

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

**Charter and/or Charter Agreement Amendment Application**

**Part I: General Information**

**\*All applicants must complete this section\***

## SUBMITTED BY: Bridges Public Charter School – Olivia Smith SUBJECT: Charter Amendment Request for: (Mark all that apply)

Enrollment Ceiling Increase

Program Replication of Grades Served Grade Level Expansion (Single Grade) Grade Level Expansion (Grade Band) Additional Facility or New Location

X Goals and Achievement Expectations Mission or Education Philosophy Curriculum, Standards or Assessments

Name Change – Campus or Facility Campus Reconfiguration

LEA Status for Special Education

Special Education Enrollment Preference Governance Structure

(Bylaws, Articles of Incorporation or Management)

Graduation Requirements

Competency-Based Learning Application

SUBMISSION DATE: 7/31/2020

SCHOOL BACKGROUND

*Please address the following questions in their entirety. This information provides helpful background to the DC PCSB Board as it reviews these requests.*

Overview of School Performance

1. Provide the following information about your Local Education Agency (LEA) by campus:
   1. Campus name(s) and location(s): **Bridges Public Charter School, 100 Gallatin St. NE, Washington, DC 20011**
   2. Year opened: **2005**
   3. Grade levels served (Currently and at maturation of charter agreement, if applicable): **Pre-K 3 to 5**
   4. Date that charter will be eligible for possible renewal: **2030**
2. Please select the performance indicators below that describe the school’s current performance\*: (Mark all that apply)

Currently rated Tier 1, or met at least 2/3 of targets on the most recent PK-only PMF or Alternative Accountability Framework.

x School is not currently under corrective action.

x Has historically met enrollment projections w/in 80% of target. x School has been in operation for 3+ years.

x School is currently accredited. **12/01/2021**

\*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: **N/A**

***Disclaimer:*** *While processing this application, DC PCSB staff may contact you later to request additional information for the Board’s consideration. By submitting this application, you agree to cooperate with DC PCSB staff to ensure your application is processed in a timely manner. For questions, please contact DC PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.*

PROPOSAL

Bridges Public Charter School submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on , 20 *(leave blank if this has not been determined).*

1. Please provide details on the selected amendment(s) above and describe the requested change(s), including the school’s rationale for the proposed changes. Describe any planning that is already underway to prepare for the proposed amendment.

Bridges PCS is requesting to amend the goals and achievement expectations for the school. The rational for this change is that Bridges PCS student population is unique when compared to the charter sector. We are requesting consideration for the adoption of goals and expectations that were created in consultation with the DC PCSB’s staff. We believe that the proposed individually negotiated charter goals sets performance outcomes expectations that is a fit for the student population served by Bridges PCS. We believe that the proposed goals are more appropriately than the standard Performance Management Framework (PMF) for setting performance outcomes for the student population served by the school.

Bridges PCS mission is to provide an exemplary, individualized early childhood and elementary educational program that includes students with special needs. Our developmentally appropriate, family and child-centered educational approach will nurture students to expand their developmental skills, in order to build a foundation for life-long learning. Bridges’ student population is the embodiment of the school’s mission and since the school opening in 2005,

Bridges’ student population has been consistent year over year in the percentages for the types of students that we serve. The percentage of students with special needs, students who are English Language Learners and families who qualify to receive Free and Reduced Lunch has been consistent year over year. Our student population is 36% students with special need (with 50% of those student having level 3 and level 4 IEPs), 42% English Language Learners and has had a range from 55% - 62% families served who qualify for free and reduced lunch.

Bridges PCS has worked in partnership with the staff of the DC PCSB on the proposed individually negotiated charter goals that we are asking the Board of the PCSB to review and approve for inclusion in Bridges’ Charter Agreement.

1. How will the proposed amendment(s) support or enhance the school’s mission?

The structure of the proposed individually negotiated charter goals maintains similar areas included in the PMF. Our proposal includes an early childhood assessment (PreK-3 & PreK-4), an early elementary assessment (K - 2nd), the PARCC test, re-enrollment and attendance goals. We are also requesting the addition of a mission specific goal. The proposal accounts for the diversity of the student population that the school serves, students with and without special needs.

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1. While considering this amendment request, DC PCSB staff may review the school’s history of board actions, DC PCSB audits, community complaints, enrollment trends, and any relevant data used by DC PCSB to monitor equity in schools. Please describe any DC PCSB audits, notices of concern or other board actions issued against your school in the past 3 years. What was the outcome? Please explain what steps, if any, you’ve taken to address the concerns that prompted a DC PCSB audit, board action, or community complaint.

During the past 3 years, the DC PCSB has periodically received community complaints for Bridges PCS. Bridges has worked to address all complaints shared with the school by the DC PCSB Community Complaints notification process.

Bridges’ response submissions to the PCSB for community complaints document the work the school was already engaged in to address the concern, as well as planned future work to be done to address the concern. Or if the notification was a concern the school’s administration was not already aware of and working on,

the school’s response submissions to the PCSB would document the process the school would use to gather information about the concern and then the planned next steps the school might take to address the concern.

1. DC PCSB will review the school’s Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. If applicable, describe how the proposed amendment will impact the school’s finances. Explain any anticipated expenses for the proposed changes and how the school will finance them. *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Name Changes and Graduation Requirements. If not applicable, write N/A.]*

***Note****: If applicable, in addition to your narrative please attach a proposed* [*5-year*](http://www.dcpcsb.org/sites/default/files/data/files/five%20year%20estimated%20budget%20worksheet%20excel.xls)[*Operating Budget*](http://www.dcpcsb.org/sites/default/files/data/files/five%20year%20estimated%20budget%20worksheet%20excel.xls)*.*

N/A

1. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment(s). If concerns have been brought to your attention, how do you plan to address them? *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Graduation Requirements and Competency-Based Learning Credits. If not applicable, write N/A.]*

N/A

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

The Bridges Board approved an earlier version on the individually negotiated charter goals on July 15, 2020. Additional work was however done on the goals with the PCSB staff following this date. The now finalized version of the proposed goals needs to be review and approved by the Bridges’ Board of Trustees. The school will submit to the PCSB the Board Meeting minutes from the Bridges’ Board meeting to document the review and approval of the goals once that meeting has occurred. That Bridges’ Board is set to meet on August 18. 2020.

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## Section B1. Goals and Achievement Expectations

**\*ONLY complete this section if applying to amend Goals/Achievement Expectations.**

*To adopt the Performance Management Framework (PMF) as the school’s goals and*

*academic achievement expectations, please review the* [*policy*](http://www.dcpcsb.org/sites/default/files/report/Vote--Policy%20for%20Revised%20Goals%20%20-2016-09-28_Redacted.pdf).

*Schools should revise their goals and student academic achievement expectations if at its 5- or 10- year review it finds that it has goals that are “not historically measured;” or if the*

*school’s leadership, including its board, determines that the current set of charter goals do not accurately reflect the school’s mission and education philosophy for student achievement; or when a school has more than five goals and wishes to reduce its reporting burden. Charter schools may revise goals and academic achievement expectations up to one year prior to a high-stakes review and two years prior to charter renewal. Revisions are generally approved if the school successfully shows that the new goals and academic achievement expectations are:*

* 1. *SMART – Specific, Measurable, Achievable, Realistic and Timely*
  2. *Appropriately challenging.*
  3. *Measure student academic performance in at least English Language Arts (ELA) and math, using the state assessment, if applicable, and expect students to achieve above the city average for similar populations.*
  4. *At least one goal should directly measure the extent to which the school is meeting its mission.*

***Note: DC PCSB does not typically accept school-issued grades as a means for measuring student achievement.***

1. What are the school’s current goals and student academic achievement expectations? What are the new goals and academic achievement expectations? If not all goals are changing, please make it clear which are being deleted or replaced and which are new.

Bridges PCS current goals and student academic achievement expectations are the PMF. We are requesting approval to replace the PMF with individually negotiated charter goals. We are providing a table with the prosed individually negotiated goals and expectations for review as an attachment to the amendment request. Please see attachment named Bridges PCS Goals proposal submission FINAL DRAFT (7.31.20).

1. If the school’s existing goals were “not historically measured” or are no longer being pursued, explain why the school is abandoning these goals and how they will be replaced.

Bridges unique student population merits the consideration of an accountability plan that better fits the students served by the school. The school requests consideration for a plan that better fits the mission of the school and the student population that Bridges PCS serves. To support this request we are sharing some data concerning Bridges’ student population to show why Bridges PCS is requesting approval for individually negotiated charter goals to highlight the number of students with special needs served by the school and our PARCC testing grades. Please see the attached tables provided by the school that highlight the student population from 2015 to 2020. We are providing tables showing the percentages of student with special needs in the grades Pre-K 3 to

5th grade, a detail of the special education population in grades Kindergarten to 2nd grade and comparison and data for Bridges’ PARCC testing grades (grades 3

– 5) in comparison to the charter sector. We believe this data showing the details of the Bridges’ student population support the merits of our rest for a charter amendment due to the population served by Bridges PCS.

1. How will the new goals better measure the school’s mission, curriculum, operations, and

education experience for families?

Because the individually negotiated charter goals were created specifically with the Bridges’ student population in mind, these goals are aligned with the school’s mission. They will successfully monitor the educational outcomes wanted for the diverse student population that the school serves. The goals have growth and performance targets for reading and math for grades PreK-3 to 5th grade. The mission specific goal gathers data on parent participation in collaborating with the school to support students’ learning because our parent teacher conferences include training parent on how to support academic growth at home, looking at student data and then work with parents to set goals for development of specific skills. The attendance and re-enrollment goals are also a metrics for the success the school is having with operations and the educational experience of the families that we serve.

1. If proposing goals and/or academic expectations aside from adopting the [Performance Management Framework](http://www.dcpcsb.org/performance-management-framework-pmf), please describe how the school will monitor and report its progress towards goal attainment. Please note that all schools are required to report on progress each year in the Annual Report.

**(**If adopting the PMF without any mission-specific goals, this question is not applicable.)

Bridges will monitor our progress annually using the assessments described in the proposed individually negotiated charter goals. The school will report on the outcomes for the goals each year in our annual report.

Bridges PCS

[DRAFT] Goals & Academic Achievement Expectations

At its SY 2024-25 twenty-year charter review, the school will be held to the following goals and student achievement expectations for all of the following years unless otherwise stated: SY 2020-21, 2021-22, 2022-23, 2023-24.

At its SY 2029-30 twenty-five-year charter review, the school will be held to the following goals and student achievement expectations for all of the following years unless otherwise stated: SY 2024-25, 2025-26, 2026- 27, 2027-28, 2028-29.

At its SY 2034-35 thirty-year charter renewal, the school will be held to the following goals and student achievement expectations for all of the following years unless otherwise stated: SY 2029-30, 2030-31, 2031- 32, 2032-33, 2033-34.

|  |  |
| --- | --- |
| Goal | Business Rules |
| **PK3-PK4:**  80% of students will score at or above their age range at the end of the year on the LAP-3 math assessment. | This goal will be calculated in accordance with the PMF Policy & Technical Guide for the given year. |
| **PK3-PK4:**  80% of students will score at or above their age range  at the end of the year on the LAP-3 reading assessment. | This goal will be calculated in accordance with the PMF Policy & Technical Guide for the given year. |
| **K-2:**  At least 50.0% of all students will achieve at or above the 50th percentile or meet/exceed their spring growth targets in math on the NWEA MAP’s national norms by the spring test administration each year | Growth1 will be measured from the prior spring to the current spring (fall to spring of the current year only for new students entering the LEA or for students who did not have a spring score the prior year) for the current year. Students who are approved to take the VBMAPP instead of NWEA MAP, per the PMF Policy & Technical Guide (PMF Guide) must meet the guidelines and growth targets stated in the PMF Guide.  **Numerator:**  Number of students with an end percentile greater than or equal to 50.0 OR meeting or exceeding their typical spring growth target on the NWEA MAP assessment (or meeting VBMAPP growth if approved)  **Denominator:**  Number of FAY students who pre- and post-test on the NWEA MAP or VBMAPP assessments  Note: The target for the reading and math NWEA MAP goals will be renegotiated if the percent of K-2 special education students falls below 21%, as defined by students’ longest-enrolled grade and highest-ever special education level during the |
| **K-2:**  At least 60% of all students will achieve at or above the 40th percentile or meet/exceed their spring growth targets in ELA on the NWEA MAP’s national norms by the spring test administration each year |

1 If the school does not have a participation rate greater than or equal to 95%, an adjusted progress rate will be used for NWEA MAP. The adjusted progress rate is calculated by multiplying the measure rate by the participation rate. For example, if the rate is 65% and the participation rate is 90%, then 65.0 x 0.9 = 58.5 would be the final rate.

|  |  |
| --- | --- |
|  | school year. If the following year’s percent of special education students increase above 21%, the target approved in these goals will remain in  place. |
| **3-5:**   1. The percent of students scoring level 4+ on the PARCC math assessment will meet or exceed the target for students scoring 4+ in math 2. The percent of students scoring level 3+ on the PARCC math assessment will meet or exceed the target for students scoring 3+ in math | The school’s rate will be calculated in accordance with the PMF Policy & Technical Guide in a given year.  The school’s target for the state assessment achievement goals will be calculated in accordance with the business rules below. This methodology will result in four targets (4+ math, 3+ math, 4+ ELA, 3+ ELA).  **Target Calculation Methodology for Bridges PCS:**  Demographic values are determined at the time of OSSE’s annual data validation. Demographics groups must be mutually exclusive in order to avoid overweighting. The only demographics groups assigned a weight and PARCC performance value are:   * English Learners Only (does not have a disability) * Students with a Disability at Level 1 or 2 and also an English Learner * Students with a Disability at Level 3 or 4 and also an English Learner * Students with a Disability at Level 1 or 2 and is *not* an English Learner * Students with a Disability at Level 3 or 4 and is *not* an English Learner * All Other Students not identified as one of the above subgroups   **Weight =**  **Numerator:**  Number of audited students in a given demographic group at Bridges PCS **Denominator:**  Total number of audited students at Bridges PCS  **Sector PARCC Performance = Numerator:**  Number of students sector-wide at level 3+ (or 4+) in the respective demographic group and grade band (Grades 3-5)  **Denominator:**  Total number of test-takers sector-wide in the respective demographic group and grade band (Grades 3-5)  **Target =**  (Weight – EL Only \* PARCC Performance - EL Only)  **PLUS**  (Weight - SWD 1 & 2 and EL \* PARCC Performance - SWD 1 & 2 and EL) **PLUS**  (Weight - SWD 3 & 4 and EL \* PARCC  Performance - SWD 3 & 4 and EL) |
| **3-5:**   1. The percent of students scoring level 4+ on the PARCC ELA assessment will meet or exceed the target for students scoring 4+ in ELA 2. The percent of students scoring level 3+ on the PARCC ELA assessment will meet or exceed the target for students scoring 3+ in ELA |

|  |  |
| --- | --- |
|  | **PLUS**  (Weight - SWD 1 & 2 and not EL \* PARCC Performance - SWD 3 & 4 and not EL)  **Plus**  (Weight - SWD 3 & 4 and not EL \* PARCC Performance - SWD 3 & 4 and not EL)  **Plus**  (Weight – not SWD and not EL \* PARCC Performance – not SWD and not EL) |
| Bridges PCS will meet or exceed an In-Seat Attendance (ISA) rate of 90.0%. | This goal will be calculated in accordance with  the PMF Policy & Technical Guide for the given year. |
| Bridges PCS will meet or exceed a re-enrollment rate of 75.0%. | This goal will be calculated in accordance with the PMF Policy & Technical Guide for the given  year. |
| At least 75% of students’ families will participate in at least one parent-teacher conference during the school year. | **Numerator:**  # of students with a parent, legal guardian, family member, or caretaker participating in at least one teacher conference each year  **Denominator:**  Total number of Full Academic Year (FAY) students enrolled at the school as reported by  OSSE. |

PARCC testing grade comparison 3rd to 5th grade

Charter Sector vs Bridges PCS Comparison

# Sector Profile\*

## 1.08

**0.56**

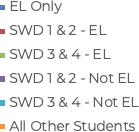
# Bridges Profile

## 5.84

**78.15**

## 8.49

**5.89**



## 5.80

**34.50**

**26.50**

**8.00**

**17.20**

**8.00**

\*The complexity of our testing grades for PARCC speaks directly to why individually negotiated charter goals would better serves tracking the student outcomes of students at Bridges PCS.

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## Bridges’ student enrollment from the 2015-2016 SY to the 2019-2020 SY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Group/Grade** | **2015-**  **2016** | **2016-**  **2017** | **2017-**  **2018** | **2018-**  **2019** | **2019-**  **2020** |
| **General Education Student (#)** | **226** | **214** | **259** | **251** | **254** |
| **Students with Disabilities by grade (#)** |  |  |  |  |  |
| **PK3** | 13 | 10 | 9 | 12 | 8 |
| **PK4** | 13 | 16 | 13 | 17 | 15 |
| **K** | 21 | 14 | 18 | 18 | 19 |
| **1** | 23 | 19 | 17 | 22 | 18 |
| **2** | 18 | 21 | 24 | 21 | 20 |
| **3** | 19 | 15 | 21 | 28 | 23 |
| **4** |  | 19 | 21 | 21 | 28 |
| **5** |  |  | 17 | 22 | 23 |
| **Students with Disabilities (#)** | **107** | **114** | **140** | **161** | **154** |
| **Total student enrollment** | **333** | **328** | **399** | **412** | **408** |
| **Students with Disabilities (%)** | **32.1%** | **34.8%** | **35.1%** | **39.1%** | **37.7%** |

This table shows the school enrollment for student with special needs has been consistent for the past 5 school years.

## Bridges’ student enrollment from the 2015-2016 SY to 2019-2019 K – 2nd grade only

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **K-2 Students (Audited)** | **2015-**  **2016** | **2016-**  **2017** | **2017-**  **2018** | **2018-**  **2019** | **2019-**  **2020** |
| General Population (Students Without  Disabilities) - # | 109 | 103 | 102 | 88 | 94 |
| Students with Disabilities - # | 62 | 54 | 59 | 61 | 57 |
| **Total - #** | **171** | **157** | **161** | **149** | **151** |
| **Students with Disabilities - %** | **36.3%** | **34.4%** | **36.6%** | **40.9%** | **37.7%** |

This table shows the school enrollment for student with special needs has been consistent for the past 5 school years for the early elementary grades at Bridges PCS. It is detail view of one grade span that would be monitored using the NWEA MAP assessment for reading and math.