



DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD

Council of the District of Columbia  
Committee on Education  
The Honorable David Grosso, Chairman  
Performance Oversight Questions  
February 6, 2015

## **DC Public Charter School Board Fiscal Year 2014 Performance Oversight Questions**

### **Governance and Operations**

- Q1. How many public charter schools are currently operating in the District? Please provide a current list of all charter schools operating during the 2014-2015 school year and those approved to open and/or expand in the 2015-2016 school year.
- Q2. Provide the audited enrollment information for SY 2013-2014, and current enrollment information for SY 2014-2015 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.
- Q3. Report, by LEA (if the LEA has multiple schools, include data for each school), the number of residency fraud findings and investigations for the 2013-2014 school year as well as for the 2014-2015 school year to date.
- Q4. Describe how the agency worked to improve the payment processes for public charter schools in FY14 and FY15 to date.
- Q5. 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.
- Q6. 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.

- Q7. 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.
- Q8. Provide an update for the Committee on the PCSB's work on Medicaid billing in FY14 and FY15 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.
- Q9. What information are you able to collect from individual charter schools after they have been authorized? What do you collect, what do not collect, and what information would be beneficial to have that you are statutorily unable to collect?
- Q10. Identify all legislative requirements (both local and federal) that PCSB lacks sufficient resources to properly implement. Also, identify any statutory or regulatory impediments to your agency's operations.

### **Student Achievement and Student Supports**

- Q11. Detail how the PCSB worked with charter LEAs in FY14 and FY15 to date to improve student achievement.
- Q12. 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 2013-2014.
- Q13. For FY14 and FY15 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.
- Q14. List the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school. 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 FY14 and FY15 to date.
- Q15. Please quantify for each school the number of homeless youth enrolled in public charter schools for SY2013-2014 and SY2014-2015 to date. What additional supports does PCSB provide to LEAs with a high number of homeless student populations?

- Q16. 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 2013-2014 school year, and 2014-2015 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
  - 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.
- Q17. Were there any changes to the PCSB’s discipline and attendance audit policy in FY14 or to date in FY15? If so, please provide a copy of the new policy.
- Q18. Provide the following data for the 2012-2013 school year, the 2013-2014 school year and the 2014-2015 school year to date, broken down by school/campus, 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.
- Q19. 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?
- Q20. 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?

### **Special Populations**

- Q21. Provide the following information on special education services for FY14 and the current school year:
- 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.
- Q22. 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?
- Q23. 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?
- Q24. List all charter schools for which PCSB conducted special education audits in FY14, including what flag triggered the audit and what outcome resulted.
- Q25. Detail the transitional programs that PCS offer or have planned for older students receiving special education services? 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 in school year 2013-2014;
  - Number of students served in SY14-15 or to be served;
  - Specific services offered by program (e.g., academic, vocational, related services)
  - 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.
- Q26. Provide outcomes data for students with disabilities transitioning out of PCS into adulthood, including the following data for school years 2013-2014 and 2014-2015 to date:
- 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.

Q27. Describe how PCSB is working with LEAs to timely implement the provisions of the three recently passed special education bills – The Enhanced Special Education Services Act, The Special Education Student Rights Act, and The Special Education Quality Improvement Act.

### **Access**

Q28. Provide a breakdown of how many PCS were available for enrollment on MySchool DC for the 2014-2015 school year and how many to date for the 2015-2016 year.

Q29. Provide a 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.

Q30. What does the PCSB do to education teachers and frontline staff regarding product and website information, communications with parents and teachers, and other information regarding availability of translation services and the use of the Language Access Line?

### **Stakeholder Engagement and Communication**

Q31. Describe any initiatives your agency implemented within FY14 or FY15, 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.

Q32. How does the agency communicate with, and solicit feedback from, education stakeholders including parents? For FY14, Please describe:

- What the Board has learned from this feedback;
- How the Board has changed its practices as a result of such feedback;
- How parents can find out what special education programs the different charter schools offer; and,
- How the Board was engaged in communication and feedback regarding the lottery MySchool DC.

Q33. Provide a report on the complaints the board received in FY14, and FY 15 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.

### **Capital & Planning**

Q34. Provide an account of each public charter schools facilities expenditure:

- Include the total amount allocated in, FY 14 and to date in FY15 from the local facilities allowance.

- Include the total amount each school spent in, FY14 and FY15 to date on facilities and capital improvements.
- Q35. Provide a copy of the facilities expenditure reporting template and an accounting of the expense categories for each public charter LEA in FY14.
- Q36. Provide a list of charter LEAs currently operating in facilities formerly occupied by D.C. Public Schools. For each such LEA, 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.
- Q37. Illustrate how the PCSB coordinates with other education agencies in new school openings and facilities planning.
- Q38. Provide an update on the PCSB's plan to work with the Chief Librarian on bulk-buying options for public charter schools in addition to school library services and resources.
- Q39. Explain any emergency response procedures in place for the PCSB; in addition explain the emergency response planning for PCS as it relates to on-campus emergencies. Discuss how PCSB receives information from district agencies to help guide emergency response activities and resource support requests. Provide a narrative response to how the PCSB ensures schools are implementing the required safety plans, drills, and policies.

### **Charter School Authorization and Revocation**

- Q40. 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 2014 and each expansion campus that has been approved to open in 2015, 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.
- Q41. How many charter school applications did PCSB receive in FY14 and FY15 to date? How many of those that applied were given conditional approval to open?
- Q42. Describe the PCSB's process and timeline for charter renewal. Please illustrate how the agency communicated in FY14 and FY15 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.

- Q43. How many public charter schools were closed in FY14 and how many schools are slated for closure or revocation in FY15, to date?
- List the name of each school and a narrative description of the reason for closure and/or revocation.
  - 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.
- Q44. 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?
  - 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.
- Q45. PCSB developed its Performance Management Framework to outline the process by which it evaluates the performance of charter schools. Provide the following information regarding the Performance Management Framework for school year 2013-2014:
- 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.
- Q46. How does the PCSB communicate to operators of Tier 3 schools that their performance is unacceptable. 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 for FY14 and FY15 to date.

### **General Questions**

- Q47. Provide the names, brief bios, 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.
- Q48. 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 FY14 or to date in FY15.

- Q49. Provide the agency's performance plan for FY14. Did the PCSB meet the objectives set forth in the FY14 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.
- Q50. Provide the agency's performance plan for FY15. What steps has the agency taken to date in FY14 to meet the objectives set forth in the FY15 performance plan?
- Q51. Provide the following budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY14 and to date in FY15:
- 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.
- Q52. Identify any special purpose revenue accounts maintained by, used by, or available for use by your agency during FY14 and FY15, 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 FY14 and FY15, to date; and
  - Expenditures of funds, including the purpose of each expenditure, for FY14 and FY15 to date.
- Q53. Provide a complete accounting of all intra-district transfers received by or transferred from PCSB during FY14 and to date in FY15. 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.
- Q54. Provide a complete accounting of all reprogrammings received by or transferred from the PCSB during FY14 and to date in FY15. 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.
- Q55. Provide a list of all PCSB's fixed costs budget and actual dollars spent for FY14 and to

date in FY15. 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.

- Q56. Provide the capital budget for PCSB and all programs under its purview during FY14 and FY15, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY14 and FY15. Did any of the capital projects undertaken in FY14 or FY15 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact.
- Q57. 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).
- Q58. Describe any spending pressures for public charter schools and PCSB that existed in FY14. 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.
- Q59. Identify potential areas where spending pressures may exist in FY15 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 FY15 budget.
- Q60. Provide a list of all FY14 full-time equivalent positions for PCSB, broken down by program and activity. In addition, for each position 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.).
- Q61. How many vacancies were posted for PCSB during FY14? To date in FY15? Which positions? Why was the position vacated? In addition, 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.
- Q62. 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.
- Q63. How many employee performance evaluations were completed in FY14 and how was performance measured against position descriptions? To date in FY15? What steps are taken to correct poor performance and how long does an employee have to correct their performance?
- Q64. Has the PCSB adhered to all non-discrimination policies in regards to hiring and

employment?

- Q65. Have there been any accusations by employees or potential employees that the PCSB has violated hiring and employment non-discrimination policies in FY14 or to date in FY15? If so, what steps were taken to remedy the situation(s)?
- Q66. Provide the Committee with the following:
- A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY14 and to date in FY15, and the amount;
  - A list of travel expenses for FY14 and to date in FY15, arranged by employee;
  - A description of any changes made to the employee handbook in FY14 and FY15 to date; and
  - A list of the board of trustees at each public charter school LEA.
- Q67. Provide the following information for all grants awarded to PCSB during FY14 and to date in FY15:
- Grant Number/Title;
  - Awardee;
  - 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.
- Q68. Provide a complete accounting of all grant lapses in FY14, 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 FY15.
- Q69. Provide the following information for all grants/subgrants awarded by PCSB during FY14 and to date in FY15:
- Grant Number/Title;
  - Awardee;
  - 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.
- Q70. Provide the following information for all contracts awarded by PCSB during FY14 and to date in FY15:
- 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.
- Q71. Provide the following information for all contract modifications made by PCSB during FY14 and to date in FY15, 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.
- Q72. Provide the Committee with an update on PCSB's effort to ensure that for contracts above \$100,000, contracting party's are compliant with First Source requirements during FY14, and FY15 to date.
- Q73. Provide the following information for all purchase card transactions during FY14 and to date in FY15:
- Employee that made the transaction;
  - Transaction amount; and,
  - Transaction purpose.
- Q74. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within PCSB during FY14 and to date in FY15. This includes any reports of the DC Auditor or the Office of the Inspector General. In addition, provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits and issues with outside LEA management agreements.

**Q1: How many public charter schools are currently operating in the District? Please provide a current list of all charter schools operating during the 2014-2015 school year and those approved to open and/or expand in the 2015-2016 school year.**

There are 61 active charter Local Education Agencies in the District, operating 112 campuses. The attached spreadsheet lists all current LEAs and campuses, as well as the campuses that will be opening in school year 2015-16.

**Q2: Provide the audited enrollment information for SY 2013-2014, and current enrollment information for SY 2014-2015 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.

See attached for these enrollment numbers as well as enrollment numbers from Question 21

**Q3: Report, by LEA (if the LEA has multiple schools, include data for each school), the number of residency fraud findings and investigations for the 2013-2014 school year as well as for the 2014-2015 school year to date.**

PCSB does not collect residency fraud findings from schools. OSSE is responsible for collecting these findings and conducting investigations. PCSB may consider OSSE's residency fraud findings when making school closure decisions. When PCSB receives a residency fraud complaint, we refer this complaint to OSSE.

**Q4. Describe how the agency worked to improve the payment processes for public charter schools in FY14 and FY15 to date.**

It is important to note that, while PCSB plays a role in the payment process to charter schools, this is the responsibility of the Office of the Chief Financial Officer (OCFO). OCFO has detailed an employee to PCSB to facilitate the close cooperation of our agencies in ensuring accurate and timely payments to charter schools.

Overall the payment process has improved considerably in recent years. For example, in 2014 no schools required emergency payments due to first quarter payments being too low. In previous years schools would occasionally require such payments.

There have been three significant changes that have led to these improvements.

First, beginning in FY14, PCSB and OSSE shared enrollment data certification forms. LEAs submit data certification forms before the enrollment audit to certify the number of students enrolled by grade, special education level, ELL status, and, if applicable, residential programming. These certifications form the basis of the second and third quarterly payments. In the most recent fiscal years, schools submitted their certification forms directly to OSSE; OSSE then shared the forms with PCSB. The forms were significantly simpler in FY14 and FY15 than in prior years, and PCSB and OSSE used a single database as the data source.

Second, OSSE and PCSB have improved the collaborative effort to set enrollment projections for all charter LEAs, which form the basis of the schools' first quarter payments.

Finally, in 2013 the Council passed legislation proposed by PCSB and OCFO to place a heavier weight on the first quarterly payment. Rather than receiving an approximately equal payment in each of the four quarters, schools now receive 30% of their funding in the first quarter, allowing them to cover the upfront costs of running a school, such as purchasing textbooks and supplies, without facing cash flow shortfalls. This legislation took effect with the 2014 school year.

**Q5. "Describe any partnerships or collaboration 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."**

### **Equity Reports**

PCSB, DCPS, DME, and OSSE collaborated to produce the Equity Reports in 2013-14 and 2014-15. The Equity Reports share key academic and non-academic data with the public, policymakers, and schools.

### **Student Data Collection**

PCSB and OSSE continued collaborating on student data, including enrollment, demographics, and attendance. PCSB also collaborated on migrating schools to use OSSE's automated data transfer tool to ease schools' data reporting processes, while continuing to support schools who chose not to use the tool so that OSSE could use PCSB's system to gather the data.

### **DC Public Library Partnership**

DC Public Library (DCPL) and PCSB are collaborating on a pilot project to establish a lending library in a DC Charter school that does not currently have a school library. A Ward 7 charter school was selected for this pilot and the new library will be unveiled to the public in late February.

The intent of this pilot goes far beyond simply lending books at the school. The school partner will fully integrate the library into school activities, including using library materials to support the curriculum, having the library available to students and teachers during school hours, and having the school librarian integrate the library and library materials into classrooms. The pilot project will evaluate the impact of a school library on increasing student reading time, increased student reading levels, and increased visits and usage of the nearest neighborhood library.

DCPL and PCSB, working with school officials, will create a lending collection of 5,000-8,000 books that will be housed in the school and circulated using the DCPL catalog system. The collection will consist of multiple copies of paperbacks and hardcovers that are selected jointly by the school and DCPL. Books could be housed in the school library as well as in individual classrooms. Materials checked out and removed from the school building may be returned to any of the 26 DCPL locations, and vice versa. The library collection will:

- Delight children with its wealth of popular, engaging books, thus inspiring independent reading
- Support the Common Core State Standards with high-interest non-fiction
- Provide selected reference materials
- Reflect a diverse population and target a range of reading levels

The school will commit a minimum of hiring a half-time librarian/school media specialist to maintain the library and, more importantly, to collaborate with teachers to integrate the library and library materials into the school environment. DCPL and the school will jointly design an evaluation plan that will establish a baseline at the start of the school year, and that will monitor student interest in reading and student achievement throughout the year. School applicants must meet the following requirements:

- Be a public charter school in Washington, DC
- Do not currently have a school library
- Willing and financially able to provide at least 0.5 FTE professional librarian or school media specialist
- Willing and able to make space available for a school library

#### **DC Department of Transportation Partnership**

PCSB works closely with DC Department of Transportation (DDOT) and Office of the Chief Technology Officer (OCTO) to provide transit subsidies to public charter school students through the DC One Card. With the DC One Card students age five years old and up are able to ride the metro bus for free during school hours. They are also able to purchase a discounted monthly metro card to allow them to ride the metro during school hours. The collaboration allows for training for school DC One Card administrators who will process the cards for each student. The DC One Card team, which includes PCSB, DDOT and OCTO, provides on-going support to public charter schools throughout the school year. Nearly 23,000 DC One Cards were produced for charter school students during FY14 school year.

#### **DC Department of Behavioral Health**

PCSB works closely with DC Department of Behavioral Health to ensure that mental health clinicians are placed in public charter schools. Department of Behavioral Health currently provides 16 mental health professionals to public charter schools. Three charter schools are waiting for vacancies to be filled. There are XX public charter schools without mental health professionals provided by the city.

#### **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, Brenda Donald and the Director of Behavioral Health 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 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 (DPR)**

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.

### **Department of Health (DOH)**

PCSB works closely with Department of Health to help charter schools receive school nurses. Currently 70 of the 112 (62%) charter school campuses are served by a school nurse. Of those, nine campuses have a private nurse. This is a 21% increase over last year. 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 nurse. This happens through charter school staff participating in several training sessions for initial and refresher training for medication administration. This school year PCSB was able to negotiate nine training sessions so that more school staff can be trained. Last year there were only four sessions. Many schools struggle to obtain a school nurse due to tight restrictions on the specifications of nurses' suites, lack of building space and facilities or lack of funding for a private nurse. PCSB has been working to get additional schools ready to have nurses.

### **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. The Healthy Youth and School's Commission publishes a report to the Mayor at the end of each year.

#### *Special Education*

PCSB meets monthly with members of OSSE's special education staff to discuss initiatives and school oversight. While OSSE is responsible for IDEA compliance, is also responsible to ensure that charters comply with applicable law, including IDEA. Given that both entities are eager to ensure that student's rights are not being violated, both agencies work together by sharing information and resources and reports. See Q. 22 for a more detailed description.

### *ESEA*

PCSB and OSSE jointly are responsible for ensuring public charter school compliance with the ESEA Waiver. PCSB oversees schools in their first and second year under priority or focus status and shares the results with OSSE via LiveBinder.com. The documents shared with OSSE show the school's improvement plans, if applicable, and PCSB's reviews.

### **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 provided by Children's School Services.

### **Office of Human Rights**

PCSB serves on the citywide Bullying Prevention Taskforce, which is managed by the Office of Human Rights. The taskforce aims to reduce incidents of bullying across the city by emphasizing prevention and proper procedures for responding when incidents occur. PCSB works to ensure that charter schools have developed their bullying prevention policies.

### **Metropolitan Police Department (MPD)**

PCSB works day to day with MPD to ensure school safety and has, therefore, developed a close working relationship with their team. They can reach us day or night by cell phone. We collaborate to provide trainings to public charter schools, such as Active Shooter Training. We also act as a liaison between the schools and MPD so that information can flow quickly when there is an emergency. This includes sharing emergency information from MPD to schools and sharing information with MPD, as needed.

### **MySchool DC Common Lottery**

PCSB also collaborated with DCPS and the DME in FY14 to create DC's first-ever common lottery, called MySchool DC. This lottery has greatly improved the process of applying to public charter and out-of-boundary DCPS schools. While MySchool DC is voluntary for public charter schools, the vast majority of PCS' joined the common lottery in FY14, and additional schools have joined in FY15. The lottery was originally housed within PCSB, it has now moved to DME for FY15.

### **Deputy Mayor of Education (DME)**

Last year, for the first time in recent history, PCSB's executive director and deputy director had a standing meeting with the DME to discuss on-going issues. Agendas were jointly created to focus on the most relevant issues at the moment and were effective in building trust and a process for discussing joint projects and provide updates.

### **Department of Health Care Finance (DHCF)**

PCSB collaborates with DHCF by sharing contact information with schools, promoting DHCF meetings and other messaging through our Tuesday Bulletin sent to all schools, and providing DHCF time at our quarterly school leader meetings to address these issues with charter leaders.

**Justice Grants Administration (JGA)**

PCSB collaborates with JGA in support of the Show Up, Stand Out initiative, a community-based Truancy Reduction Initiative that provides intensive support, primarily through basic case management and student support services by approved providers, to improve school attendance for children in grades K-8 that have five or more unexcused absences.

**Q6: 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**

Epicenter is PCSB's primary tool for collecting documents related to compliance, governance, operations, finance, and academic performance. 30 members of PCSB's staff have access to this database and use it on a regular basis. Schools submit legally required 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. Failure to submit complete and accurate documents may result in issuing the school a Notice of Concern. In FY14 one school was issued a notice of concern. Schools must submit documents into Epicenter on an annual, quarterly, or monthly basis (depending on the legal requirement). Please refer to the attached document collection calendar for a detailed list of items collected in Epicenter. This database, previously called AOIS, was upgraded in 2012 but has had no substantial upgrade since. The documents submitted to this database are able to be requested under FOIA, but there is no identifiable student or teacher information in this system.

### **ProActive**

ProActive is PCSB's primary tool for collecting enrollment, demographic, attendance, and discipline data from public charter schools. The data is kept at the student-level, and, as such, access is tightly controlled. The database does not contain information about whether a student's disability status or the contents of a student's 504 or IEP. Schools that do not submit data into ProActive as per our data submission policies are subject to a notice of concern. In FY14 no schools were issued notices of concern.

Eleven PCSB staff members have access to data in ProActive, including student-level enrollment, demographic, attendance, and discipline data. Two OSSE staff members have access to data in ProActive: one to support data sharing between OSSE's data systems and PCSB's, and one to review just the data submitted by the Washington Hospitality Foundation, formerly known as Hospitality High Public Charter School.

Each school has a unique 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.

As OSSE builds out its Automated Data Transfer (ADT) tool, PCSB will focus less on data collection and more on data analysis and transparency. OSSE has already transitioned most LEAs to using ADT for enrollment and demographic data, which PCSB is now receiving from OSSE rather than directly from LEAs. Over the next year, OSSE aims to build out ADT to collect attendance data. As these plans develop, PCSB will consider phasing out ProActive. No substantial upgrades have been made or planned at this time.

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
  - 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 status
- Student discipline
  - Discipline type (e.g. 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 SharePoint to facilitate file and data sharing among PCSB staff and with each LEA. SharePoint allows schools to view their enrollment, attendance, discipline, and academic data in customized reports. LEAs must log in with their individual credentials, which serve as a security feature and prevent LEAs from viewing other schools' data. PCSB has developed dynamic student- and school- level reports for LEAs to review, validate, and analyze their data.

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. No substantial upgrades have been made or planned at this time.

### **School Contact List**

PCSB staff maintains a master contact list for each campus that includes the following information:

- Campus information
  - LEA and campus ID and name
  - First academic year of operation
  - Original authorizer (PCSB or DC Board of Education)
  - Grades/ages served
    - Lowest & highest grade level served for current and following school years
    - Highest grade level served at capacity
    - Age cut-off for prekindergarten
    - Grade span of network
  - Schedule information
    - Regular school day times
    - Start and end date
    - Total number of instructional days
  - Program description
  - Accreditation details
  - LEA status (dependent or independent)
  - PMF scores and tiers for all applicable years
  - Program offerings (e.g. expeditionary learning, Reggio Emilia, career/technical)
- Facility information
  - Address, ward, zip
  - Transportation (Metro service, shuttles)
  - Council member, ANC chairs
  - Facility features
    - Square footage (total and classrooms)
    - Functionality (e.g. cafeteria, gym)
  - Occupancy status (e.g. leased, name of owner)
- Contact information
  - School contact information
    - Website
    - Phone/fax numbers
    - Social media (e.g. Twitter, Facebook)
  - Individual contact information (name, title, email, phone, address) for a variety of school staff members, including:
    - Board chair
    - Executive Director
    - Principals

- Business Manager
- Data Manager
- Special Education Coordinator
- Complaints Coordinator
- Bullying Coordinator
- Admissions Staff Member
- Department of Health Nurse
- Communications/Government/Outreach Staff Member
- Athletics Director
- Emergency Contact
- Parent/Teacher Association Contact

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 the [Public Charter School Directory](#), which is published on the [PCSB website](#) and updated in real-time with 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. OSSE also shares enrollment and demographic data collected via ADT to PCSB in a nightly data feed.

#### **Salesforce.Com Database**

PCSB also uses the Salesforce database with Salesforce.com to store school financial information that is submitted as part of our annual Financial Audit Review (FAR).

**Q7. 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.**

Copies of relevant MOU's and agreements are attached and labeled as Question 7.

#### Partnerships

##### 1. DC Public Library Partnership

- DC Public Library (DCPL) and DC Public Charter School Board (PCSB) are collaborating on a pilot project to establish a lending library in one DC charter school that does not currently have a school library.
- This partnership is described in more detail in Question 5

##### 2. DC Department of Transportation Partnership

- PCSB works closely with DC Department of Transportation (DDOT) and Office of the Chief Technology Officer (OCTO) to provide transit subsidies to charter school students through the DC One Card.
- This partnership is described in more detail in Question 5.

##### 3. DC Department of Behavioral Health

- This partnership is described in detail in Question 5

##### 4. System of Care Expansion Implementation Executive Team

- PCSB is a member of the System of Care (SOC) Expansion Implementation Executive Team, which was co-chaired by the Deputy Mayor for Health and Human Services BB Otero and the Director of Behavioral Health Steve Baron
- This partnership is described in more detail in Question 5.

##### 5. Department of Parks and Recreation

- PCSB participates on the DPR Permitting Taskforce to help improve the application process for athletic field permits
- This partnership is described in more detail in Question 5.

##### 6. Department of Health

- PCSB works closely with Department of Health to help charter schools receive school nurses.
- This partnership is described in more detail in Question 5.

##### 7. OSSE

- PCSB partners with OSSE on the Risky Behavior Taskforce, the School Garden Taskforce and Healthy Youth and Schools Commission

- This partnership is described in more detail in Question 5
8. DC Public Schools Medication Administration Training
- This partnership is described in more detail in Question 5
9. Office of Human Rights
- PCSB serves on the citywide Bullying Prevention Taskforce which is managed by the Office of Human Rights.
  - The is described in more detail in Question 5
10. Metropolitan Police Department (MPD)
- PCSB collaborates and works closely with MPD to provide Active Shooter Training for charter schools. We also provide MPD information concerning children who are attending charter schools. PCSB also assists MPD when they need to get information to get into to a charter schools. We also assist with parent complaints. PCSB works day to day with MPD to ensure school safety. We have developed a close working relationship with the Metropolitan Police Department.

#### MOUS

- 1. Memorandum of Understanding between PCSB and Mathematica Policy Research, dated March 22, 2012.**  
Pursuant to this MOU, PCSB shares data to for Mathematica’s study of the *Impact Evaluation of Race to the Top and School Improvement Grants* at three public charter schools.
- 2. Memorandum of Understanding and Data Sharing and Privacy Agreement between the District of Columbia Public Charter Board and Urban Alliance and Urban Institute as Authorized Representatives, dated May 2014.**  
Pursuant to this MOU, PCSB shares data with the Urban Alliance and Urban Institute for the Urban Institute’s evaluation of the Urban Alliance’s high school training and mentoring program.
- 3. Memorandum of Understanding between the Office of the State Superintendent of Education and the District of Columbia Public Charter School Board, dated June 10, 2014.**  
Pursuant to this MOU, PCSB received funds to support emergency response planning for charter schools.
- 4. Memorandum of Understanding between OSSE and PCSB regarding implementation of Elementary and Secondary Education Act (ESEA) Waiver**  
This agreement details the roles of responsibilities of OSSE and PCSB in the implementation of DC’s ESEA Waiver

#### Other Inter-Governmental and other Partnership Agreements

- 1. Data Sharing and Privacy Agreement between PCSB and Choice Research Associates, dated December 17, 2014.**  
Per this agreement, PCSB shares data with the CRA so that it can evaluate DC Justice Grant’s Administration truancy reduction program.

**2. Memorandum of Agreement between PCSB and the Justice Grants Administration, dated January 21, 2015.**

Per this agreement, PCSB shares data with JGA to conduct monthly assessments of its community based truancy reduction initiative.

Outlines role and responsibilities of OSSE and PCSB as it relates to ESEA waiver compliance

**3. Memorandum of Agreement between the District Of Columbia Office of the State Superintendent of Education and Public Charter School Board to Implement a Data-Sharing Agreement Consistent with the Family Educational Rights and Privacy Act, dated June 10, 2014.**

This agreement permits PCSB and OSSE to regularly share student-level data received from public charter schools to assist both in their statutory obligations.

**4. Educational Data Access and Use Agreement between the Public Charter School Board and University of the District Of Columbia/Community College as Authorized Representatives, dated September 9, 2014.**

Per this agreement, PCSB and UDC share student-level data to assess the effectiveness of the public charter schools with respect to dual enrollment.

**5. Memorandum of Understanding (between PCSB and Georgetown University), dated October 28, 2014.**

Per this agreement, PCSB hires two legal fellows, recent graduates of Georgetown Law Center, and the parties share the costs of these fellows.

**6. Memorandum of Agreement between the District Of Columbia Office of the State Superintendent of Education and Public Charter School Board Implement a Data-Sharing, Monitoring, and Information Use Agreement regarding Hospitality High School of Washington, DC, dated November 17, 2014.**

Allows the sharing of data, monitoring and other information between OSSE and PCSB for Hospitality High, which is now operated by DCPS and no longer overseen by PCSB.

**Q8: Provide an update for the Committee on the PCSB's work on Medicaid billing in FY14 and FY15 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 DHCF; and an analysis the PCSB conducted to determine whether the benefits of Medicaid billing outweigh the costs for each school.**

The primary agency responsible for Medicaid billing is the Department of Health Care Finance (DHCF), which works actively with charter LEAs to promote and facilitate Medicaid billing. PCSB supports DHCF by sharing contact information with schools, promoting DHCF meetings and other messaging through our Tuesday Bulletin sent to all schools, and providing DHCF time at our quarterly school leader meetings to address these issues with charter leaders.

It is important to note that the record-keeping and paperwork requirements for Medicaid billing is time consuming and costly. Consequently this billing only makes sense for schools with sufficient volume so that the reimbursements exceed the cost of preparing and filing the requests. Most, if not all, of the charter schools of sufficient size now participate in the program.

**Q9: What information are you able to collect from individual charter schools after they have been authorized? What do you collect, what do you not collect, and what information would be beneficial to have that you are statutorily unable to collect?**

Data and transparency are two core tenants of PCSB's oversight over public charter schools. Once a public charter school is authorized and is opened PCSB collects a great deal of information from schools, including emergency response plans, staff rosters and background checks, employee handbooks, annual budgets and procurement contracts, and Board meeting minutes, data on school discipline and attendance. PCSB also collects a tremendous amount of data on school performance and culture, including re-enrollment rates, school discipline and attendance and non-state assessment data. This data is collected primarily through Epicenter and ProActive, and a more complete accounting of data collected through these systems is listed in Question 6.

While PCSB collects a great deal of data, it is important to note that as the authorizer of public charter schools, PCSB oversees charter schools but does not play a central office role as is played by DCPS central office. Public charter schools operate as 61 independent LEA's. For that reason, PCSB does not mandate or collect a great deal of information related to day-to-day instructional or operational choices of schools. These decisions are left to the individual LEAs.

As part of PCSB's oversight over schools, PCSB conducts an annual financial audit of schools finances and publishes this information in the Financial Audit Review (FAR). However, some public charter schools choose to contract with for-profit management companies to provide services to the school. In those instances, PCSB is unable to collect detailed books, records and other information on these management companies to understand how that public money is being spent. PCSB's oversight would benefit from a change in law to allow for the collection of this information.

**Q10: Identify all legislative requirements (both local and federal) that PCSB lacks sufficient resources to properly implement. Also, identify any statutory or regulatory impediments to your agency’s operations.**

According to the School Reform Act, PCSB *shall* revoke a school’s charter when there is a “pattern of fiscal mismanagement” [emphasis added]. As part of that legislative requirement, PCSB conducts an annual Financial Audit Review (FAR) that examines the fiscal health of each public charter LEA. However, some public charter schools choose to contract with for-profit management companies to provide services to the school. In those instances, PCSB is unable to collect detailed books, records and other information on these management companies to understand how that public money is being spent.

As an independent government agency, PCSB enjoys some autonomy from statutory and regulatory requirements for many government agencies. However, PCSB must comply with spending regulations that require spending 50% of the discretionary budget on local small business enterprises (SBE’s). The specialized nature of PCSB’s oversight often requires contracting for services, such as expert resources for qualitative site reviews or building advanced dashboards for our innovative Performance Management Framework (PMF), that are not effectively provided by small, local businesses at this time. While PCSB endeavors to meet its SBE expenditure goals, fully compiling with these regulations would be an impediment to PCSB’s ability to conduct effective oversight.

**Q11: Please detail how PCSB worked with charter LEAs in FY14 and FY15 to date to improve student achievement.**

As the public charter school authorizer, PCSB is committed to improving the quality of DC's charter schools and improving the achievement of students who attend charter schools. We are proud that overall proficiency rates of charter schools has grown every year since the DC CAS was first administered and that charter schools significantly outperform city averages even while enrolling a more educationally disadvantaged population.

It is important to bear in mind that PCSB does not oversee a school system, and that individual charter schools have complete control over their operations. For this reason PCSB does not, and should not, seek to improve student achievement through methods used by traditional school systems, such as: directing schools to undertake specific improvement tasks, reallocating resources in designated ways, changing personnel, or working with designated outside vendors. Instead to improve performance we work to create an environment of high accountability, provide schools with clear quantitative and observational data to inform their own improvement efforts, afford opportunities for best-practice sharing among our schools, and, for ESEA Focus and Priority school, monitor progress against their own improvement plans.

Our accountability system is anchored in our Performance Management Framework (PMF) and in our periodic high-stakes reviews that schools undergo at least every five years. PCSB has invested heavily in expanding the PMF so that it covers all schools, including early childhood and adult schools, rather than only those with tested grades (3-8, 10). And the thoroughness of our high-stakes reviews is dramatically higher than it was just three years ago.

Over a dozen charter schools or campuses have closed in the past three years for academic reasons. (See attached.) And while these closures have been necessary to ensure that only high quality charter schools serve DC students, they also reflect an environment of extremely high accountability that has led other schools – some on the brink of closure – to take the aggressive actions that have led to dramatic improvements in academic performance. A recent example is IDEA Public Charter School, which was recently removed from probationary status after two years of remarkable improvement led by a revitalized board and school staff.

One way PCSB assists schools in their own improvement efforts is to make school performance data actionable and easy-to-read. Rather than only request data from schools, PCSB has spent considerable effort developing dashboards and making data publicly available so schools can easily analyze and visualize their data in ways that can better inform instruction. One such dashboard PCSB has enhanced 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.

Looking beyond just data, PCSB monitors schools 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 FY14 and FY15 if they met at least one of the following criteria:

- o School eligible to petition for 15-year Charter Renewal during school year 2014-15 or school year 2015-16;
- o School eligible for 5-year or 10-year Charter Review during school year 2014-15 or school year 2015-16;
- o School designated as Focus/Priority by OSSE;
- o School had a Tier 3 rank on the Performance Management Framework during the 2013-14 or 2014-15 school year;

PCSB also conducts board-to-board meetings for low-performing schools to ensure they are aware of school issues. These meetings are with PCSB board members, school leadership and PCSB senior staff to discuss key issues around school performance, review data, and discuss plans for school improvement.

As required by the ESEA Waiver DC has with the US Department of Education, PCSB works 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.

Because of the great importance to improving educational services to students with disabilities, in FY14 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. 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. To date, 22 DC public charter schools on 49 campuses have participated in a QAR.

**Q12: Provide a sector report of the promotion rate (percent of students and number of students) by grade for DC public charter schools and charter LEAs for SY 2013-14**

These data can be found in the Question 12, 16 and 18 Excel file attachment. This has also been provided on a flash drive to the Council Committee on Education. Promotion rate is a difficult calculation as PCSB only has information of students who re-enroll in the charter sector.

Whether or not a school chooses to not promote a student and the student consequently un-enrolls and switches schools (either to another public charter or to DCPS) to avoid repeating a grade is not captured in the data set we have. The total charter sector promotion rate from SY 2012-13 to SY 2013-14 was 97% for students who re-enrolled in a public charter school. The overall re-enrollment rate was 82.5% for K-12 students. Re-enrollment rates exclude students who are ineligible to re-enroll because they were already in the terminal grade, moved out of state, were placed in a private placement from a DCPS-dependent LEA, were expelled for a federal reason, or are deceased.

**Q13: For FY14 and FY15 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.**

OSSE is the primary agency responsible for assisting LEA’s in implementing the PARCC assessment. PCSB defers to OSSE to describe any barriers to implementation and how they are working to ensure proper program and technological enhancements needed to administer the PARCC.

However, PCSB is supportive of the switch to PARCC and the common accountability it may provide and PCSB has worked to support schools with this transition. Specifically, in partnership with Fight For Children, a local non-profit, PCSB organized two daylong seminars (“Ahead of the Curve”) for school leaders that focused on the transition to PARCC. PCSB has also participated in OSSE’s LEA institute “It Takes a City to Hit It Out of the PARCC”.

Additionally PCSB has implemented a “hold harmless” policy for the Performance Management Framework (PMF) for SY 2014-2015 to ensure that schools are not unjustly labeled as underperforming in the first year of PARCC implementation. This policy will “hold harmless” schools that are newly named “Tier 3” on the PMF, but will continue to tier schools in order to ensure continued transparency about performance for students and families. The policy is attached.

**Q14: List the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school. 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 FY14 and FY15 to date.**

See attached list by school of the school-based physical, mental and behavioral health professionals and school nurse schedule.

Mental health clinicians are employed by the Department of Behavioral Health (DBH) in public charter schools. There are 16 public charter schools with mental health clinicians and three more charter have been approved for clinicians and are waiting for staff to be hired. (See attached list). Many more DC charters would benefit greatly from the presence of these clinicians. The disparity in the provision of mental health services to charter schools as compared with DCPS is a source of considerable concern to PCSB.

For those campuses that lacks school-based behavioral and mental health staff, PCSB:

- Worked with Student Support Center to seek consultation and resources
- Worked with DBH and provided consultation regarding prioritizing and elevating Public Charter Schools with higher need to use the available DBH clinicians
- Connected schools to community resources that could support the schools (i.e., Latin American Youth Center, Wendt Center, Mary's Center...)
- Worked with DBH and the Deputy Mayor for Health and Human Services on the Comprehensive Plan for expanding early childhood and school based behavioral health services in order to advocate for more DBH clinicians for Charter Schools.

Department of Behavioral Health/School Mental Health Program (DBH/SMHP) also provides Primary Project, an evidenced-based, early intervention/ prevention program for identified children in pre-kindergarten (age 4) through third-grade who have mild problems with social-emotional adjustment in the classroom. Primary Project services are provided to children attending child development centers and DC public and charter schools that receive on-site services from a DBH/SMHP or Healthy Futures clinician. During SY 13-14 services were provided in 40 sites, of which just six are charter schools and present efforts during SY2014-15 are focused on the expansion of Primary Project services to 54 sites.

**Q15. Please quantify for each school the number of homeless youth enrolled in public charter schools for SY2013-2014 and SY2014-2015 to date. What additional supports does PCSB provide to LEAs with a high number of homeless student populations?**

Public charter schools serve a larger percentage of economically disadvantaged students than the city average, and that includes many homeless students. According to OSSE enrollment counts, in SY 2013-2014, public charter schools served 1,328 homeless students. In SY 2014-15 they are serving 1,455 students.

OSSE serves as the primary support for LEAs with a high number of homeless student populations and each public charter school has a staff member who is responsible for being the homeless student liaison. PCSB also has a staff member who participates in the citywide youth homeless task force, which works to support homeless youth in the District. PCSB is also supportive of the per-pupil “at-risk” funding that was implemented in SY13-14, which gives extra per pupil funding to schools that serve homeless students, in addition to other criteria.

**Q16: Provide the following data on student attendance:**

- A. 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 2013-2014 school year, and 2014-2015 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
- B. Of the cases in which children have 10 or more absences, how many per LEA have been referred to CFSA?**
- C. For cases involving students 14 years and older, how many per LEA have been referred to CSS?**
- D. 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.**

16A: These data can be found in the Question 12, 16 and 18 Excel file attachment. This has also been provided on a flash drive to the Council Committee on Education.

16B: For the whole charter sector, 163 students have been referred to CFSA. In order to comply with FERPA regulations, this data cannot be provided by LEA.

16C: Court Social Services does not report to PCSB the number of referrals they receive. PCSB has asked in the past and was informed that they do not disaggregate their data by District (DCPS/ charter). This question should be directed to CSS.

16D: To date, for SY 2014-15 one school is scheduled to receive a Notice of Concern for truancy, which will be tentatively be issued at the February board meeting. The threshold for receiving a Notice of Concern is 20% for elementary and middle schools, 25% for high schools, and 35% for officially designated alternative schools.

**Q17: Were there any changes to the PCSB’s discipline and attendance audit policy in FY14 or to date in FY15? If so, please provide a copy of the new policy.**

No changes were made to PCSB’s discipline and attendance audit policy in FY14 or in FY15. Audits can be triggered in the below instances:

- 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

**Q18: Provide the following data for the 2012-2013 school year, the 2013-2014 school year and the 2014-2015 school year to date, broken down by school/campus, 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.**

Three years ago, PCSB launched an initiative on the use of discipline and suspensions. Rather than using strict mandates or requirements, we focused instead on transparency and information sharing. By publishing suspension and expulsion rates, school-by-school, we let each school know where they stood in comparison to each other and to the district average for that grade span. This opened the way for schools to learn from each other and encouraged schools to critically examine their discipline results. PCSB believes this approach to decreasing discipline rates is appropriate for public charter schools, because it requires schools to be accountable for their results while preserving their essential freedom of operation.

While PCSB knows there is more work to do on student discipline, thus far the results of this initiative have been excellent.

The number of expulsions due to a non-federal reason has decreased from 46% in SY2012-13 to 45% in SY2013-14 and through November of SY2014-15 the rate is 49%. The reasons students are suspended remain unchanged from the previous school year, with a quarter of all student suspensions resulting from a federal reason.

The number of student expulsions at public charter schools has decreased from 1.0% (227 students) in SY2011-12, to 0.50% (173 students) in SY2012-13 to 0.39% (141 students) in SY2013-14. The expulsion rate through November of SY2014-15 is 0.15% (56 students).

Over the past three years, the majority of expulsions have been due to a federal reason. This year 51% percent of students (19 students) have been expelled due to a federal reason such as drugs, weapons, alcohol, or violence through November of SY2014-15. During each of the previous two school years, 55% of students have been expelled due to a federal reason (55% or 75 students in SY2013-14 and 54% or 63 students) in SY2012-13. Through November 2014, the most prevalent non-federal reason for expelling students was for disruptive behavior (4), fighting (4), and threatening physical harm (4).

The number of student suspensions at public charter schools decreased from 25.4% (8,814 suspensions) in SY2012-13 to 21.1% (7,722 suspensions) in SY2013-14 and the suspension rate

for the sector is 9.5% (3,619 suspensions) through November of SY2014-15. The number of students suspended for federal reasons was 22% (1,909 students in SY2012-13 and 1,673 in SY2013-14) during each of the previous two school years and is 19% (693) through November of this school year. Through November 2014, the most prevalent reasons for suspending students for non-federal reasons were due to disruptive behavior (1,152), fighting (724) and insubordination (394).

A full breakdown of these data can be found in the Question 12, 16 and 18 Excel file attachment. This has also been provided on a flash drive to the Committee on Education.

**Q19: 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?**

PCSB expects all charter schools to comply with IDEA discipline requirements to provide alternative educational settings for students with disabilities (SWD) who receive long-term suspensions or are expelled. In these settings, charter schools must ensure that students' IEPs, including all specialized instruction and related services, are fully implemented. This includes revision and/or development of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) and any additional evaluations deemed necessary by the student's IEP team.

Additionally, while receiving services in the alternative educational setting, charter schools must ensure students receive supports designed to address the behavior that resulted in the suspension or expulsion. Charter schools have flexibility to provide these services in a variety of manners or settings. For example, services can be provided in another school facility, in the student's home, in a neutral setting such as a public library or another site determined by the LEA. PCSB ensures charter schools are aware of their obligations related to alternative educational settings and services, regularly reviews data on charter school suspensions and expulsions, provides feedback to schools on data trends and works closely with OSSE who monitors compliance with these requirements under IDEA.

**Q20: 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?**

Charter schools use a variety of behavioral interventions based on their mission, philosophy, and approach to school culture. Some schools use Positive Behavioral Intervention & Supports (PBIS), while others have their own system of creating positive incentives to encourage appropriate behavior.

The following list provides some examples of positive incentives used as behavioral intervention strategies:

- Restorative Justice systems
- Scholar Dollars—paycheck model to award positive behavior
- Dream Dollars—paycheck model to award positive behavior
- Color code system (students that receive a certain number of “green” days receive special recognition)
- Merit system to acknowledge superlative behavior
- Superstar walls
- Awards presentations for positive behavior
- Student of the week/ month
- Dress down days

Each LEA has its own model for staff professional development for discipline. Some schools train their staff during summer workshops, while other schools have PD throughout the year. Some schools invite outside experts into the school to model appropriate interventions, while other schools depend on master teachers and Deans in-house to provide training. This is an individual LEA decision.

**Q21: Provide the following information on special education services for FY14 and the current school year:**

- **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.**

See attached for these enrollment numbers as well as enrollment numbers from Question 2

**Q22: 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?**

OSSE has great expertise and has the primary responsibility for enforcing federal special education laws, including the Individuals with Disabilities Education Act (IDEA). We partner in this enforcement. Indeed, among the enumerated reasons that PCSB may revoke a charter is the violation of special education laws.

While we are co-responsible with OSSE for enforcing legal compliance, our primary focus is to look at the quality of the academic program that is serving students. We share information between the two agencies to support each other's work through monthly meetings between Avni Patel (PCSB, *Senior Specialist- Special Education*), Tameria Lewis (PCSB- *Senior Policy Advisor- Special Education*), and the directors of OSSE's Division of Specialized Education. In addition, PCSB has aggregate user access for all LEAs to 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 ours so that we can incorporate their findings in our charter renewal and review decisions. Also, OSSE emails us copies of any pending State Complaints filed against DC charter schools.

PCSB uses the documents and data from these various databases when monitoring the special education compliance of charter schools. In addition, PCSB contacts the director of 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.

Additionally, steps have been taken to ensure open communication between our two agencies as it relates to special education through such means as PCSB's participation in OSSE's planning meetings for city-wide projects and initiatives (Ex. LEA Institutes, etc.) as well as feedback for policy discussions.

Beginning last year, PCSB began sharing with OSSE the names of schools that had been selected for a Special Education Audit to ensure there was not duplicative monitoring. When it was discovered that OSSE and PCSB were monitoring an LEA for a similar reason, both entities worked to adjust their process to ensure the school would not have to submit duplicate documentation.

**Q23: 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 components of the Special Education Performance Monitoring Tool have been aligned to ongoing PCSB processes, and the usage of that title is no longer in effect. Instead, PCSB monitors schools for special education in three main ways and utilizes the existing templates as resources for PCSB to collect data on our schools, both quantitatively and qualitatively, in order to assess the performance of charter schools around special education. 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 QAR is still considered a part of the SPED Performance Monitoring Tool, but the choice of participating in the QAR process is entirely up to the individual schools. The Site Visits starting last school 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 through implementing best practices. For PCSB, the QAR tool offers great insight into where our schools are struggling the most around serving students with disabilities.

The other components of the tool (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 in our reports, discuss with our Board, and shared with the schools themselves.

In addition to the SPED Performance Monitoring Tool, a specially designed audit form is utilized to document when PCSB determines that an audit on a school is necessary through the Special Education Trigger Policy. One of the key reasons ("triggers") for which a school may be audited is due to having a disproportionate discipline rate for students with IEPs as compared to their general education peers. All of the schools that were audited for SPED suspension rates in SY 2013-14 currently have a lower suspension rate for students with IEPs YTD when compared to SY 2013-14.

**Q24: List all charter schools for which PCSB conducted special education audits in FY14, including what flag triggered the audit and what outcome resulted.**

Underrepresentation of Special Education levels 3 and 4

- 1) KIPP Lead PCS –desk audit
- 2) Mundo Verde PCS – desk audit

Audit Reason: Schools were determined to be outliers for this trigger based on a monthly data review

Investigation/Process: January 17, 2014 - Sent an email asking for an explanation or justification for the disparity, and received one from the SPED coordinators.

Outcome: A desk audit was completed and no further action was required

OSS Rate for SWDs disproportionate to OSS rate for Gen Ed students.

- 1) Cap City lower - desk audit
- 2) Center City- Trinidad – desk audit
- 3) DC Prep – MS- desk audit
- 4) Howard - desk audit
- 5) IDEA - desk audit
- 6) Paul - desk audit
- 7) SEED - desk audit
- 8) Friendship - in person audit

Audit Reason: Schools were determined to be outliers for this trigger based on a monthly data review

Investigation: PCSB received a justification from all schools, and completed an on-site audit in one case, in order to clear them from the audit status.

Outcome: All schools listed above have a SY 2014-15 YTD suspension rate lower than the suspension rate of SY 2013-14, for students with IEPs.

Other Audit: Board Meeting

Audit Reason: Notice of Concern for Discipline led to a comment by a school staff member who said, “Potomac Lighthouse is not equipped for a certain type of SPED student, if I can say that. We have certain limitations on how we can handle those students.”

School Name: Potomac Lighthouse PCS (now Potomac Prep PCS)

Investigation: February 20, 2014 sent an email asking for an in-person meeting with the Special Education Coordinator, Director of Student Supports, and any administrative staff to discuss what was mentioned at the board meeting, February 26, 2014 held in-person interview/site-visit, March 10, 2014 held a follow-up meeting to discuss progress and answer any TA questions.

Outcome: School Completed QAR and submitted an Action Plan. No further action was required.

**Q25: Detail the transitional programs that PCS offer or have planned for older students receiving special education services? 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 in school year 2013-2014;**
- **Number of students served in SY14-15 or to be served;**
- **Specific services offered by program (e.g., academic, vocational, related services)**
- **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.**

There are no specific transitional programs that all charter schools offer students with disabilities, as the transition process for each student is individualized. Schools have provided PCSB with some information on resources/organizations that they utilize to connect students with disabilities through their transition planning process. For example, resource organizations for secondary transition include DC Partners in Transition, School Talk DC, job shadowing programs, DCPS' CEO program and programs such as KIPP DC's Future Focus program. School Talk DC also sponsors Secondary Transition Fairs which includes charter school students among the many participants. Transition teams at some schools provide opportunities for students to participate in college fairs and enrollment information at UDC, Trinity, and Montgomery College.

**Q26: Provide outcomes data for students with disabilities transitioning out of PCS into adulthood, including the following data for school years 2013-2014 and 2014-2015 to date:**

- 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.**

For FY14 there were 185 students referred to RSA for an eligibility determination and there have been 24 year-to-date in FY15.

PCSB collected data via a survey of public charter schools pertaining to students with disabilities transitioning out of PCS into adulthood but has received a low response rate to date. Collectively between the 13 public charter schools that provided data, 157 students are connected to a postsecondary pathway to graduation. Of these 157 students, 67 students received an eligibility determination from RSA before graduation.

**Q27: Describe how PCSB is working with LEAs to timely implement the provisions of the three recently passed special education bills – The Enhanced Special Education Services Act, The Special Education Student Rights Act, and The Special Education Quality Improvement Act.**

PCSB has been engaged with charter schools regarding the recently passed special education legislation throughout the legislative process as these provisions were under consideration. We have also collaborated with the schools and the Charter School Special Education Co-Op to provide input to OSSE as it has been conducting focus group meetings with LEAs seeking input on revisions to Chapter 30 of the DCMR that will provide implementation guidance for these new legal requirements. PCSB will continue to work closely with OSSE and our school partners once final regulations are issued to ensure charter schools receive training and support to implement the required adjustments to their special education programs.

Additionally, PCSB is currently developing an application process through which new and existing charter schools may seek approval to offer an enrollment preference to students with disabilities to implement provisions of the Special Education Quality Improvement Act. This application process is being designed to ensure that schools seeking to offer special education enrollment preferences demonstrate their capacity to provide high quality programming and the system of approved preferences results in increased educational opportunities for students with disabilities throughout the District. PCSB is also consulting closely with the MySchoolDC lottery team to ensure successful implementation once schools are approved to offer enrollment preferences. With MySchool DC, we expect to be prepared to begin accepting applications and implementing the preference for the SY2016-17 lottery.

**Q28: Provide a breakdown of how many PCS were available for enrollment on MySchool DC for the 2014-2015 school year and how many to date for the 2015-2016 year.**

For the SY 2015-2016 lottery year, MySchool DC has transitioned out of PCSB and to the Deputy Mayor for Education. PCSB defers to MySchool DC officials within DME to provide this information.

**Q29: Provide a 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 [attached](#). 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 2013-2014, calls were made to 105 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 105 schools, 17 schools provided a questionable answer in the first round and were called a second time the subsequent weeks.

Two schools provided a response perceived as a violation in the *second* round of calls. 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, a school may be subject to Board action if they do not pass.

The following are answers that were deemed inappropriate in the 2014 Mystery Caller cycle:

- Caller was told to bring the IEP when she applies in person, in order to see if a longer TABE testing time would be needed. She was also told to bring the student's birth certificate.
- Caller was told she needed to apply in person and bring a copy of the student's report card and proof of DC residency.

The SY14-15 Mystery Shopper initiative is currently underway.

**Q30: What does PCSB do to educate teachers and frontline staff regarding product and website information, communications with parents and teachers, and other information regarding availability of translation services and the use of the Language Access Line?**

PCSB does not directly work with teachers or frontline staff regarding product and website information, communications with parents and teachers, and other information regarding availability of translation services and use of the Language Access Line. However, PCSB has promoted the service via its Tuesday Bulletin.

**Q31. Describe any initiatives your agency implemented within FY14 or FY15, 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 financial oversight
- Strengthened internal policies and processes
- Bolstered relationships with government, school partners, and community
- Improved organizational transparency
- Enhanced PCSB suite of tools and methodologies

**Increased efficiency of financial oversight**

*Fiscal Oversight on Salesforce*

In FY14, PCSB's annual fiscal oversight analysis was established on a Salesforce Cloud platform as a centralized database and analytical tool of audited financial data. The platform allows the agency to compare trends across schools more easily.

*PCS Contract Review*

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 conflict of interest transactions are quickly flagged for review.

**Strengthened internal policies and processes**

*Budget Utilization Tracking*

PCSB shifted responsibility of tracking expenditures from the finance department to each department's director. With each director having monthly reports, the 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.

*Internal Contracting and Procurement*

PCSB also revised internal contracting processes and appointed a staff person to manage contracts, requests for proposals, and purchase orders. This person guides staff through the process including: initial request, vendor selection, collecting required documentation, continual oversight, final evaluation and close out of each contract.

*Expense Approval*

PCSB uses Bill.com to monitor and manage its expenses. Through the system of approval, each expense is reviewed and approved by at least three PCSB staff members, including the executive director. With the layers of financial oversight, each item is checked against the invoice for both amount and code. The information is then checked again through a monthly review of department year-to-date expense report.

## **Bolstered relationships with government, school partners, and community**

### *Government Office/Agency relationships*

In FY14 PCSB improved 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.

### *Increased effectiveness of the Community Advisory Group*

PCSB 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 to give parents more access to charter school information using an 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.com), includes data results from the 2014 Early Childhood Performance Management Framework (PMF) results and the 2014 DC Equity Reports and will continue to grow with the addition historical enrollment data and discipline data.

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.dcpsb.org](http://data.dcpsb.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, PCSB publishes on its website a summary of monthly board meetings. PCSB also live streams board meetings and public hearings and archives these videos on the website. Additionally, PCSB also “live- tweets” its meetings on Twitter to inform followers of board decisions real-time.

### *Website*

In October 2014, we launched a new website. Our new site is much easier for parents, the community, policymakers and media to navigate and find the information they need – all with a new, better look and feel. And we have done it in a way so users can still find the important content that was available on the old site.

## **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.dcpsb.org](http://dashboard.dcpsb.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 2014 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.

**Q32: How does the agency communicate with, and solicit feedback from, education stakeholders including parents? For FY14, Please describe:**

- **What the Board has learned from this feedback;**
- **How the Board has changed its practices as a result of such feedback;**
- **How parents can find out what special education programs the different charter schools offer; and,**
- **How the Board was engaged in communication and feedback regarding the lottery MySchool DC.**

Engaging with stakeholders and the community is a vital part of PCSB's mission. PCSB communicates with and solicits feedback from stakeholders in a variety of ways. First, PCSB Board members and staff frequently participate in community meetings and events to inform the public about PCSB and public charter schools as well as to solicit feedback on PCSB's practices. In FY14, PCSB staff and Board members participated in 23 community meetings. PCSB also begins each Board meeting with public comment, and keeps all actions the Board will vote on open for public comment for at least 30 days. All items open for public comment are featured prominently on PCSB's website.

PCSB also has a Community Advisory Group (CAG). CAG is a 21-member group comprised of charter school parents and community activists that serve as advocates for public charter schools in the community and inform the Board about the thoughts of the community on various issues impacting public charter schools. CAG members come from 7 of the 8 wards. In FY2014, CAG conducted a community survey to find out how PCSB can improve their communication with the community. CAG presented the findings of the survey to the Board. This survey greatly informed the redesign of PCSB's website, which was launched in FY2014, which shifted the target audience for PCSB's website from policymakers to parents.

PCSB also communicates with parents to increase transparency about public charter school performance. PCSB distributed 5,000 PMF parent guides in English and Spanish at the November 2014 EdFest. Thus far in FY15, PCSB has worked with a vendor to distribute more than 28,000 parent guides. PCSB also launched a new website. The new site is much easier for parents, community, policymakers and media to navigate and find the information they need—all with a new, better look and feel. The website also contains information and links to the website of each public charter school where parents can find out more programmatic information about each school, including special education programs offered.

PCSB introduced the concept of Equity Reports to the city and has been a full participant on the team preparing these reports, which provide unprecedented levels of transparency and information about school performance and climate broken down by student subgroup. PCSB has also greatly improved the transparency of information about schools as well as PCSB's own activities on its website.

In addition to parents, PCSB frequently seeks feedback and input from the various public charter school LEA's. In FY14, PCSB convened task forces to explore creating and updating PMF's for adult education and early childhood education, as well as for planning for changes in the PMF due to the implementation of the PARRC assessment. PCSB also issues an annual "authorizer

survey” to the schools, and the results are used to plan PCSB’s approach to oversight and support for the schools.

The common lottery, MySchool DC, has now moved to the Deputy Mayor for Education so PCSB defers to DME to describe the process for communication and feedback on the common lottery. PCSB shares information about the common lottery on our website and in the PMF parent guides. While the common lottery is voluntary for public charter schools, PCSB also encourages schools to be a part of MySchool DC, and nearly all public charter schools have now joined.

**Q33: Provide a report on the complaints the board received in FY14, and FY15 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—this includes parents, school staff, and other members of the community. When a stakeholder calls PCSB to report a complaint, PCSB staff documents the complaint. Staff asks the caller if he/ she has already contacted the school leader or the school’s board (and if not the caller is advised to contact those parties). PCSB staff then sends an email to the school leader(s) informing them of the complaint. PCSB then follows up with both the parent and the school to ensure that the complaint has been addressed.

**SY 2014-2015 Complaints Received YTD (August – December)**

**August**

Discipline	Staff	Uniforms	Academics	Special Education	Transportation/ Traffic Issues	Bullying	Physical Safety	Enrollment	Other	Total:
1	5	3	23	2	2	0	3	8	5	52

**September**

Discipline	Staff	Uniforms	Academics	Special Education	Transportation/ Traffic Issues	Bullying	Physical Safety	Enrollment	Other	Total:
15	7	7	16	2	2	4	4	8	4	69

**October**

Discipline	Staff	Uniforms	Academics	Special Education	Transportation/ Traffic Issues	Bullying	Physical Safety	Enrollment	Other	Total:
9	7	1	19	2	0	11	11	4	5	69

**November**

Discipline	Staff	Uniforms	Academics	Special Education	Transportation/ Traffic Issues	Bullying	Physical Safety	Enrollment	Other	Total:
16	7	1	8	1	0	4	9	0	4	50

**December**

Discipline	Staff	Uniforms	Academics	Special Education	Transportation/ Traffic Issues	Bullying	Physical Safety	Enrollment	Other	Total:
9	11	1	7	4	0	6	7	0	0	45

**SY 2013-2014: August – December**

**August**

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

**September**

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

**October**

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

**November**

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

**December**

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

**SY 2013-2014: August – December**

**August**

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

**September**

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

**October**

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

**November**

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

**December**

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

**Q34: Provide an account of each public charter schools facilities expenditure:**

- **Include the total amount allocated in, FY 14 and to date in FY15 from the local facilities allowance.**
- **Include the total amount each school spent in, FY14 and FY15 to date on facilities and capital improvements.**

Please find all facilities expenditures and an accounting of the expense categories attached.

**Q35: Provide a copy of the facilities expenditure reporting template and an accounting of the expense categories for each public charter LEA in FY14.**

Please find all facilities expenditures and an accounting of the expense categories attached.

**Q36: Provide a list of charter LEAs currently operating in formerly occupied by D.C. Public Schools. For each such LEA, 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.**

Please see the table below that provides a list of charter LEAs currently operating in facilities formerly occupied by DCPS. The list includes LEAs that are operating in facilities formerly occupied by D.C. Public Schools according to PCSB’s records and information shared by DME.

<b>Former DCPS Facility</b>	<b>Current LEA</b>	<b>Location</b>	<b>Disposition Process</b>
Armstrong Technical	Community Academy PCS	1400 1 <sup>st</sup> Street, NW	Sold to charter school
Benning	DC Prep PCS	100 41 <sup>st</sup> Street, NE	Long term lease awarded to charter school
Birney	Excel Academy PCS	2501 Martin Luther King Jr. Avenue, SE	Leased as incubator through competitive process
Blow-Pierce	Friendship PCS	725 19 <sup>th</sup> Street, NE	Sold
Bruce	Cesar Chavez PCS for Public Policy	770 Kenyon Street, NW	Ground lease
Burdick	Community Academy PCS	1300 Allison Street, NW	Leased from city through use license
Carver	IDEA PCS	1027 45 <sup>th</sup> Street, NE	Sold to charter school
Chamberlain	Friendship PCS	1345 Potomac Avenue, SE	Sold to charter school
Clark	E.L. Haynes PCS	4501 Kansas Avenue, NW	Ground lease through competitive process
Douglass	KIPP DC PCS	2600 Douglass Place, SE	Ground lease through competitive process
Draper	Achievement Preparatory PCS	908 Wahler Place, SE	Leased as an incubator
Evans	Maya Angelou PCS	5600 E Capitol Street, NE	Leased to charter school
Hamilton	KIPP DC PCS	1401 Brentwood Parkway, NE	Leased to charter school
Harrison	Meridian PCS	2120 13th Street, NW	Ground lease through competitive process
J.F. Cook ES	Mundo Verde Bilingual PCS	30 P Street, NW	Leased to charter school
Keene	Community Academy PCS	33 Riggs Road, NE	Right to occupy agreement that is renewed on an annual basis

Kingsman	Options PCS	1375 E Street, NE	Sold to charter school
M.C. Terrell	Somerset Prep PCS	3301 Wheeler Road, SE	Right to occupy agreement that is renewed on an annual basis
McGogney	Eagle Academy PCS	3400 Wheeler Road, SE	Lease through competitive process
Military Road School	Latin American Montessori Bilingual PCS	1375 Missouri Avenue, NW	Sold to charter school
Montgomery	KIPP DC PCS	421 P Street, NW	Ground lease through expansion after co-located school closed
Nichols Avenue	Thurgood Marshall Academy PCS	2427 Martin Luther King Jr. Avenue, SE	Sold to charter school
Old Congress Heights	Democracy Prep Congress Heights PCS	3100 Martin Luther King Jr. Avenue, SE	Ground lease from Department of Real Estate Services
P.R. Harris	National Collegiate Preparatory PCHS and Ingenuity Prep PCS	4600 Livingston Road, SE	Building Hope subleases space as incubator from UDC
Paul	Paul PCS	5800 8th Street, NW	Leased after conversion to charter school
Rabaut	Capital City PCS	100 Peabody Street, NW	Lease through competitive process
Richardson	KIPP DC PCS	5300 Blaine Street, NE	Sold to charter school
Rudolph	Washington Latin PCS	5200 2nd Street, NW	Lease through competitive process
Shadd	DC Scholars PCS	5601 East Capitol Street, SE	Awarded through competitive process, lease pending
Shaed	Inspired Teaching Demonstration PCS	200 Douglas Street, NE	Lease through competitive process
Shaed	Lee Montessori PCS	200 Douglas Street, NE	Lease through competitive process
Sharpe	Bridges PCS	4300 13th Street, NW	Right to occupy agreement that is renewed on an annual basis
Sharpe Health Annex	Community Academy PCS	1351 Nicholson Street, NW	Right to occupy agreement that is renewed on an annual

			basis
Slowe	Mary McLeod Bethune Day Academy PCS	1404 Jackson Street, NE	Lease through competitive process
Taft	Latin American Montessori Bilingual PCS	1800 Perry Street, NE	Lease through competitive process
Taft	Perry Street Preparatory PCS	1800 Perry Street, NE	Lease through competitive process
Weatherless	SEED Public Charter School of Washington, DC	4300 C Street, SE	Ground lease awarded
Webb	KIPP DC PCS	1375 Mt Olivet Road, NE	Ground lease awarded through competitive process
Woodridge	Friendship PCS	2959 Carlton Avenue, NE	Sold to charter school
Woodson	Friendship PCS	4095 Minnesota Avenue, NE	Leased to charter school

**DCPS facilities awarded to PCS that plan to open location in SY15-16**

<b>Former DCPS Facility</b>	<b>LEA</b>	<b>Location</b>	<b>Disposition Process</b>
Young	Two Rivers	820 26th NE	Awarded through competitive process
Gibbs	Monument Academy PCS and Community College Preparatory Academy PCS	500 19th Street, NE	Awarded through competitive process
Mamie D. Lee	Briya PCS and Bridges PCS	100 Gallatin Street, NE	Awarded through competitive process

Currently, charter schools are occupying an additional 67 buildings that are not owned by DC, often paying higher commercial real estate rents. A full listing of these campuses is below:

**Public Charter school(s) in buildings not owned by DC**

*\*Public charter schools that have purchased a former DCPS building*

- Academy of Hope Adult PCS- Edgewood St
- Academy of Hope Adult PCS- Alabama Ave
- AppleTree Early Learning Center PCS - Lincoln Park
- AppleTree Early Learning Center PCS - Columbia Heights
- AppleTree Early Learning Center PCS - Oklahoma Avenue
- AppleTree Early Learning PCS – Southeast- Facility 1
- AppleTree Early Learning PCS – Southeast- Facility 2
- BASIS DC PCS
- Bridges PCS- Facility 1
- Bridges PCS- Facility 2

Briya PCS- Ontario Road  
 Briya PCS- Georgia Ave  
 Carlos Rosario International PCS- V St  
 Carlos Rosario International PCS- Harvard St  
 Cedar Tree Academy PCS  
 Center City PCS - Congress Heights  
 Center City PCS - Brightwood  
 Center City PCS - Capitol Hill  
 Center City PCS - Petworth  
 Center City PCS - Shaw  
 Center City PCS - Trinidad  
 Cesar Chavez PCS for Public Policy - Capitol Hill  
 Cesar Chavez PCS for Public Policy - Parkside (Middle and High Schools)  
 Community Academy PCS - Amos 5\*  
 Community College Preparatory Academy PCS  
 Creative Minds International PCS  
 DC Bilingual PCS- 14<sup>th</sup> Street  
 DC Bilingual PCS- Columbia Road  
 DC Prep PCS - Edgewood (Elementary School)  
 DC Prep PCS - Edgewood (Middle School)  
 Democracy Prep Congress Heights PCS\*  
 District of Columbia International School PCS  
 E.L. Haynes PCS - Georgia Avenue  
 Eagle Academy PCS - New Jersey Avenue  
 Early Childhood Academy PCS- Facility 1  
 Early Childhood Academy PCS- Facility 2  
 Elsie Whitlow Stokes Community Freedom PCS  
 Friendship PCS - Blow-Pierce (Elementary and Middle Schools)\*  
 Friendship PCS - Chamberlain (Elementary and Middle Schools)\*  
 Friendship PCS - Southeast Elementary Academy  
 Friendship PCS - Technology Preparatory Academy- Milwaukee Pl  
 Friendship PCS - Technology Preparatory Academy- MLK Ave.  
 Friendship PCS - Woodridge (Elementary and Middle)\*  
 Harmony DC PCS  
 Hope Community PCS - Lamond  
 Hope Community PCS - Tolson  
 Howard University Middle School of Math and Science PCS  
 IDEA (Integrated Design & Electronic Academy) PCS\*  
 Ideal Academy PCS  
 KIPP DC - Arts & Technology Academy PCS and Quest Academy PCS\*  
 KIPP DC - KEY Academy PCS, LEAP Academy PCS, Promise

Academy PCS
Latin American Montessori Bilingual PCS*
LAYC Career Academy PCS and The Next Step/El Proximo Paso PCS
Options PCS*
Potomac Preparatory PCS
Richard Wright PCS for Journalism and Media Arts
Roots PCS
Sela PCS and Shining Stars Montessori Academy PCS
St. Coletta Special Education PCS
Thurgood Marshall Academy PCS*
Tree of Life PCS
Two Rivers PCS (Elementary and Middle Schools)- Facility 1
Two Rivers PCS (Elementary and Middle Schools)- Facility 2
Washington Mathematics Science Technology PCHS
Washington Yu Ying PCS
William E. Doar, Jr. PCS for the Performing Arts
Youthbuild PCS

There are also more than 20 LEA's in need of new or additional facilities due to temporary leases, plans to expand or inadequate facilities at their current location. At the same time, there remain at least a dozen unoccupied or underutilized city-owned buildings that would be desirable for public charter schools. By PCSB's estimate there is more than 1.7 million square feet of unused DC-owned buildings that could potentially be occupied by public charter schools.

**Question 37: Illustrate how the PCSB coordinates with other education agencies in new school openings and facilities planning.**

Charter schools face daunting challenges securing appropriate facilities, and at times the only appropriate available facility may be in a location that is not ideally suited for the school. As a step towards addressing this difficult issue, at our May board meeting, PCSB's Executive Director Scott Pearson asked all three newly approved charter applicants (Children's Guild, Monument Academy and Washington Global) to begin working with the Deputy Mayor for Education (DME) to find a suitable location for their schools. Our hope is that this will increase the likelihood that these schools locate in a facility that is appropriate for the specific need they were approved to fill. We will continue to ask newly approved schools to work with the DME to find suitable school facilities.

In addition, we have hired a Strategic Planning Specialist. The Strategic Planning Specialist, who began in November 2014 has begun to analyze data on charter school supply and demand, and planned expansion. The strategic planning specialist has begun collaborating with staff from the DME and DCPS on sharing information regarding enrollment and facilities.

Lastly, when a new school opens PCSB staff provide training workshops to connect school staff to staff from Department of Health, Office of the State Superintendent of Education, Department of Transportation, Office of the Chief Technology Officer, Metropolitan Police Department, Office of Human Rights, as well as assistance with emergency response planning. These workshops help new schools prepare to apply for school nurses; be able to process DC One Cards so students can take advantage of the transit subsidy to ride the bus for free and receive discounted metro fares during school hours; understand how to implement the requirements of the Healthy Schools Act; develop bullying prevention policies and prepare emergency response plans for their schools.

**Q38: Provide an update on the PCSB's plan to work with the Chief Librarian on bulk-buying options for public charter schools in addition to school library services and resources.**

While there may have been discussions many years ago with previous library staff and PCSB about bulk-buying options, there have been no discussions in the past three years on this issue. However, PCSB and DC Public Library are collaborating on a pilot project that is more fully described in question 5.

**Q39: Explain any emergency response procedures in place for the PCSB; in addition explain the emergency response planning for PCS as it relates to on-campus emergencies. Discuss how PCSB receives information from district agencies to help guide emergency response activities and resource support requests. 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**

**Medical Emergency/ Procedures:**

- Employees are to call 311 (Fire, Paramedics, Ambulance)
- Employees are to notify their supervisor and Finance, Operations and Strategic Initiatives Team (FOSI) of the emergency.
- Employees are to complete an incident report of the emergency within 24 hours and submit to the FOSI team

**Fire Evacuation/Emergency, Building Alarms Procedures**

In the event of fire, or the smell of 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 should evacuate to the front/back door, whichever exit is the closest to 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 and visitors are to meet at the water fountain directly across the street to wait for roll call. Once the roll call has been completed, staff may disburse to an alternative worksite should the emergency prevent staff from re-entry to the building. The fire department will issue an all-clear to the emergency coordinator/lead after the building has been deemed secure and alarms have been restored. Employees are to return to their workstations.
- During an emergency, visitors who may not be familiar with the evacuation policy and plan must be informed of the procedures to evacuate. Special attention should be given to any persons with disabilities, especially those who are unfamiliar with the building. In the collection area, (water fountain) emergency coordinator/lead will also account for their visitors and immediately report to the Fire Department and/or Building Fire Warden of any unaccounted persons.

**Bomb Threat Procedures**

- Employees should remain calm and complete bomb threat checklist
- Employees are to notify their supervisor and Finance, Operations and Strategic Initiatives Team (FOSI) and 311 of the threat.
- Employees are to complete an incident report of the emergency within 24 hours and submit to the FOSI team.
- Employees are to follow the instructions of the fire and building evacuation per the recommendation of 311.

**Explain the emergency response planning for PCS as it relates to on-campus emergencies:**

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 are 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.

PCSB also contracted with Student Support Center, (SSC) a nonprofit organization that serves as a charter support organization with a long history of supporting charter schools in developing emergency response plans. Through SSC, PCSB has provided schools that wish to participate, access to training on how to build and maintain emergency response plans. Schools have been and are being trained by SSC to use the DC Emergency Safety Alliance (ESA) portal for School Emergency Response Plans and resources. Plans developed through this portal provide schools with guidance based on National Incident Management System (NIMS) protocols.

The ESA portal houses a restricted-access web-based program to house and customize individual school plans. The components of the database include:

- 1) A platform for housing all emergency plans and reference materials;
- 2) A School Emergency Response Team (SERT) module that allows each school to update team members as staff changes from year to year, reference all training, certifications, and special skills of each team member, and include the roles and responsibilities of each team member;
- 3) A component to input the results from all vulnerability assessments, including a module that will calculate and track new assessments and the progress made by each individual school in mitigating and preventing identified threats and hazards;
- 4) Descriptions of school threat responses and the use of the Universal Emergency Response Procedures: Evacuation, Alert Status, Lockdown, Shelter in Place, Severe Weather Safe Areas and Drop, Cover, and Hold;
- 5) A training module that tracks attendance of all participants;
- 6) A functional exercise module that tracks the results from all drills conducted at each school site, it also houses table-top exercises to facilitate additional training in schools.

The ESA database is accessible to key stakeholders (school personnel, police, fire, emergency management agency, etc.) to refer to in an emergency and to ensure compliance with all required policies and procedures related to safety. All schools that wish to participate receive trainings on website input, plan implementation, response procedures SERT development, conducting drills, and table top exercises.

If schools choose not to use the ESA resources, PCSB, in addition to SSC will review the plans from those schools to ensure that they adequately address emergency response scenarios. In 2014 SSC worked with 47 charter school campuses to develop and improve their emergency response plans. SSC has also trained 20 schools on emergency plan implementation. For this year, SSC will be working with approximately 5-10 schools each month to review and complete their plans, training on plan implementation and completing baseline drills. SSC will also be

reviewing schools plans in the ESA online portal and recommending updates and assisting schools in conducting two non-fire-related emergency response drills.

**Discuss how PCSB receives information from district agencies to help guide emergency response activities and resource support requests:**

PCSB maintains close ties to MPD's School Security division, the ESA, and the District Recovery Program. Through these agencies, PCSB receives regular updates regarding emergency response activities and is able to provide schools with up-to-date information, resources, and trainings.

**Provide a narrative response to how the PCSB ensures schools are implementing the required safety plans, drills, and policies:**

The PCSB works with SSC to ensure that schools choosing to participate with SSC are implementing the safety plans, drills, and policies through the use of assurance letters, monitoring of the plans uploaded to the ESA website, and spot checks of schools that have chosen to develop plans on their own.

**Q40: 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 2014 and each expansion campus that has been approved to open in 2015, 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 or wards 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 advertised in the DC Register, and on the PCSB website.

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 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.

### **Schools Opened in Fall 2014**

1. Democracy Prep Congress Heights Public Charter School – Public Hearing notices given on September 13, 2013 and April 4, 2014, as well as DC Register announcement. Public hearings were held on October 16, 2013, March 17, 2014 and April 23, 2014.
2. Harmony DC Public Charter School – Public Hearing notices given on September 13, 2013 and June 4, 2014, as well as DC Register announcement. Public hearings were held on October 16, 2013 and June 16, 2014.
3. KIPP DC (Acquisition of Arts and Technology Academy) – Public Hearing notice given on January 15, 2014, as well as DC Register announcement. Public hearing was held on February 13, 2014.
4. Academy of Hope Public Charter School - Public Hearing notice given on June 4, 2014, as well as DC Register announcement. Public hearing was held on June 16, 2014.
5. Lee Montessori Academy – Public Hearing notice given on June 4, 2014, as well as DC Register announcement. Public hearing was held on June 16, 2014.

### **Expansions (these are notices for the charter amendment requests)**

1. Community Academy Public Charter School – Notification to Add First Grade at Amos 2 – Public Meeting notice given on November 26, 2013.

2. KIPP DC Northeast Academy – Public Meeting notice given on January 31, 2014.
3. Thurgood Marshall Academy Public Charter School – Request to Replicate – Public Meeting notice given on March 3, 2014.
4. Two Rivers Public Charter School – Request to Replicate – Public Meeting notice given on March 7, 2014.
5. Democracy Prep Public Charter School – Request for Expansion to Serve Grades 6-8 – Public Meeting notice given on March 25, 2014.
6. District of Columbia International (DCI) – Public Meeting notice given on June 4, 2014.

### **Notification to Relocate or Operate in a New Location for Fall 2014**

1. KIPP DC: College Prep PCS – Notification to Operate in New Location given on January 31, 2014. Public Meeting was held on March 17, 2014.
2. AppleTree Public Charter School (Southwest Campus) – Notification to Operate in New Location given on March 17, 2014. Public Meeting was held on May 19, 2014.
3. Inspired Teaching Demonstration Public Charter School – Notification to Operate in New Location given on March 3, 2014. Public Meeting held on May 19, 2014.
4. Academy of Hope Public Charter School – Location of New School – Public Hearing notice given on June 4, 2014. Public Hearing held on June 16, 2014.
5. Academy of Hope Public Charter School – Notification of Campus Relocation – Public Hearing notice given on June 23, 2014. Public Meeting was held on July 21, 2014.
6. Bridges Public Charter School – Notification to Operate in a New Location – Public Hearing notice was given on July 14, 2014. Public Meeting was held on July 21, 2014.
7. Shining Stars Montessori Academy Public Charter School – Notification of Campus Relocation – Public Hearing notice given on August 17, 2014. Public Meeting held on August 18, 2014.

In the “2014-2015 Application Guidelines for New Charter Schools”, applicants are directed to make a compelling case for a need for their school, identifying a “target population” for the potential school and demonstrate how the needs of these students are not currently being met. The application also requires a “demographic analysis”, including a listing of similar charter, traditional public, and independent schools. The application guidelines also describe the criteria by which applicants will be evaluated, including “(1) Demonstrated need for the school: the applicant makes a compelling the case for why the school fills an unmet need in the Washington, DC, educational landscape.” PCSB plans to continue this process of considering need as charter applications are reviewed and approved for all future application review cycles.

When a school is approved to open or expand they often face difficulty in securing a facility. While we would like to work towards more thoughtful placements of schools, this can often be difficult in an environment where school facilities are scarce and schools have few options when deciding between facilities. Moving forward, PCSB is interested in exploring collaboration with the DME and DCPS to examine data and student location maps to jointly identify locations and programmatic focuses of greatest need in the city.

While this data examination would likely include the consideration of current schools among other factors, PCSB does not necessarily 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 related and 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. PCSB estimates that the city still has over 1,700,000 square feet of unutilized school buildings that it could make available to public charter schools.

**Q41. How many charter school applications did PCSB receive in FY14 and FY15 to date? How many of those that applied were given conditional approval to open?**

In FY14 and FY15, PCSB offered the following opportunities to submit charter applications:

<b>Cycle</b>	<b>Applications Received</b>	<b>Applications Conditionally Approved</b>
Fall 2013 – experienced operators only	2	2
Spring 2014	8	3
Fall 2014	2	1
Spring 2015 – not yet underway, beginning in March 2015	TBD	TBD

**Q42: Describe PCSB’s process and timeline for charter renewal. Please illustrate how the agency communicated in FY14 and FY15 to date, with the school, its trustees, and parents before making its recommendation. Additionally, please describe in what ways the board and encourages charter school restart options or collaborations with charter operators during this process.**

The following table outline’s PCSB process and timeline for charter renewal. Per the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.* (the “SRA”), the timeline of the renewal process is school-driven – a school may submit an application to renew its charter any time between 365 and 120 days before its charter expires. That being said, PCSB requests that schools submit their renewal applications in October of its fifteenth year in operation for several reasons:

- School leaders will have time, if the PCSB Board grants charter renewal, to revise its charter to be relevant for the next 15 years;
- School leaders will have time to complete the renewal process before the statewide student assessment period; and
- School leaders and PCSB will be able to inform families of the renewal decision prior to the 2014-15 enrollment season and MySchoolDC deadlines, giving families time to make informed school decisions.

Action Item	Description	Date
<b>Part 1: Charter Renewal Determination</b>		
Renewal Process Overview	PCSB invites school leaders and board members to the PCSB offices to discuss the renewal process.	Spring of the school’s 14th year in operation
PCSB meets with each school eligible to apply for renewal	PCSB staff meets with each school to discuss the school’s renewal, including the school’s goals and student academic achievement expectations.	Summer before the school’s 15th year in operation
PCSB conducts Qualitative Site Reviews (“QSRs”)	PCSB conducts 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.	Any time two years before the school’s charter expires
Schools submit renewal applications	The SRA allows schools to submit their charter application between 365 and 120 days before the expiration of their charter.	October in the school’s fifteenth year in operation
PCSB informs the school of its right to an informal renewal	The SRA affords schools applying for charter renewal an opportunity for an informal, public renewal hearing before the PCSB Board.	PCSB must send this notice not later than 15 days after receipt of a

Action Item	Description	Date
<p>hearing before the PCSB Board, and the school elects whether to request this hearing</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.</p>	<p>school's renewal application.</p> <p>The school must request a hearing within 15 days of receiving this notice.</p>
<p>PCSB staff provides a draft copy of its preliminary charter renewal analysis to the school</p>	<p>PCSB's preliminary charter renewal analysis includes a staff 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 analysis with the school to allow the school an opportunity to respond to the report in writing to correct any inadvertent substantive factual errors, and to determine whether or not it would like a public hearing.</p>	<p>Contemporaneous with the notice of right to a renewal hearing, or soon thereafter</p>
<p>PCSB Board conducts informal renewal hearing (if requested)</p>	<p>The PCSB Board will conduct the informal hearing at the school if possible.</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 and issues a written renewal decision</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>

Action Item	Description	Date
<b>Part 2: Update School Charter and Charter Agreement</b>		
PCSB staff meets with school leadership	PCSB staff and school leadership meet to discuss potential changes to the school’s charter for the next 15-year term, including updates to a school’s goals and academic achievement expectations.	Meeting will be scheduled within 15 days of renewal vote
School submits proposed changes to charter and/or charter agreement	Schools may wish to update their goals and academic achievement expectations, among other things.	PCSB and school will jointly create a timeline for submission of charter updates
PCSB staff and school leadership finalize proposed changes	PCSB staff and school leadership negotiate school’s proposal for updating its charter and/or charter agreement.	PCSB and school will create a timeline for this process that concludes at least 45 days prior to the charter expiring.
PCSB Board votes to approve a school’s updated charter and/or charter agreement	School leaders and board members are requested to attend this meeting and be available to answer any questions the PCSB Board may have.	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 one-on-one meetings with PCSB staff. The schools’ primary point of contact is the Charter Agreement Specialist, who is responsible for drafting 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. At the same time, PCSB conducts an experienced operator charter application process, in which charter schools that have performed successfully elsewhere may apply to operate a school

in DC. Approved experienced operators, as well as DC charter schools consistently achieving Tier 1 status on the PMF are 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.

Three schools underwent a takeover from school year 2012-13 and 2013-14:

- Achievement Preparatory Academy PCS, a middle school that achieved Tier 1 status each year since the PMF was first published in 2011, expanded to serve kindergarten through fourth grade students, and took over operations of Septima Clark PCS, an academically struggling school;
- KIPP PCS, which operates multiple high performing campuses throughout DC, took over operations of Arts and Technology Academy PCS (“ATA PCS”) upon the PCSB Board’s vote to deny the renewal application of ATA PCS; and
- Democracy Prep PCS, a high-performing network of charter schools originally based in New York City, was approved through PCSB’s experienced operator application and took over operations of Imagine Southeast PCS (“Imagine SE PCS”), after the PCSB Board voted to revoke the charter of Imagine SE PCS for not meeting its goals and academic achievement expectations.

In the 2013-14 school year, IDEA PCS, a high school located in Ward 7 continued to successfully execute its ongoing turnaround process. Based on its strong academic performance, Mayor Gray released the school from its probationary status (a result of the 2012-13 denial of its renewal application) one year early.

**Q43. How many public charter schools were closed in FY14 and how many schools are slated for closure or revocation in FY15, to date?**

- List the name of each school and a narrative description of the reason for closure and/or revocation.**
- 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 FY14, PCSB non-renewed the charters of two schools, Booker T. Washington Public Charter School and Arts and Technology Public Charter School.

Booker T. Washington PCS closed at the end of the 2013-14 school year. PCSB staff determined that Booker T. Washington PCS, as an LEA, had not met its goals and academic expectations, and as such did not meet the SRA's standard for charter renewal. PCSB staff found the high school to have met two goals, partially met another goal, and to have not met five goals. BTWPCS high school students had consistently scored well below the state average in reading and math, and their growth in these subjects had declined over the past three years. PCSB staff found BTWPCS' adult program to have met five goals, and to have not met three goals.

Arts and Technology PCS was not renewed because PCSB determined that ATA PCS has not met its goals and student reading and math academic achievement expectations and, as such, did not meet the standard for charter renewal set out in the SRA. Following the decision not to renew its charter, Arts and Technology PCS entered into an agreement with KIPP DC: PCS, in which KIPP DC: PCS acquired the school assets and the Arts and Technology PCS students were offered enrollment in KIPP DC.

Hospitality PCS withdrew its application to renew its charter for another 15 years, thereby letting its charter expire at the end of SY2013-14. Once its charter expired, it became a state-run school, which will now become part of DCPS for SY2014-15.

As a condition of charter continuance in SY2012-13, Imagine SE PCS needed to meet distinct performance targets for that year as measured by the Performance Management Framework. When it did not make these targets, it notified PCSB of its intent to relinquish its charter at the end of school year 2014. Prior to its charter expiring, it entered into an agreement with Democracy Prep PCS to acquire the school's students and assets so that students were not displaced.

Perry Street Preparatory PCS requested renewal for just its prekindergarten through eighth grades, asking to run its high school for one additional year before closing at the end of SY2014-15. The high school is currently being closed.

Roots PCS renewed its charter to continue a prekindergarten through fifth grade, thereby closing its middle school program, which had served grades 6-8, at the end of SY2013-14.

One LEA, Community Academy Public Charter Schools, is currently undergoing revocation proceedings, where a vote to initiate the process was held on December 15, 2014. A decision will be made on February 12, 2015.

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 years.

**Q44. 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?**
- 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.**

PCSB makes every attempt to announce renewal or revocation decisions prior to the close of the first round of the MySchool DC lottery date. This means that high school decisions are generally made prior to February and prekindergarten-middle schools prior to March. This is a critical component to a closure process in that families need to have time to join the lottery, if needed.

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 closure team meetings and interagency coordination with OSSE, 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 is scheduled by PCSB with the school leadership within twenty-one days of the revocation vote to review initial deliverables, the closure timeline and school closure plan, establish points of contact, outline which PCS staff will remain on payroll for duration of closure period and to discuss procedures such as student enrollment, records, credit recovery and cash flow. The PCS will then provide weekly updates to the closure plan and weekly calls are scheduled to discuss any questions or concerns the school or the PCS may have.

A typical closure plan timeline includes the following milestones, following the date of charter relinquishment or revocation:

By Day 1:

- Implement necessary or required steps to assure the maintenance of all corporate records
- Secure all PCS property and assure that it and the school's assets are protected against theft, misappropriation, or deterioration
- Maintain Director's and Officer's Liability Insurance

By Day 5:

- Inform PCSB regarding any litigation, complaints, or other proceedings pending on behalf of or against the PCS and provide copies of all filings

By Day 7

- Notify Charter School Staff and Contractors of the Charter School's impending closure and the termination of their employment and/or benefits
- Notify Parents of the Charter School's impending closure

By Day 10:

- Notify Students of the Charter School's impending closure
- Notify OSSE, including all information required in the OSSE Closure Policy

By Day 14:

- Notify Non-Public Schools where Students attend of the Charter School's impending closure
- Notify Vendors and Mortgage Holder or Landlord of the Charter School's impending closure
- Notify all Parents of Students with special education needs of their due process rights and responsibilities under the Individuals with Disabilities Education Act (IDEA)

By Day 21:

- Participate in Initial Closure Meeting with PCSB
  - Notify PCSB of the process for informing staff, students, and parents of the of the Charter School's impending closure & provides copies of all notices
  - Draft Closure Plan with calendar dates for all closure deliverables
  - Prepare Closure Staffing Plan, including Transition Team members and roles, if any
  - Prepare Initial Financial Reports for review
  - Prepare a report of all existing Federal Grants received by the Charter School
  - Prepare a list of all current students with contact information for PCSB (indicate student special education status)
  - Prepare an initial assessment of Student Records to share with PCSB
  - Provide PCSB with a timetable and plan that sets forth the method the Charter School intends to collect debts and negotiate with and pay creditors
- Negotiate termination of contracts
- OPTIONAL: Host a Community Forum

By Day 28:

- Submit Interim Financial Statements to the PCSB<sup>1</sup>

By Day 30:

- Notify charitable partners<sup>2</sup>
- Provide PCSB with:
  - Updated Closure Plan<sup>3</sup>
  - Updated Closure Staffing Plan
  - Any additional Financial Reports for review requested at the Initial Closure Meeting
  - Final list of all current students with contact information and special education status as indicated in the SEDS database

By April 10:

- Identify Students needing ESY

By April 23:

- Provide specific notification to all employees of termination of employment and/or benefits
- Notify benefit providers of pending termination of all employees

By April 30:

- Provide a copy of a Special Education Student's file to his/her parent
- Provide a copy of Section 504 plan and/or ELL student's file to his/her parent

By May 1:

- Prepare and submit to PCSB and OSSE a log of all equipment and supplies purchased with federal grants to date

By May 15:

- Provide PCSB with the names, employment dates, and salary at termination date for all employees hired since inception
- Provide PCSB with a listing of all teachers who participated in the DC Teacher Retirement Fund and the annual contributions made for each individual

By June 1:

- Review and address issues of noncompliance and/or denials of FAPE

By June 15:

- Create a list of 12<sup>th</sup> graders receiving special education services who are not graduating

---

<sup>1</sup> Interim financial statements are due to PCSB monthly throughout the closure process

<sup>2</sup> This may vary according to the terms of the grant or other charitable funding program

<sup>3</sup> Subsequent updates to the Closure Plan are also due to PCSB weekly throughout the closure process

By June 30:

- Submit End of the Year Student Roster to PCSB
- Submit all Data Reports to OSSE<sup>4</sup>

By July 1:

- Reconcile any and all grant payments from OSSE and return any amounts owed to OSSE as a result of grant adjustments or final allocations
- Contact all debtors and demand payment
- Report to PCSB the plans for terminating all bank and credit card accounts

By July 10:

- Ensure that all IEPs are updated, not expired, and uploaded into SEDS
- Ensure that all Section 504 plans are up to date

By July 15:

- Notify Parents and distribute copies of final transcripts and test scores to students and/or parents, along with an information notice
- With assistance from PCSB, reconcile all bills and payments with the OCFO, including special education payments or other “lagged” payments

By July 30:

- Transfer all student records to the Records Management Company, if applicable

By September 1:

- Submit Final Student Roster to PCSB
- Make final payments to all vendors/contractors
- Prepare, to the full satisfaction of PCSB, a Final Statement regarding finances

By October 1:

- Transfer all digitized student records to PCSB
- Transfer or liquidate all PCS property

By November 1:

- Submit an Annual Audit for the current fiscal year

By February 1 of the year following Day 1:

- Make final federal, state, and local tax payments and issue final personnel tax reports
- File Articles of Dissolution with DCRA
- Cancel the Charter School’s business license with DC

---

<sup>4</sup> OSSE may have additional specific due dates for required data. Schools should check with OSSE personnel.

**Is this process adequate to meet the needs of students and families? If so, why? If not, why not?**

While school closure is always difficult, PCSB believes there are adequate processes in place to meet the needs of students and families. PCSB hires enrollment specialists who work to facilitate 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. The School Closure Liaison also works 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 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 begin working with families immediately after the relinquishment or revocation vote. Beginning in 2014, all enrollment specialists will be 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 budgeted 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 an experienced consultant to manage the process. PCSB has also hired outside financial support to assist with the financial oversight part of the closure process for closing schools in financial distress. 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.

**Q45: PCSB developed its Performance Management Framework to outline the process by which it evaluates the performance of charter schools. Provide the following information regarding the Performance Management Framework for school year 2013-2014:**

- 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.

<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%	<b>25%</b>
<b>Gateway</b> Graduation Rate (4 year) 7.5% PSAT (11th grade performance) 7.5% SAT/ACT (12th grade performance) 7.5% College Acceptance rate 7.5% Advanced Placement or International Baccalaureate 5%	<b>35%</b>
<b>Leading Indicators</b> Attendance 10% Re-enrollment 10% 9th grade credits on track 5%	<b>25%</b>

<b>Total Number of Campuses (2014)</b>	<b>104</b>
Total Number of Tiered Campuses (2014)	64
Total Number of Tier 1 Campuses	22
Total Number of Tier 2 Campuses	37
Total Number of Tier 3 Campuses	5

**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.

Tier 3 schools receive a comprehensive Qualitative Site Review (QSR), 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 Instruction 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 unsatisfactory to distinguished in each of the eight elements within these two domains. In addition 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 can be found at [dcpsb.org/evaluating-the-schools](http://dcpsb.org/evaluating-the-schools).

PCSB also conducts board-to-board meetings for low-performing schools to ensure they are aware of school issues. These meetings are with PCSB board members, school leadership and PCSB senior staff to discuss key issues around school performance and plans for school improvement.

**PMF and Correlation with 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.

**2014 Findings**

PCSB compared classifications of individual charter schools with their 2014 PMF tiers and found similar results as previous years. Neither adult education nor early childhood education programs receive a tier, thus they were excluded from this analysis. Two schools, SEED PCS and Perry Street Preparatory PCS received one classification from OSSE and two different tiers from PCSB (based on grade span); PCSB considered the tier of the program that had the higher enrollment. With regard to Priority schools, the schools that OSSE designated as Priority are untiered by PCSB, as the schools awaited consideration for alternative status.

	<b>Reward</b>	<b>Rising</b>	<b>Developing</b>	<b>Focus</b>	<b>Priority</b>	<i>Total</i>
<b>Tier 1</b>	8	13	0	0	0	21
<b>Tier 2</b>	4	27	0	5	0	36
<b>Tier 3</b>	0	0	4	0	0	4
<i>Total</i>	12	40	4	5	0	61

Out of 21 Tier 1 schools, only eight of these schools (less than 40%) received the Reward classification, while the other 13 were designated as Rising (more philosophically aligned to PCSB’s Tier 2 designation). Out of 36 Tier 2 schools, the correlation is higher with 27 of these schools (75%) designated as Rising. There is no correlation between the four Tier 3 schools and OSSE’s Priority designation.

**Conclusion**

Based on correlation analyses of the two systems over the past three years, the systems are not well-correlated. The ESEA system gives great weight to schools showing a particular type of growth, which in certain cases has led to “reward” status for schools that subsequently closed for their poor performance. The Focus status looks only at performance of subgroups, and can penalize schools with more diverse populations or with small group sizes. The method for calculating the status is opaque and difficult for schools to understand or address. PCSB has little confidence in the reliability of the ESEA system, which at times have served to undermine or confuse PCSBs PMF-based accountability efforts. We also believe the categories are not well understood by the public.

Below is a summary of the differences in the two systems.

<b>ESEA</b>	<b>PMF</b>
<p>Ranks schools into 5 different categories</p> <p>Rates schools on an index from 0 to 100.</p> <p>Each student is given an index score based on their proficiency level this year and the change, if any, from their proficiency level the previous year. The school’s index score is the average for all of their students.</p> <p>Schools are assigned Reward, Rising, Developing, and Priority status largely based on their index scores. Focus status is assigned for schools with large gaps between the index score of a subgroup and the statewide index score of that subgroup.</p> <p>For more information see:  <a href="http://1.usa.gov/1EyEXdK">http://1.usa.gov/1EyEXdK</a></p>	<p>Ranks schools into 3 different categories</p> <p>Rates schools on an index from 0 to 100.</p> <p>Schools earn points for the following:</p> <ul style="list-style-type: none"> <li>- student growth from year to year, as compared to their similar-performing academic peers</li> <li>- percent of students proficient</li> <li>- attendance rate</li> <li>- reenrollment rate</li> <li>- for high school: graduation rate, college acceptance, SAT, PSAT, AP/IB, and 9<sup>th</sup> grade On Track</li> </ul> <p>Schools with a score of 65 or higher are “Tier 1”, schools between 35 and 65 are “Tier 2” and schools below 35 are “Tier 3”.</p> <p>For more information see  <a href="http://www.dcpcsb.org/report/performance-management-framework">http://www.dcpcsb.org/report/performance-management-framework</a></p>
<p>Attendance and re-enrollment do not contribute to the index score.</p>	<p>Attendance and re-enrollment contribute to the PMF points and tiers.</p>

**Q46: How does the PCSB communicate to operators of Tier 3 schools that their performance is unacceptable. 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 for FY14 and FY15 to date.**

Performing oversight and supporting autonomy while balancing accountability are the guiding principles behind PCSB's support for Tier 3 schools. Consistent with our 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 around the likelihood of the school improving. 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 school boards recognize the critical need for fundamental turnaround.

These meetings, which are followed up in writing, typically involve two members of the PCSB board and the board leadership of the school in question. PCSB board members highlight the school's low performance and focus the school board's attention on the need to improve the school and the consequences, including closure, of failure to improve the school. PCSB generally 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. We have found that these board to board meetings have led to substantial changes at many but not all schools, including decisions to replace senior leadership, substantial turnaround plans put in place, or decision to close specific campuses or grade levels.

**Performance Management Framework and Qualitative Site Reviews.** PCSB believes that it 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. \*Please see additional information about the Performance Management Framework in Question 76.

Tier 3 schools receive a comprehensive *Qualitative Site Review* ("QSR"), 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 domains; Classroom Environment and Instructional Delivery. PCSB staff, along with consultants trained extensively in the use of the rubric, observe schools' instructional staff and rate teachers on a scale of limited to exemplary in each of the eight elements within the two domains. In addition to classroom observations, the QSR also includes observations on the school's mission, goals and a board meeting.

At the conclusion of the QSR, the PCSB 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 lead also has a conversation with school leadership to provide feedback around these areas of strength and growth. The use of the same rubric in all

QSRs enables school leaders to see change over time, identifying the areas where the school has improved and the areas that require further support from school leadership. The 2013 and 2014 QSR reports can be found at: <http://www.dcpcsb.org/report/qualitative-school-reviews>. The protocol for the QSR reports can be found at: <http://www.scribd.com/doc/246872350/QSR-Protocol>.

**Probation Agreements.** Recognizing the drastic need for turnaround 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 management organization if the school fails to meet the benchmarks set forth in the agreement, as was the case with Imagine SE PCS (now closed).

**Tier 3 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 2013 ESEA Waiver Focus/Priority status and Tier 3 status are Please see the chart below for further information about the status of these schools.

**Current Tier 3 Schools: School Year 2013-2014**

School	Action
<b>Center City PCS – Trinidad</b>	PCSB staff will be scheduling a Board to Board meeting with the school this winter to learn of their school improvement efforts. PCSB has conducted a Qualitative Site Review of the school during the month of December.
<b>Roots PCS</b>	PCSB staff had a Board to Board meeting with the school to discuss their progress and learn of their school improvement efforts during the summer of 2014. PCSB has conducted a Qualitative Site Review of the school during the month of December.
<b>Tree of Life</b>	This school is up for renewal in SY14-15. PCSB continues to review the school’s performance compared to its charter goals as part of the charter renewal process. A decision on renewal is forthcoming.

<b>Perry Street Preparatory PCS (Upper School)</b>	PCSB made the decision to close the high school grades of Perry Street Preparatory PCS by the end of the 2014-15 school year.
<b>Washington Hospitality Foundation (formerly Hospitality PCS)</b>	Hospitality PCS relinquished their charter at the end of the 2013-14 school year.

**Q47. Provide the names, brief bios, 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>Name</b>	<b>Bio</b>	<b>Terms of Appointment</b>
John “Skip” McKoy	<p>John “Skip” McKoy is the Chair of the Public Charter School Board. Mr. McKoy has been involved in improving education in Washington, DC. In addition to PCSB, he directed programs at Fight for Children, a nonprofit dedicated to helping urban youth prepare for post-secondary education, until his recent retirement. Previously he served on the boards of the Public Education Partnership Fund, the State Early Child Development Coordinating Council, DC Humanities Council, and Communities in Schools. Mr. McKoy has a long and distinguished career working in the private sector where he held executive positions with Lockheed Martin, the Anacostia Waterfront Corporation and DC Agenda. He also served as Planning Director in the District as well as the Chair of various high-level planning commissions, including the Mayor's Comprehensive Plan Assessment Task Force.</p> <p><sup>1</sup>Per the Committee of the Whole Report on PR 19-554, dated July 10, 2012, Mr. McKoy served in holdover capacity for over 16 months before he was reappointed for a new term that began on July 12, 2012.</p>	<p><b>First Term:</b> December 8, 2008 – February 24, 2011</p> <p><b>Second Term<sup>1</sup>:</b> July 12, 2012 – February 24, 2015</p>
Darren Woodruff, Ph.D.	<p>Darren Woodruff is Vice Chair of the Public Charter School Board. Dr. Woodruff is an expert in education research and policy. Currently he is the senior director of education at the DeBruce Foundation Research Institute where he focuses on the role of schools and education in transforming underserved communities. Prior to this, Dr. Woodruff worked as a principal research analyst at the American Institutes for Research where he focused on a wide range of educational topics including support for at-risk youth, special education and closing the achievement gap. Before joining AIR, Dr. Woodruff was a faculty member at the Yale Child Student Center Fund at Howard University</p>	<p><b>Completing Predecessor’s Term:</b> December 8, 2008 – February 24, 2010</p> <p><b>First Term<sup>1</sup>:</b> July 12, 2012</p>

	<p><sup>2</sup>Per a legal memorandum dated June 25, 2014 from Councilmember David A. Catania, Dr. Woodruff served in holdover status from 2010 to 2012, when the Council confirmed him to a 4-year term expiring on February 24, 2014.</p>	<p>- February 24, 2014</p> <p><b>Second Term:</b> July 14, 2014 - February 24, 2018</p>
Don Soifer	<p>Don Soifer is a co-founder and Executive Vice President of the Lexington Institute, a nonpartisan think-tank. There, he directs the Institute’s research programs in domestic policy areas including education, energy and logistics. Mr. Soifer’s education policy research has been published and discussed in many of the nation’s most influential news publications and journals, and cited by the U.S. Supreme Court. He has testified before the U.S. Congress on several occasions and in official hearings of various federal and state agencies. Mr. Soifer appears regularly on television and radio programs around the country.</p>	<p><b>First Term:</b> December 8, 2008 - February 24, 2012</p> <p><b>Second Term:</b> February 25, 2012 - February 24, 2016</p>
Sara Mead	<p>Sara Mead, a specialist on early childhood education and K-12 education reform, works at Bellwether Education Partners. There she works with education organizations to help them become more effective in their work and achieve dramatic results for students. Ms. Mead has researched and written extensively on education issues including federal and state education policy, charter schools, teacher effectiveness and early childhood education. Her work has been featured in numerous media outlets including The Washington Post, New York Times, Slate, and USA Today, and she has appeared on CBS and ABC News and on NPR.</p>	<p><b>First Term:</b> September 21, 2009 - February 24, 2013</p> <p><b>Second Term:</b> July 18, 2013 - February 24, 2017</p>
Barbara Nophlin	<p>Barbara Nophlin has been active in both Washington, DC public charter schools and traditional schools. Currently an education consultant, she has worked as a principal, assistant principal, early childhood coordinator and instructional support specialist. Ms. Nophlin was the second head of school for Paul Public Charter School (formerly Paul JHS, a DCPS school), the city's only conversion charter school. She was principal at Community Academy Public Charter School and Amidon Elementary School (a DCPS school). Ms. Nophlin was also the</p>	<p><b>First Term:</b> July 10, 2013 - February 24, 2015</p>

	director of policy research and analysis in the former Washington, DC State Education Office. Currently she coaches new principals for the Friendship Public Charter School network.	
Rick Cruz	Rick Cruz is currently a member of the FSG Leadership Group, where he co-leads the Education & Youth Practice that helps nonprofits in the education space. Previously, he served as the Chief Executive Officer of DC Prep Public Charter School, which focuses on student academic achievement, character education and high school and college readiness. On a national level, Mr. Cruz held senior level positions at the Network for Teaching Entrepreneurship and Teach for America. Outside of education, Mr. Cruz has strong experience in finance, budget management, and fiscal strategy. He was a strategic consultant, having worked at the Corporate Executive Board and the Advisory Board Company for more than a decade in successive leadership positions in the US and internationally.	<b><i>First Term:</i></b> September 23, 2014 – February 24, 2018
Vacant	N/A	<b><i>Vacant Since</i></b> <b><i>November 1,</i></b> <b><i>2014</i></b>
Scott Pearson, Ex-Officio	Scott Pearson is the Executive Director of the Public Charter School Board. Since joining PCSB in 2012, Mr. Pearson has implemented significant reforms in how the Board approves and oversees charter schools, making it a national model for charter school authorizing. Under Mr. Pearson’s leadership, PCSB has pioneered new strategies, tough and rigorous oversight and best practices that other authorizers around the nation are adopting. Previously, Mr. Pearson served in the Obama Administration as the Deputy of the Office of Innovation and Improvement for the U.S. Department of Education. Also, he co-founded Leadership Public Schools, a network of college-prep charter high schools in the San Francisco Bay Area. Mr. Pearson has a long career in business. At America Online, he was responsible for acquisitions and strategic planning as the company’s Vice President for Corporate Development. At Bain and Company, Mr. Pearson provided strategic management consulting services to clients in education, healthcare, media, and aviation.	January 2012 – Current

**Q. 48. 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 FY14 or to date in FY15.**

*Management Structure*

<b>Department/Program</b>	<b>Title</b>	<b>Name</b>
PCSB	Executive Director	Scott Pearson
School Performance Department	Deputy Director	Naomi DeVeaux
Finance, Operation & Strategic Initiatives	Chief Operating Officer	Clara Hess
Legal	General Counsel	Nicole Streeter
Communications	Interim Communications Director	Tomeika Bowden
School Performance Dept School Quality & Accountability	Senior Manager	Rashida Tyler
School Performance Dept Equity & Fidelity Team.	Senior Manager	Rashida Young
School Performance Dept. Finance, Analysis & Strategy Team	Manager	Mikayla Lytton
School Performance Dept. School Quality & Accountability	Manager	Erin Kupferberg
Finance, Operations & Strategic Initiatives	Manager	Marvin Cross

*FY14 to FY15 Organizational Changes*

Reorganization

PSCB has undergone a reorganization in which departments were renamed and consolidated. The changes included combining the Finance and Operations Department (FOD) and the Human Capital & Strategic Initiatives team. The new team is named Finance, Operations and Strategic Initiatives (FOSI).

Under the School Performance Department, the Data Team was replaced by a Finance, Analysis and Strategy Team. This team has additional responsibilities for fiscal oversight of all public charter schools, a role that used to be played by the Finance and Operations Department.

**Q49. Provide the agency's performance plan for FY14. Did the PCSB meet the objectives set forth in the FY14 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.**

In its FY14 performance plan, PCSB fully achieved 13 of the 14 initiatives and partly achieved one of the 14 initiatives. PCSB fully achieved 16 of the 17 key performance indicators and partially met the remaining indicator as more fully described below.

The one initiative and one indicator we did not fully meet, the establishment of a summer school audit process, was not met when changes to DC law rendered this metric moot.

FY14 Performance Plan attached.

**Q50. Provide the agency’s performance plan for FY15. What steps has the agency taken to date in FY14 to meet the objectives set forth in the FY15 performance plan?**

PCSB’s measurable progress on key performance indicators in FY15 began during Quarter 1. Achievements to date are highlighted below.

Key Performance Indicator	FY15 Proj.	FY15 YTD Actual To Date
Number of charter LEA’s receiving 5, 10, and 15 year reviews	13	As of January 2015 PCSB has completed two 15-year renewal assessments, as well as six charter reviews. Two more renewals and three more reviews will be conducted in the 2014-15 school year.
Number of Tier 1 charter LEA’s with announced plans to expand or replicate through SY2018-2019	5	<p>To date, the following Tier 1 schools have announced plans to expand or replicate:</p> <ul style="list-style-type: none"> <li>• DC Prep PCS</li> <li>• Two Rivers PCS</li> <li>• KIPP DC PCS</li> <li>• BASIS DC PCS</li> <li>• Washington Yu Ying PCS</li> <li>• Latin American Montessori Bilingual PCS</li> <li>• DC International School PCS (including the 5 bilingual DCI member schools)</li> </ul>
Successful completion of Early Childhood / Adult Ed PMFs	100%	These were launched in November of 2014. While Early Childhood and Adult schools are not tiered or given an overall score their data is available online.
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.

Reduction in the rate of expulsions for “other charter” reasons	20%	For FY15 to date, the number of students being expelled for <sup>3</sup> other charter <sup>2</sup> reasons is 51% (18 out of 35) and in FY14 to date this number was 40% (6 out of 15). Therefore, the number of expulsions to date has increased by 11 percentage points.
Number of schools participating in our SPED self- study	10	One LEA participated in the Fall. Seven additional schools have expressed interest in participating in the Spring.
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.
Number of Audit Management Unit (AMU) reports issued	1	AMU report is in the process of being prepared and is released in the spring.
Number of schools with weak financials receiving enhanced fiscal oversight from PCSB.	7	In FY14, PCSB worked with all schools identified in the FY13 AMU report as having weak financials, as well as others that may have seen issues develop over the course of the year.
Number of schools whose fiscal health improved as a result of oversight efforts	2	This result must await the publication of the FY14 AMU report.
Number of PMF Parent’s guides distributed	4,000	PCSB has distributed 28,000 copies of the Parent’s Guide to date.
Number of Twitter followers (Additional followers each fiscal year)	1500	Since October, we have increased our Twitter followers by 429 bringing us to a current total of 3,132.
Number of community meetings participated in	10	6

Number of PCSB Board meetings televised	10	We have live streamed 6 meetings to date including formal board meetings, public hearings, and informal public hearings.
Increase in charter school data available on <a href="http://www.dcpcsb.org">www.dcpcsb.org</a> , compared to SY2013-4	10%	
Number of qualitative site review reports	40	We have conducted 17 qualitative site reviews and are currently writing the reports. We begin six more visits in February.

**Q51: Please provide the following budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY14 and to date in FY15: 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.**

Please find this information attached as Question 51.

**Q52: Identify any special purpose revenue accounts maintained by, used by, or available for use by your agency during FY14 and FY15, 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 FY14 and FY15, to date; and**
- **Expenditures of funds, including the purpose of each expenditure, for FY14 and FY15 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 one percent of each public charter school's annual total revenues minus philanthropic revenues under its mandated chartering authority. This fee, which was approved in the Mayor's 2015 budget, represents a 0.5% increase from the fee charged in FY 14. Overall, the total administrative fee amount stood at \$3.5 million in FY14. For FY15, the total administrative fee amounts to \$7.4 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 FY14 and FY15 by PCS LEA Name\*.

**Q53. Provide a complete accounting of all intra-district transfers received by or transferred from PCSB during FY14 and to date in FY15. 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.**

PCSB received intra-district transfers from OSSE in FY14 for totaling \$800,000 to supplement its capacity to approve, oversee, monitor and close public charter schools and \$135,000 for the development of school emergency response plans. None are anticipated during FY15.

**Q54. Provide a complete accounting of all reprogrammings received by or transferred from the PCSB during FY14 and to date in FY15. 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.**

No reprogrammings occurred during FY14. None are anticipated during FY15.

**Q55. Provide a list of all PCSB’s fixed costs budget and actual dollars spent for FY14 and to date in FY15. 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.

	<b>FY14 Actual</b>	<b>FY15 Budget</b>
Total	\$405,181	\$495,000
Percentage Change		22.2%

The 22.2% increase in PCSB’s fixed costs budget represents higher rental expenses for our 3333 14th St NW office location due to acquiring additional office space on the mezzanine level. PCSB has spent \$78,991 of the \$495,000 FY15 fixed costs budget as of December 2014.

**Q56. Provide the capital budget for PCSB and all programs under its purview during FY14 and FY15, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY14 and FY15. Did any of the capital projects undertaken in FY14 or FY15 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. PCSB's capital budget remains relatively small and includes the costs for computers, technology, furniture, and maintenance. There was one capital improvement project related to office space in FY14 totaling \$5,500 and another planned for FY15 involving our newly acquired mezzanine level office space.

In FY14, total capital expenses were \$48,050. In FY15, PCSB's has budgeted \$30,000 for capital expenses for technology & software. PCSB has spent approximately \$5,600 in FY15 to date. Our overall capital expenses for FY15 will grow as we work to finalize the cost for improvements to the mezzanine level space.

**Q57. 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 and holds one operating lease for office spaces at 3333 14th Street, NW, Washington DC. This operating lease with Tivoli Partners Commercial, LLC, includes spaces on the mezzanine, second and third floors, effective January 1, 2015 until June 30, 2030.

In FY14, PCSB's annual fixed costs were \$405,181. The budgeted FY15 annual fixed costs amount is \$495,000.

**Q58: Describe any spending pressures for public charter schools and PCSB that existed in FY14. 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.**

While PCSB exercises its fiscal oversight function over schools through in-depth reviews of schools' annual financial audits ("FAR Report"), interim financial statements, and procurement contracts, spending decisions and pressures are unique at each of the 61 LEA's. Through PCSB's analysis of each school's financial statements, a few common themes have emerged.

Payroll (including teacher salaries), facilities expenses, and outsourced contract for support functions (i.e. finance and accounting, special education services, etc.) are the largest spending categories for the public charter schools in Washington, DC.

Many schools report that the lower funding that they receive relative to DC Public Schools makes it impossible for them to offer teacher salaries that are competitive with DCPS.

To address the costs of outsourced contractors, PCSB is supporting schools in implementing strong procurement procedures and a competitive bidding process to ensure the school continues to receive quality goods and services at competitive prices. When the school has trouble identifying potential vendors, PCSB shares contact information for potential vendors who may be able to meet the schools' needs.

Facilities expenses continue to be a major spending pressure. Many schools are in stable long-term lease agreements with defined terms for future increases in lease payments. However, new schools and schools growing to meet student demand for their program face significant pressure in securing affordable facilities that meet students' needs. Recent releases of empty city-owned facilities have eased some of the pressure, but there are still many charter schools is expensive, private buildings.

**Q59: Identify potential areas where spending pressures may exist in FY15 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 FY15 budget.**

The trends that emerged in FY14 (detailed in Question 58) are continuing in FY15, and PCSB is continuing the same efforts to support schools in implementing effective procurement procedures and identifying facilities that can meet their growth needs. Continued disparities between DCPS and public charter schools will inevitably result in spending pressures on public charter schools as they struggle to be competitive with salaries, benefits and facilities.

**Q60: Provide a list of all FY14 full-time equivalent positions for PCSB, broken down by program and activity. In addition, for each position 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.).**

See attached for a full list.

**Q 61. How many vacancies were posted for PCSB during FY14? To date in FY15? Which positions? Why was the position vacated? In addition, 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>FY 14: 16 total vacancies posted; net growth 6</b>					
<b>Posted Vacancy</b>	<b>Reason for vacancy</b>	<b>Steps to Fill</b>	<b>Time to Fill</b>	<b>Current Status</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	n/a	Eliminated	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	Incumbent vacated role	Position announcement posted online in multiple sources	One month	Filled	Local
School Quality and Accountability Specialist	New position	Position announcement posted online in multiple sources	Ten weeks	Filled	Local
Deputy General Counsel	New position	Position announcement	Two months	Filled	Local

		posted online in multiple sources			
Financial Manager	Incumbent was promoted	Position announcement posted online in multiple sources	Four weeks	Filled, renamed in reorg to Manager, Finance and Operations	Local
Government Affairs Liaison	Incumbent transferred internally	Position announcement posted online in multiple sources	2.5 months	Filled	Local
Deputy Press Secretary	New position	Position announcement posted online in multiple sources	n/a	Vacant, renamed Communications Specialist	Grant funded
Human Resources Generalist	New position	Position announcement posted online in multiple sources	Six weeks	Filled	Local
Program Assistant	Incumbent transferred internally	Position announcement posted online in multiple sources	Three weeks	Filled	Local
Part-Time Equality and Fidelity Specialist	Incumbent vacated role	Position announcement posted online in multiple sources	One week	Filled	Local
Communications Assistant	New position	Position announcement posted online in multiple sources	Five months	Filled	Local
School Finance Specialist	New position	Position announcement posted online in multiple sources	Two months	Filled	Local
Strategic Planning Specialist	New position	Position announcement posted online	Two months	Filled	Local

		in multiple sources			
--	--	---------------------	--	--	--

FY 15: 2 total vacancies posted					
Posted Vacancy	Reason for vacancy	Steps to Fill	Time to Fill	Current Status	Funding Source
Communications Specialist	New position	Position announcement posted online in multiple sources	n/a	Vacant	Grant Funded
Part-Time Enrollment Specialist	Term position	Position announcement posted online in multiple sources	Two weeks	Filled	Local

**Q.62 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 2015 at the earliest.

**Q63: How many employee performance evaluations were completed in FY14 and how was performance measured against position descriptions? To date in FY15? What steps are taken to correct poor performance and how long does an employee have to correct their performance?**

*How many employee performance evaluations were completed in FY14?*

- 41

*To date in FY15?*

- 5

*How was performance measured against position descriptions?*

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.

*What steps are taken to correct poor performance and how long does an employee have to correct their performance?*

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.

**Q64: Has PCSB adhered to all non-discrimination policies in regards to hiring and employment?**

Yes, PCSB has adhered to all non-discrimination policies in regards to hiring and employment.

**Q65: Have there been any accusations by employees or potential employees that the PCSB has violated hiring and employment non-discrimination policies in FY14 or to date in FY15? If so, what steps were taken to remedy the situation(s)?**

There have been no reported or formal accusations by employees or potential employees that PCSB has violated hiring and employment non-discrimination policies in FY14 or to date in FY15.

**Q66: Provide the Committee with the following:**

- A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY14 and to date in FY15, and the amount;
- A list of travel expenses for FY14 and to date in FY15, arranged by employee;
- A description of any changes made to the employee handbook in FY14 and FY15 to date; and
- A list of the board of trustees at each public charter school LEA.

<b>FY15</b>		
<b>Employee</b>	<b>Performance Bonus \$</b>	<b>Holiday Bonus \$</b>
Scott Pearson	0	0
Naomi DeVeaux	16,250	500
Nicole Streeter	16,250	500
Clara Hess	10,000	500
Theola DeBose	10,000	0
Tomeika Bowden	5,000	500
Josh Henderson	0	500
Sara Maldonado	0	500
Lauren Williams	0	0
Audrey Williams	4,000	500
Ella Krivitchenko	0	500
Helynn Nelson	0	500
Chelsea Coffin	0	500
Charlene Haigler-Mickles	2,000	500
Marvin Cross	0	500
Angela Moore	0	500
Alyssa Sutherland	0	500
Nia Fripp-Smith	0	500
Sasha Speed	2,000	500
Nia Davis	0	500
Daniel Quandt	0	500
Cassandra Ling	0	500
Whitney Jones	0	0
Timothy Harwood	3,000	500
Rashida Young	5,250	500
Rashida Tyler	5,250	500
Erin Kupferberg	3,000	500
Tameria Lewis	0	500
Mikayla Lytton	6,250	500
Sarah Medway	2,000	500
Taunya Nesin	3,000	500
Emily McGann	3,000	500

Avni Patel	3,000	500
Laterica Quinn	3,000	500
Melodi Sampson	3,250	500
Sareeta Schmitt	3,000	500
Charles Sellew	3,000	500
Katherine Dammann	4,000	500
Katrina Homel	1,500	0

Note: all 2015 bonuses have been funded with outside grants.

<b>FY14</b>		
<b>Employee</b>	<b>Performance Bonus \$</b>	<b>Holiday Bonus \$</b>
Scott Pearson	17,500	250
Naomi DeVeaux	16,500	250
Nicole Streeter	15,000	250
Clara Hess	15,000	250
Theola DeBose	10,500	250
Tomeika Bowden	0	250
Lin Johnson	0	250
Audrey Williams	3,000	250
Isoken Igoden	1,500	250
Charlene Haigler-Mickles	1,500	250
Sujata Bhat	0	250
Patricia Cisneros	1,500	250
Aaron Parrott	0	250
Aryan Rodriguez-Bocquet	0	250
Sasha Speed	0	250
Timothy Harwood	3,000	250
Rashida Young	6,000	250
Rashida Tyler	4,000	250
Erin Kupferberg	4,500	250
Mikayla Lytton	3,000	250
Sarah Medway	5,000	250
Emily McGann	3,000	250
Avni Patel	3,000	250
Melodi Sampson	0	250
Charles Sellew	0	250
Katherine Dammann	0	250
Monique Miller	0	250
Ashok Oli	1,500	250
Katrina Homel	0	250
Alfred Dunn	0	250
Amanda Stefanski	2,500	0
Charlotte Cureton	2,500	250
Janell Davis	2,000	250
<b>Signing Bonus</b>		
Nia Fripp Smith	10,000	

<b>Employee</b>	<b>FY14 Travel Amount</b>	<b>FY15 Travel Amount</b>
Alfred Dunn	\$578	\$0
Alonso Montalvo	\$1,189	\$93
Ashok Oli	\$20	N/A
Audrey Williams	\$434	\$0
Avni Patel	\$187	\$140
Brian Chang	\$77	N/A
Cassandra Ling	\$0	\$21
Charlene Haigler-Mickles	\$0	\$5
Clara Hess	\$529	\$0
Emma McGann	\$133	\$965
Erin Kupferberg	\$503	\$0
Isoken Igoden	\$30	N/A
Katherine Dammann	\$0	\$24
Katrina Homel	\$109	N/A
Laterica Quinn	\$272	\$88
Lauren Williams	\$21	N/A
Lin Johnson	\$2,025	N/A
Melodi Sampson	\$37	\$84
Mikayla Lytton	\$679	\$0
Monique Miller	\$1,134	N/A
Naomi DeVeaux	\$6,366	\$1,663
Nia Fripp-Smith	\$307	\$0
Nicole Streeter	\$1,800	\$0
Nneka Jenkins	\$13	N/A
Rashida Tyler	\$3,057	\$597
Rashida (Kennedy) Young	\$1,331	\$398
Sarah Medway	\$134	\$0
Sareeta Schmitt	\$0	\$9
Scott Pearson	\$5,833	\$982
Theola Labbe-Debose	\$2,403	\$398
Timothy Harwood	\$15	\$30
Tomeika Bowden	\$2,840	\$398
<b>TOTAL</b>	<b>\$32,058</b>	<b>\$5,895</b>

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.

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.

PCSB is currently undergoing review of proposed changes to the employee handbook for distribution in FY15.

A list of the Board of Trustees at each public charter school is attached.

**Q67. Provide the following information for all grants awarded to PCSB during FY14 and to date in FY15:**

- **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.**

**Grant Title**

- Building a High Quality Charter Market in DC

**Approved Budget Authority**

- Walton Family Foundation

**Expenditures**

- Scheduled \$1,000,000 (\$500,000 in FY14; \$500,000 in FY15)

**Purpose of the Grant**

- General operating support to continue with critical initiatives including expanding the Performance Management Framework (PMF) to non-testing grades
- Expanding qualitative site reviews to complement the PMF
- Expanding communications, community outreach and legal functions

**Grant Deliverables**

- Conduct a rigorous charter renewal process for charter expiring in 2013-14
  - Conduct high stakes reviews for schools in their 5<sup>th</sup> or 10<sup>th</sup> year of operation
  - Expand communications and parent engagement efforts by expanding the DC Education Festival; improving PCSB's website to better display school quality; more aggressive community outreach and re-launching the Community Advisory Group with at least 20 community meetings
  - Conduct charter leaders events that include discussions on topics that include access to performance information, legal compliance, performance management, and special education services.
  - Conduct school audits based on data capture that compare to sector
-

averages, high long-term suspension rates, low in-seat attendance rates, high truancy rates, high expulsion rates, and high mid-year withdrawal rates for all students.

**Grant Outcomes**

- In progress

**Corrective actions taken or technical assistance provided**

- n/a

**PCSB Program or activity supported by the grant**

- School Quality and Accountability
- Equity and Fidelity
- Communications

**PCSB Staff Responsible for Grant Deliverables**

- Tomeika Bowden, Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Michael and Susan Dell Foundation
- 

**Grant Title**

- Next Generation Accountability Systems

**Approved Budget Authority**

- Michael and Susan Dell Foundation

**Expenditures**

- Scheduled \$500,000

**Purpose of the Grant**

- 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 a Communications Associate; expand early childhood and Adult Education PMF's modify existing Middle/HS PMFs to include online component
- Revise/expand financial oversight tools

**Grant Deliverables**

- Hire Communications Associate
- Complete PCSB case study and resource guide

- dissemination plan
- Expand Early Childhood PMF and Adult Education PMF
- Modify existing Middle/HS PMFs to include online
- Revise/expand financial oversight

**Grant Outcomes**

- 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

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Communications
- School Quality and Accountability
- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Tomeika Bowden, Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Michael and Susan Dell Foundation
  - 
  -
- 

**Grant Number**

- PCSB-1213

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$188,916

**Purpose of the Grant**

- To advance PCSB’s mission by supporting the design and implementation of My School DC; create a plan for My School DC for school year 2014-15 and beyond

**Grant Deliverables**

- Draft initial long-term plans for My School DC's governance, staffing and funding

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools
- 

**Grant Title**

- n/a

**Approved Budget Authority**

- CityBridge Foundation

**Expenditures**

- \$40,000

**Purpose of the Grant**

- Support the hiring of a Parent Engagement Manager who will work on the creation of a common lottery application process in Washington, DC

**Grant Deliverables**

- Hire a Parent Engagement Manager to support the creation of a common lottery application process in Washington, DC

**Grant Outcomes**

- Position has been filled

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- CityBridge Foundation
- 

**Grant Title**

- n/a

**Approved Budget Authority**

- Andrew and Julie Klingenstein Family Fund

**Expenditures**

- \$60,000

**Purpose of the Grant**

- Support a community engagement manager for the DC Lottery

**Grant Deliverables**

- Hire a parent engagement manager
- Successful implementation in Year 1 of a comprehensive parent education and public awareness campaign

**Grant Outcomes**

- Position has been filled
- Public awareness campaign included print and radio advertisements

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- The Andrew and Julie Klingenstein Family Fund

---

**Grant Number**

- PCSB-1113

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$200,000

**Purpose of the Grant**

- Work with Office of the Chief Technology Officer to build and host tech infrastructure for common enrollment system, My School DC

**Grant Deliverables**

- Work with Office of the Chief Technology Officer to build and host tech infrastructure for common enrollment system, My School DC

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant****Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools

---

**Grant Number**

- PCSB-0614

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$109,186

**Purpose of the Grant**

- Support My School DC operations from July 2014 to September 2014 by providing compensation for the project management team
- Support My School DC community outreach efforts

**Grant Deliverables**

- Support My School DC operations from July 2014 to September 2014 by providing compensation for the project management team
- Support My School DC community outreach efforts

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant****Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Office of the State Superintendent of Education (OSSE)

**Expenditures**

- \$800,000

**Purpose of the Grant**

- Supplement PCSB's capacity to approve, oversee, monitor and close public charter schools

**Grant Deliverables**

- To help PCSB facilitate oversight in the following areas: Performance Management Framework, Qualitative Site Reviews, Transcript Review and continued implementation, improvement and administration of other tools used to evaluate public charter school academic and fiscal performance
- Implement school closure procedures

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Omnibus Appropriations Act 2009, the Scholarships for Opportunity and Results Act and the Continuing Appropriations Act 2012

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Office of the State Superintendent of Education (OSSE)

**Expenditures**

- \$135,000

**Purpose of the Grant**

- Assistance for public charter schools to develop their emergency response plans, train their leadership and staff on emergency response procedures and techniques and link public charter schools to community resources that support school safety

**Grant Deliverables**

- Assistance for public charter schools to develop their emergency response plans
  - Provide training for school leadership and staff on emergency
- 

**Grant Title**

- n/a

**Approved Budget Authority**

- Georgetown University Law Center

**Expenditures**

- \$56,000 (\$16,000 in FY 14, \$40,000 in FY15)

**Purpose of the Grant**

- Placement of Legal Fellows response procedures and techniques
- Link public charter schools to community resources that support school safety

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant****Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- OSSE

**Grant Deliverables**

- Fellows will provide legal support by drafting amendments to charter school agreements; researching and drafting high-stakes reviews, drafting correspondences regarding PCSB Board actions, researching legal and other issues as needed

**Grant Outcomes**

- In progress

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Legal Department
- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Naomi DeVeaux

**Source of Funds**

- Georgetown University Law Center

---

**Grant Title**

- n/a

**Approved Budget Authority**

- The Andrew and Julie Klingenstein Family Fund
- 

**Expenditures**

- \$22,000

**Purpose of the Grant**

- Placement of Education Pioneers

**Grant Deliverables**

- Education Pioneers will provide support to the charter review and agreements team and researching other issues as needed

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Legal Department
- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Clara Hess, Naomi DeVeaux

**Source of Funds**

- The Andrew and Julie Klingenstein Family Fund

- 

**Grant Title**

- Building a High Quality Charter Market in DC

**Approved Budget Authority**

- Walton Family Foundation

**Expenditures**

- Scheduled \$1,000,000 (\$500,000 in FY14; \$500,000 in FY15)

**Purpose of the Grant**

- General operating support to continue with critical initiatives including expanding the Performance Management Framework (PMF) to non-testing grades
- Expanding qualitative site reviews to complement the PMF
- Expanding communications, community outreach and legal functions

**Grant Deliverables**

- Conduct a rigorous charter renewal process for charter expiring in 2013-14
- Conduct high stakes reviews for schools in their 5<sup>th</sup> or 10<sup>th</sup> year of operation
- Expand communications and parent engagement efforts by expanding the DC Education Festival; improving PCSB's website to better display school quality; more aggressive community outreach and re-launching the Community Advisory Group with at least 20 community meetings
- Conduct charter leaders events that include discussions on topics that include access to performance information, legal compliance, performance management, and special education services.
- Conduct school audits based on data capture that compare to sector averages, high long-term suspension rates, low in-seat attendance rates, high truancy rates, high expulsion rates, and high mid-year withdrawal rates for all students.

**Grant Outcomes**

- In progress

**Corrective actions taken or technical assistance provided**

- n/a

**PCSB Program or activity supported by the grant**

- School Quality and Accountability
- Equity and Fidelity
- Communications

**PCSB Staff Responsible for Grant Deliverables**

- Tomeika Bowden, Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Michael and Susan Dell Foundation
- 

**Grant Title**

- Next Generation Accountability Systems

**Approved Budget Authority**

- Michael and Susan Dell Foundation

**Expenditures**

- Scheduled \$500,000

**Purpose of the Grant**

- 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 a Communications Associate; expand early childhood and Adult Education PMF's modify existing Middle/HS PMFs to include online component
- Revise/expand financial oversight tools

**Grant Deliverables**

- Hire Communications Associate
- Complete PCSB case study and resource guide dissemination plan
- Expand Early Childhood PMF and Adult Education PMF
- Modify existing Middle/HS PMFs to include online
- Revise/expand financial oversight

**Grant Outcomes**

- 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

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Communications
- School Quality and Accountability
- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Tomeika Bowden, Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Michael and Susan Dell Foundation
  -
- 

**Grant Number**

- PCSB-1213

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$188,916

**Purpose of the Grant**

- To advance PCSB's mission by supporting the design and implementation of My School DC; create a plan for My School DC for school year 2014-15 and beyond

**Grant Deliverables**

- Draft initial long-term plans for My School DC's governance, staffing and funding

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools
- 

**Grant Title**

- n/a

**Approved Budget Authority**

- CityBridge Foundation

**Expenditures**

- \$40,000

**Purpose of the Grant**

- Support the hiring of a Parent Engagement Manager who will work on the creation of a common lottery application process in Washington, DC

**Grant Deliverables**

- Hire a Parent Engagement Manager to support the creation of a common lottery application process in Washington, DC

**Grant Outcomes**

- Position has been filled

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- CityBridge Foundation
- 

**Grant Title**

- n/a

**Approved Budget Authority**

- Andrew and Julie Klingenstein Family Fund

**Expenditures**

- \$60,000

**Purpose of the Grant**

- Support a community engagement manager for the DC Lottery

**Grant Deliverables**

- Hire a parent engagement manager
- Successful implementation in Year 1 of a comprehensive parent education and public awareness campaign

**Grant Outcomes**

- Position has been filled
- Public awareness campaign included print and radio advertisements

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- The Andrew and Julie Klingenstein Family Fund
-

---

**Grant Number**

- PCSB-1113

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$200,000

**Purpose of the Grant**

- Work with Office of the Chief Technology Officer to build and host tech infrastructure for common enrollment system, My School DC

**Grant Deliverables**

- Work with Office of the Chief Technology Officer to build and host tech infrastructure for common enrollment system, My School DC

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant****Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools

---

**Grant Number**

- PCSB-0614

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$109,186

**Purpose of the Grant**

- Support My School DC operations from July 2014 to September 2014 by providing compensation for the project management team
- Support My School DC community outreach efforts

**Grant Deliverables**

- Support My School DC operations from July 2014 to September 2014 by providing compensation for the project management team
- Support My School DC community outreach efforts

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant**

**Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Office of the State Superintendent of Education (OSSE)

**Expenditures**

- \$800,000

**Purpose of the Grant**

- Supplement PCSB's capacity to approve, oversee, monitor and close public charter schools

**Grant Deliverables**

- To help PCSB facilitate oversight in the following areas: Performance Management Framework, Qualitative Site Reviews, Transcript Review and continued implementation, improvement and administration of other tools used to evaluate public charter school academic and fiscal performance
- Implement school closure procedures

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Omnibus Appropriations Act 2009, the Scholarships for Opportunity and Results Act and the Continuing Appropriations Act 2012

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Office of the State Superintendent of Education (OSSE)

**Expenditures**

- \$135,000

**Purpose of the Grant**

- Assistance for public charter schools to develop their emergency response plans, train their leadership and staff on emergency response procedures and

techniques and link public charter schools to community resources that support school safety

**Grant Deliverables**

- Assistance for public charter schools to develop their emergency response plans
- Provide training for school leadership and staff on emergency response procedures and techniques
- Link public charter schools to community resources that support school safety

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant**

**Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- OSSE

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Georgetown University Law Center

**Expenditures**

- \$56,000 (\$16,000 in FY 14, \$40,000 in FY15)

**Purpose of the Grant**

- Placement of Legal Fellows

**Grant Deliverables**

- Fellows will provide legal support by drafting amendments to charter school agreements; researching and drafting high-stakes reviews, drafting correspondences regarding PCSB Board actions, researching legal and other issues as needed

**Grant Outcomes**

- In progress

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Legal Department
- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Naomi DeVeaux

**Source of Funds**

- Georgetown University Law Center

---

**Grant Title**

- n/a

**Approved Budget Authority**

- The Andrew and Julie Klingenstein Family Fund
- 

**Expenditures**

- \$22,000

**Purpose of the Grant**

- Placement of Education Pioneers

**Grant Deliverables**

- Education Pioneers will provide support to the charter review and agreements team and researching other issues as needed

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Legal Department
- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Clara Hess, Naomi DeVeaux

**Source of Funds**

- The Andrew and Julie Klingenstein Family Fund

**Grant Title**

- Building a High Quality Charter Market in DC

**Approved Budget Authority**

- Walton Family Foundation

**Expenditures**

- Scheduled \$1,000,000 (\$500,000 in FY14; \$500,000 in FY15)

**Purpose of the Grant**

- General operating support to continue with critical initiatives including expanding the Performance Management Framework (PMF) to non-testing grades
- Expanding qualitative site reviews to complement the PMF
- Expanding communications, community outreach and legal functions

**Grant Deliverables**

- Conduct a rigorous charter renewal process for charter expiring in 2013-14
- Conduct high stakes reviews for schools in their 5<sup>th</sup> or 10<sup>th</sup> year of operation
- Expand communications and parent engagement efforts by expanding the DC Education Festival; improving PCSB's website to better display school quality; more aggressive community outreach and re-launching the Community Advisory Group with at least 20 community meetings
- Conduct charter leaders events that include discussions on topics that include access to performance information, legal compliance, performance management, and special education services.
- Conduct school audits based on data capture that compare to sector averages, high long-term suspension rates, low in-seat attendance rates, high truancy rates, high expulsion rates, and high mid-year withdrawal rates for all students.

**Grant Outcomes**

- In progress

**Corrective actions taken or technical assistance provided**

- n/a

**PCSB Program or activity supported by the grant**

- School Quality and Accountability
- Equity and Fidelity
- Communications

**PCSB Staff Responsible for Grant Deliverables**

- Tomeika Bowden, Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Michael and Susan Dell Foundation
- 

**Grant Title**

- Next Generation Accountability Systems

**Approved Budget Authority**

- Michael and Susan Dell Foundation

**Expenditures**

- Scheduled \$500,000

**Purpose of the Grant**

- 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 a Communications Associate; expand early childhood and Adult Education PMF's modify existing Middle/HS PMFs to include online component
- Revise/expand financial oversight tools

**Grant Deliverables**

- Hire Communications Associate
- Complete PCSB case study and resource guide dissemination plan
- Expand Early Childhood PMF and Adult Education PMF
- Modify existing Middle/HS PMFs to include online
- Revise/expand financial oversight

**Grant Outcomes**

- 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

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Communications
- School Quality and Accountability
- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Tomeika Bowden, Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Michael and Susan Dell Foundation
- 

**Grant Number**

- PCSB-1213

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$188,916

**Purpose of the Grant**

- To advance PCSB's mission by supporting the design and implementation of My School DC; create a plan for My School DC for school year 2014-15 and beyond

**Grant Deliverables**

- Draft initial long-term plans for My School DC's governance, staffing and funding

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools

---

**Grant Title**

- n/a

**Approved Budget Authority**

- CityBridge Foundation

**Expenditures**

- \$40,000

**Purpose of the Grant**

- Support the hiring of a Parent Engagement Manager who will work on the creation of a common lottery application process in Washington, DC

**Grant Deliverables**

- Hire a Parent Engagement Manager to support the creation of a common lottery application process in Washington, DC

**Grant Outcomes**

- Position has been filled

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- CityBridge Foundation

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Andrew and Julie Klingenstein Family Fund

**Expenditures**

- \$60,000

**Purpose of the Grant**

- Support a community engagement manager for the DC Lottery

**Grant Deliverables**

- Hire a parent engagement manager
- Successful implementation in Year 1 of a comprehensive parent education and public awareness campaign

**Grant Outcomes**

- Position has been filled
- Public awareness campaign included print and radio advertisements

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- The Andrew and Julie Klingenstein Family Fund
- 

**Grant Number**

- PCSB-1113

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$200,000

**Purpose of the Grant**

- Work with Office of the Chief Technology Officer to build and host tech infrastructure for common enrollment system, My School DC

**Grant Deliverables**

- Work with Office of the Chief Technology Officer to build and host tech infrastructure for common enrollment system, My School DC

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant****Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools
- 

**Grant Number**

- PCSB-0614

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$109,186

**Purpose of the Grant**

- Support My School DC operations from July 2014 to September 2014 by providing compensation for the project management team
- Support My School DC community outreach efforts

**Grant Deliverables**

- Support My School DC operations from July 2014 to September 2014 by providing compensation for the project management team
- Support My School DC community outreach efforts

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant**

**Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools

**Grant Title**

- n/a

**Approved Budget Authority**

- Office of the State Superintendent of Education (OSSE)

**Expenditures**

- \$800,000

**Purpose of the Grant**

- Supplement PCSB’s capacity to approve, oversee, monitor and close public charter schools

**Grant Deliverables**

- To help PCSB facilitate oversight in the following areas: Performance Management Framework, Qualitative Site Reviews, Transcript Review and continued implementation, improvement and administration of other tools used to evaluate public charter school academic and fiscal performance

- Implement school closure procedures

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Omnibus Appropriations Act 2009, the Scholarships for Opportunity and Results Act and the Continuing Appropriations Act 2012

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Office of the State Superintendent of Education (OSSE)

**Expenditures**

- \$135,000

**Purpose of the Grant**

- Assistance for public charter schools to develop their emergency response plans, train their leadership and staff on emergency response procedures and techniques and link public charter schools to community resources that support school safety

**Grant Deliverables**

- Assistance for public charter schools to develop their emergency response plans
- Provide training for school leadership and staff on emergency response procedures and techniques
- Link public charter schools to community resources that support school safety

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant**

**Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- OSSE

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Georgetown University Law Center

**Expenditures**

- \$56,000 (\$16,000 in FY 14,  
\$40,000 in FY15)

**Purpose of the Grant**

- Placement of Legal Fellows

**Grant Deliverables**

- Fellows will provide legal support by drafting amendments to charter school agreements; researching and drafting high-stakes reviews, drafting correspondences regarding PCSB Board actions, researching legal and other issues as needed

**Grant Outcomes**

- In progress

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Legal Department
- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Naomi DeVeaux

**Source of Funds**

- Georgetown University Law Center

**Grant Title**

- n/a

**Approved Budget Authority**

- The Andrew and Julie Klingenstein Family Fund
- 

**Expenditures**

- \$22,000

**Purpose of the Grant**

- Placement of Education Pioneers

**Grant Deliverables**

- Education Pioneers will provide support to the charter review and agreements team and researching other issues as needed

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Legal Department
- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Clara Hess, Naomi DeVeaux

**Source of Funds**

- The Andrew and Julie Klingenstein Family Fund

- 

**Grant Title**

- Building a High Quality Charter Market in DC

**Approved Budget Authority**

- Walton Family Foundation

**Expenditures**

- Scheduled \$1,000,000 (\$500,000 in FY14; \$500,000 in FY15)

**Purpose of the Grant**

- General operating support to continue with critical initiatives including expanding the Performance Management Framework (PMF) to non-testing grades
- Expanding qualitative site reviews to complement the PMF
- Expanding communications, community outreach and legal functions

**Grant Deliverables**

- Conduct a rigorous charter renewal process for charter expiring in 2013-14
- Conduct high stakes reviews for schools in their 5<sup>th</sup> or 10<sup>th</sup> year of operation
- Expand communications and parent engagement efforts by expanding the DC Education Festival; improving PCSB's website to better display school quality; more aggressive community outreach and re-launching the Community Advisory Group with at least 20 community meetings
- Conduct charter leaders events that include discussions on topics that include access to performance information, legal compliance, performance management, and special education services.
- Conduct school audits based on data capture that compare to sector averages, high long-term suspension rates, low in-seat attendance rates, high truancy rates, high expulsion rates, and high mid-year withdrawal rates for all students.

**Grant Outcomes**

- In progress

**Corrective actions taken or technical assistance provided**

- n/a

**PCSB Program or activity supported by the grant**

- School Quality and Accountability
- Equity and Fidelity
- Communications

**PCSB Staff Responsible for Grant Deliverables**

- Tomeika Bowden, Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Michael and Susan Dell Foundation
- 

**Grant Title**

- Next Generation Accountability Systems

**Approved Budget Authority**

- Michael and Susan Dell Foundation

**Expenditures**

- Scheduled \$500,000

**Purpose of the Grant**

- 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 a Communications Associate; expand early childhood and Adult Education PMF's modify existing Middle/HS PMFs to include online component
- Revise/expand financial oversight tools

**Grant Deliverables**

- Hire Communications Associate
- Complete PCSB case study and resource guide dissemination plan
- Expand Early Childhood PMF and Adult Education PMF
- Modify existing Middle/HS PMFs to include online
- Revise/expand financial oversight

**Grant Outcomes**

- 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

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Communications
- School Quality and Accountability
- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Tomeika Bowden, Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Michael and Susan Dell Foundation
  -
- 

**Grant Number**

- PCSB-1213

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$188,916

**Purpose of the Grant**

- To advance PCSB’s mission by supporting the design and implementation of My School DC; create a plan for My School DC for school year 2014-15 and beyond

**Grant Deliverables**

- Draft initial long-term plans for My School DC’s governance, staffing and funding

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools
- 

**Grant Title**

- n/a

**Approved Budget Authority**

- CityBridge Foundation

**Expenditures**

- \$40,000

**Purpose of the Grant**

- Support the hiring of a Parent Engagement Manager who will work on the creation of a common lottery application process in Washington, DC

**Grant Deliverables**

- Hire a Parent Engagement Manager to support the creation of a common lottery application process in Washington, DC

**Grant Outcomes**

- Position has been filled

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- CityBridge Foundation

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Andrew and Julie Klingenstein Family Fund

**Expenditures**

- \$60,000

**Purpose of the Grant**

- Support a community engagement manager for the DC Lottery

**Grant Deliverables**

- Hire a parent engagement manager
- Successful implementation in Year 1 of a comprehensive parent education and public awareness campaign

**Grant Outcomes**

- Position has been filled
- Public awareness campaign included print and radio advertisements

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- The Andrew and Julie Klingenstein Family Fund
- 

**Grant Number**

- PCSB-1113

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$200,000

**Purpose of the Grant**

- Work with Office of the Chief Technology Officer to build and host tech infrastructure for common enrollment system, My School DC

**Grant Deliverables**

- Work with Office of the Chief Technology Officer to build and host tech infrastructure for common enrollment system, My School DC

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant****Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools
- 

**Grant Number**

- PCSB-0614

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$109,186

**Purpose of the Grant**

- Support My School DC operations from July 2014 to

September 2014 by providing compensation for the project management team

- Support My School DC community outreach efforts

**Grant Deliverables**

- Support My School DC operations from July 2014 to September 2014 by providing compensation for the project management team
- Support My School DC community outreach efforts

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant**

**Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools
- 

**Grant Title**

- n/a

**Approved Budget Authority**

- Office of the State Superintendent of Education (OSSE)

**Expenditures**

- \$800,000

**Purpose of the Grant**

- Supplement PCSB's capacity to approve, oversee, monitor and close public charter schools

**Grant Deliverables**

- To help PCSB facilitate oversight in the following areas: Performance Management Framework, Qualitative Site Reviews, Transcript Review and continued implementation, improvement and administration of other tools used to evaluate public charter school academic and fiscal performance
- Implement school closure procedures

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- School Performance Department

**PCSB Staff Responsible for Grant**

**Deliverables**

Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Omnibus Appropriations Act 2009, the Scholarships for Opportunity and Results Act and the Continuing Appropriations Act 2012

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Office of the State Superintendent of Education (OSSE)

**Expenditures**

- \$135,000

**Purpose of the Grant**

- Assistance for public charter schools to develop their emergency response plans, train their leadership and staff on emergency response procedures and techniques and link public charter schools to community resources that support school safety

**Grant Deliverables**

- Assistance for public charter schools to develop their emergency response plans
- Provide training for school leadership and staff on emergency response procedures and techniques
- Link public charter schools to community resources that support school safety

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- OSSE

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Georgetown University Law Center

**Expenditures**

- \$56,000 (\$16,000 in FY 14, \$40,000 in FY15)

**Purpose of the Grant**

- Placement of Legal Fellows

**Grant Deliverables**

- Fellows will provide legal support by drafting amendments to charter school agreements; researching and drafting high-stakes reviews, drafting correspondences regarding PCSB Board actions, researching legal and other issues as needed

**Grant Outcomes**

- In progress

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Legal Department
- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Naomi DeVeaux

**Source of Funds**

- Georgetown University Law Center

---

**Grant Title**

- n/a

**Approved Budget Authority**

- The Andrew and Julie Klingenstein Family Fund
- 

**Expenditures**

- \$22,000

**Purpose of the Grant**

- Placement of Education Pioneers

**Grant Deliverables**

- Education Pioneers will provide support to the charter review and agreements team and researching other issues as needed

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Legal Department
- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Clara Hess, Naomi DeVeaux

**Source of Funds**

- The Andrew and Julie Klingenstein Family Fund

- 

**Grant Title**

- Building a High Quality Charter Market in DC

**Approved Budget Authority**

- Walton Family Foundation

**Expenditures**

- Scheduled \$1,000,000 (\$500,000 in FY14; \$500,000 in FY15)

**Purpose of the Grant**

- General operating support to continue with critical initiatives including expanding the Performance Management Framework (PMF) to non-testing grades
- Expanding qualitative site reviews to complement the PMF
- Expanding communications, community outreach and legal functions

**Grant Deliverables**

- Conduct a rigorous charter renewal process for charter expiring in 2013-14
- Conduct high stakes reviews for schools in their 5<sup>th</sup> or 10<sup>th</sup> year of operation
- Expand communications and parent engagement efforts by expanding the DC Education Festival; improving PCSB's website to better display school quality; more aggressive community outreach and re-launching the Community Advisory Group with at least 20 community meetings
- Conduct charter leaders events that include discussions on topics that include access to performance information, legal compliance, performance management, and special education services.
- Conduct school audits based on data capture that compare to sector averages, high long-term suspension rates, low in-seat attendance rates, high truancy rates, high expulsion rates, and high mid-year withdrawal rates for all students.

**Grant Outcomes**

- In progress

**Corrective actions taken or technical assistance provided**

- n/a

**PCSB Program or activity supported by the grant**

- School Quality and Accountability
- Equity and Fidelity
- Communications

**PCSB Staff Responsible for Grant Deliverables**

- Tomeika Bowden, Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Michael and Susan Dell Foundation
- 

**Grant Title**

- Next Generation Accountability Systems

**Approved Budget Authority**

- Michael and Susan Dell Foundation

**Expenditures**

- Scheduled \$500,000

**Purpose of the Grant**

- 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 a Communications Associate; expand early childhood and Adult Education PMF's modify existing Middle/HS PMFs to include online component
- Revise/expand financial oversight tools

**Grant Deliverables**

- Hire Communications Associate
- Complete PCSB case study and resource guide dissemination plan
- Expand Early Childhood PMF and Adult Education PMF
- Modify existing Middle/HS PMFs to include online
- Revise/expand financial oversight

**Grant Outcomes**

- 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

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Communications
- School Quality and Accountability
- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Tomeika Bowden, Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Michael and Susan Dell Foundation
  - 
  -
- 

**Grant Number**

- PCSB-1213

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$188,916

**Purpose of the Grant**

- To advance PCSB's mission by supporting the design and implementation of My School DC; create a plan for My School DC for school year 2014-15 and beyond

**Grant Deliverables**

- Draft initial long-term plans for My School DC's governance, staffing and funding

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools
- 

**Grant Title**

- n/a

**Approved Budget Authority**

- CityBridge Foundation

**Expenditures**

- \$40,000

**Purpose of the Grant**

- Support the hiring of a Parent Engagement Manager who will work on the creation of a common lottery application process in Washington, DC

**Grant Deliverables**

- Hire a Parent Engagement Manager to support the creation of a common lottery application process in Washington, DC

**Grant Outcomes**

- Position has been filled

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- CityBridge Foundation
- 

**Grant Title**

- n/a

**Approved Budget Authority**

- Andrew and Julie Klingenstein Family Fund

**Expenditures**

- \$60,000

**Purpose of the Grant**

- Support a community engagement manager for the DC Lottery

**Grant Deliverables**

- Hire a parent engagement manager
- Successful implementation in Year 1 of a comprehensive parent education and public awareness campaign

**Grant Outcomes**

- Position has been filled
- Public awareness campaign included print and radio advertisements

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- The Andrew and Julie Klingenstein Family Fund
-

---

**Grant Number**

- PCSB-1113

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$200,000

**Purpose of the Grant**

- Work with Office of the Chief Technology Officer to build and host tech infrastructure for common enrollment system, My School DC

**Grant Deliverables**

- Work with Office of the Chief Technology Officer to build and host tech infrastructure for common enrollment system, My School DC

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant****Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools

---

**Grant Number**

- PCSB-0614

**Approved Budget Authority**

- NewSchools Venture Fund (NewSchools)

**Expenditures**

- \$109,186

**Purpose of the Grant**

- Support My School DC operations from July 2014 to September 2014 by providing compensation for the project management team
- Support My School DC community outreach efforts

**Grant Deliverables**

- Support My School DC operations from July 2014 to September 2014 by providing compensation for the project management team
- Support My School DC community outreach efforts

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant**

**Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- NewSchools

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Office of the State Superintendent of Education (OSSE)

**Expenditures**

- \$800,000

**Purpose of the Grant**

- Supplement PCSB's capacity to approve, oversee, monitor and close public charter schools

**Grant Deliverables**

- To help PCSB facilitate oversight in the following areas: Performance Management Framework, Qualitative Site Reviews, Transcript Review and continued implementation, improvement and administration of other tools used to evaluate public charter school academic and fiscal performance
- Implement school closure procedures

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Naomi DeVeaux, Scott Pearson

**Source of Funds**

- Omnibus Appropriations Act 2009, the Scholarships for Opportunity and Results Act and the Continuing Appropriations Act 2012

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Office of the State Superintendent of Education (OSSE)

**Expenditures**

- \$135,000

**Purpose of the Grant**

- Assistance for public charter schools to develop their emergency response plans, train their leadership and staff on emergency response procedures and

techniques and link public charter schools to community resources that support school safety

**Grant Deliverables**

- Assistance for public charter schools to develop their emergency response plans
- Provide training for school leadership and staff on emergency response procedures and techniques
- Link public charter schools to community resources that support school safety

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Finance, Operations and Strategic Initiatives

**PCSB Staff Responsible for Grant**

**Deliverables**

Clara Hess, Scott Pearson

**Source of Funds**

- OSSE

---

**Grant Title**

- n/a

**Approved Budget Authority**

- Georgetown University Law Center

**Expenditures**

- \$56,000 (\$16,000 in FY 14, \$40,000 in FY15)

**Purpose of the Grant**

- Placement of Legal Fellows

**Grant Deliverables**

- Fellows will provide legal support by drafting amendments to charter school agreements; researching and drafting high-stakes reviews, drafting correspondences regarding PCSB Board actions, researching legal and other issues as needed

**Grant Outcomes**

- In progress

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Legal Department
- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Naomi DeVeaux

**Source of Funds**

- Georgetown University Law Center

---

**Grant Title**

- n/a

**Approved Budget Authority**

- The Andrew and Julie Klingenstein Family Fund
- 

**Expenditures**

- \$22,000

**Purpose of the Grant**

- Placement of Education Pioneers

**Grant Deliverables**

- Education Pioneers will provide support to the charter review and agreements team and researching other issues as needed

**Grant Outcomes**

- Completed

**Any corrective actions taken or technical assistance provided**

- n/a

**PCSB program and activity supported by the grant**

- Legal Department
- School Performance Department

**PCSB Staff Responsible for Grant****Deliverables**

Clara Hess, Naomi DeVeaux

**Source of Funds**

- The Andrew and Julie Klingenstein Family Fund



**Q68. Provide a complete accounting of all grant lapses in FY14, 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 FY15.**

There are no grant lapses in FY14.

**Q69. Provide the following information for all grants/subgrants awarded by PCSB during FY14 and to date in FY15:**

- **Grant Number/Title;**
- **Awardee;**
- **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 FY14 and FY15 to date.

**Q70. Provide the following information for all contracts awarded by PCSB during FY14 and to date in FY15:**

- **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.**

See attached for a table of contracts.

**Q71. Provide the following information for all contract modifications made by PCSB during FY14 and to date in FY15, 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 FY14 and to date in FY15.

**Q72. Provide the Committee with an update on PCSB's effort to ensure that for contracts above \$100,000, contracting party's are compliant with First Source requirements during FY14, and FY15 to date.**

PCSB has ensured contracting party's compliance by incorporating specific language in its vendor contracts pertaining to the District's First Source requirements.

**Q73. Provide the following information for all purchase card transactions during FY14 and to date in FY15:**

- **Employee that made the transaction;**
- **Transaction amount; and,**
- **Transaction purpose.**

There were no purchase card transactions during FY14 or to date in FY15.

**Q74. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within PCSB during FY14 and to date in FY15. This includes any reports of the DC Auditor or the Office of the Inspector General. In addition, provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits and issues with outside LEA management agreements.**

There were no such investigations or audits for FY14 or to date in FY15.