



2015-16 Five-Year Charter Review Report

Inspired Teaching Public Charter School

November 16, 2015

DC Public Charter School Board
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KEY FINDINGS AND BOARD VOTE

The District of Columbia Public Charter School Board (“DC PCSB”) staff has conducted a charter review of the Inspired Teaching Demonstration Public Charter School (“Inspired Teaching PCS”) according to the standard required by the School Reform Act (“SRA”), D.C. Code §§ 38-1802 *et seq.*¹ Based on the findings below, on November 16, 2015 the DC PCSB Board voted 5-0 to continue the school’s charter without conditions.

In November 2014, Inspired Teaching PCS amended its charter to align its goals and student academic achievement expectations (“academic expectations”) with the literacy, math, attendance, and reenrollment indicators assessed in the school’s Early Childhood Accountability Plans and DC PCSB’s Performance Management Framework.² The school fully met the goals and academic expectations as detailed in the amendment – meeting a majority of early childhood targets and scoring well above the required score of 40% on the PMF, with a 55.8% on the 2012-13 PMF, and 53.9% on the 2013-14 PMF. The school has neither materially violated the law nor its charter, and is in strong fiscal health. Based on these findings, DC PCSB staff recommends that the DC PCSB Board vote to continue the school’s charter without conditions.

While Inspired Teaching PCS met its goals and academic expectations, PCSB staff notes one area of concern in the school’s academic outcomes. While the school’s overall math proficiency has been above the state average in 2012-13 and 2013-14, several subgroups – females, economically disadvantaged, and special education students – had 2013-14 math proficiency rates below the state average for those subgroups. Moreover, the school’s math median growth percentile – which measures individual student growth from year to year – dropped from 2012-13 to 2013-14 to one of the lowest growth rates in the city. Subgroup performance on the math median growth percentile rates was particularly low for economically disadvantaged, males and black students. It is important that Inspired Teaching PCS focus on student math performance over the coming years.

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB “shall review [a school’s] charter at least once every [five] years.”³ As part of this review, DC PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

¹ D.C. Code § 38-1802.12(a)(3).

² See Inspired Teaching PCS charter amendment, attached to this report as Appendix A.

³ D.C. Code § 38-1802.12(a)(3).

- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.⁴

If DC PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance, or revoke the school’s charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school’s charter if DC PCSB determines in its review 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; and/or (3) is no longer economically viable.

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

Inspired Teaching PCS began operation in 2011 under authorization from the DC PCSB to initially serve pre-kindergarten-3 through third grade, and to grow to serve students through eighth grade. In 2015-16, the school is serving its first seventh grade class, and 63% of its students are in pre-kindergarten through second grade. Its mission is:

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.⁵

Inspired Teaching PCS was founded by the Center for Inspired Teaching (the “Center”), a DC-based educational organization providing teacher professional development. The school implements the instructional model developed by the Center – one that focuses on students developing “the Four I’s” – Intellect, Inquiry, Imagination, and Integrity. The school operates the Inspired Teaching Fellows program, where new teachers working towards their teaching certification complete a residency year at Inspired Teaching PCS, working in classrooms alongside Master and Lead teachers. The school operates independently from the Center, though the Center’s founder serves on the school’s board of directors. Inspired Teaching originally opened in Ward 1, with the PCSB Board approving its relocation to a permanent facility in Ward 5, after the school was awarded Shaed Elementary School by the District of Columbia.

The school’s accountability outcomes on Accountability Plans and DC PCSB’s Performance Management Framework (“PMF”), which incorporates indicators beyond reading and math proficiency, including academic growth, attendance, and reenrollment, are summarized in the table below. This performance is described more fully in Section One of this report.

⁴ D.C. Code § 38-1802.12(c).

⁵ See Inspired Teaching PCS 2013-14 Annual report, p. 3, attached to this report as Appendix B.

Grade Levels	2015-16 Student Enrollment	2011-12 Accountability Outcomes	2012-13 Accountability Outcomes	2013-14 Accountability Outcomes
PK3 – 2	233	Met 6 of 7 targets	Met 6 of 7 targets	Met or exceeded 9 of 9 indicator floors
3 – 7 ⁶	137	N/A	55.8% Tier 2	53.9% Tier 2

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are only considered as part of the renewal analysis if they were included in a school’s charter, charter amendment, or accountability plans approved by the DC PCSB Board (collectively, the “Charter”).

In November 2014, Inspired Teaching PCS amended its charter to replace its original goals with goals related to meeting thresholds on PCSB’s Early Childhood, and Elementary/Middle School Performance Management Frameworks (PMF). Per DC PCSB policy and the school’s 2014 amendment, the school adopted the goals in the table below. Further analysis of the school’s attainment of its goals and expectations is included below, and is organized according to the indicators assessed on the Accountability Plans and on the respective PMFs.

	Goals and Academic Expectations	Met?
1	In 2011-12, Inspired Teaching PCS will meet two thirds of its Accountability Plan targets.	Yes
2	In 2012-13, Inspired Teaching PCS will meet two thirds of its Accountability Plan targets.	Yes
3	In 2013-14 and 2014-15, Inspired Teaching PCS will attain the floor of each indicator in the Early Childhood PMF.	Yes
4	Inspired Teaching PCS will earn at least 40% on the Elementary/Middle School PMF in two of the following three years: 2012-13, 2013-14, and 2014-15.	Yes

⁶ Note: In school year (SY) 2011-12, the school only served 3rd grade; in SY2012-13, it served grades 3 and 4, and in SY2013-14, it served grades 3 through 5; in SY2014-15, it served grades 3 through 6. It now serves grades 3 through 7.

1. In 2011-12, Inspired Teaching PCS will meet two thirds of its Accountability Plan targets.

Assessment: **Inspired Teaching PCS met this goal.** It met six of seven of its 2011-12 accountability plan targets.

2011-12 Inspired Teaching PCS Accountability Plan Targets	
Target	Target Met?
70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in reading by the spring administration on the Teaching Strategies GOLD assessment.	Yes. 83.3% of students demonstrated one year of growth.
70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in math by the spring administration on the Teaching Strategies GOLD assessment.	Yes. 98.5% of students demonstrated one year of growth.
70% of kindergarten through second-grade students will demonstrate a year of growth by the spring administration of the DRA.	No. Results unavailable.
70% of first-grade students will score on grade level (level 18) on the DRA.	Yes. 71.4% of students scored on grade level.
70% of second-grade students will score on grade level (level 28) on the DRA.	Yes. 82.3% of students scored on grade level.
On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	Yes. The average daily attendance was 96.0%.
On average, kindergarten through second-grade students will attend school 92% of the days.	Yes. The average daily attendance was 97.9%.

2. In 2012-13, Inspired Teaching PCS will meet two thirds of its Accountability Plan targets.

Assessment: **Inspired Teaching PCS met this goal.** It met six of seven of its 2012-13 accountability plan targets.

2012-13 Inspired Teaching PCS Accountability Plan Targets	
Target	Target Met?
70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in reading by the spring administration on the Teaching Strategies GOLD assessment.	Yes. 99.4% of students demonstrated one year of growth.
70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in math by the spring administration on the Teaching Strategies GOLD assessment.	Yes. 99.1% of students demonstrated one year of growth.
70% of kindergarten through second-grade students will demonstrate a year of growth by the spring administration of the DRA.	Yes. 72.7% of students demonstrated one year of growth.
70% of first-grade students will score on grade level (level 18) on the DRA.	No. 61.9% of students scored on grade level.
70% of second-grade students will score on grade level (level 28) on the DRA.	Yes. 72.2% of students scored on grade level.
On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	Yes. The average daily attendance was 98.6%.
On average, kindergarten through second-grade students will attend school 92% of the days.	Yes. The average daily attendance was 97.5%.

3. In 2013-14 and 2014-15, Inspired Teaching PCS will attain the floor of each indicator in the Early Childhood PMF.

Assessment: **Inspired Teaching PCS met this goal.** The Early Childhood PMF in 2013-14 and 2014-15 measured schools in four areas: (a) literacy growth and achievement; (b) mathematics growth and achievement; (3) classroom observations using the CLASS methodology; and (4) student attendance and reenrollment. Each indicator had a “floor”, representing the minimum rate that a school should attain.

(a) Literacy growth and achievement: The school met all early childhood literacy targets in 2013-14 and 2014-15.

PK Literacy Growth Targets		
Year	Target	Target Met?
2013-14	60% of PK3 and PK4 students will meet or exceed widely held expectations per the growth report on the literacy portion of the GOLD assessment, as designated by the publisher.	Yes 97.7% of students met this target.
2014-15		Yes 97.7% of students met this target.
K-2 Literacy Targets		
Year	Target	Target Met?
2013-14	50% of kindergarten through second grade students will either obtain growth per the growth chart in the technical guide or score at the independent level by grade on the literacy portion of the DRA, as designated by the publisher.	Yes 84.3% of students met this target.
2014-15	50% of kindergarten through second grade students will score at the independent level by grade at the end of the year on the literacy portion of the DRA, as designated by the publisher.	Yes 75.7% of students met this target.

(b) Mathematics growth and achievement: In 2013-14 and 2014-15, Inspired Teaching PCS met three of four early childhood math targets.

PK Math Growth Targets		
Year	Target	Target Met?
2013-14	60% of PK3 and PK4 students will meet or exceed widely held expectations per the growth report on the mathematics portion of the GOLD assessment, as designated by the publisher.	Yes 97.7% of students met this goal.
2014-15		Yes 97.7% of students met this goal.
K-2 Math Targets		
Year	Target	Target Met?
2013-14	50% of kindergarten through second grade students will score at the achievement level of 75% or higher on the enVision Math assessment, as designated by the publisher.	Data unavailable⁷
2014-15		Yes 79.4% of students met this goal.

(c) Classroom observations using the CLASS methodology: Inspired Teaching PCS met all targets related to the Classroom Assessment Scoring System (“CLASS”) assessment. All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB’s floor for this indicator is one, with a target of four.

⁷ In 2013-14, the school administered an assessment to its kindergarten through second grade students that was not approved for use with the PMF.

CLASS Performance Targets		
Year	Target	Target Met?
2013-14	The school will score a rating equal to or greater than 3 on the Emotional Support domain of the CLASS Assessment.	Yes The score was 5.6.
2014-15		Yes The score was 5.9.
2013-14	The school will score a rating equal to or greater than 3 on the Classroom Organization domain of the CLASS Assessment.	Yes The score was 5.0.
2014-15		Yes The score was 5.3.
2013-14	The school will score a rating equal to or greater than 1 on the Instructional Support domain of the CLASS Assessment.	Yes The score was 2.7.
2014-15		Yes The score was 2.2.

(d) Student attendance and reenrollment: Inspired Teaching PCS met its 2013-14 early childhood attendance and reenrollment targets. In the 2014-15 PMF, attendance and reenrollment were not calculated separately for early childhood students.

Attendance Targets		
Year	Target	Target Met?
2013-14	In 2013-14 on average, PK3-4 students will attend a school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	Yes. The school's in-seat attendance rate was 93.2%, above the 80.0% EC PMF threshold
2013-14	In 2013-14, kindergarten through second grade students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	88.9% Above 60.0% EC PMF threshold

K-2 Reenrollment Targets		
Year	Target	Target Met?
2013-14	In 2013-14 the school will have a reenrollment rate for its kindergarten through second grade students that is equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	88.9% Above 60.0% EC PMF threshold

4. Inspired Teaching PCS will earn at least 40% on the Elementary/Middle School PMF in two of the following three years: 2012-13, 2013-14, and 2014-15.

Assessment: **Inspired Teaching PCS met this goal.** The school scored 55.8% on the 2012-13 PMF, and 53.9% on the 2013-14 PMF.⁸ DC charter schools have not to date received a score on the 2014-15 PMF,

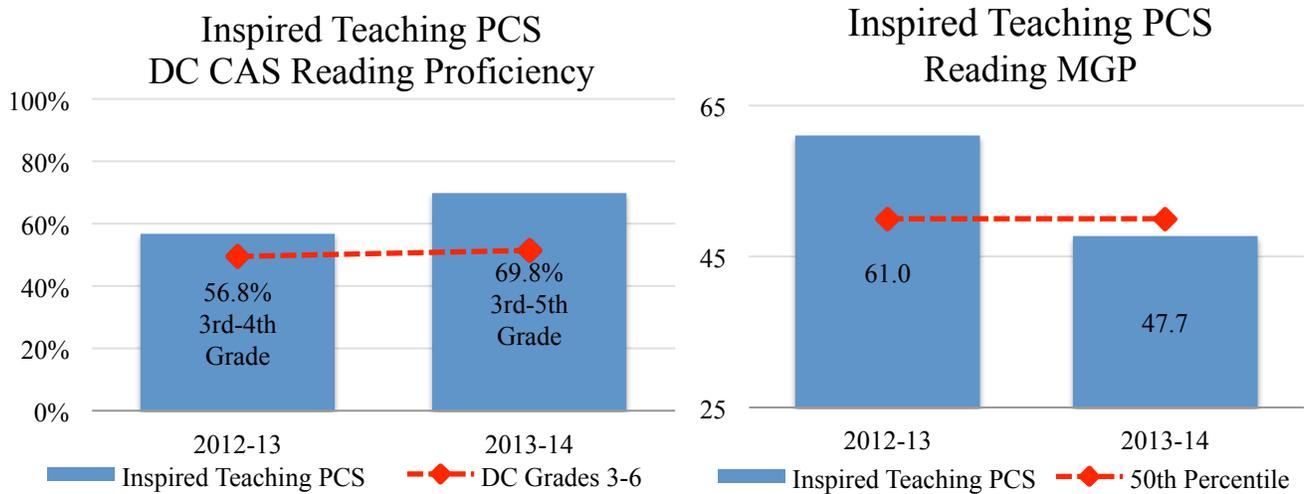
⁸ See Inspired Teaching PCS's 2012-13 and 2013-14 PMFs, attached to this report as Appendix C.

given the District of Columbia’s transition from the DC CAS to the PARCC assessment. The below data are the outcomes included in the school’s 2012-13, 2013-14 and 2014-15 PMFs.

Reading Outcomes

Proficiency: Inspired Teaching PCS’s overall and subgroup reading proficiency was above the state average in 2012-13 and 2013-14. In 2014-15, the state switched to a new state assessment – as of the time of this report’s publication, the results of this new assessment had not been finally validated.

Student Growth: An MGP (median growth percentile) of 50 indicates that a school’s students have “average” year-to-year growth in reading proficiency, as compared to other DC students in the same grades and with the same initial DC CAS performance. Inspired Teaching PCS’s reading MGP was 61.0 in 2012-13, but dropped to 47.7 in 2013-14. In 2013-14, black, female, and economically disadvantaged students had reading MGPs over 50, but the reading MGP of male students was 44.7.

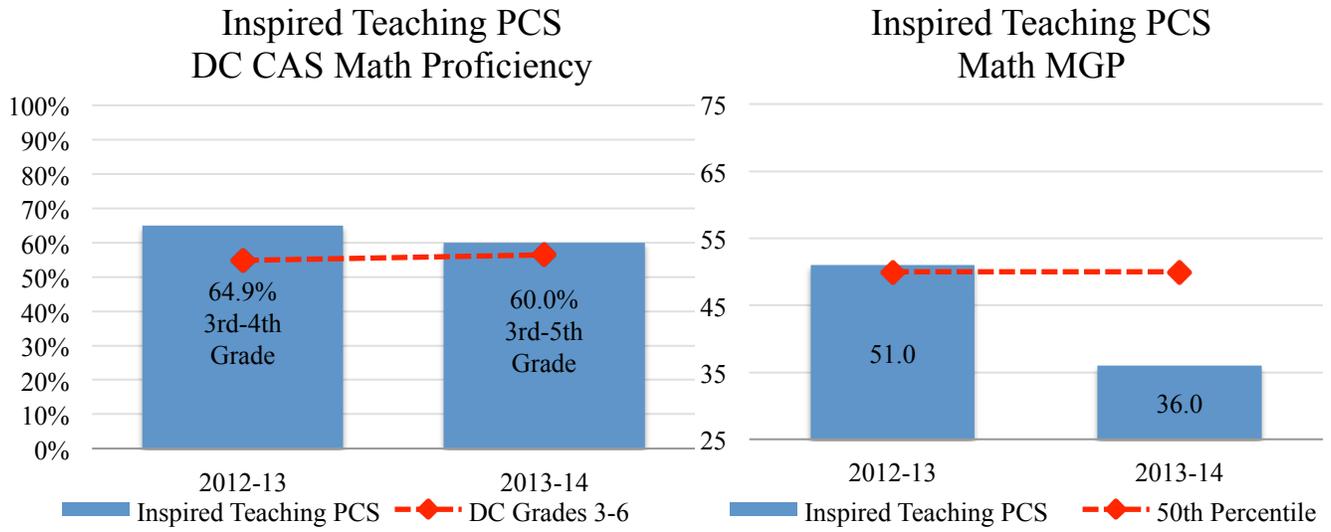


Subgroup Reading Proficiency				
	2013		2014	
	Inspired Teaching 3rd-4th Grade	State Average	Inspired Teaching 3rd-5th Grade	State Average
Black Non-Hispanic	51.9%	40.2%	57.6%	41.9%
Male	55.6%	43.2%	75.9%	44.4%
Female	57.9%	52.3%	62.5%	54.4%
Economically Disadvantaged	43.8%	38.4%	55.6%	40.1%
Students with Disabilities	<10 students	19.1%	40.0%	21.2%

2013-14 Subgroup Reading MGP	
Black Non-Hispanic	50.1
Male	44.7
Female	55.5
Economically Disadvantaged	60.1

2013-14 and 2014-15 PMF Math Outcomes

Inspired Teaching PCS’s overall math proficiency rate has been above the state average over the past two years. However, in 2013-14 its female, economically disadvantaged, and special education students had math proficiency rates below the state subgroup averages. Inspired Teaching PCS’s math MGP was 51.0 in 2012-13, but dropped to 36.0 in 2013-14 – one of the lowest levels in DC. In 2013-14, in line with the school’s overall math MGP, the school’s subgroups had math growth rates ranging from 27.1 to 40.5.

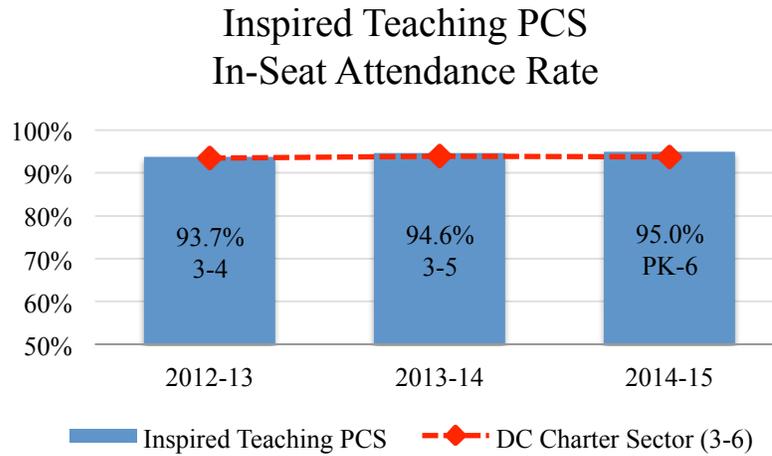


Subgroup Math Proficiency				
	2012-13		2013-14	
	Inspired Teaching 3rd-4th Grade	State Average	Inspired Teaching 3rd-5th Grade	State Average
Black Non-Hispanic	55.6%	42.0%	45.7%	45.2%
Male	77.8%	49.1%	66.7%	51.5%
Female	52.6%	51.5%	52.0%	54.6%
Economically Disadvantaged	43.8%	41.5%	42.1%	44.7%
Students with Disabilities	<10 students	24.1%	25.0%	27.1%

2013-14 Subgroup Math MGP	
Black Non-Hispanic	29.6
Male	27.1
Female	40.5
Economically Disadvantaged	36.9

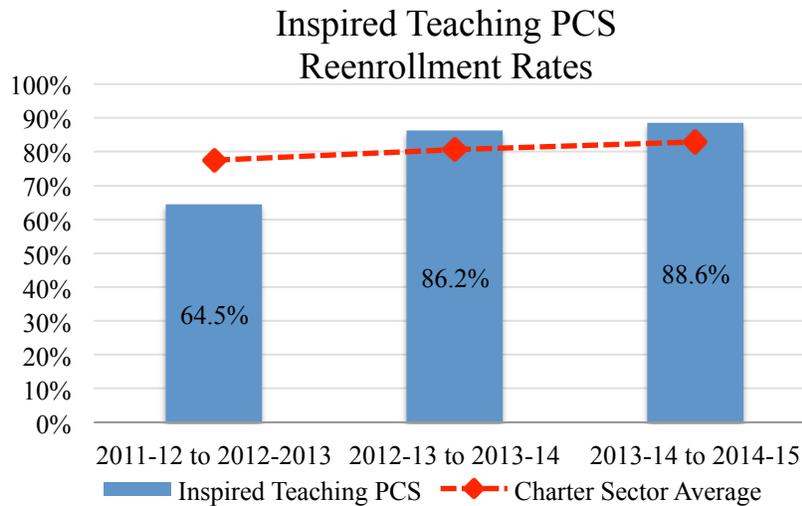
Attendance

Inspired Teaching PCS’s in-seat attendance rate has exceeded the sector average for the past three years.



Reenrollment

The school’s reenrollment rate has increased over the past three years, and exceeded the charter sector rate in 2013-14 and 2014-15. The reenrollment rate measures family satisfaction with a school by measuring the rate at which students, who are eligible, return from one year’s official enrollment audit to the next year’s official enrollment audit. Students who move out-of-state or have other situations that would prevent them from reenrolling are excluded from this rate.



SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”⁹ The SRA contains a non-exhaustive list of applicable laws, and DC PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. The below table discusses the school’s compliance with various requirements from 2011-12 to the time of this report’s publication.

Compliance Item	Description	School’s Compliance Status 2011-12 to present¹⁰
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2011-12
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process ¹¹ and the school must distribute such policies to students and parents.	Compliant since 2011-12
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. ¹² To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations. 	Compliant since 2011-12

⁹ D.C. Code § 38.1802.12(c).

¹⁰ See Inspired Teaching PCS 2011-12 – 2014-15 Compliance Reports, attached to this report as Appendix D.

¹¹ See *Goss v. Lopez*, 419 U.S. 565 (1975).

¹² D.C. Code § 38.1802.04 (c)(4)(A).

Compliance Item	Description	School's Compliance Status 2011-12 to present¹⁰
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2011-12
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2011-12
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2011-12
Highly Qualified Teachers Elementary and Secondary Education Act ("ESEA")	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	Compliant since 2011-12
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2011-12
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2011-12

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

Year	Qualifying contracts executed by school	Corresponding documentation submitted to DC PCSB
2011-12	4	4
2012-13	2	2
2013-14	3	3

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act¹³ (“IDEA”) and the Rehabilitation Act of 1973. The following section summarizes Inspired Teaching PCS’s special education compliance from 2011-12 to the present.

OSSE Special Education Compliance Reviews

The DC Office of the State Superintendent of Education (“OSSE”) monitors charter schools’ special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE’s findings of Inspired Teaching PCS’ special education compliance are summarized below. OSSE has not yet conducted an On-Site Monitoring report of the school.

(1) Annual Determinations

As required by a federal regulation, OSSE annually analyzes each LEA’s compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.¹⁴ Each year’s report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports.

Inspired Teaching PCS’s Annual Determination compliance performance is detailed in the table below.¹⁵ 2014 Annual Determinations had not been published at the time of this review.

Year	Percent compliant with audited special education federal requirements	Determination Level
2012	94%	Meets Requirements
2013	94%	Meets Requirements

(2) Quarterly Findings - Special Conditions Reports

OSSE submits quarterly reports to the U.S. Department of Education’s Office of Special Education

¹³ 20 USC §1413(a)(5).

¹⁴ As required by federal regulation 34 CFR § 300.600(c).

¹⁵ See Inspired Teaching PCS annual determination reports, attached to this report as Appendix E.

Programs detailing District of Columbia LEAs’ compliance in four areas: (1) Initial Evaluation Timelines; (2) Reevaluation Timelines; (3) Early Childhood Transition Timelines (for students entering pre-kindergarten at age 2 and turning 3); and (4) Secondary Transition Requirements (for students transitioning from high school). Of these, Inspired Teaching PCS is evaluated for its initial and reevaluation timeline compliance – its compliance outcomes in these areas are detailed in the tables below. The school has since cured all identified points of noncompliance.

Quarterly Findings – April 2012 through March 2013				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	1 of 2 items compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2013 through March 2014				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Initial Evaluation Timeline	0 of 1 items compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	0 of 1 items compliant	Compliant	Compliant

Quarterly Findings – April 2014 through March 2015			
	1st Quarter	2nd Quarter	3rd and 4th Quarter
Initial Evaluation Timeline	Compliant	0 of 1 items compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant

Blackman Jones Implementation Review

With compliance requirements pursuant to the Individuals with Disabilities Education Act (IDEA) and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEAs’ timely implementation of Hearing Officer Determinations (“HODs”) and Settlement Agreements (“SAs”). As of October 2015, the Blackman Jones Database shows Inspired Teaching PCS has no untimely HODs or SAs.

SECTION THREE: **FISCAL MANAGEMENT AND ECONOMIC VIABILITY**

INTRODUCTION

The SRA requires DC PCSB to revoke a school’s charter if DC PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (“GAAP”);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.¹⁶

As part of the charter review process, DC PCSB reviewed Inspired Teaching PCS’s financial records regarding these areas. DC PCSB finds that there are no grounds to revoke the school’s charter based on this standard.

SUMMARY OF FINDINGS

Inspired Teaching PCS is economically viable, has complied with GAAP, and has not engaged in a pattern of fiscal mismanagement. The data reviewed as a part of the summary for this review dates back to the 2012 fiscal year (“FY”), the school’s first operating year.¹⁷ Inspired Teaching PCS has been identified as a high fiscal-performing school by DC PCSB since its inception. This designation indicates the school’s ability to balance its growth objectives with financial stability. The school does not warrant any concerns for long-term economic viability or fiscal mismanagement based on the information currently available to DC PCSB.

FINANCIAL OVERVIEW

The following table provides an overview of Inspired Teaching PCS’s financial information over the past three fiscal years. Enrollment has grown 89% over the last three years from 142 students in FY12 to 268 students in FY14. The school continues to grow its program in a fiscally responsible manner.

¹⁶ See D.C. Code § 38-1802.13(b).

¹⁷ See Inspired Teaching PCS fiscal audits, attached to this report as Appendix F.

	Audit Year		
	2012	2013	2014
Audited Enrollment	142	207	268
Total DC Funding Allocation	\$ 2,016,650	\$ 3,061,370	\$ 4,133,568
Total Federal Entitlements and Funding	\$ 319,647	\$ 361,367	\$ 417,564
Unrestricted Cash and Cash Equivalents on 6/30/14	\$ 193,339	\$ 643,101	\$ 927,788
Total Assets	\$ 629,984	\$ 1,054,555	\$ 1,717,659
Total Current Assets	\$ 754,179	\$ 745,165	\$ 1,256,997
Total Liabilities	\$ 74,553	\$ 236,726	\$ 219,427
Total Current Liabilities	\$ 74,553	\$ 236,726	\$ 219,427
Net Asset Position	\$ 555,431	\$ 817,829	\$ 1,498,232
Total Revenues	\$ 2,533,710	\$ 3,507,924	\$ 4,756,423
Total Expenses	\$ 2,217,852	\$ 3,369,721	\$ 4,076,020
Change in Net Assets	\$ 315,858	\$ 138,203	\$ 680,403

SPENDING DECISIONS

The following table provides an overview of the school's spending decisions over the past three years. Inspired Teaching PCS has grown its enrollment and revenues while controlling its costs. As a result, the school's operating margins have increased from 12% in FY12 to 14% in FY14 – higher than the margins of more than 50 other charter schools.

	Audit Year		
	2012	2013	2014
Total Personnel Salaries and Benefits	\$ 1,394,420	\$ 1,914,990	\$ 2,387,297
Total Direct Student Costs	\$ 140,273	\$ 267,275	\$ 371,401
Total Occupancy Expenses	\$ 374,735	\$ 714,985	\$ 743,056
Total Office Expenses	\$ 72,744	\$ 67,937	\$ 68,389
Total General Expenses	\$ 235,680	\$ 404,534	\$ 505,877
Operating Surplus/(Deficit)	\$ 315,858	\$ 138,203	\$ 680,403
	as a percent of revenue		
Total Personnel Salaries and Benefits	55%	55%	50%
Total Direct Student Costs	6%	8%	8%
Total Occupancy Expenses	15%	20%	16%
Total Office Expenses	3%	2%	1%
Total General Expenses	9%	12%	11%
Operating Surplus/(Deficit)	12%	4%	14%

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of Inspired Teaching PCS establish that the school has adhered to GAAP. The auditor expressed unqualified/unmodified opinions on the financial statements.

	Audit Year		
	2012	2013	2014
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unmodified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives \$500K+ in federal funds.	Unqualified	Unqualified	Unmodified
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	No
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	No	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No

FISCAL MANAGEMENT

The school has not engaged in a pattern of fiscal mismanagement. Inspired Teaching PCS is not associated with a management organization. The school employs a full-time business manager and also works with a back office services provider to support its finance and accounting functions.

ECONOMIC VIABILITY

The school is economically viable and continues to build a strong financial position. Audited enrollment increased 89% from FY12 to FY14. Over that time period, revenues increased by 88%, and expenses increased by 84%. The school's ability to control its expenses is a positive indicator of the school's ability to manage its financial resources. The following tables provide a summary of financial results for the past four fiscal years.

Financial Performance

DC PCSB assesses a school's financial performance with two key indicators. The first indicator is a school's "operating result" – how much its total annual revenues exceed its total annual expenditures. In general, DC PCSB recommends that a school have positive annual operating results. Another indicator of a school's financial performance is its earnings before depreciation ("EBAD")¹⁸, a measure of a school's operating cash flows. Based on these measures, Inspired Teaching PCS has been consistently maintained an operating surplus and positive operating cash flows.

¹⁸ EBAD is the change in net assets plus amortization and depreciation.

	Indicator of Concern	Audit Year		
		2012	2013	2014
Operating Surplus/(Deficit)	< 0	\$ 315,858	\$ 138,203	\$ 680,403
Earnings Before Depreciation	< 0	\$ 330,028	\$ 336,608	\$ 884,464

Liquidity

Liquidity refers to the school’s ability to meet its financial obligations. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school’s viability in the short-term. Two indicators of a school’s liquidity are its current ratio¹⁹ and its days of cash on hand.²⁰ The current ratio is indicative of a school’s ability to satisfy its immediate financial obligations. When the current ratio is less than one, the school’s ability to meet these obligations is in doubt. Inspired Teaching PCS’s current ratio has varied over the last three years, but it has always remained above 1.0. At the end of FY14, the current ratio was 5.7. This high ratio is a strong indicator of the school’s ability to meet its immediate financial obligations.

Days of cash on hand reflects a school’s ability to continue to satisfy its financial obligations in the event of unexpected cash delays. Typically, 90 days of cash or more is recommended. Less than 30 days of cash is a liquidity concern. Inspired Teaching PCS’s cash balance has increased each year from 31 days in FY11 to 82 days in FY14, although the school has not yet reached DC PCSB’s recommended 90 days of cash on hand. The school has sufficient cash to remain financially viable in the short-term.

	Indicator of Concern	Audit Year		
		2012	2013	2014
Current Ratio	< 0.5	10.1	3.1	5.7
Days of Cash On Hand	< 30	31	69	82

Debt Burden

As part of the evaluation of a school’s long-term viability, DC PCSB considers a school’s debt burden. In particular, DC PCSB reviews two debt ratios – the debt ratio²¹ and the modified debt service²² ratio. The table below shows the school’s debt burden rose in FY13 before dropping to 0.13 in FY14, approximately the same debt burden as FY12. The variances are driven by the changes in smaller, short-term debts that are outstanding at the end of the fiscal year. The school does not have any long-term financial obligations.

¹⁹ A school’s current ratio is its current assets divided by current liabilities.

²⁰ “Cash on hand” equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school’s ability to pay debts and claims as they come due.

²¹ Debt Ratio equals the total debt divided by the total assets.

²² Modified Debt Service Ratio equals the sum of the current portion of long-term debt, interest, and rent divided by the total revenues.

The modified debt service ratio was introduced in FY14 and measures how much of a school’s revenues are dedicated to meeting its debt obligations. This is an indicator of the sustainability of the debt payments. A ratio greater than 15% is a cause for concern. The school’s current modified debt service ratio is 12%. Though Inspired Teaching PCS’s debt levels and payments are manageable, the ratio is only 3% away from DC PCSB’s threshold. As such, DC PCSB will monitor this closely to ensure manageability.

	Indicator	Audit Year		
	of Concern	2012	2013	2014
Debt Ratio	> 0.92	0.12	0.22	0.13
Modified Debt Service Ratio	> 15.0%	N/A	N/A	12%

Sustainability

A school’s net asset position²³ and primary reserve ratio are indicators of its long-term sustainability.²⁴ DC PCSB recommends that schools accrue reserves equal to 25% to 50% of operating expenditures; DC PCSB would be concerned with net assets reserves below zero. Inspired Teaching PCS’s metrics are reflective of a sustainable school. Even though the reserves fell below the 25% threshold at the end of the FY13, the school increased its reserves to 37% in the subsequent year. This level of reserves is equal to more than four months of operating expenditures.

	Indicator	Audit Year		
	of Concern	2012	2013	2014
Net Asset Position	< 0	\$ 679,626	\$ 817,829	\$ 1,498,232
Primary Reserve Ratio	< 0.00	0.31	0.24	0.37

²³ Net Asset Position equals total assets minus total liabilities.

²⁴ Primary Reserve Ratio equals total net assets divided by total annual expenses.

Appendix A

LODISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote <ul style="list-style-type: none"><input type="checkbox"/> Approve a Charter Application (15 yrs)<input type="checkbox"/> Approve a Charter Renewal (15 yrs)<input type="checkbox"/> Approve Charter Continuance (5 or 10 yrs)<input checked="" type="checkbox"/> Approve a Charter Amendment Request<input type="checkbox"/> Give a Charter Notice of Concern<input type="checkbox"/> Lift the Charter Notice of Concern<input type="checkbox"/> Commence Charter Revocation Proceedings<input type="checkbox"/> Revoke a Charter<input type="checkbox"/> Board Action, Other _____	Non-Voting Board Items <ul style="list-style-type: none"><input type="checkbox"/> Public Hearing Item<input type="checkbox"/> Discussion Item<input type="checkbox"/> Read into Record
Policies <ul style="list-style-type: none"><input type="checkbox"/> Open a New Policy or Changes to a Policy for Public Comment<input type="checkbox"/> Approve a New Policy<input type="checkbox"/> Approve an Amendment to an Existing Policy	

PREPARED BY: Laterica Quinn, Equity and Fidelity Specialist

SUBJECT: Charter Amendment: Inspired Teaching Demonstration Public Charter School
Goals and Student Academic Achievement Expectations

DATE: November 17, 2014

A hearing on the following Board Action occurred at the Public Charter School Board's October 14, 2014 meeting. PCSB did not receive any public comment on this proposal.

Recommendation

The DC Public Charter School Board ("PCSB") staff recommends that the Board approve the charter amendment request of Inspired Teaching Demonstration Public Charter School ("Inspired Teaching PCS"), and approve the PCSB Board Chair John H. "Skip" McKoy to sign the amendment on behalf of the Board.

This amendment changes the school's existing goals and student academic achievement expectations ("academic expectations") by adopting the indicators listed in the Early Childhood and Elementary/Middle School Performance Management Frameworks (the "EC PMF" and "ES/MS PMF," respectively).

In alignment with PCSB's [policy](#) of permitting schools to revise goals more than one year before a school's five or ten year review, the school chose to adopt the PMF as its goals and academic achievement expectations. At the school's five year review in school year 2015-16, the school's performance over the course of its five years will be assessed in

alignment with the [EC and ES/MS PMF policy](#) (Note: Hold Harmless Clause pending board approval).

Early Childhood PMF

Per PCSB’s policy, the EC PMF will be considered to have been adopted by the school in school year (“SY”) 2014- 2015 as its goals and student academic achievement expectations for its early childhood program (pre-kindergarten-3 through second grade). Starting in the 2014-15 school year, for every school year thereafter, and until PCSB determines the performance standards for the EC PMF tiers, each measure within the EC PMF will be considered an individual charter goal. The School Corporation will be considered to have met each goal if it meets or exceeds the threshold for each individual measure.

For accountability purposes at the school’s five year review, the school’s performance will be assessed against its approved Accountability Plans for school year 2010-11, 2011-12 and 2012-13. The school will be considered to have met its goals and academic achievement expectations if it has met two-thirds of its Accountability Plan goals for this year. For accountability purposes for school years 2013-14, 2014-15, and 2015-16, the school’s performance will be assessed in alignment with the PMF policy.

The table below describes the measures that the school has elected to include in the EC PMF for its early childhood program:

Domain	Goals
Pre-kindergarten Literacy Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the literacy portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Math Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Emotional Support	The school will score, on the Emotional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Classroom Organization	The school will score, on the Classroom Organization domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

Domain	Goals
Pre-kindergarten Instructional Support	The school will score, on the Instructional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-Kindergarten In-Seat Attendance	On average, PK3-4 students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Literacy Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the literacy portion of the Developmental Reading Assessment (DRA), as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Math Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the envisionMATH assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten In-Seat Attendance	On average, Kindergarten students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Reenrollment	The school will have a reenrollment rate for its kindergarten through second grade students that is equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

After PCSB establishes EC PMF tiers, for purposes of reviews and renewals, the school will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board.

Elementary / Middle School PMF

Also per PCSB’s policy, the ES/MS PMF will be considered to have been adopted by the School Corporation in SY 2014-2015 as its goals and student academic expectations for its elementary school programs (third through sixth grades). It is retroactive, and will be used as the school’s goals for school years 2011-12, 2012-13, 2013-14, as per the policy:

Fifth-Year Charter Review

In order to be considered for meeting minimum requirements for a fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years in operation to be

deemed as having met its goals and student academic achievement expectations during this review.

Tenth-Year Charter Review

In order to be considered for meeting its goals and student achievement expectations at its tenth year charter review, the school will need to have earned at least 50% of the possible PMF points in two of the most recent three years and not under 45% in any of the past five. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five *years*, the PCSB Board may determine it to have met its goals and student academic achievement expectations.

Charter Renewal

In order to be considered for meeting its goals and student achievement expectations at its 15-year charter renewal, a school will need to earn at least 55% of the possible PMF points in two of the previous three years and not fewer than 45% for any of the past five. In cases where a school has not achieved this, but has demonstrated annually consistent improvement over the course of the five *years*, the PCSB Board determines it to have met its goals and student academic achievement expectations.

Rationale

Inspired Teaching PCS requests to amend its goals because it has not used all of the assessment tools listed in its original charter agreement because several of the tools were found to be unsatisfactory for the intended use. The school writes that adopting the PMFs will align with its accountability systems and help support its mission, which is to “ensure that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.”

According to Inspired Teaching PCS, adopting the PMFs will make it possible for it to evaluate student performance in critical areas. Internally, the school also plans to assemble a wider range of assessment results using portfolios and other tools to demonstrate student progress with the skills of problem solving, questioning, expanding creativity, cultivating empathy, and developing integrity.

Background

Inspired Teaching PCS has been in operation since school year 2011-2012. The school currently serves students in grades prekindergarten-3 through sixth grade, and will add one grade each year until it reaches capacity with eighth grade in school year 2016-17.

Inspired Teaching PCS earned a Tier 2 score of 52.9% for grades third through fifth on the 2014 PMF, and the school earned a Tier 2 score of 55.8% for grades three and four in its

first year of receiving a PMF score in 2013. The school met six out of seven targets on its early childhood Accountability Plan for both school years 2011-2012 and 2012-2013.

In 2013 and 2014, Inspired Teaching PCS received a positive recognition from the community, as well as in the press. In October 2013, the school was featured in an article in Education Week, a well-known newsletter for educators, which highlighted the school's positive efforts to help students build stronger social-emotional skills. Inspired Teaching PCS was also voted *Best Elementary School* in the 2014 Washington City Paper's annual "Best of DC" readers' poll. Most recently, the school was identified as an "Exemplar School" by the Partnership for 21st Century Skills.

Inspired Teaching PCS's mission speaks to ensuring that students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding inquiry-based curriculum. By adopting the PMF, the school anticipates having a clearer snapshot of its students' performance on the given measures.

Notification

PCSB notified relevant elected officials and ANCs, as well as publishing the proposed amendment on its website and the DC Register. Notifications may be found at: <http://bit.ly/13KhZR9>

Attachments to this Proposal

Attachment A: Charter amendment petition

Attachment B: Charter Agreement Amendment

Attachment C: Revised Education Plan in Original Charter Petition

ATTACHMENT A

Charter Amendment Petition

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

SUBMITTED BY: Deborah Dantzler Williams, Head of School, Inspired Teaching Demonstration PCS
SUBJECT: Petition to Amend Goals and Academic Achievement Expectations
DATE: September 12, 2014

REQUEST

Inspired Teaching Demonstration Public Charter School submits to the DC Public Charter School Board (“PCSB”) this petition to amend the goals and student academic achievement expectations ("academic expectations") included in its charter by **(1) adopting the PMF as its goals¹**.

BACKGROUND

Please address the following questions and requests for information in narrative form. This information provides helpful background to the PCSB Board as it reviews these requests.

Overview of School Performance

Inspired Teaching Demonstration PCS has been in operation since school year 2011-2012. Our school serves students in grades PK-3 through sixth grade. Our school’s charter expires in June of 2026.

During its first year of receiving a PMF score on the 2013 School Performance Report, Inspired Teaching Demonstration PCS earned 55.8% of the PMF points for grades three and four. Our school met six out of seven targets on its early childhood Accountability Plan for school years 2011-12 and 2012-13.

Proposed Goals and Academic Achievement Expectations

1. Explain the school’s rationale for amending its goals and academic expectations.

We would like to amend our goals and academic achievement expectations because the tools associated with our original charter’s goals and academic achievement expectations are no longer in use. Furthermore, accepting the PMF aligns our accountability systems.

2. How will the new goals and academic expectations support or enhance the school’s mission?

The PMF aligns with our accountability systems and will support our school’s mission by demonstrating one of the most critical areas of school performance. Our mission speaks to ensuring that students achieve their potential as accomplished learners,

¹ See Appendix A, attached to this document, for PCSB’s policy for adopting the PMF as a school's goals and expectations.

thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding inquiry-based curriculum. The PMF makes it possible to view student performance in critical areas. While the PMF does not speak to the full range of ways student demonstrate academic progress, nor does it provide a complete picture of a student's understanding and ability to apply learning, it does provide a clear snapshot of student performance on the given measures. The PMF documents our students' progress in the context of student performance across the city. We will assemble a wider range of assessment results using portfolios and other tools to show how our students progress with skills of problem solving, questioning, expanding creativity, cultivating empathy and developing integrity – areas of significant importance for all students of Inspired Teaching School.

3. If proposing goals and/or academic expectations aside from adopting the PMF indicators, describe how the school will monitor its progress towards the goal, and what it will report in its Annual Report to show goal attainment.

N/A

4. Has the school informed stakeholders (including staff and parents) of the proposed goals and expectations? If so, how were stakeholders notified? Please describe any concerns raised by stakeholders.

Staff are aware of the proposed goals and expectations and remain committed to providing the rigorous enriched curriculum of Inspired Teaching School structured around the four I's: Intellect, Inquiry, Imagination and Integrity. As well we will continue to hold the highest standards for our students. We will share the proposal with families and review the implications throughout this school year.

ATTACHMENT B

Charter Agreement Amendment

SECOND AMENDMENT TO CHARTER SCHOOL AGREEMENT BETWEEN DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

This Second Amendment (the "Amendment") is entered into by and between **Inspired Teaching Demonstration Public Charter School**, a District of Columbia nonprofit corporation (the "School Corporation") and the District of Columbia Public Charter School Board ("Charter Board" or "PCSB"), and is effective as of the date it is fully executed.

WHEREAS, the School Corporation and PCSB (individually each may be referred to as the "Party," and collectively, the "Parties") entered into a contract, dated June 2011, (the "Charter Agreement") wherein the School Corporation agreed, among other things, to operate a public charter school (the "School") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, as amended (the "Act") and the Charter Agreement.

WHEREAS, on May 19, 2014, PCSB voted to approve the school changing its facility location from 4401 8th Street NE, Washington DC 20017 to 200 Douglas Street NE, Washington, DC 20002.

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

1.1 The School Corporation and the Board agree to amend the Charter Agreement as follows:

A. Section 1(c) and Section 1(d), on pages 10-13 of the School Corporation's Charter Petition, attached to the Charter Agreement, are deleted and replaced with the following:

c. Educational Focus

The defining characteristic of the school will be a professional learning community focused on a progressive, constructivist approach to teaching and learning. As stated above, the Inspired Teaching Demonstration PCS will be organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for new teachers and teacher leaders. As such, the school will be a true learning community for everyone.

The education of our students will be centered around the following four principles:

Intellect

- *Reading & Literature:* Students will comprehend and analyze age-appropriate literature and nonfiction text.
- *Communication:* Students will communicate powerfully through writing, speaking, and the arts.
- *Math:* Students will solve math problems using both procedural fluency and conceptual understanding.
- *Science and Social Studies:* Students will demonstrate understanding of the complexity of the social and scientific worlds.
- Students will apply content knowledge to relevant and current situations, problems, and experiences.
- Students will be intellectually and physically active, self-directed learners.

Inquiry

- Students will demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students will demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students will exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; the ability to play.
- Students will exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Integrity

- Students will demonstrate the skills and dispositions necessary to function as members of a democratic society: honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, learn from, respect, and problem solve and learn from others; and empathy, compassion, and strong ethics.

Just as the belief that all children have an innate desire to learn has implications for how teachers should teach, it also has implications for how teachers should be trained. In developing a professional learning community focused on progressive, constructivist teaching and learning, the school's ongoing teacher education efforts will rely on the innovative methodology of teacher training developed by Center for Inspired Teaching. This powerful combination of student and teacher learning will create a dynamic learning

organization in which every person in the school community engages in an ongoing cycle of exploration, reflection, problem solving, new discoveries, and mastery.

Professional Learning Community for New Teachers

Center for Inspired Teaching is a recognized leader in efforts to improve teacher quality in Washington, DC. In 2009, Center for Inspired Teaching was the only local nonprofit to receive state approval from the Office of the State Superintendent of Education to prepare new teachers for initial licensure. Members of the inaugural cohort of the Inspired Teaching Fellows are currently teaching in traditional and charter public schools across the city. We are excited at the opportunity to embed new teacher preparation in the Inspired Teaching Demonstration PCS, where best practices in progressive education will be modeled daily in classrooms. Inspired Teaching Fellows are highly-qualified alternative-route teachers eligible to assume responsibilities as teachers of record, but will spend a year learning and refining the art of teaching by spending a year under the guidance of Master Teachers.

Professional Learning Community for Teacher Leaders

This approach to teaching will be strengthened by the school's focus on the professional learning community among the adults in the building. The school is designed to be a model of progressive, child-centered education for children, and as a model of collaborative professional learning by the teachers. This focus on teacher collaboration and ongoing learning ensures the best education for students.

The professional learning community will be modeled on Critical Friends Groups, designed by the Annenberg Institute for School Reform at Brown University. Critical Friends Groups were designed to focus on the teacher and on what will improve student learning. When in a Critical Friends Group, teachers agree to:

- *Be reflective*
- *Make their teaching practices public to one another*
- *Frame meaningful questions and ask for substantive feedback from one another*
- *Hold one another accountable for meeting the needs of students who struggle the most*
- *Ask the kinds of questions that provoke and challenge their assumptions and habits*
- *Believe that together they are more capable of knowing what they need to know and learning what they need to learn than they are alone.* ¹

The National School Reform Faculty has designed trainings and protocols for teachers and schools to use when implementing Critical Friends Groups; we intend to use many of their resources to create our professional learning community. At our school, the professional learning community will require Master Teachers to critically engage with one another

¹ Chaltain, Sam. 2009. *American Schools: The Art of Creating A Democratic Learning Community*. Rowman & Littlefield Publishers, Inc., p 24.

about their teaching on an ongoing basis. In addition, Master Teachers will work closely with the Teaching Fellows in a similar analysis of teaching and learning as part of their teacher training process. As a result, every teacher will be in a constant process of teaching, reflecting, giving and receiving feedback, and refining their teaching.

Students and Families Benefit from Professional Learning Communities

The end result of this kind of collaborative professional learning community is a teaching staff that is focused on working together to meet the needs of every student. Students in the school will benefit from the experience and expertise of Master Teachers *and* the energy and spirit of new teachers, all of whom will serve as models of a lifelong commitment to learning. At a practical level, the presence of multiple highly-motivated, well-educated adults in the learning environment allows for students to benefit from greater access to small-group and individualized instruction. By focusing on how to be an excellent teacher, and believing that the skills of a teacher can always be improved, teachers are constantly improving their practice and students are the ultimate beneficiaries.

Additionally, students throughout the District will benefit from teachers trained at the school, as graduates of the Inspired Teaching Residency program will be eligible for employment in the city's traditional and public charter schools.

d. Goals and Academic Achievement Expectations

i. PCSB's Performance Management Frameworks.

As of academic year 2014-15, the School Corporation has selected as its goals and academic achievement expectations the Early Childhood Performance Management Framework ("EC PMF") for its pre-kindergarten-through second grades, and the Elementary and Middle School Performance Management Framework ("ES/MS PMF") for its third through eighth grades (collectively, the "PMFs").

Accordingly, changes to the PMFs implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights, will automatically become part or all of the School's academic achievement expectations. However, if the School Corporation elects not to accept any changes to the PMF other than those listed above, the School Corporation shall provide PCSB a petition for a charter amendment pursuant to D.C. Code § 38-1802.04(c)(10).

If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses, each campus will be evaluated both individually by PCSB and collectively across all campuses using the academic achievement expectations and goals outlined in this Section. ("Campus" is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school, or a combination of the above. These may be in the same facility or different facilities.)

ii. EC PMF Measurement and Assessments.

For each academic year after the 2014-15 academic year, and until the Charter Board determines the performance standards for the EC PMF tiers, each measure within the EC PMF will be considered an individual charter goal. The Charter Board will consider the School Corporation to have met each goal if it meets or exceeds the threshold for each individual measure, as detailed in the chart below. After PCSB establishes EC PMF tiers, the School Corporation will be considered to have met its goals and academic achievement expectations if it meets performance standards to be set by PCSB.

Domain	Goals
Pre-kindergarten Literacy Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the literacy portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Math Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Emotional Support	The school will score, on the Emotional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Classroom Organization	The school will score, on the Classroom Organization domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Instructional Support	The school will score, on the Instructional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-Kindergarten In-Seat Attendance	On average, PK3-4 students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

Domain	Goals
Kindergarten through Second Grade Literacy Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the literacy portion of the Developmental Reading Assessment (DRA), as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Math Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the envision MATH assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten In-Seat Attendance	On average, Kindergarten students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Reenrollment	The school will have a reenrollment rate for its kindergarten through second grade students that is equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

iii. Charter Review and Renewal.

(a) Five-Year Review.

(1) Early Childhood Program (Prekindergarten-3 through Second Grade).

At the School Corporation's five-year review, the school's performance will be assessed in accordance with its approved Accountability Plans for the 2010-11, 2011-12 and 2012-13 academic years. Specifically, the school will be considered to have met its goals and academic achievement expectations if it has met two-thirds of its Accountability Plan goals for these years.

For the 2013-14, 2014-15, and 2015-16 school years, the School Corporation's performance will be assessed in alignment with the PMF policy and as stated in section ii, above.

(2) Elementary School (Third through Sixth Grade).

The School Corporation has elected to adopt the ES/MS PMF in SY 2014-2015 as its goals and student academic expectations for its elementary school programs (third through sixth grades) and retroactively to include the 2011-12, 2012-13, 2013-14 academic years. Accordingly, the School Corporation's performance with respect to its goals and academic achievement expectations will be assessed in accordance with PCSB's PMF policy: the School Corporation must earn at least 40% of the possible PMF points in at least two of the most recent three years in operation (two of the past four years through the 2017-2018 review cycle).

(b) Ten-Year Review.

(1) Early Childhood Program (Prekindergarten-3 through Second Grade).

For purposes of the School Corporation's ten-year charter review, the School Corporation will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board in and in accordance with PCSB's PMF policy and the Early Childhood PMF Technical Guide.

(2) Elementary School (Third through Sixth Grade).

For purposes of School Corporation's ten-year charter review, will be deemed to have met its elementary school goals and expectations if it earns at least 50% of the possible PMF points in two of the most recent three years (two of the past four years through the 2017-2018 review cycle) and not under 40% in any of the past five. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five years, the PCSB Board may, but is not required to, determine it to have met its goals and student academic achievement expectations.

(c) Charter Renewal.

(1) Early Childhood Program (Prekindergarten-3 through Second Grade).

For purposes of the School Corporation's charter renewal, the School Corporation will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board in and in accordance with PCSB's PMF policy and the Early Childhood PMF Technical Guide.

(2) Elementary School (Third through Sixth Grade).

For purposes of School Corporation's charter renewal, the School Corporation will be considered to have met its goals and academic expectations if it earns at least 55% of the possible PMF points in two of the previous three years (two of the past four years through the 2017-2018 review cycle) and not under 45% for any of the past five years. In cases where a school has not achieved this, but has demonstrated annually consistent improvement over the course of the five years prior to renewal, PCSB may, but is not

required to, determine that the School Corporation has met its goals and student academic achievement expectations.

SECTION 2. TERMS AND CODITIONS OF AMENDMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any provision(s) of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed and constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under the Charter Agreement or any of its amendments. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when: (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Inspired Teaching Public Charter School
301 Douglas Street, NE
Washington, DC 20002
Attention: Deborah Dantzer Williams, Head of School
Email: Deborah.williams@inspiredteachingschool.org
Telephone: (202) 248-6825

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed as evidenced by the signatures below.

**INSPIRED TEACHING PUBLIC
CHARTER SCHOOL**

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**

By: 
Name: Deborah Dantzer Williams
Title: Head of School
Date: 11/24/14

By: 
John H. "Skip" McKoy
PCSB Board Chair
Date: 12/3/14

ATTACHMENT C

Revised Education Plan in Original Charter Petition

c. Educational Focus

The defining characteristic of the school will be a professional learning community focused on a progressive, constructivist approach to teaching and learning. As stated above, the Inspired Teaching Demonstration PCS will be organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for new teachers and teacher leaders. As such, the school will be a true learning community for everyone.

The education of our students will be centered around the following four principles:

Intellect

- *Reading & Literature:* Students will comprehend and analyze age-appropriate literature and nonfiction text.
- *Communication:* Students will communicate powerfully through writing, speaking, and the arts.
- *Math:* Students will solve math problems using both procedural fluency and conceptual understanding.
- *Science and Social Studies:* Students will demonstrate understanding of the complexity of the social and scientific worlds.
- Students will apply content knowledge to relevant and current situations, problems, and experiences.
- Students will be intellectually and physically active, self-directed learners.

Inquiry

- Students will demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students will demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students will exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; the ability to play.
- Students will exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Integrity

- Students will demonstrate the skills and dispositions necessary to function as members of a democratic society: honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, learn from,

respect, and problem solve and learn from others; and empathy, compassion, and strong ethics.

Just as the belief that all children have an innate desire to learn has implications for how teachers should teach, it also has implications for how teachers should be trained. In developing a professional learning community focused on progressive, constructivist teaching and learning, the school's ongoing teacher education efforts will rely on the innovative methodology of teacher training developed by Center for Inspired Teaching. This powerful combination of student and teacher learning will create a dynamic learning organization in which every person in the school community engages in an ongoing cycle of exploration, reflection, problem solving, new discoveries, and mastery.

Professional Learning Community for New Teachers

Center for Inspired Teaching is a recognized leader in efforts to improve teacher quality in Washington, DC. In 2009, Center for Inspired Teaching was the only local nonprofit to receive state approval from the Office of the State Superintendent of Education to prepare new teachers for initial licensure. Members of the inaugural cohort of the Inspired Teaching Fellows are currently teaching in traditional and charter public schools across the city. We are excited at the opportunity to embed new teacher preparation in the Inspired Teaching Demonstration PCS, where best practices in progressive education will be modeled daily in classrooms. Inspired Teaching Fellows are highly-qualified alternative-route teachers eligible to assume responsibilities as teachers of record, but will spend a year learning and refining the art of teaching by spending a year under the guidance of Master Teachers.

Professional Learning Community for Teacher Leaders

This approach to teaching will be strengthened by the school's focus on the professional learning community among the adults in the building. The school is designed to be a model of progressive, child-centered education for children, and as a model of collaborative professional learning by the teachers. This focus on teacher collaboration and ongoing learning ensures the best education for students.

The professional learning community will be modeled on Critical Friends Groups, designed by the Annenberg Institute for School Reform at Brown University. Critical Friends Groups were designed to focus on the teacher and on what will improve student learning.

When in a Critical Friends Group, teachers agree to:

- *Be reflective*
- *Make their teaching practices public to one another*
- *Frame meaningful questions and ask for substantive feedback from one another*
- *Hold one another accountable for meeting the needs of students who struggle the most*
- *Ask the kinds of questions that provoke and challenge their assumptions and habits*

- *Believe that together they are more capable of knowing what they need to know and learning what they need to learn than they are alone.* ²

The National School Reform Faculty has designed trainings and protocols for teachers and schools to use when implementing Critical Friends Groups; we intend to use many of their resources to create our professional learning community. At our school, the professional learning community will require Master Teachers to critically engage with one another about their teaching on an ongoing basis. In addition, Master Teachers will work closely with the Teaching Fellows in a similar analysis of teaching and learning as part of their teacher training process. As a result, every teacher will be in a constant process of teaching, reflecting, giving and receiving feedback, and refining their teaching.

Students and Families Benefit from Professional Learning Communities

The end result of this kind of collaborative professional learning community is a teaching staff that is focused on working together to meet the needs of every student. Students in the school will benefit from the experience and expertise of Master Teachers *and* the energy and spirit of new teachers, all of whom will serve as models of a lifelong commitment to learning. At a practical level, the presence of multiple highly-motivated, well-educated adults in the learning environment allows for students to benefit from greater access to small-group and individualized instruction. By focusing on how to be an excellent teacher, and believing that the skills of a teacher can always be improved, teachers are constantly improving their practice and students are the ultimate beneficiaries.

Additionally, students throughout the District will benefit from teachers trained at the school, as graduates of the Inspired Teaching Residency program will be eligible for employment in the city’s traditional and public charter schools.

d. Goals

For each school year, starting in the 2013-14 school year, and until PCSB determines the performance standards for the Early Childhood PMF tiers, each measure within the Early Childhood PMF will be considered an individual charter goal. The School Corporation will be considered to have met each goal if it meets or exceeds the threshold for each individual measure, as follows:

Domain	Goals
Pre-kindergarten Literacy Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the literacy portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

² Chaltain, Sam. 2009. *American Schools: The Art of Creating A Democratic Learning Community*. Rowman & Littlefield Publishers, Inc., p 24.

Pre-kindergarten Math Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Emotional Support	The school will score, on the Emotional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Classroom Organization	The school will score, on the Classroom Organization domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Instructional Support	The school will score, on the Instructional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-Kindergarten In-Seat Attendance	On average, PK3-4 students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Literacy Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the literacy portion of the Developmental Reading Assessment (DRA), as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Math Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the envisionMATH assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten In-Seat Attendance	On average, Kindergarten students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

Kindergarten through Second Grade Reenrollment	The school will have a reenrollment rate for its kindergarten through second grade students that is equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
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After PCSB establishes EC PMF tiers, for purposes of the tenth-year review and renewal, the school will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board.

For purposes of PCSB’s 2015-16 charter review of the School Corporation, and the tenth-year review and the renewal, the ES/MS PMF will be considered to have been adopted by the school in 2011-12 as its goals and student academic achievement expectations for its third through eighth grades. The school will be deemed to have met its elementary school goals and expectations if:

- At its fifth-year charter review, the School Corporation earns at least 40% of the possible PMF points in at least two of the most recent three years in operation.
- At its tenth-year charter review, the School Corporation earns at least 50% of the possible PMF points in two of the most recent three years and not under 40% in any of the past five. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five years, the PCSB Board may, but is not required to, determine it to have met its goals and student academic achievement expectations.
- At its charter renewal, the School Corporation earns at least 55% of the possible PMF points in two of the previous three years and not under 45% for any of the past five years. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five years, the PCSB Board may, but is not required to, determine it to have met its goals and student academic achievement expectations.

Appendix B



Annual Report

2013 – 2014

Inspired Teaching Demonstration Public Charter School

1328 Florida Avenue NW

Washington, DC 20009

(202) 248-6825

www.inspiredteachingschool.org

Gary Cohen

Chair, Board of Directors

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I. School Description

A. Mission Statement

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

B. School Program

1. Curriculum Design and Instructional Approach

Our curriculum integrates opportunities for students to develop their intellect, inquiry skills, imagination, and integrity – our Four I’s. Each of these goals is measured and tracked for progress using standardized, authentic and performance-based assessments that are part of the teaching and learning process. In each of our classrooms, the Four I’s are supported with the belief that in the 21st century, real, strong intellectual development is dependent upon the cultivation of strong inquiry skills. Similarly, imagination is not only supported through play and creative expression, but also celebrated as a key aspect of intelligence. Through our curriculum, students demonstrate the ability to create multiple solutions to complex problems, exhibit resourcefulness, and maintain optimism when challenged.

Success in the real world relies on one’s ability to think deeply, creatively problem solve, and work as a team. Given that departmentalization rarely occurs in the real world, we do our best to avoid it in our curriculum. Our curriculum integrates multiple disciplines into student projects and experiences. Although we use commercially available curricular materials, the substantial part of our curriculum is teacher created, guided by content area standards, and based on student interests and needs. Teachers create standards driven, project-based instructional units that support student inquiry and mastery.

The preschool and prekindergarten curriculum is guided by developmentally appropriate practice and shaped by the young child’s play as work. At the elementary and middle school levels, language arts instruction through the workshop approach to reading and writing emphasizes the development and authentic implementation of all communication skills (speaking, listening, reading, and writing). Math is hands on and problem based encouraging learners to do the work of mathematicians. Science and social studies are integrated throughout the other curricular areas and experiences through inquiry-based units of study.

All grade levels offer a challenging, standards based curriculum. For the early childhood years, teachers use Creative Curriculum, Teaching Strategies Gold, which is aligned with both the District of Columbia's kindergarten readiness standards and the Common Core State Standards for English Language Arts and Mathematics. The elementary curriculum based on the Common Core State Standards for English Language Arts and Mathematics. Teachers implement these grade appropriate standards through interdisciplinary projects that build towards culminating Learning Showcases. Additionally, teachers make use of Everyday Math for focused math instruction, Words Their Way for a word study approach to vocabulary and spelling development, and a workshop model for teaching reading and writing.

The Four I's, Intellect, Inquiry, Imagination, and Integrity are integral to the Inspired Teaching School curriculum and are integrated across all academic disciplines.

Intellect

- Reading and Literature: Students comprehend and analyze age-appropriate literature and nonfiction text.
- Communication: Students communicate powerfully through writing, speaking, and the arts.
- Math: Students solve math problems using both procedural fluency and conceptual understanding.
- Science and Social Studies: Students demonstrate understanding of the complexity of the social and scientific worlds.
- Students apply content knowledge to relevant and current situations, problems, and experiences.
- Students are intellectually and physically active, self-directed learners.

Inquiry

- Students demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; and the ability to play.
- Students exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Integrity

- Students demonstrate the skills and dispositions necessary to function as members of a democratic society: honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, learn from, respect, and problem solve and learn from others; and empathy, compassion, and strong ethics.

2. Family Involvement

Families participate in many ways at Inspired Teaching School, from volunteering in classrooms and providing enrichment, to recruiting students, fundraising, and hosting school activities. The highly involved Inspired Families Association has its own events, blog, and newsletter.

Family Conferences and Learning Showcases occur three times a year and provide families with an in-depth understanding of students' growth and learning. At Learning Showcases, students showcase their work to their own families as well as their schoolmates' families. As families are drawn in to not only their children's classrooms, but other classrooms as well, they build upon the sense of school-wide community. Over the year, an average of 88% percent of students' families attended Family Conferences, and an average of 80% attended Learning Showcases.

The Inspired Family Association actively raises funds to purchase resources to enhance student learning. The IFA raised over \$65,000, which was used to purchase a range of resources for the school including playground equipment and technology.

II. School Performance

A. Performance and Progress

1. Mission-related Programs

Inspired Teaching School implements the philosophy and instructional methodology of Center for Inspired Teaching, a DC-based educational organization that has served our city's teachers and students since 1995, with the goal of ensuring that teachers make the most of children's innate desire to learn. The school houses a Teacher Residency Program in which Inspired Teaching Fellows study under the guidance of Master Teachers. The school is a leader in improving the way teachers are trained and students are educated in DC and beyond, as the school relies on the innovative methodology of teacher training developed by Center for Inspired Teaching. Students benefit from the experience and expertise of Master Teachers and the energy and spirit of new teachers, all of whom serve as models of a lifelong commitment to learning.

The defining characteristic of Inspired Teaching School is a professional learning community focused on a progressive, constructivist approach to teaching and learning based in the research on how the brain works and how children learn. The school is organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for new teachers and teacher leaders.

Dominant methods of instruction include inquiry-based methods and active learning approaches, where the teacher serves as facilitator and coach to support student learning. Instruction includes an emphasis on social-emotional learning, and classrooms are characterized by student-centered organization styles such as differentiated instruction, collaborative groups, and child-initiated play.

At ITS, we view student discipline systems and classroom management as important teaching tools that help us reach our goals of teaching the whole child. All faculty and staff work together to help students become responsible community members and take responsibility for their behaviors. We expect students and families to observe and maintain the rules of the school, and closely monitor student behaviors throughout the year. When infractions of the rules occur, each student's case is handled individually and families are informed and involved. Students are asked to take responsibility for their actions and are supported in finding ways to restore the relationships that have been strained.

The teacher-student relationship and the relationship of senior administrators with teachers and students are essential to the success of Inspired Teaching. Discipline and motivation for high levels of success are accomplished through building a learning community, with each student, teacher, and administrator making a contribution and investing in the success of the whole. As teachers respect the right of students to make decisions about how they approach learning, students must accept the responsibility to do their best work. Our approach to discipline relies on and builds students' intrinsic motivation and self-discipline. This approach is designed to maximize student freedom and the accompanying responsibility, yet provide the boundaries necessary for student success.

There are three simple rules at Inspired Teaching School. We call them "Rights and Responsibilities" and they are:

Everybody learns.
Everybody is safe.
Everybody builds the community.

Within every classroom, teachers and students develop agreements about what every student and staff member must do in order to uphold these school rules. Through this process, all

learners in the community develop an understanding of the expectations for participation in our community.

As a Demonstration School, Inspired Teaching School receives visitors from around the globe. It is part of our mission to demonstrate the benefits of Inspired instruction and share progressive teaching and learning practices. Our goal is to enable other educators to deepen their understanding of a child-centered approach and also to contribute to the national conversation about teacher training and professional development. Our professional learning community strives to ensure that all students achieve their potential as accomplished learners, thoughtful citizens and imaginative and inquisitive problem solvers through our demanding, inquiry-based curriculum.

2. Progress toward Goals and Achievement Expectations

Inspired Teaching School adopted the PMF for goals and academic achievement expectations.

a. Academic Performance

Mission focus: "...students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers..."

i. Preliminary Early Childhood PMF Results

Students in Early Childhood continue to exceed expectations in both Math and Literacy on the GOLD standards (Table 1). Kindergarten through 2nd graders performed six percentage points higher than the 2012-2013 school year in the DRA. This year our faculty worked together to strengthen our literacy program. Efforts included study groups and curriculum focus groups as well as specific research to

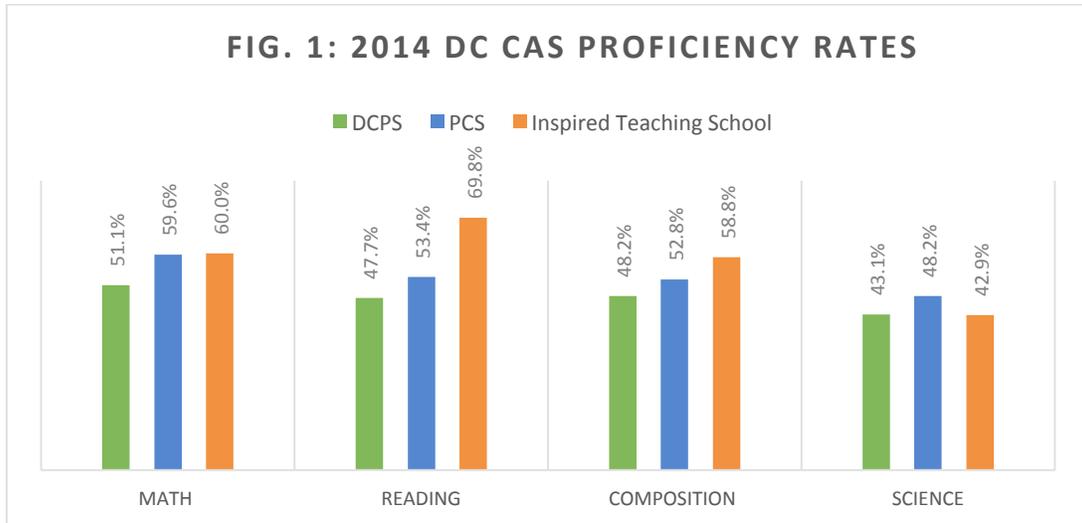
Table 1: Percent of students meeting or exceeding widely held expectations in Math and Literacy

Preschool and Pre-kindergarten (N=87)	GOLD Math	98%
	GOLD Literacy	98%
Kindergarten through 2 nd grade (N=115)	DRA Literacy	85%

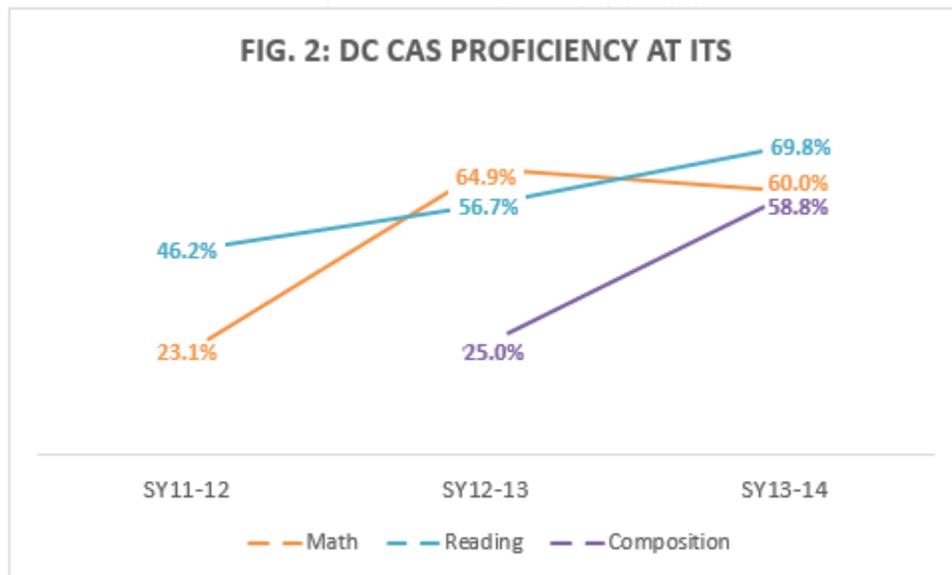
ii. DC CAS: Achievement and Progress

Third through fifth graders at Inspired Teaching School scored above the state average in all content areas except Science, which was given for the first time to our inaugural class of 5th

graders (Figure 1). Students demonstrated the strongest performance in Reading, where students have gained over 10 percentage points each year since the school was established (Figures 1 and 2).



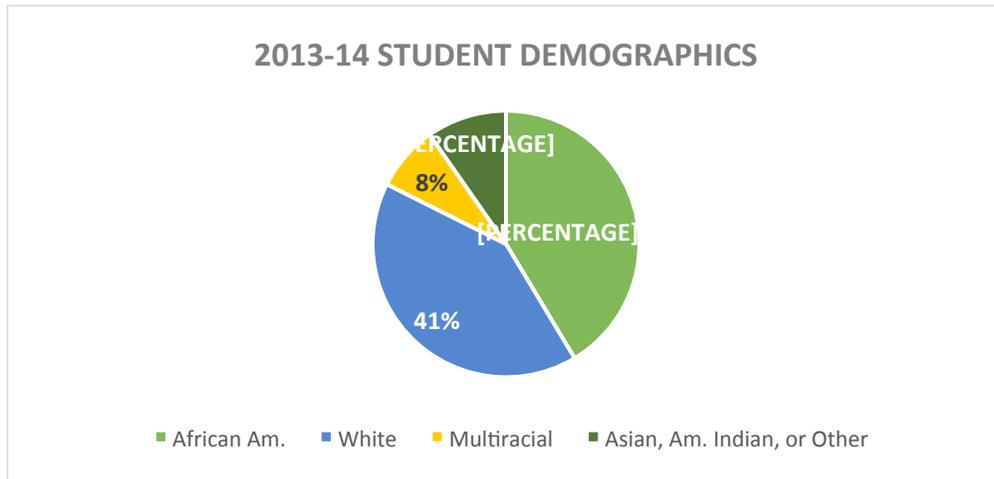
As ITS has expanded from a PK3-3rd grade school in 2011-2012 to a PK3-5th grade school in 2013-2014, students’ DC CAS scores have shown a trend toward growth (Figure 2). The greatest gains in Math and Composition occurred between their first year of implementation and the second. Being the first year the school administered the Science component, ITS strives for a similar trend toward improvement in the 2014-2015 school year.



iii. Diversity and Equity

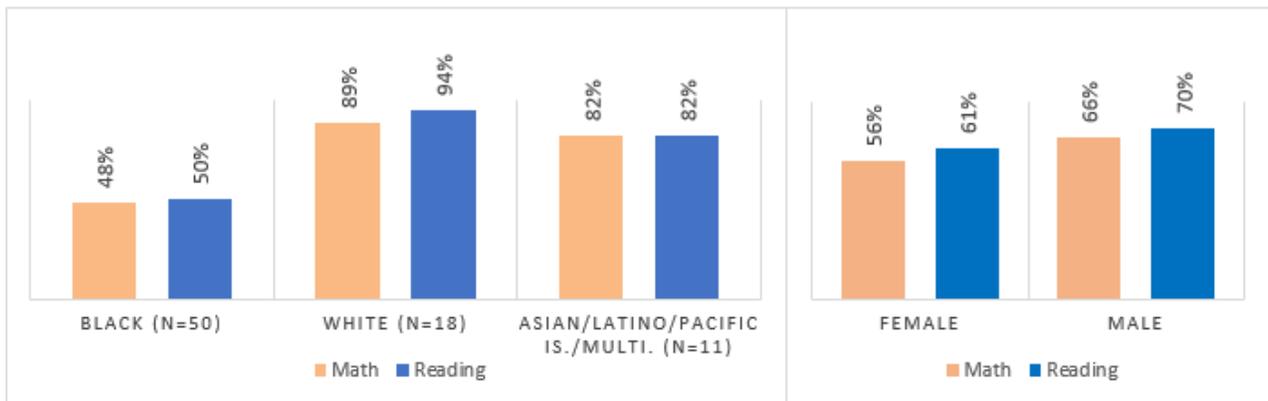
Mission focus: “...ensures that a diverse group of students achieve their potential...”

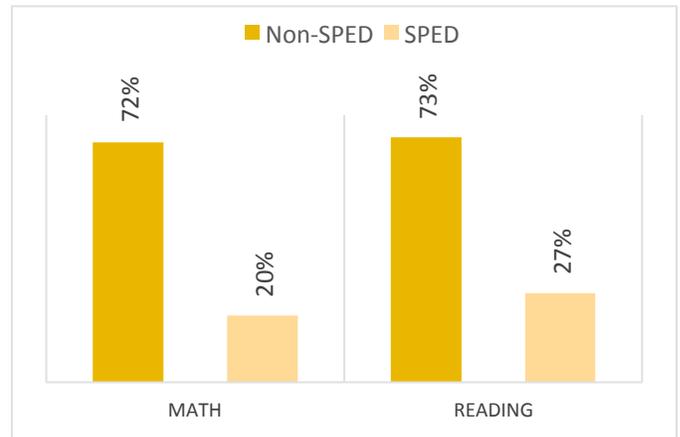
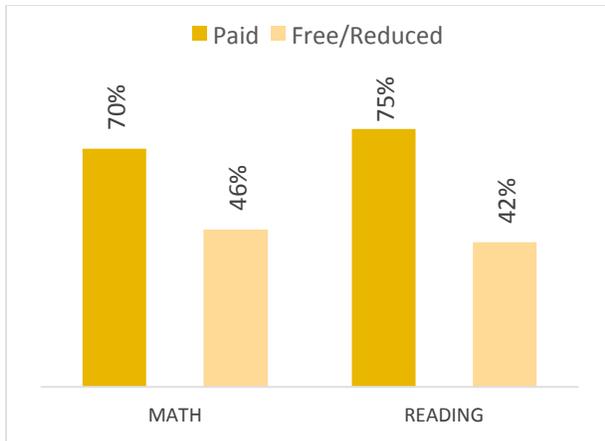
Inspired Teaching School is proud to serve students who come from families that are diverse in many ways.



English Language Learners: 3.4%
Economically Disadvantaged: 20.7%
Special Education: 10.2%
Male: 52.3% | Female: 47.7%

Differences in the performance of our subgroups on the DC CAS mirror the statewide disparities, with the exception of gender equity. While statewide, female students outperform male students, male students at ITS outperformed female students.





iv. Teacher Qualifications and Professional Development

Mission focus: "...a professional learning community of master teachers and teacher residents..."

100% of the teachers including all classroom teachers (19/19) are highly qualified. Master and lead teachers had an average CLASS score of 5.55 out of 7.00. All 11 returning master and lead teachers scored above a 5.00, with ten teachers rated effective and one teacher rated highly effective. The teacher who was not retained scored a 4.63 and was rated minimally effective.

B. Lessons Learned and Actions Taken

Inspired Teaching School has given serious consideration to selecting a Math curriculum that will better meet the needs of our diverse community of learners. The faculty, in consultation with experts in math education, selected the Envision Math Program and plans to use the full program including the assessment tools. The faculty participated in extensive professional development to better support the implementation of the program across the school. Faculty members have assembled learning groups by grade level bands to meet regularly to review the progress and implementation of the program. We also plan to design and follow a more detailed calendar for assessment and hold all faculty accountable for timely completion of assessments and recording of assessment data.

C. Unique Accomplishments

Inspired Teaching School was awarded the Shaed Elementary School building through a competitive selection process. In addition to providing a space ITS will be able to call its permanent home, this building will allow ITS to expand its service to the local community by opening parts of its campus to community meetings and recreation.

Seven teachers completed their first year in ITS's residency program and were hired by DC public and public charter schools, where they will continue to implement the Inspired Teaching philosophy and practice. Teaching residents at ITS make a commitment to teach in the district for a minimum of five years following their residency at ITS.

ITS was named an Exemplar School by the Partnership for 21st Century Skills for preparing students to think critically, communicate effectively, and solve complex problems through a 21st century skills-aligned instruction. The 21st Century Learning Exemplar Program highlights best practices in schools and districts across the country that are preparing students for college, career and citizenship by embedding critical 21st century competencies into the learning environment.

Having been named one of five schools from across the nation in the inaugural cohort of Ashoka Changemaker Schools, Inspired Teaching School continues its work in this capacity. The Changemaker Schools Network is working to ensure all children get a changemaker education by developing practices to teach changemaking in school, sharing the experience with others, and advocating for the importance of changemaker education. The network is part of a larger Empathy Initiative, which aims to make empathy a part of everyone's educational experience.

In fulfillment of the demonstration aspect of our mission we welcomed numerous visitors from around the world and across the nation.

The Phillips Collection recognized Inspired Teaching School and we were one of three schools in the city hosted at a Young Artists Exhibition in the Gallery.

Inspired Teaching School earned first place as Best Elementary School in the *Best of D.C.*

D. List of Donors*

Michael Anderson
Anonymous
Jerri Anglin
Julia Howell Barros and Marco Davis
Richard Bebout
James Bishop
Camille Bonta
Vivian S. and Marc H. Brodsky Fund
Michael Brodsky and Mary Aleta Margolis
Lisa Cain
Mark Chandler and Laurel Wingate
Gary Cohen
Joseph Cullinan
Dara Dann
Paula J. Dobrow
Rick Edson
Abdulhamid Elaissami
Shelley Fidler
Jeremy Friedlander
C. Evelyn Gaskill
Sean C. Griffin
Lila Guterman
Lina Guzman
Sally Herrmann
Anne Hingeley
Jonathan Kass and Sarah Lucas
Korri Blalock Keller and Todd Keller
Maureen and Tony Ingram
Mark Leta
Alexander Maltas
Allyson Maltas
Christopher Maltas
Brian McIntyre and Andrea Bruce
Dan Mendelson
Lucy Newton and Eric Albert
Mary Pitts
Amanda Rice
Malcolm Ritsch, Jr.

Meredith Ritsch
Larry Rude and Donna Murphy
Jennifer Rumph
Ben Salisbury
Eli Savit
David Sipos
Larry Sipos
KC and Ellie Smith
Beth Tritter and Jeremy Brosowsky
Dr. and Mrs. Simeon Williams
Linda and Rusty Wilson
Sam Yang

*We apologize in advance if we failed to include donors on this list.

Re-enrollment

The re-enrollment rate from the 2012-13 school year to the 2013-14 school year was 86.2% overall.

By grade cluster:

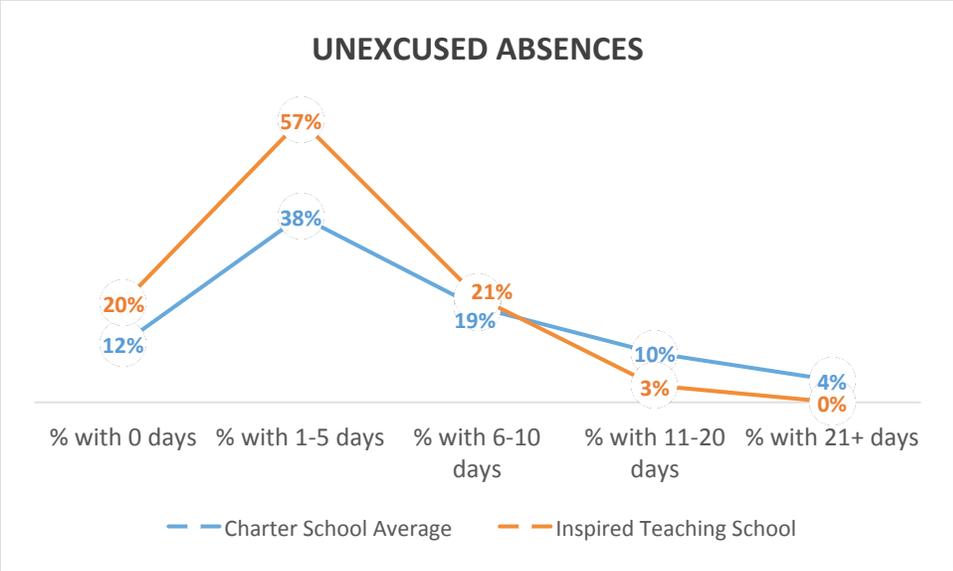
PK3-PK4: 83.9%

K-2: 91.3%

3-5: 80.6%

Attendance

Inspired Teaching School's in-seat attendance rate was 94% for the 2013-14 school year, two percentage points higher than the DC charter school average.



More students at ITS have fewer unexcused absences than the charter school average.

Discipline

Suspensions and Expulsions

Inspired Teaching School’s suspension rate was 3.4%, less than half the charter school average, with zero suspensions lasting over ten days. No students were expelled in the 2013-14 school year. With an enrollment of 268, lost instruction time due to suspensions was 0.06%.

Appendices

A: Staff Roster, 2013 – 2014

- 100% of Teaching Faculty is Highly Qualified or Certified for the District of Columbia
- 80% of Teaching Faculty has completed Masters Degrees; additional faculty members are in the process of completing Masters Degrees
- 100% of Teacher Residents are Highly Qualified
- 100% of Teachers have participated in training with Center for Inspired Teaching
- 100% of Administrators have graduate degrees

Staff, Position

Alexis Aldridge, Teacher Resident

Aminal Alisha, Classroom Paraprofessional

Rhi Alyxander, Teacher Resident

Melissa Aponte, Teacher Resident

Danisha Bailey, Sped Paraprofessional

Brianna Balboni, Art Teacher

Jon Berg, Teacher

Aisha Bhatti, Teacher

Sybil Bolden, Teacher

Constance Brown, Teacher

Beth Carmichael, Teacher Resident

Claire Casstevens, Teacher Resident

Latisha Coleman, Teacher

Madeline Cox, Teacher Resident

Leslie Douglas, Receptionist

Zoe Duskin, Principal

Michele Eaton, Sped Teacher

Benjamin Frazell, Teacher

Brandi Gardner, Sped Paraprofessional

Shakina Gee, Classroom Paraprofessional

Adrianna Gonzalez, Classroom Paraprofessional

Courtney Hall, Classroom Paraprofessional

Zia Hasson, Teacher Resident

Rodney Hayes, Food Service Technician

Jermia Huff, Assistant Teacher

Maureen Ingram, Teacher

Nicole Jennings, Teacher Resident

Catherine Keplinger, Director of Operations

Julianna Klein, Teacher Resident

Athena Kopsidas, Teacher
Hannah Lott, Teacher
Lauren Madlock, Special Education Coordinator, Part Time
Rachel Magruder, Classroom Paraprofessional
Norah Mallaney, Teacher
Lauren Marar, Student Data Specialist and Project Manager
Sharde McConnell, Special Education Paraprofessional
Bevan Morrison, Sped Teacher
Patricia Parker, School Psychologist
Kristin Roberts, Teacher
Alicia Ronquillo, Teacher Resident
Rebecca Schmidt, Teacher
Imani Taylor, Business Manager
Paul Thomas, Building Services Coordinator (Maintenance)
Elizabeth White, Classroom Paraprofessional
Deborah Williams, Executive Director
Brie Yannicelli, Sped Teacher

B: Board of Directors, 2013 – 2014

Bonnie J Barhyte, *Secretary*

Gay Cioffi

Gary Cohen, *Chair*

Marc Fisher

Carmen E. Jenkins, *Parent Representative*

Lynne Long

Aleta Margolis

Rebecca McCoyer, *Parent Representative*

Michael Reed, *Treasurer*

Eli Savit

Deborah Dantzler Williams, *Ex officio*

Laurel Wingate

C: Year End Financial Statement (see attached PDF)

D: Approved 2014 – 2015 Budget

Inspired Teaching Demonstration School

Income Statement		SY14-15
Account		Future
Event		-
Revenue		
01. Per Pupil Charter Payments		3,878,042
02. Per Pupil Facilities Allowance		976,896
03. Federal Entitlements		31,004
04. Other Government Funding/Grants		151,665
05. Private Grants and Donations		37,500
06. Activity Fees		-
07. Other Income (please describe in footnote)		24,919
Total Revenue		5,100,027
Operating Expense		
Personnel Salaries and Benefits		
08. Principal/Executive Salary		295,455
09. Teachers Salaries		1,334,699
10. Teacher Aides/Assistance Salaries		290,267
11. Other Education Professionals Salaries		-
12. Business/Operations Salaries		190,940
13. Clerical Salaries		36,050
14. Custodial Salaries		32,445
15. Other Staff Salaries		156,545
16. Employee Benefits		365,382
17. Contracted Staff		16,689
18. Staff Development Expense		126,400
Total Personnel Salaries and Benefits		2,844,872
Direct Student Expense		
19. Textbooks		20,929
20. Student Supplies and Materials		46,443
21. Library and Media Center Materials		-
22. Student Assessment Materials		8,573
23. Contracted Student Services		485,730

24. Miscellaneous Student Expense **	14,249
Total Direct Student Expense	575,925
Occupancy Expenses	
25. Rent	976,896
26. Building Maintenance and Repairs	-
27. Utilities	-
28. Janitorial Supplies	-
29. Contracted Building Services	-
Total Occupancy Expenses	976,896
Office Expenses	
30. Office Supplies and Materials	13,492
31. Office Equipment Rental and Maintenance	13,935
32. Telephone/Telecommunications	19,505
33. Legal, Accounting and Payroll Services	104,900
34. Printing and Copying	3,238
35. Postage and Shipping	411
36. Other	59,965
Total Office Expenses	215,447
General Expenses	
37. Insurance	10,108
38. Transportation	4,010
39. Food Service	94,629
40. Administration Fee (to PCSB)	51,000
41. Management Fee	-
42. Other General Expense	17,838
43. Unforeseen Expenses	-
Total General Expenses	177,585
Total Ordinary Expenses	4,790,725
Interest, Depreciation	
44. Depreciation Expense	33,500
45. Interest Payments	-
Total Interest, Depreciation	33,500
Total Expenses	4,824,225
Net Income	275,802
Adjustments To Cash Flow	
Net Income	275,802
Operating Activities	-
Investing Activities	(10,066)
Financing Activities	-
Net cash increase for year	265,736

Appendix C



Inspired Teaching Demonstration PCS

200 Douglas Street NE
Washington, DC 20002

202-248-6825
www.inspiredteachingschool.org

School Profile (2014–15)

School Mission / Purpose

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

Unique School Characteristics

- Inquiry-based classrooms in which teachers challenge students to ask, investigate, and answer questions
- Standards-based curriculum and goals centered on the four I's: intellect, inquiry, imagination, and integrity
- Learning is student-directed and differentiated to meet the needs of all children
- Common Core State Standards instruction in math, reading, and writing taught through workshop model

Board Chair

Gary Cohen

Principal

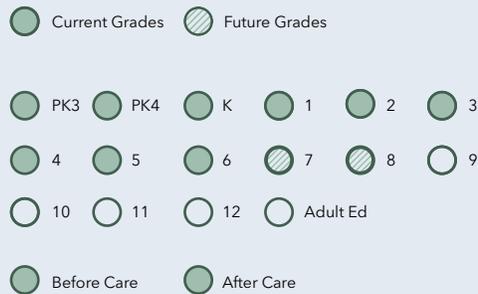
Zoe Duskin

School Hours

8:45 a.m. – 3:15 p.m. (PK3-4)

8:30 a.m. – 3:15 p.m. (5-6)

Grades Served



Executive Director

Deborah Dantzer Williams

First School Year

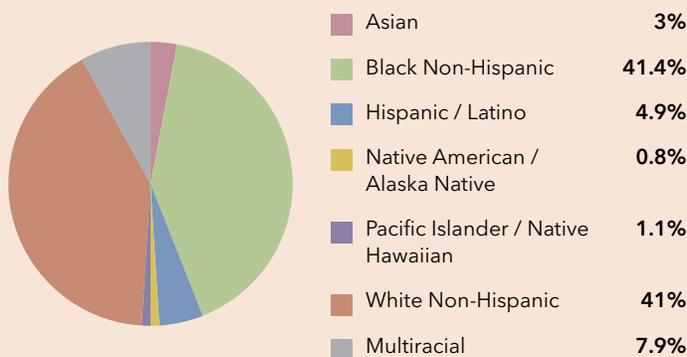
2011-12

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment
268

English Language Learner
3.4%

Economically Disadvantaged
20.7%

Special Education
10.2%

Transportation



Metro / Bus Service *

*Please check www.wmata.com for updates

Inspired Teaching Demonstration PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (43% of Students)

Student Progress

Literacy / Language - *Creative Curriculum - Teaching Strategies GOLD*



Mathematics - *Creative Curriculum - Teaching Strategies GOLD*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

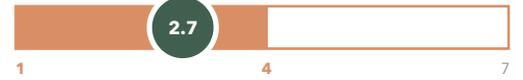
Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

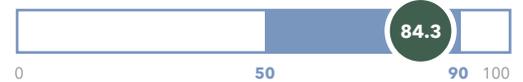
Attendance



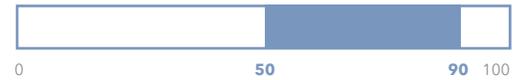
K-2 (57% of Students)

Student Achievement / Progress

Literacy - *Developmental Reading Assessment (DRA)*



Mathematics - *Data Unavailable*



Leading Indicators

Attendance



Re-enrollment





Inspired Teaching Demonstration PCS

200 Douglas Street NE
Washington, DC 20002

202-248-6825
www.inspiredteachingschool.org

TIER SCORES



School Profile (2014–15)

School Mission / Purpose

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

Unique School Characteristics

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- Standards-based curriculum and goals centered on the four I's: intellect, inquiry, imagination, and integrity
- Learning is student-directed and differentiated to meet the needs of all children
- Common Core State Standards instruction in math, reading, and writing taught through workshop model

Board Chair

Gary Cohen

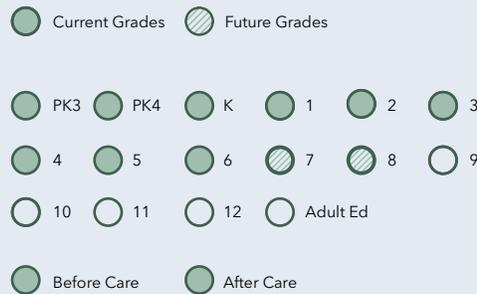
Principal

Zoe Duskin

School Hours

8:45 a.m. – 3:15 p.m. (PK3-4)
8:30 a.m. – 3:15 p.m. (5-6)

Grades Served



Executive Director

Deborah Dantzer Williams

First School Year

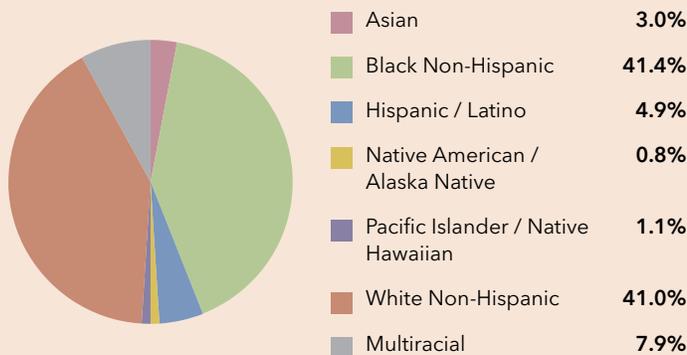
2011-12

Tier Explanations

- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment
268

English Language Learner
3.4%

Economically Disadvantaged
20.7%

Special Education
10.2%

Transportation



Metro / Bus Service *

*Please check www.wmata.com for updates

Inspired Teaching Demonstration PCS

2014 School Performance Report

(2013–14)

Grades Measured: 3-5



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time



8.9 out of 20.0

44.5%

Growth on DC CAS Mathematics over time



3.0 out of 20.0

15.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading

Proficient and Above



5.8 out of 10.0

58.0%

Advanced only



1.5 out of 2.5

60.0%

DC CAS Mathematics

Proficient and Above



4.6 out of 10.0

46.0%

Advanced only



1.8 out of 2.5

72.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd
Grade Reading



11.5 out of 15.0

76.7%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance



10.0 out of 10.0

100.0%

Re-enrollment



6.8 out of 10.0

68.0%

TOTAL SCORE

TIER 2

53.9 out of 100

53.9%

For a more detailed explanation of the indicators, see our technical guide.

Appendix D



Inspired Teaching Demonstration Public Charter School

COMPLIANCE REVIEW REPORT

2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	



Inspired Teaching Demonstration Public Charter School

COMPLIANCE REVIEW REPORT

2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	N/A for Inspired Teaching--new school
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Compliant	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	



Inspired Teaching Demonstration Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



Inspired Teaching Demonstration Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



Inspired Teaching Demonstration Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	School is in its second year of operation and can seek accreditation in the future.



Inspired Teaching Demonstration PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



**Inspired Teaching Demonstration PCS
COMPLIANCE REVIEW REPORT
2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	



Inspired Teaching Demonstration PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Inspired Teaching Demonstration PCS*

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	Compliant	7/25/14	✓
Fire Drills	Compliant	7/25/14	✓
School Calendar	Compliant	7/25/14	✓
Monthly Financial Statements - June	Compliant	7/31/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/15/14	✓
Auditor Engagement Letter	Compliant	8/15/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Annual Report SY2013-2014	Compliant	9/5/14	X
Professional Development Calendar (Title I Schools)	Compliant	9/30/14	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/1/14	✓
Accreditation	Compliant	10/10/14	✓
Basic Business License	Compliant	10/10/14	✓
Board Meeting Approved Minutes	Compliant	10/10/14	✓
Board Roster	Compliant	10/10/14	✓
Certificate of Insurance	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Child Find Policy	Compliant	10/10/14	✓
Employee Handbook: Employment Policies	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
Litigation Proceedings Calendar	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓

SPED-Continuum of Services	Compliant	10/10/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	10/10/14	✓
Student Handbook	Compliant	10/10/14	✓
Quarterly Financial Statements - 1st	Compliant	10/31/14	✓
Audited Financial Statements	Compliant	11/3/14	✓
Audited Financial Statements - FAR Data Entry Form	Compliant	11/7/14	✓
Fire Drills	Compliant	12/5/14	✓

SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: *Inspired Teaching Demonstration PCS*

Requirement	Compliance Status	Due	On Time
Contracts	8 Submitted	3 days after contract is awarded	5 of 8

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
6/3/14	Inspired Teaching Demonstration PCS	Center for Inspired Teaching	of Inspired Teaching Residents for SY	5/30/14	\$210,000	4
6/20/14	Inspired Teaching Demonstration PCS	YMCA	Before and After Care services	5/28/14	\$25,000	23
6/20/14	Inspired Teaching Demonstration PCS	Washington Group Solutions	Moving and furniture procurement	5/30/14	\$75,000	21
8/8/14	Inspired Teaching Demonstration PCS	Therapy Source	speech therapy; physical therapy	8/18/14	\$25,000	Compliant
8/8/14	Inspired Teaching Demonstration PCS	Paradigm Therapy Partners	occupational therapy	8/18/14	\$25,000	Compliant
8/8/14	Inspired Teaching Demonstration PCS	Early Autism Solutions	ABA, BIP, FBA	8/18/14	\$25,000	Compliant
8/8/14	Inspired Teaching Demonstration PCS	Educational Solutions	tutoring	8/18/14	\$25,000	Compliant
9/3/14	Inspired Teaching Demonstration PCS	DC	Physical education instruction	9/13/14	\$59,912	Compliant

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	<p>Calendar must include the following:</p> <ul style="list-style-type: none"> -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable <p>*If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p>
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	<p><u>Fire drill schedule</u></p> <ul style="list-style-type: none"> -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	<p><u>2013-14 Annual Report includes:</u></p> <ul style="list-style-type: none"> -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * <p><i>*Adult schools may use alumnae or adult students to satisfy the parent requirement</i></p>
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. OR , an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members <i>*Should confirm staff's understanding of their obligation for reporting sexual abuse of student.</i>

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: <ul style="list-style-type: none"> • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past TWO years <i>*All volunteers working more than 10 hrs/ week must have background checks</i>
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: <ul style="list-style-type: none"> *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy</p> <ul style="list-style-type: none"> -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents <p>Attendance Policy</p> <ul style="list-style-type: none"> -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) <p>Safeguard of Student Information Policy--aligns with FERPA regulations</p>
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

Appendix E



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2012 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Inspired Teaching Demonstration Public Charter School
Final Percentage Rating:	94%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> • Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A 	N/A	N/A
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> • All data are submitted timely 	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> • LEA did not receive a report in FFY 2012 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	LEA has 26-50 students with IEPs <ul style="list-style-type: none"> • No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) –N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	4	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2012 grant cycle 	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely 	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup 	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance 	2	2
		<ul style="list-style-type: none"> BONUS: LEA has no longstanding noncompliance from FFY 2011, 2010 and 2009 	1	
Total Number of Points Achieved				17
Total Possible Points from Applicable Elements				18
Percentage of Points Achieved from Applicable Elements				94%

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



Division of Elementary, Secondary and Specialized Education

ENCLOSURE 2
FEDERAL FISCAL YEAR (FFY) 2013 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Inspired Teaching Demonstration Public Charter School
Final Percentage Rating:	94%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> • Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A 	N/A	N/A
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> • All data are submitted timely 	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Student-level <ul style="list-style-type: none"> • LEA did not receive a report in FFY 2013 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	LEA has 26-50 students with IEPs <ul style="list-style-type: none"> • No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	4	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grant cycle 	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and LEA reported on MOE to OSSE timely 	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup 	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> LEA did not receive any findings of noncompliance from FFY 2013 that were due for correction in FFY 2014 	N/A	N/A
		<ul style="list-style-type: none"> BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012 	1	
Total Number of Points Achieved				15
Total Possible Points from Applicable Elements				16
Percentage of Points Achieved from Applicable Elements				94%