CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

This table summarizes <LEA Name>'s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
Mission:	
Goals:	

### CLASSROOM ENVIRONMENTS<sup>3</sup>

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, XX% of classrooms received a rating of proficient or exemplary for the Classroom Environment domain.

Class Environment	Evidence Observed	School Wide Rating	
		Rating	%
Creating an Environment of Respect and Rapport		Limited	%
		Satisfactory	%
		Proficient	%
		Exemplary	%
Establishing a Culture for Learning		Limited	%
		Satisfactory	%
		Proficient	%
		Exemplary	%
Managing Classroom Procedures		Limited	%
		Satisfactory	%
		Proficient	%
		Exemplary	%
Managing Student Behavior		Limited	%

<sup>3</sup> Teachers may be observed more than once by different review team members.

Class Environment	Evidence Observed	School Wide Rating	
		Satisfactory	%
		Proficient	%
		Exemplary	%

**INSTRUCTIONAL DELIVERY**

This rubric summarizes the school’s performance on the Instructional Delivery elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, XX% of classrooms received a rating of proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students		Limited	%
		Satisfactory	%
		Proficient	%
		Exemplary	%
Using Questioning and Discussion Techniques		Limited	%
		Satisfactory	%
		Proficient	%
		Exemplary	%
Engaging Students in Learning		Limited	%
		Satisfactory	%
		Proficient	%
		Exemplary	%
Using Assessment in Instruction		Limited	%
		Satisfactory	%

Instructional Delivery	Evidence Observed	School Wide Rating	
		Proficient	%
		Exemplary	%

## **AGREEMENT**

This Turnaround Plan and Agreement ("Agreement") is made this \_\_\_ day of February, 2013 by and between the District of Columbia Public Charter School Board ("PCSB"), and the Board of Trustees of Imagine Southeast Public Charter School (" Board of Imagine SE PCS").

WHEREAS, PCSB and the Board of Imagine SE PCS have amicably concluded a series of negotiations intended to improve the performance of the Imagine SE PCS, and to resolve the concerns raised in PCSB's letter of January 16, 2013 in which the revocation of the charter of Imagine SE PCS was proposed; and

WHEREAS, PCSB and the Board of Imagine SE PCS have reached agreement on the terms and conditions included in this Agreement that will result in both an improvement in the performance of Imagine SE PCS, and eliminate the need for PCSB to conduct a charter revocation hearing at this time.

NOW, THEREFORE in consideration of the mutual promises made herein, and other good and valuable consideration, the parties intending to be mutually bound do hereby agree as follows:

### **The Board of Imagine SE PCS will do the following:**

- 1) Implement the turnaround plan as described in the confidential document of February 5, 2013, and PCSB monitoring plan dated February, 22, 2013.
  - a) The confidential document dated February 5, 2013 is incorporated as Appendix A of this agreement.
  - b) The PCSB monitoring plan dated February 22, 2013 is incorporated as Appendix B of this agreement.
- 2) Submit to PCSB an amendment to its charter by June 30, 2013 to cease serving grades 7 and 8 beginning with the 2013/14 school year.
- 3) Consistent with PCSB's forthcoming policy on adopting the PMF as charter goals (<http://www.livebinders.com/media/get/NDaZnJ10Q==>) submit by June \_\_\_\_, 2014 an amendment to revise the Imagine SE PCS academic achievement expectations so as to adopt the Performance Management Framework (PMF) as charter goals.
- 4) Agree to take the following steps if certain goals (described below) are not met:
  - a. If the Elementary/Middle School Performance Management Framework (ES/MS PMF) score of the school for SY2012/13\* does not come within

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\* School will confidentially know its PMF score by September 30 of each year.



one point of 41<sup>†</sup>, the Imagine SE PCS Board upon the request of PCSB will submit a proposal to PCSB by December 1, 2013 to transfer the charter to a high-performing school operator of the Imagine SE PCS board's choosing.

- i. Should PCSB approve such a transfer, the transfer will take place no later than July 1, 2014.
  - ii. Should PCSB not approve such a transfer, or should the Imagine SE PCS Board fail to submit a transfer proposal by December 1, 2013, the Imagine SE PCS Board agrees that it will relinquish its charter to be effective at the end of SY2013-2014. If the Imagine SE PCS Board does not submit a written notice to PCSB by December 15, 2013, in which it states an intent to relinquish its charter at the end of SY 2013-2014, PCSB will revoke the charter.
  - iii. Upon such relinquishment or revocation, PCSB may take steps on its own to identify a high-performing school operator to take over the school and continue serving all or some of the existing students at the school. The Imagine SE PCS Board will cooperate with these efforts.
- b. If the ES/MS PMF score of the school for SY2013/14 does not come within one point of 54, the Imagine SE PCS Board upon the request of PCSB will submit a proposal to PCSB by December 1, 2014 to transfer the charter to a high-performing school operator of the Imagine SE PCS Board's choosing.
- i. Should PCSB approve such a transfer, it will take place no later than July 1, 2015.
  - ii. Should PCSB not approve such a transfer, or should the Imagine SE PCS Board fail to submit a proposal to PCSB by December 1, 2014, the Imagine SE PCS Board agrees that it will relinquish its charter to be effective at the end of SY 2014/2015. If the Imagine SE PCS Board does not submit a

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<sup>†</sup> PCSB acknowledges that the PCSB Board will vote on February 25, 2013, on a policy that provides, among other things, that a school undergoing a ten year review will need to earn at least 50% of the possible PMF points in at least two of the most recent three years and not under 45% in any of the previous 5 years to be deemed as having met its goals and student academic achievement expectations. In consideration of this agreement, PCSB waives that requirement for Imagine SE if it meets the goal of coming within 1 point of 41% of the possible PMF points for SY2012-2013.

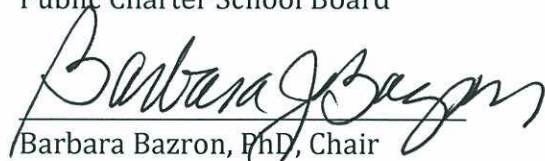
written notice to PCSB by December 15, 2014 in which it states an intent to relinquish its charter by the end of SY 2014/2015, PCSB will revoke the charter.

- iii. Upon such relinquishment or revocation, PCSB may take steps on its own to identify a high-performing school operator to take over the school and continue serving all or some of the existing students at the school. The Imagine SE PCS Board will cooperate with these efforts

5) In the event of a transfer of the charter to a high-performing school operator as set forth in Section 4 above, the Imagine SE PCS Board agrees that, subject to the terms and conditions of the Sublease Agreement by and between Schoolhouse Finance, LLC and Imagine SE PCS dated as of July 6, 2009, as may be amended from time to time, and as further set forth in the Limited Joinder of Schoolhouse Finance, LLC attached hereto as Appendix C, it will use commercially reasonable efforts to facilitate the transfer of the sublease for the school building to any new operator designated by PCSB on terms that are no less favorable than the existing sublease.



\_\_\_\_\_  
Brian W. Jones, Chair  
District of Columbia  
Public Charter School Board



\_\_\_\_\_  
Barbara Bazron, PhD, Chair  
Imagine Southeast  
Public Charter School Board

## **APPENDIX A**

The confidential turnaround plan may be viewed at:

<http://www.livebinders.com/play/play?id=805373>

This document is password-protected.

## APPENDIX B

### PCSB Monitoring Plan

#### **Imagine Southeast Public Charter School: Monitoring the Turnaround Plan**

In an effort to monitor interim progress of the Imagine Southeast Public Charter School's ("Imagine SE") plan for school turnaround, PCSB asks Imagine SE for the following action items:

#### **Needs Assessment for SY 13**

1. Imagine SE has completed and submitted to PCSB a needs assessment focusing on attendance, reenrollment, and literacy on January 9, 2013 and again on January, 26 2013. Imagine SE will update this plan by **April 19, 2013** containing a specific needs assessment for the following subgroups, by grade: males and special education. Imagine Schools recruited and hired a proven turn around leadership team to immediately begin executing upon all findings, and they have been doing so since January 4, 2013. PCSB will conduct a **Spring 2013** monitoring visit, similar to the QSR to assess the implementation of the plans for this comprehensive needs assessment.

#### **Complete SPED Qualitative Assurance Review**

2. By **4/19/2013**, complete the Special Education [Qualitative Assurance Review \(QAR\)](#), collect evidence to support the processes/procedures that are in place, identify areas of strength and focus, and set annual campus-wide special education goals through the end of school year 2014-2015. Imagine SE should identify annual campus-wide special education goals for the end of school year 2013-2014 and the end of school year 2014-2015. Review progress semi-annually. Data collected by the school will be reviewed as part of the interim progress check-ins with PCSB. (See item 6 for more information).

#### **Select Interim Achievement Measure(s)**

3. For SY 2013, Imagine SE uses bi-weekly teacher administered skills assessments from the Achievement Network test bank, as well as vocabulary assessments defined in the January Needs Assessment to collect evidence of student progress in ELA achievement. Imagine SE will disaggregate bi-weekly skills assessment data by SPED and gender sub groups.

Imagine SE will use the data collected from February-May, and the SY 2013/2014 planning process to establish a baseline for performance and select, in addition to DC CAS, an indicator(s) for student ELA achievement that you will assess throughout the school year; this will be known as your *interim achievement measure*.<sup>‡</sup>

#### **Setting Academic Goals for SY 2013/2014 and SY 2014/2015**

4. Using interim achievement data as the indicator of student achievement, set measureable goals for semi-annual achievement benchmarks through end of school year 2014-2015, by **5/31/2013**, as part of the planning document. Goals should be both school-wide and

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<sup>‡</sup> The request for an interim achievement measure for ELA progress is based on the discussion between PCSB staff members and Imagine SE stakeholders on 2/14/13, where stakeholders concluded that a lack of literacy skills was contributing to both poor ELA performance as well as poor math performance at Imagine SE.

subgroup-specific. Sub-group specific benchmark goals should indicate a reduction in the achievement gap between special education students and their non-disabled peers.

As part of this process, Imagine SE will disaggregate data for the following subgroup, with grade-level analysis:

- Gender
- Special education students
- Pre-kindergarten-3 and Pre-kindergarten-4 students<sup>§</sup>
- Kindergarten through Second-grade\*\*

#### **Setting Non-Academic Goals for SY 2013/2014 and SY 2014/2015**

5. Set benchmarks for attendance and enrollment, which comprise the Leading Indicators section of the PMF, by **5/31/2013**, as part of the planning document. The document should capture benchmarks through end of school year 2014-2015, and should be subgroup specific.

#### **Defining Strategies for Improvement**

6. Indicate the specific strategies and interventions Imagine SE will use to achieve interim academic and attendance goals, along with the individual responsible for ensuring success, by **5/31/2013**, as part of the planning document. Strategies should target the root causes of academic and attendance challenges of various subgroups. Sub-group specific strategies should result in a reduction of the achievement gap between special education students and their non-disabled peers. PCSB will conduct spring and fall monitoring visits to obtain qualitative data on implementation of improvement strategies, in a manner similar to the Qualitative Site Reviews. Information gathered in the QSR visit will be used during interim progress check-ins between PCSB and Imagine SE (see item 7).

#### **Interim Progress Reports**

7. Complete an interim progress reports on a semi-annual basis through the end of SY13-14 (see timeline below), to be used for follow-up discussion between PCSB and Imagine SE on effectiveness of the turnaround plan. While Imagine SE should use its own format, the following information should be included:

- Progress towards Special Education goals created as a result of the QAR.
- Achievement data by grade and subgroup, in addition to school-wide achievement information. Please note that the November interim progress report should include DC CAS data as well as data using the interim achievement measure identified by Imagine SE.
- Attendance data by grade and subgroup.<sup>††</sup>
- Enrollment data by grade and subgroup

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<sup>§</sup> This subgroup should be disaggregated for attendance data, in alignment with one of the EC PMF Leading Indicators

<sup>\*\*</sup> This subgroup should be disaggregated for attendance data, in alignment with one of the EC PMF Leading Indicators

<sup>††</sup> While PCSB has access to attendance data as well, Imagine SE should include this in its interim progress report as part of the school's comprehensive examination of the implementation of the turnaround plan. Semi-annual check in discussions with PCSB will provide Imagine SE with the opportunity to do so.

## TIMELINE

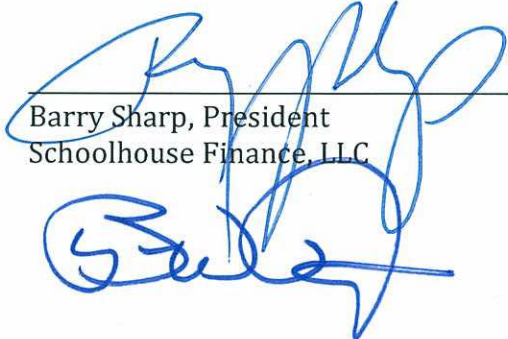
<b>Timeline of Monitoring Activities Through Release of the 2013 PMF</b>		
<i>Date</i>	<i>Activity</i>	<i>Notes</i>
4/19/2013	Imagine SE completes the Special Education Quality Assurance Review (QAR).	Based on the QAR process, Imagine SE should identify annual campus-wide special education goals for the end of school year 2013-2014 and the end of school year 2014-2015
5/31/2013	Imagine SE submits a planning document to PCSB which includes the following information: <ul style="list-style-type: none"> <li>• Bi-annual, measurable academic, attendance, and enrollment goals by grade and subgroup through June 2015</li> <li>• Subgroup and grade specific strategies and interventions to move the school towards achieving academic, attendance and enrollment goals</li> </ul>	Goals should be both school-wide and subgroup-specific. Sub-group specific benchmark goals should indicate a reduction in the achievement gap between special education students and their non-disabled peers
5/05- or later	PCSB conducts a Spring 2013 monitoring visit, similar to the QSR.	PCSB will be looking specifically at seeing the implementation of strategies identified in the needs assessment from January 2013
6/1/2013	Imagine SE completes and submits to PCSB Interim Progress Report #1.	Report should include information on progress towards special education goals from the QAR process, academic data, attendance data, and re-enrollment data.
6/2/2013-6/15/2013	Imagine SE and PCSB have Interim Progress Report- Check- in #1.	Imagine SE and PCSB will use this opportunity to discuss data around implementation of turnaround efforts, both quantitative (attendance, achievement, etc.) as well as qualitative data based on the May 2013 monitoring visit conducted by PCSB Staff.

October 2013	PCSB conducts a Fall 2013 monitoring visit, similar to the QSR.	PCSB will be looking specifically at seeing the implementation of strategies identified in the planning document for improving the performance of specific subgroups.
November 2013	Imagine SE completes and submits to PCSB Interim Progress Report #2.	Report should include information on progress towards special education goals from the QAR process, academic data, attendance data, and re-enrollment data.
November 2013	Imagine SE and PCSB have Interim Progress Report- Check- in #2.	Imagine SE and PCSB will use this opportunity to discuss data around implementation of turnaround efforts, both quantitative (attendance, achievement, etc.) as well as qualitative data based on the October 2013 monitoring visit conducted by PCSB Staff. PCSB and Imagine SE may also use this opportunity to discuss 2013 PMF results.
Beyond November 2013	Semi-annual progress reports	

## APPENDIX C

### LIMITED JOINDER TO TURNAROUND PLAN AND AGREEMENT

The undersigned, Schoolhouse Finance, LLC ("SHF"), as the Subtenant under the Sublease Agreement by and between SHF and Old Congress Heights Redevelopment Company, LLC ("Prime Sublandlord") dated June 17, 2009, as may be amended from time to time (the "Sublease"), and Sublandlord under the Sublease Agreement between SHF and SEDC Charter School, Inc. dated as of July 6, 2009, as may be amended from time to time (the "School Sublease"), does hereby join in and agree to this Turnaround Plan and Agreement (the "Agreement") as of the date hereof for the limited purpose of acknowledging and agreeing to the terms and conditions set forth in the Agreement to the extent applicable to SHF's leasehold interest in the Sublease and School Sublease. SHF hereby agrees that in the event the charter is transferred to a high-performing school operator as set forth in the Agreement, subject to the terms and conditions of the Sublease, including without limitation the Prime Sublandlord's prior written consent, and upon Prime Sublandlord's agreement to release SHF from any and all obligations under the Sublease accruing on or after the effective date of such assignment, to assign the Sublease to the new operator approved by the District of Columbia Public Charter School Board ("PCSB"). If the charter is transferred to a high-performing school operator as set forth in the Agreement and an assignment of the Sublease as set forth in the preceding sentence is not approved by the Prime Sublandlord, SHF agrees, subject to the terms and conditions of the Sublease, to seek Prime Sublandlord consent to sub-sublease the Premises to the new operator approved by PCSB on terms substantially similar to those set forth in the School Sublease; provided the proposed new operator shall, in SHF's and Prime Sublandlord's judgment, possess the financial capacity to meet all of the financial and other obligations of SHF under the Sublease and agree to pay a mutually agreeable security deposit to secure the performance of its obligations under the sub-sublease.



Barry Sharp, President  
Schoolhouse Finance, LLC





CONTENT • CHARACTER • COMMUNITY

**Imagine Southeast  
Public Charter School**

INTEGRITY • JUSTICE • FUN

CONFIDENTIAL

# Imagine Southeast Turnaround Goals, Roles, and Team

February 5, 2013

## KEY ACTIONS RESULTING IN PERFORMANCE IMPROVEMENT


The Imagine Southeast PCS Board, working closely with Imagine Schools leadership, is determined and confident that, with the new team and structures, the school will achieve the improvement described in this presentation.

- Immediately deploy turnaround team driving academic and school improvement this semester led by:
  - Linda Gleckler - former CO Asst. Superintendent who successfully led both school and district turnarounds
  - Arun Dutt – key player in Imagine Camelback turnaround recognized as a model by the US and AZ Departments of Education
- Turnaround team will leverage expert advisors and resources
- June 2013, Danah Telfaire, a skilled principal who previously led AppleTree Early Learning PCS's Columbia Heights campus
- By June 2013, Board officers will resign after a careful transition
- Board has voted to reduce grade span for 2013 to PK3–6th to increase focus
- Strong Board oversight of turnaround has begun with an active subcommittee structure and data dashboard
- Imagine Schools commitment to continue to provide additional academic supports beyond Spring of 2013

# WE ARE COMMITTED TO IMPROVE PERFORMANCE SIGNIFICANTLY

## Expected Improvement by Year

	Actual 2011-12	2012-13	2013-14
<b>PMF Total Score</b>	36	43	57
<b>Student Progress</b>			
Growth on DC CAS Reading	54	54	60
Growth on DC CAS Math	58	58	64
<b>Student Achievement</b>			
DC CAS Reading	37	40	47
DC CAS Math	33	35	42
<b>Gateway</b>			
DC CAS 3rd Grade Proficient+	24	29	37
<b>Attendance</b>	86	89	93
<b>Re-enrollment</b>	69	72	75



We are requesting a two-year conditional renewal with interim performance-based checkpoints and are committed to a smooth transition to another operator or closure if progress is inadequate.

## EXPERIENCED TURNAROUND LEADERS IMMEDIATELY DEPLOYED TO ACCELERATE ACADEMIC IMPROVEMENT

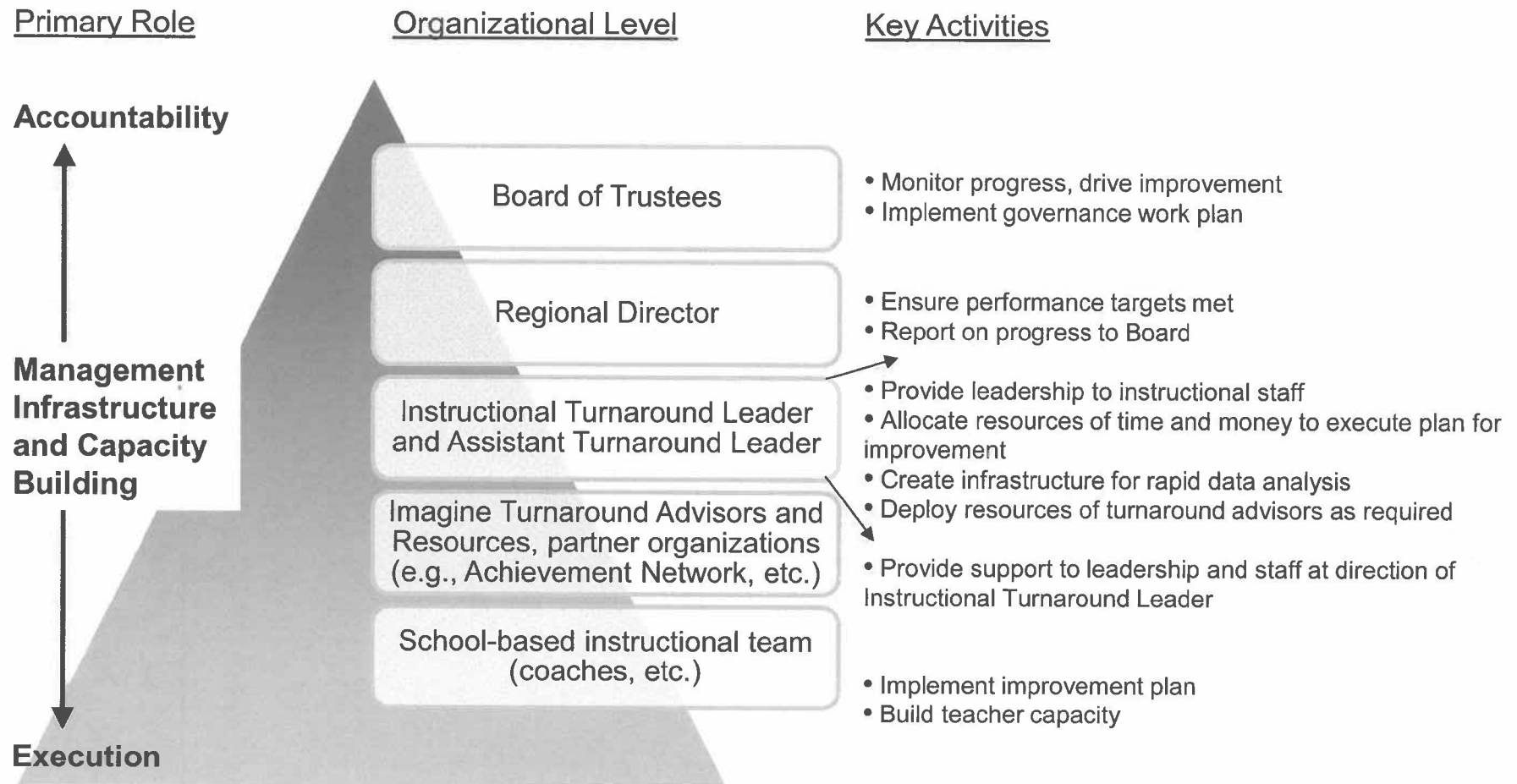
**Linda Gleckler** Former Deputy Superintendent, Director of Assessment, and Curriculum Director for several Colorado school districts that demonstrated significant improvement in performance. While she was Principal, B.F. Kitchen Elementary was recognized for significant increase in academic performance. While she was Director of Assessment and Director of Curriculum in the Thompson and Weld District 6 (Greeley, CO). The Thompson School District was recognized for significant academic improvement by Governor Romer. Linda worked with the Governor and state leaders on use of assessment data, effective literacy programs, and improving teacher effectiveness.

Linda has been providing technical assistance with the Imagine Southeast acceleration plan since December. She provided curriculum and school improvement planning assistance to the school while employed by Imagine Schools as Colorado Regional Director and has existing deep knowledge of the school. Linda will be onsite 75% of the time.

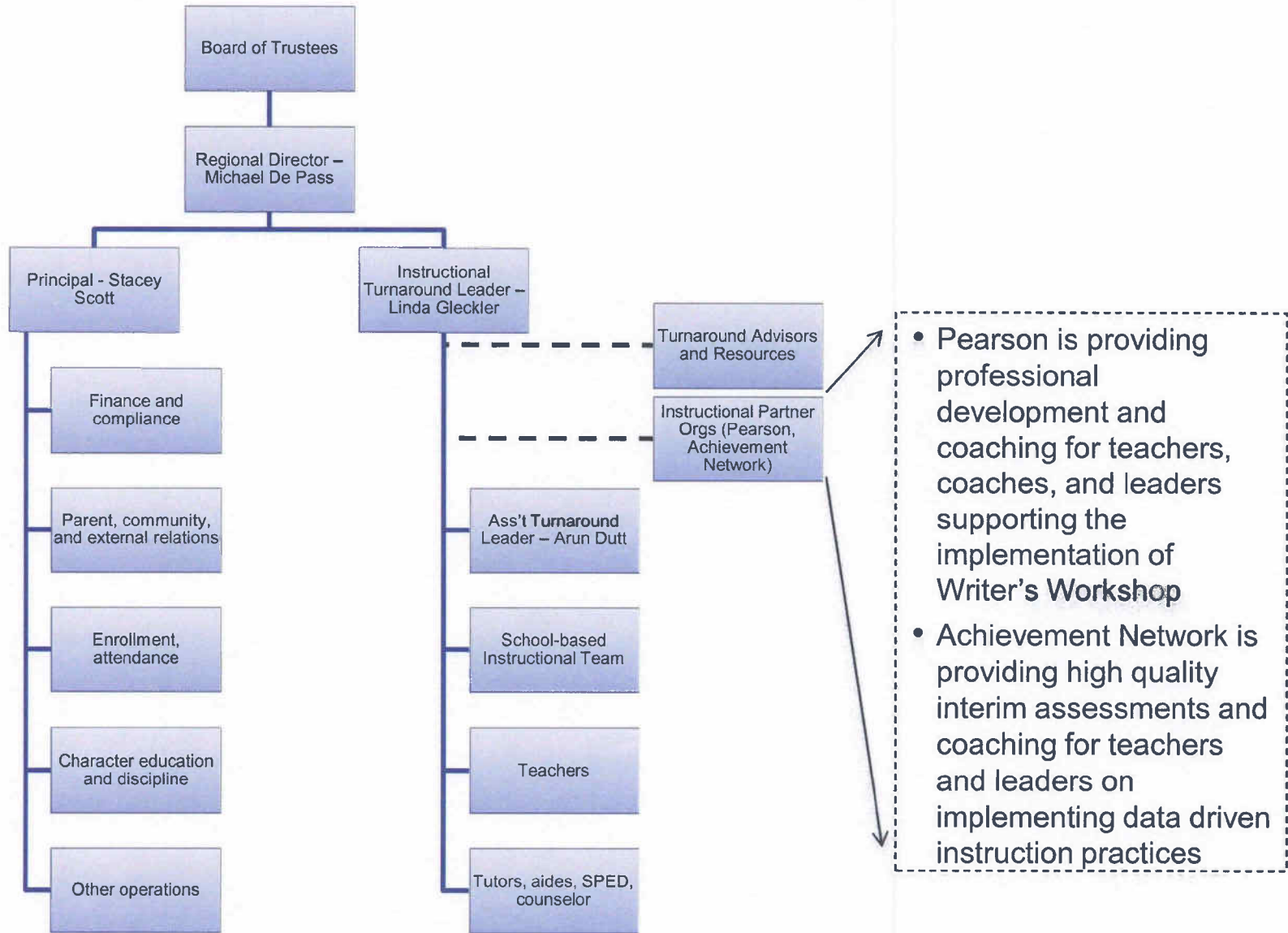
**Arun Dutt** Currently an Assistant Principal at Imagine Renaissance, which has been named a Reward School (among the top 5% in academic progress in Michigan). Arun spent two years working closely with Principal Freddie Villalon during the successful turnaround at Imagine Camelback in Phoenix, AZ, featured as a turnaround model by Arizona and the U.S. Department <http://www.ed.gov/blog/2012/08/sitting-higher-upon-camelback>.

Previously, he was a part of a dramatic improvement of another AZ charter school (Academia del Pueblo Charter School) that improved from Under Performing to Highly Performing. He has four years of experience as an Assistant Principal in the US and India. Arun will be onsite fulltime.

# ALL LEVELS OF ORGANIZATIONAL PLAY DIFFERENT ROLES ALIGNED AROUND ACHIEVEMENT GOALS



# THE INTERIM ORGANIZATION WILL BE RESTRUCTURED TO ALLOW INTENSIVE FOCUS ON ACADEMICS THROUGH REMAINDER OF SY 2013

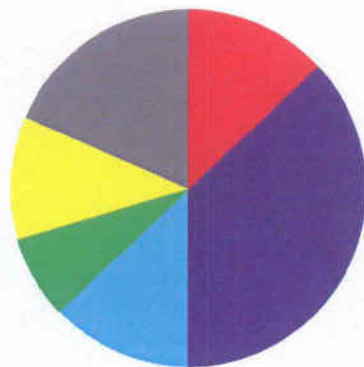


# ROLE CHANGES TO ACCELERATE IMPROVEMENT THIS SEMESTER

Role Changes	Expected Results	Key Actions	Control
<b>Form Instructional Turnaround Leader Role</b>	Meet monthly improvement targets	<ul style="list-style-type: none"> <li>• Set instructional strategies, goals, schedules, and roles linked to improvement plan</li> <li>• Manage accountability structures</li> <li>• Lead Team development</li> <li>• Lead data-informed problem solving</li> <li>• Coach leaders for performance</li> <li>• Lead design of professional development</li> <li>• Coordinate integration of turnaround and partner external resources</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional hiring</li> <li>• Teacher evaluation</li> <li>• Professional development content and budget</li> <li>• Schedules for instructional team</li> <li>• Staff hiring and firing</li> <li>• Instructional spending within approved budget</li> <li>• Professional development calendar and teacher expectations</li> </ul>
<b>Form Assistant Turnaround Leader Role</b>	Create infrastructure to support turnaround	<ul style="list-style-type: none"> <li>• Create visible displays of data</li> <li>• Create tools to improve data collection and analysis</li> <li>• Coach for performance</li> <li>• Execute all scheduling, reporting, and academic communications</li> </ul>	

# SPRING 2013 TURNAROUND LEADERS DRIVE ACADEMIC PERFORMANCE WHILE PRINCIPAL OVERSEES NON-ACADEMIC FUNCTIONS

**Instructional Turnaround Leader**



- Supervision
- Planning Action, Analyzing Data
- Data & Evidence Collection-Observation
- Operation and Logistical Planning
- Communication
- Training and Development

**Assistant Turnaround Leader**



- Supervision
- Planning Action, Analyzing Data
- Data & Evidence Collection-Observation
- Operation and Logistical Planning
- Communication
- Training and Development

**Principal (Feb-June 2013)**



- Safety, Discipline, Day-to-Day Mgt
- Data & Evidence Collection
- Operation and Logistical Planning
- Communication
- Training and Development

## KEY ELEMENTS OF TURNAROUND ROLES FOCUS ON HIGH LEVERAGE ACTIONS

- Conceptualization of key roles based on analysis of Wallace Foundation's School Administration Manager Project
- Provides for coaching AND evaluation (Training and Development key action)
- Functions as bridge between evaluating day to day performance and quantitative measures relied upon primarily by Board and DCPCSB



# TURNAROUND LEADERS WILL LEVERAGE TURNAROUND ADVISORS AND PARTNERS TO MEET IMPROVEMENT PLAN GOALS

Turnaround leaders will use monthly school reviews and one-on-one consultation to draw on turnaround advisors and resources, as well as, Imagine national resources and for the following support:

Increase quality and quantity of feedback to teachers and leaders:

- Observations of instruction using evaluation rubrics with debriefs
- Targeted and differentiated professional development
- Identification of promising practices to be replicated
- Development of teacher improvement plans

Strengthening Plans for Students

- Optimizing quality of interventions (Saturday school, tutoring, etc.) and increasing instructional time
- Development of high quality summer program

Informing Key Leadership Decisions:

- Defining priorities for curricular improvement/adjustment in reading
- Teacher rehiring decisions and selection of external recruiting partner
- Rehiring decisions for key instructional leaders
- Development of robust school improvement plan for SY 14

# THERE IS A STRUCTURED PLAN TO LEVERAGE EXTERNAL SUPPORTS

	Major Assessments	External Onsite Supports	Key Evaluation Points
<b>February</b>	<ul style="list-style-type: none"> <li>* Pearson Literacy technical assistance visit report</li> <li>* Achievement Network interim results</li> </ul>	<p>Advisors participate in 1.5 day review resulting in the following deliverables:</p> <ul style="list-style-type: none"> <li>* revised schedules for coaches and tutors,</li> <li>* revised RTI schedules</li> <li>* targeted plans for teachers making inadequate progress</li> <li>* recommendations improving curriculum pacing guides</li> <li>* review of Saturday school and tutoring program</li> <li>* meeting with every teacher to assess climate and requests for support</li> </ul>	<ul style="list-style-type: none"> <li>* Review with turnaround leaders, external supports, and Board subcommittee</li> <li>* Progress report to full Board on 2/27</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>* Achievement Network interim results</li> </ul>	<ul style="list-style-type: none"> <li>* Full observations of all teachers</li> <li>* Revisit and adjust deliverables and artifacts from February review based on data</li> <li>* Targeted PD provided for teachers based on trends in performance</li> </ul>	<ul style="list-style-type: none"> <li>* Review with turnaround leaders, external supports, and Board subcommittee</li> <li>* Progress report to full Board on 3/27</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>* DC CAS</li> <li>* Pearson Literacy technical assistance visit report (Writer's Workshop)</li> </ul>	<ul style="list-style-type: none"> <li>* Full observations of all teachers</li> <li>* Recommendation for external hiring partners and preliminary targets for re-hires</li> <li>* Revisit and adjust deliverables and artifacts from prior review based on data</li> <li>* Teacher improvement plans updated</li> <li>* Begin summer school design</li> </ul>	<ul style="list-style-type: none"> <li>* Review with program office and Board subcommittee</li> <li>* Progress report to full Board on 5/1</li> </ul>
<b>May</b>		<ul style="list-style-type: none"> <li>* Full observations of all teachers with recommendations for hiring</li> <li>* Revisit and adjust deliverables and artifacts from prior review based on data</li> <li>* Complete summer school design</li> <li>* Begin School Improvement Plan for Fall 2013</li> </ul>	<ul style="list-style-type: none"> <li>* Review with turnaround leaders, external supports, and Board subcommittee</li> <li>* Progress report to full Board on 5/29</li> </ul>

External supports also will be leveraged informally on an as-needed basis.

## PRINCIPAL FOR 2014 SCHOOL YEAR WITH HIGH PERFORMING LEADER FROM HIGH PERFORMING DC NETWORK

**Mrs. Danah Telfaire, M.A. Ed**



She has over ten years of administrative experience that ranges from Baltimore City to suburban MD to Washington DC. As principal of AppleTree Early Learning PCS's flagship Columbia Heights Campus, Danah demonstrating strong academic performance and 100% PMF goal accomplishment. Her results as a school principal demonstrate knowledge and expertise in supporting teachers, individualizing support for all students, academic content of elementary curriculum, and behavioral support for all students. Danah is currently serving as Regional Administrator of Assessment, Accountability & Student Services for Imagine Schools and the Interim Principal of Imagine Hope Lamond Campus.

As a classroom teacher, Danah taught early childhood and in her first year of first grade students being tested on the SAT-9, 100% of students scored 100%. In her second year, she implemented student intervention cycles for the entire grade and at the end of the school year, all four classrooms impacted by her design scored 98% on the SAT-9. As a principal, Danah leveraged this "on the ground experience" into school-wide structures that created an environment where all students excelled. She has been actively supporting the region in ensuring that all Imagine DC practices align with the Race to the Top Framework.

Danah will advise the turnaround this semester and assume leadership as Principal in June.

## IMAGINE SCHOOLS HAS SUCCESSFUL EXPERIENCE TO DRAW ON IN ACCOMPLISHING SCHOOL TURNAROUNDS

Imagine Camelback has been recognized as a Model for Effective School Turnaround by the Arizona Dept. of Education and featured by the US Dept. of Education.

- Math scores went from 20% to 70% passing; reading scores from 10% to 72% passing
- See the US Dept. of Education blog page [www.ed.gov/blog/2012/08/sitting-higher-upon-camelback](http://www.ed.gov/blog/2012/08/sitting-higher-upon-camelback) and [www.youtube.com/watch?v=4S7mEegFFbU](http://www.youtube.com/watch?v=4S7mEegFFbU) to see how the turnaround was accomplished
- Arun Dutt worked with the principal at Imagine Camelback as Dean of Students, 21st Century Coordinator, Testing Coordinator, and Math Specialist to help achieve the turnaround.

Imagine Schools has also accomplished a number of other turnarounds or dramatic improvements in academic achievement and grown a number of top-performing schools around the country. Examples: Imagine Weston (a Blue Ribbon School), Town Center, Kissimmee, North Port and South Lake in FL; Imagine Renaissance in MI; Imagine Great Western in Ohio; Imagine West Gilbert in AZ; and Imagine Foundations in MD.

In DC, Imagine Schools has recently demonstrated significant academic growth in the three schools it operates. All three have been in the top 12 schools in DC CAS growth in reading and math proficiency of all 171 DCPS and charter schools over the past two years, as shown in the next slide.

## IMAGINE SOUTHEAST PCS HAS THE TENTH HIGHEST TWO YEAR DC CAS GROWTH IN THE CITY

Within DC, Imagine has operated three of the top 12 schools out of 171 traditional and charter schools in DC CAS growth in the last two years. Of these schools, only two have grown more in Math and more in Reading than Imagine Southeast.

### TOP 12 SCHOOLS IN COMBINED READING AND MATH DC CAS GAINS 2010 – 2012

School	Reading	Math	Reading + Math
1. Imagine Hope CCS-Lamond	37.0R	4.5M	41.5
2. Plummer ES [DCPS]	28.7R	10.5M	39.2
2. Powell ES, Lincoln Hill [DCPS]	28.5R	10.7M	39.2
4. DC Prep PCS-Edgewood	19.4R	19.1M	38.5
5. DC Bilingual PCS	14.4R	21.4M	35.8
6. McKinley Tech HS [DCPS]	15.6R	19.0M	34.6
7. Hendley ES [DCPS]	21.6R	12.1M	33.7 (Ward 8)
8. Center City PCS-Brightwood	30.4R	3.0M	33.4
9. Brent ES [DCPS]	15.5R	15.5M	31.0
10. Imagine Southeast PCS	15.2R	15.7M	30.9 (Ward 8)
11. Center City Capitol Hill PCS	15.0R	14.9M	29.9
12. Imagine Hope CCS-Tolson	19.3R	9.8M	29.1

# APPENDIX

# Turnaround Advisors and Resources

Freddie Villalon (Principal, Imagine Schools) – Led multiple successful turnarounds. Most recently led turnaround at Imagine Camelback with a 61% and 74% improvement in state test within a single year. The school was featured by the Department of Education turnaround program <http://www.ed.gov/blog/2012/08/sitting-higher-upon-camelback>

Michelle Pierre-Farid (Chief Academic Officer, Cleveland Metropolitan School District) – Michelle transformed Tyler Elementary School from one of the lowest ranking in 2004-5 to the most improved DCPS school in 2006-7. At Friendship Southeast Academy, the percent of students proficient in reading more than doubled from 2006 to 2009 and the percent of students proficient in math quadrupled. She then served as Deputy Chief Academic Officer for Friendship Public Charter School and Executive Director for New Leaders for New Schools Washington, DC.

Dr. Earl Braxton – nationally recognized organizational development expert with expertise in transformation in the education sector. Dr. Braxton has researched and supported successful transformations in the education sector. He conducted the organizational and school culture assessment of Imagine Southeast in Fall of 2012.

Karen Gayle (National Student Achievement Coach Coordinator, Imagine Schools) -- Karen serves on the Imagine Schools national education team and has been supporting targeted school improvement in school-based and regional roles within Imagine Schools/ Chancellor Beacon Academies for twelve years. She has led multiple major national curriculum projects and is currently leading a national effort to build the capacity of schools to use data effectively to plan for instruction.

Rebekah Marler (CEO of Metamorphosis Leadership Systems, LLC) -- During Rebekah's six years as principal of an East Harlem school, she built nationally recognized partnerships with a range of community based organizations and drove improvements that resulted in the school's removal from the state's list of failing schools. Her leadership was recognized by the America's Promise Alliance in 2007.

# Turnaround Advisors and Resources, con't

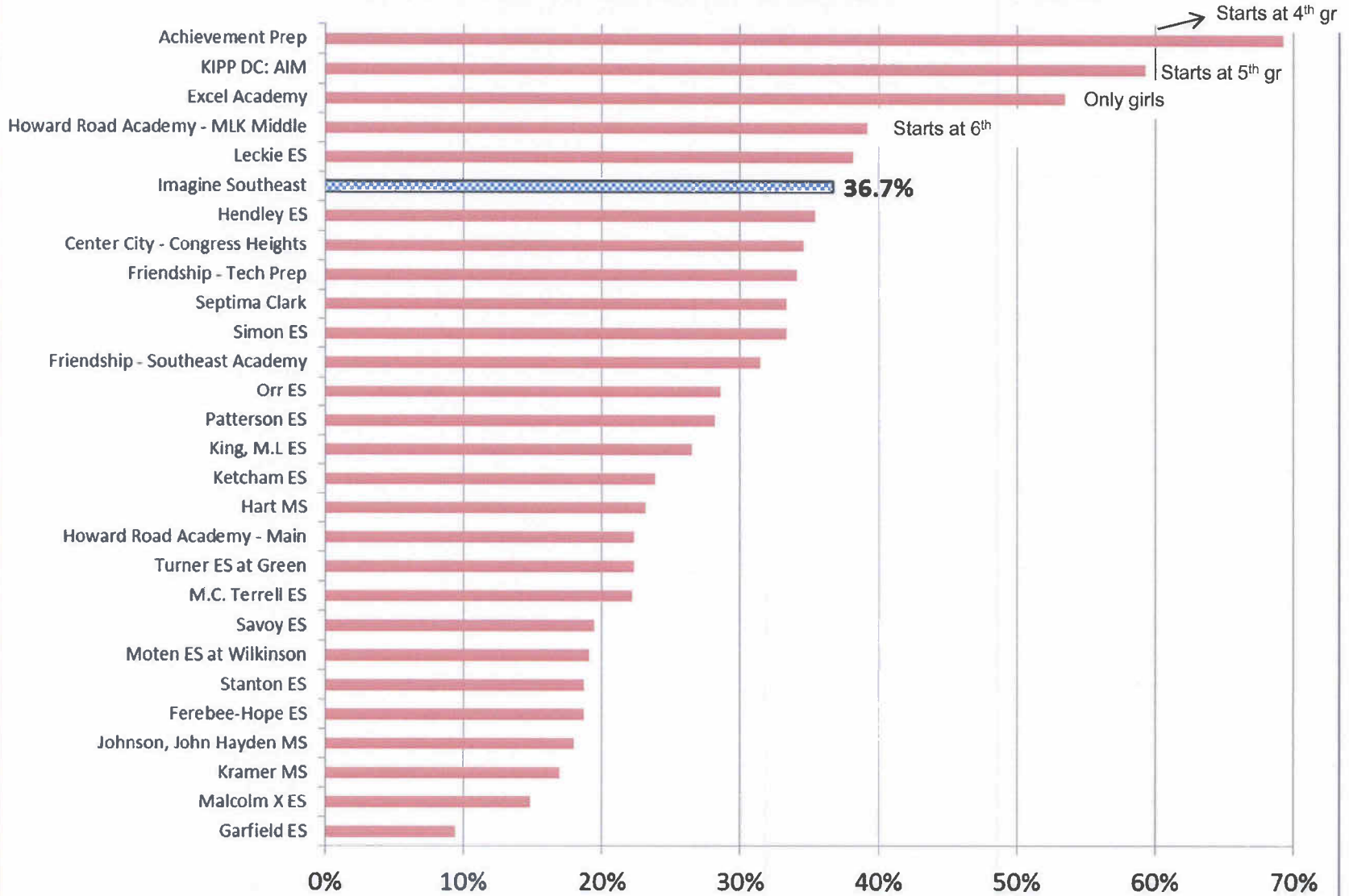
Marlene Mills – Former Superintendent, Mason Consolidated School District (MI), elementary, and middle school principal (5 schools). Mason Middle School recognized as one of top 25 in nation. Facilitated School Improvement process based on student achievement data (Schmoker's model) to turn around two failing schools (one made AYP two consecutive years after being a Failing School five consecutive years). Facilitated interventions at all levels of K12 instruction. Regional Director OH/MI, Imagine Schools, responsible for school performance/improvement and new school development. Masters of Education.

Jennifer Fornes (Director of Education, Florida, Imagine Schools) - Develops and implements education programs, monitors and supports internal and external assessments, models best practices, trains on use of testing data to drive educational practices, assists teachers with aligning instruction with assessment. Leads School of Excellence Peer Reviews. Mentors, coaches school leaders. Has been PTO president, charter board member. M. of Ed., Curriculum and Instruction.

Danelle Conner (Educational Specialist, Imagine Schools, MD/PA Region) – Undergraduate instructor of three education courses, Indiana University of Pennsylvania (IUPA). Elementary/early childhood focus. Expertise in data analysis, instructional planning and teacher coaching. Doctorate in Education, IUPA. Dissertation on African American parents' choice of charter schools.



## 2012 Ward 8 Elementary/Middle READING % Proficient



# IMAGINE SOUTHEAST'S FOCUS ON CHARACTER DEVELOPMENT LEADS TO IMPROVED STUDENT BEHAVIOR

Percent of Students with Discipline Events in 2011-12 in Ward 8 Charters

<u>Schools</u>	<u>Percent</u>	<u>Expulsions</u>
1. Imagine Southeast PCS	5	0
2. Excel Academy	7	0
3. Achievement Prep	9	1
4. Howard Road Main	12	0
5. Septima Clark	13	0
6. Friendship Southeast	16	0
7. Center City Cong Hgts	18	2
8. KIPP AIM	26	5
9. Howard Road MLK	37	0

## POVERTY LEVELS FOR WARD 8 CHARTER SCHOOLS

### % LOW INCOME REPORTED FOR WARD 8 CHARTER SCHOOLS

<u>School</u>	<u>FARMS %</u>
Imagine Southeast PCS	92.6%
Excel	92.1%
Center City Congress Heights	91.3%
Friendship Southeast	89%
Howard Road MLK Campus	88.6%
Howard Road Main Campus	88.4%
Achievement Prep	88%
KIPP AIM Academy	87.4%
Septima Clark	85.9%

# CHRONOLOGY OF ACTIONS: YEAR ONE - THREE

## 1) School started strong in 2008-09 and 2009-10.

In year one:

- We met 8 out of 12 of our accountability targets in 2009.
- 100% of students met learning gains of 1 year or more in math.
- 83% of students made one year or more gain in reading.
- 93% of parents felt that the school offered quality education and 90% would recommend the school to others.

In year 2, strong gains continued with 90% of students making at least a year's gain in math and 74% in reading (the norm is 50%).

Board and Imagine action: We observed the significant demand from parents, the limited space of the current site, the lack of adequate and uniform classroom sizes, and inadequate play spaces for students. Ward 8 is highly residential and has severely limited school suitable space.

After careful evaluation, the Board and Imagine Schools secured a permanent home for the school, the renovated DCPS Old Congress Heights School, which would allow us to stay in the same neighborhood and resolve the space limitations.

## 2) In year 3, SY 10-11, we occupied the permanent site, requiring a significant increase in the enrollment of the school. The school received its first PMF report with MGP data and was at the bottom of tier 2. Internal assessments showed concerning declines.

- The school was growing rapidly: 45% in year 2 and 52% in year 3, opening with 489 students
- The school moved mid-year to a newly renovated school, diluting focus.
- There was a drop in the percent of students making at least one year's growth to 45% in reading and 79% in math on the Stanford Achievement Test (SAT 10), which is not aligned to the DC standards.
- ISE made 4 out of 7 accountability plan targets in both 2010-11.

## CHRONOLOGY OF ACTIONS: YEAR THREE

Board and Imagine action: We observed that we had over-focused on site-based decision-making to the neglect of leveraging the broad consensus around reforms producing significant results around the city and nation. We chose to adopt the Washington DC Race to the Top framework as a guide for a transformation of the operation of the school. We assessed the current state of the school and defined aspirations for a new way of operating. This approach is summarized below. We also recruited new external partners to the school with a demonstrated understanding of how adults develop and with an impact on achievement.

Our expectation is that by the end of 2014, when the DC Public Charter School Board members leave the school on a bright May day, this is what your findings would sound like:

The school is a learning environment marked by evidence-based collaboration and decision making. Everyone's work is guided by a set of both inspirational and demanding goals and an understanding of how what they do on a daily basis is connected to those goals. Our community experiences the feeling of progress and safety created by an environment where expectations for students, staff, and leadership are transparent, performance regularly assessed, and everyone is supported and held accountable for results. Teachers and leaders were able to describe how regular reflection on results has translated into the improvement of their practice and an improvement in results. Students, teachers, and leaders use high quality assessments to track their progress and make adjustments. Professional development is mostly embedded, is ongoing, and focused in a way that people report experiencing the success of ongoing improvements leading to the accomplishment of our goals.

# CHRONOLOGY OF ACTIONS: YEAR 3

Our journey started with an assessment of the current state of the school as it relates to the three major reforms we adopted. We have made some progress and still have a ways to go.

Reforms	2011 State of the School	2013 Current State
Systematic way of observing, coaching, and evaluating leaders, teachers, and staff	<ul style="list-style-type: none"> <li>• No common documented picture of different performance levels</li> <li>• Unclear commitments to frequency of observation and feedback</li> <li>• Uneven focus of coaching and support</li> </ul>	<ul style="list-style-type: none"> <li>• Common picture of performance is defined and being used consistently to evaluate</li> <li>• Documented teacher observations are no longer primarily at middle and end of year</li> </ul>
Systematic habits of collecting, analyzing, and using data to drive instruction and allocation of support resources	<ul style="list-style-type: none"> <li>• Teacher understanding and use of data was insufficient and highly variable</li> <li>• Resource allocation seemed crisis driven</li> <li>• Interim assessments were not consistently high quality and data quickly returned to teachers</li> <li>• No common understanding of how to translate data of all sorts into information and use it to take action</li> </ul>	<ul style="list-style-type: none"> <li>• With our Achievement Network partnership, teacher have high quality interim assessments, quickly turned into reports, and in person and online support for understanding and assessing standard mastery</li> <li>• Expectations for high quality re-teaching are in place, time is allocated and it is monitored</li> <li>• All teachers are aware of school wide academic performance and regularly using data</li> </ul>
Integration of new approaches to professional development and our instructional program to improve and prepare for Common Core assessments	<ul style="list-style-type: none"> <li>• Professional development was evident but lacked focus and was sufficiently data driven</li> <li>• Literacy instruction lacked a clear model</li> <li>• Understanding of standards and how to help students master them was limited</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have longer blocks of time to foster deeper learning together</li> <li>• Use of increased time is more informed by more current data than in the past</li> <li>• Teachers are beginning to use common core standards and related practices and professional development is being conducted</li> <li>• The introduction of Writer's Workshop models a more authentic and iterative professional development model (training → coaching and observation → adjusting → training)</li> </ul>

## CHRONOLOGY OF ACTIONS: YEAR 4

### Changes made for year 4 (SY 11-12)

- New initiatives included: new assessments and training in use of data provided by Achievement Network, new teacher and leader evaluation system, common core training, and leadership development.
- School-based instructional coaches for reading, math, and Core Knowledge added in increase teacher development
- Results from changes: DC CAS Median Growth Percentile (MGP) grew from 47.7 to 54 in reading and DC CAS percent proficient in reading improved from 28.93 to 36.7 in 2012. In math, the MGP was 60.9 in 2011 and 57.7 in 2012.
- School again was at the bottom of Tier 2 and made 4 out of 7 accountability plan targets in 2011-12.

Board and Imagine action: We learned that mindset and behavior changes to support the reforms and integrate new partners were more significant than structural changes alone. Board and Imagine leadership began much more explicit conversations with school leadership about changes needed far beyond those that had previously occurred and a significantly stronger commitment to closer monitoring. New data systems created visibility not previously available into a shift in the incoming school population with significantly lower literacy rates. With many new students added, new interim assessment projected proficiency on DC CAS of a disturbing 14% in reading. The school put intensive focus on literacy and made significant progress within the year. The need for a more structured approach to teaching reading was identified, and writing was selected as an entry point to begin implementation of a clearer and more structured instructional model. America's Choice/Pearson was selected to provide professional development, coaching, and instructional leadership development to support implementation.

# CHRONOLOGY OF ACTIONS: CURRENT YEAR

## Current Year: Took Additional Action to Accelerate Improvement

- During summer new board members added to increase Board capacity to effectively oversee school and accelerate improvement. See Appendix D for full Board roster.
- October PMF scores are released showing no overall improvement and repeated poor performance on PMF leading indicators.
- Board and Imagine conduct and complete comprehensive review in October – December 2012 of hindrances accelerating student growth. Attendance, teacher turnover and effectiveness, leadership, and the lack of intense focus on a few achievement targets are major hindrances. A tactical action plan was immediately developed and mandated to address lack of sufficient focus and culture established around on baseline PMF leading indicators and baseline literacy expectations. Regional Director and Board will closely monitor plan implementation. See Appendix C.
- In November, Imagine Board receives notice of performance meriting possible closure.
- Strong action has been/is being taken to improve.
  - Raise the attendance priority in the minds of school leadership, teachers, parents, and students with a focused program of measurement, communication, and incentives. (For example, teachers are calling home every time a child absent and posting attendance visibly daily)
  - To improve retention and attendance, we will improve teacher and principal communication with parents in frequency and content. (For example, surveys and focus groups will be conducted during the year to surface areas needing improvement and assess parent satisfaction.)
  - We are reinstating a structured reading program with a 90 minute literacy block which was used when the school first started and yielded strong growth.
  - Narrow the grade span of the school to PK3 to 6<sup>th</sup> grade to allow the school to focus more on the early grades before going to middle school.
  - We are restructuring the school so that the principal is only focused on academic performance. Other administrative responsibilities (administrative, financial) will be handled by other Imagine staff.
  - Strengthen summer programming to be more academic and connected to the curriculum and to strongly encourage and recruit those who most need to attend.
  - The Board size and diversity of skills has been expanded significantly in the past year, and a performance dashboard will be reviewed monthly.



**78 In FY 2013 the PCSB underwent, an outside review by the National Association of Charter School Authorizers (NACSA) which identified several changes that the agency should implement to address particular weaknesses in its authorizing practice and procedures.**

- Please detail the recommendations that NACSA illustrated to the agency in its review and the steps the board took in FY13 and FY14 to date to address the identified gaps and improve the operations of the board."**

In FY 2013 PCSB underwent an outside review by the National Association of Charter School Authorizers (NACSA), which identified several changes that the agency should implement to address particular weaknesses in its authorizing practice and procedures.

PCSB published the results of NACSA’s comprehensive review of PCSB on June 25, 2013. This review was one of several dozen completed by NACSA of authorizers around the county. PCSB’s overall ratings were very high. All ratings were either in the highest or next-to-highest category. PCSB was informed that only one other authorizer received scores that were as strong as PCSB.

Below is a summary of NACSA’s overall recommendations and the status of their implementation.

Recommendation	Status
<b>CATEGORY 1: MAINTAIN PRACTICE</b>	
<p>Continue utilizing the robust set of best-in-class performance management systems that establish high expectations for academic, financial, and organizational performance.</p> <p>These systems- the Performance Management Framework (PMF) and CHARM scores- are thoughtful, thorough, and place a premium on school autonomy.</p>	<p>Because these recommendations were to “maintain practice” there is no initiative underway. All practices mentioned are still in place.</p>
<p>Continue the organizational structure of teams with specialized knowledge of different aspects of authorizing.</p>	
<p>Maintain a strong premium on charter school autonomy, as evidenced in policies and which was affirmed by school operators.</p>	
<p>Continue to operate, especially at the Board of Directors level, free from conflicts of interest and outside interference.</p>	

Recommendation	Status
<b>CATEGORY 2: PRIORITIZE PRACTICE</b>	
Revise evaluation rubric to have clearly defined standards for approval. Conduct evaluator training to ensure that those standards are consistently referenced in evaluation and are the foundation for comments and recommendations for approval.	Rubric was revised for the fall, 2013 “Experienced Operator” application round and will be further revised for the spring, 2014 application round. All evaluators were trained on the new rubric.
Clearly document its intervention policies including, but not limited to, defining the types and triggers of evaluation and consequences for failure to improve.	This effort is underway. PCSB has already clearly documented triggers for audits as well as consequences for audit failure and data submission issues. PCSB is developing a broader policy clarifying escalating steps of consequences including “notice of concern” and “charter warning”.
Clarify how the PMF factors into intervention, revocation, and renewal decisions.	New versions of the PMF technical guides clarify how the PMF factors into revocation and renewal decisions. A training program developed jointly with FOCUS for schools undergoing 15-year charter reviews also clarifies this.
Consider developing policies that would allow it to grant further autonomy to high performing schools.	These discussions are ongoing.
<b>CATEGORY 3: DEVELOP PRACTICE</b>	
Compile its various performance measurement tools- PMF, CHARM score, and Equity Reports- into one document to create a robust picture of school performance from various angles.	This effort is underway, principally through the OSSE-sponsored “Learn DC” website.
Continue developing alternative PMFs for nonstandard schools (Early Childhood Education, Adult Education, Alternative Schools).	PCSB has adopted the Early Childhood and Adult Education PMFs. PCSB is not currently developing an alternative schools PMF as there are few schools that qualify for alternative accountability and PCSB is developing a unique accountability system for each based on that school’s unique goals.
Continue to proactively meet with schools that will be up for renewal within the next couple of years to clarify accountability goals and get ahead of the process.	As mentioned, PCSB and FOCUS jointly developed a training for schools up for renewal. The 2013-14 renewal cycle benefitted from this training, with renewal processes completed, on average, months earlier than in 2012-13.