**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: Steve C. Messner, Board Chair – Kingsman Academy Public Charter School

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

## SUBMISSION DATE: 7/29/2020

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

## 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): **Kingsman Academy Public Charter School**
	2. Year opened: **2015**
	3. Grade levels served (Currently and at maturation of charter agreement, if applicable): **6 - 12**
	4. Date that charter will be eligible for possible renewal: **06/29/2030**
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.

 School is not currently under corrective action.

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

 School is currently accredited. **12/01/2026**

\*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

Kingsman Academy 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.

In June 2016, the DC Public Charter School Board approved Kingsman Academy’s application for alternative accountability status. The school has made some progress, but the proposed amendment for goals and expectations will allow for alignment of goals to our school model, recently approved competency-based academic application, and the DC Public Charter School Board revised Alternative Accountability Framework. The school has worked with national experts to develop academic program and our proposed AAF goals within the revised DC Public Charter School Board Alternative Accountability Framework.

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

By design, Kingsman academy serves students who are overaged and under-credited, require intensive specialized learning and behavior supports, and students at risk for dropping out of school due to attendance. The proposed goals and expectations charter amendment will allow the school to adopt goals specific to our mission, recently approved competency-based academic program, and revised DC Public Charter School Board Alternative Accountability Framework.

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.

N/A

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 Operating Budget.*

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

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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 school’s board has discussed the proposed amendment and voted on the proposed amendment at the July 2020 board meeting. Board meeting minutes will be approved at the next meeting and will be provided at that time.

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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*.

*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.

|  |
| --- |
| **Current Goals and Academic Expectations (Deleted)** |
| **Academic Achievement**1. Students will demonstrate grade-level knowledge and skills in Math [PARCC: Math %3+]
2. Students will demonstrate grade-level knowledge and skills in Reading/English Language Arts [PARCC: ELA %3+]
 |
| **Academic Growth**1. Students will demonstrate growth in knowledge and skills in Math [PARCC: Math MGP]
2. Students will demonstrate growth in knowledge and skills in Reading/English Language Arts [PARCC: ELA MGP]
 |
| **Graduation and HS, College, Career Readiness**1. The school’s credit earning rate will improve from year to year with 75% as a baseline until the school maintains a credit earning rate of 95%.
2. The school will encourage persistence among its students as measured by:
	1. The five-year adjusted cohort graduation rate will be 60% or above.
	2. Of the percentage of students who do not graduate in four-years, 80% or more of these remaining students will re-enroll at the school.
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| **School Environment/Student Engagement**1. The school will maintain a middle school in-seat attendance rate within 2 percentage points of the charter sector average for that grade band.
2. The school will maintain a high school in-seat attendance rate within 3 percentage points of the charter sector average for that grade band.
 |
| **Social Emotional Learning**9. 65% of students identified on their [Individualized Education Program (IEP)] as having emotional or behavioral disabilities will maintain or show a statistically significant decrease in problematic severity scores and maintain and/or show a statistically significant increase in functionality scoresper the standardization norms of the Ohio Scales Assessment. |

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| **Proposed Goals and Expectations (New)** |
| **Academic Progress and/or Achievement**1. 60% percent of learners complete and/or advance at least one educational functioning level (EFL) in math
2. 60% percent of learners complete and/or advance at least one educational functioning level (EFL) in reading
3. 80% of learners who do not meet their EFL growth target demonstrate academic persistence by completing a personalized learning plan
 |
| **High School Completion**4. 75% of students receiving a credential including a high school diploma, GED, NEDP, or IEP Certificate of Completion at the conclusion of their final year of high school |
| **College/Career Readiness**5. 70% of students at the end of their terminal year of secondary school demonstrate mastery of CCLR competencies |
| **Student Engagement**6. 65% of students maintain an engagement score of average or above as per their tiered engagement cohort upon intake |

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.

In June 2016, the DC Public Charter School Board approved Kingsman Academy’s application for alternative accountability status. The proposed amendment for goals and expectations will allow for alignment of goals to our recently approved competency-based academic application and the DC Public Charter School Board revised Alternative Accountability Framework. The school has worked with national experts to develop our academic program and proposed goals within the revised DC Public Charter School Board Alternative Accountability Framework.

1. How will the new goals better measure the school’s mission, curriculum, operations, and education experience for families?

# By design, Kingsman Academy serves students who are overaged and under- credited, require intensive specialized learning and behavior supports, and students at risk for dropping out of school due to attendance. The proposed goals and expectations charter amendment will allow the school to adopt goals specific to our mission and our recently approved competency-based academic program.

1. If proposing goals and/or academic expectations aside from adopting the Performance Management Framework, 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.)

## Academic Progress and/or Achievement

Kingsman Academy will monitor and report its progress towards academic progress and/or achievement goal attainment annually as outlined in the school’s approved competency-based application data, collection, and reporting assurances. The school has engaged a 3rd party vendor to support academic progress and/or achievement data collection, monitoring, and annual reporting.

## High School Completion

Kingsman Academy will monitor and report its progress towards high school completion goal attainment annually through the OSSE STAR Framework.

## College/Career Readiness

Kingsman Academy will monitor and report its progress towards college and career readiness goal attainment annually as outlined in the school’s approved competency- based application data, collection, and reporting assurances. The school has engaged a 3rd party vendor to support college/career readiness data collection, monitoring, and annual reporting.

## Student Engagement

Kingsman Academy has engaged a 3rd party vendor to monitor and report its progress towards student engagement goal attainment.

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| --- | --- | --- |
| **Measure** | **Goals** | **Business Rules** |
| **Student Progress and/or Achievement** | 1. 60% percent of learners complete and/or advance at least one academic functioning level (AFL) in math | **Math Metric***Numbers of learners completing or advancing one Academic Functioning Level target in math**Numbers of FAY Students***Assessments**Students will be assessed on Scantron, Accuplacer, or STAR**Note*** Students whose pre-test academic functioning level is a 6 must maintain the same level at the post-test.
* Students are assessed for academic functioning levels in multiple ways,

aligned to the school’s academic model. |
| 2. 60% percent of learners complete and/or advance at least one academic functioning level in reading | **Reading Metric***Numbers of learners completing or advancing one Academic Functioning Level target in math**Numbers of FAY Students***Assessments**Students will be assessed on Scantron, Accuplacer, or STAR**Note*** Students whose pre-test academic functioning level is a 6 must maintain the same level at the post-test.
* Students are assessed for academic functioning levels in multiple ways,

aligned to the school’s academic model. |
| 3. 80% of learners who do not meet their AFL growth target, but demonstrate academic persistence by completing a personalized learning plan | **Metric***Number of learners who complete a personalized learning plan**Number of learners who do not meet their EFL growth target in reading and/or math***Additional Notes** |

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| --- | --- | --- |
|  |  | * Evidence: Personalized learning plans
* Full Academic Year (FAY) at the school level for the state assessment released annually by OSSE for all students will be included in this metric

System KazooHR |
| **High School Completion** | 4. 75% of students receiving a credential including a high school diploma, GED, NEDP, or IEP Certificate of Completion at the conclusion of their final year of high school | **Metric** |
|  | Calculation Formula for Metric |
|  | 𝑁𝑢𝑚𝑏𝑒𝑟 𝑜𝑓 𝑠𝑡𝑢𝑑𝑒𝑛𝑡𝑠 𝑤ℎ𝑜 𝑟𝑒𝑐𝑒𝑖𝑣𝑒 𝑎 ℎ𝑖𝑔ℎ 𝑠𝑐ℎ𝑜𝑜𝑙 |
|  | 𝑑𝑖𝑝𝑙𝑜𝑚𝑎, 𝑎 𝑁𝑎𝑡𝑖𝑜𝑛𝑎𝑙 𝐸𝑥𝑡𝑒𝑟𝑛𝑎𝑙 𝐷𝑖𝑝𝑙𝑜𝑚𝑎 𝑃𝑟𝑜𝑔𝑟𝑎𝑚 |
|  | 𝑑𝑖𝑝𝑙𝑜𝑚𝑎, 𝑎𝑛 𝐼𝑛𝑑𝑖𝑣𝑖𝑑𝑢𝑎𝑙 𝐸𝑑𝑢𝑐𝑎𝑡𝑖𝑜𝑛 𝑃𝑟𝑜𝑔𝑟𝑎𝑚 |
|  | 𝑐𝑒𝑟𝑡𝑖𝑓𝑖𝑐𝑎𝑡𝑒, 𝑜𝑟 𝑝𝑎𝑠𝑠 𝑡ℎ𝑒𝑖𝑟 𝐺𝑒𝑛𝑒𝑟𝑎𝑙 𝐸𝑞𝑢𝑖𝑣𝑎𝑙𝑒𝑛𝑐𝑦 |
|  | 𝐷𝑖𝑝𝑙𝑜𝑚𝑎 𝑎𝑠𝑠𝑒𝑠𝑠𝑚𝑒𝑛𝑡 𝑑𝑢𝑟𝑖𝑛𝑔 𝑡ℎ𝑒 𝑎𝑐𝑐𝑜𝑢𝑛𝑡𝑎𝑏𝑖𝑙𝑖𝑡𝑦 |
|  | 𝑦𝑒𝑎𝑟 |
|  | 𝑁𝑢𝑚𝑏𝑒𝑟 𝑜𝑓 𝑠𝑡𝑢𝑑𝑒𝑛𝑡𝑠 𝑒𝑥𝑝𝑒𝑐𝑡𝑒𝑑 𝑡𝑜 𝑟𝑒𝑐𝑒𝑖𝑣𝑒 𝑎 |
|  | 𝑐𝑟𝑒𝑑𝑒𝑛𝑡𝑖𝑎𝑙 𝑎𝑡 𝑡ℎ𝑒 𝑒𝑛𝑑 𝑜𝑓 𝑡ℎ𝑒𝑖𝑟 𝑡𝑒𝑟𝑚𝑖𝑛𝑎𝑙 𝑦𝑒𝑎𝑟 𝑜𝑓 |
|  | 𝑠𝑒𝑐𝑜𝑛𝑑𝑎𝑟𝑦 𝑠𝑐ℎ𝑜𝑜𝑙 + 𝑎𝑐𝑡𝑢𝑎𝑙 𝑐𝑜𝑚𝑝𝑙𝑒𝑡𝑒𝑟𝑠 |
|  | **Additional Notes** |
|  | * This measure will follow the business
 |
|  | rules from the STAR technical guide |
|  | for each respective year. |
|  | * School conducts multiple transcript
 |
|  | reviews annually and submits initial |
|  | denominator to OSSE after the |
|  | October count annually. Only new |
|  | students to the school will be added |
|  | to the denominator after the October |
|  | count if they are on track to |
|  | graduate. |
| **College/Career Readiness** | 5. 70% of students at the end of their terminal year of secondary school demonstrate mastery of CCLR content area | **Metric***Total number of students at the end of their terminal year of secondary school demonstrating mastery of CCLR content area**Total number of students at the end of their terminal year of secondary school***Additional Notes*** Expected mastery score of CCLR competencies is a 3.0 unless documented in the students’ IEP
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| --- | --- | --- |
|  |  | * Students in non-public placements are excluded from this measure
* Aligned with validated denominator of OSSE certified graduation roster
	+ Students enrolling at Kingsman Academy who have earned equivalent CCLR course credits prior to enrolling at Kingsman are excluded from the denominator

**Systems**Empower Learning a 3rd party vendor will analyze and report* Student USI
* IEP Status
* Student w/IEP CCLP expected proficiency score CCLR earned score
 |
| **Student Engagement** | 6. 65% of students maintain an engagement score of average or above as per their tiered engagement cohort upon intake | **Metrics***FAY students maintained an average or higher engagement score**FAY students***Engagement Score Components**As designed in SEATs.**Additional Notes*** Students are assigned to an MTSS engagement tier upon intake based on analysis of assessment data, historical data review, socio- demographic profiles, surveys, and needs assessments.
* To calculate a student’s engagement score, traditional attendance metrics are interwoven with digital data from timetables, socio-demographic profiles, and historical data and tracked in SEATs.
* All students who are Full Academic Year (FAY) at the school level for the state assessment released annually by OSSE will be included in this metric

**Systems**SEAtS Software System |