

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

ANNUAL REPORT 2006



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The Board's **vision** is to enable D.C. students to realize their full potential by supporting the creation of excellent charter schools.

The Board's **mission** is to foster the growth of successful learning environments in charter schools through:

- a comprehensive application review process;
- effective oversight;
- meaningful support; and
- active engagement of our stakeholders.

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ANNUAL REPORT – JULY 30, 2006
Josephine Baker, *Executive Director*
Nona Mitchell Richardson, *Editor*

MESSAGE FROM BOARD CHAIR THOMAS NIDA



THE 2005-2006 FISCAL YEAR was again an eventful period for the D.C. Public Charter School Board (PCSB). The number of PCSB-authorized charter schools increased to 34, serving more than 13,000 students citywide; four schools underwent their five-year charter review, with one school closing due to charter revocation; and five schools were authorized to open this fall. Board members and staff engaged in collaborative efforts with a wide array of local stakeholders, seeking to maximize the opportunities and resources available to D.C. schools and students. Local and national leaders are focusing more intensely on this city's public education sector, and have been very receptive to the insights and suggestions offered by PCSB members.

Reflecting on past outcomes and current realities, we have refined our application and monitoring processes. By eliminating the second stage of the application review process, we have raised the standards for charter applicants, requiring submissions to be fully responsive in the first stage, thereby increasing the probability of success early in each school's development. We expect that new charter school founders will have learned the lessons of the pioneers, and will carry the movement to new levels of achievement. Our monitoring and charter review processes have also been modified to reflect the maturation of the schools and our increased expectations for performance outcomes. Schools with consistently high performance will undergo fewer reviews, and those with greater challenges will receive more technical assistance and oversight.

Acquisition of adequate and affordable facilities remains an issue, but some progress has been made. With the announcements from the DC Board of Education regarding the surplus and under-utilized DCPS properties, we hope that charter schools will have more access to these properties, for their own use or for co-location with DCPS. This can certainly reduce the potential costs of acquiring properties in the private sector, as well as keep the funds for these facilities within the DC public education system.

As the charter school movement matures in DC, it may also prove beneficial to consider the possibility of mergers and acquisitions between charter schools, as some amount of consolidation is likely after the rapid growth of charter schools in the past decade: such a step could become a viable alternative to revocation for schools that struggle to achieve targeted results.

In the ten years since the D.C. School Reform Act was amended to create the PCSB, the role of charter schools in the public education sector has changed dramatically. Nearly a quarter of all public school students attend public charter schools. Existing schools are expanding and new applicants are being approved, in response to parent demand and community support. PCSB members and staff will continue to work with elected, educational and community leaders throughout the city, as we all adapt to the constant change and forward movement that will ultimately benefit the students and citizens in this city. We are pleased to see that as local leaders continue to invest in the city's development, they have not lost sight of one of the most important investments in this city's future prosperity – the children.

MEMBERS OF THE DC PUBLIC CHARTER SCHOOL BOARD

THOMAS NIDA, CHAIR

Sr. Vice President, United Bank

With more than thirty-seven years of experience in banking and finance, Mr. Nida is also an author and speaker on charter school lending, and a university lecturer on business and finance. He was born in Washington, DC and graduated from a D.C. public school.

DR. DORA MARCUS, VICE CHAIR **Educational Evaluation Consultant**

Dr. Marcus consults on educational evaluation projects for several national organizations. She has advised numerous D.C. community groups and non-profits on evaluation research, has taught methods of evaluation in US universities and abroad, and regularly writes on evaluation issues and strategies.

ANTHONY J. COLÓN

**Senior Manager, Education Investment Strategies,
Fight for Children**

Mr. Colón is a nationally recognized educator, speaker and leader, working to ensure that urban and minority youth are empowered to succeed academically, and are prepared for opportunities in higher education and careers.

WILL MARSHALL

**President and Founder of Progressive Policy
Institute (PPI)**

A public policy analyst, and author, Mr. Marshall is also the co-founder of the Democratic Leadership Council (DLC) and editor-at-large of Blueprint Magazine, the DLC's journal of politics and policy.

LAWRENCE C. PATRICK, III

President and CEO
Black Alliance for Educational Options

Mr. Lawrence is a highly-regarded national advocate for parental choice in education, with a particular passion for increasing high quality educational opportunities for minority students. He also serves on the board of the National Charter Schools Institute and is a member of the Charter School Leadership Council.

JOSEPHINE C. BAKER, EXECUTIVE DIRECTOR
Ex-Officio Member & Board Secretary

BOARD NEWS

A FOND FAREWELL AND THANK YOU TO DR. HOPE HILL

Board and staff members bid a fond farewell to founding board member Dr. Hope Hill in 2006. Dr. Hill contributed her considerable expertise in child psychology and development to the Board's discussions and decisions on charter school programs. She served the maximum two terms, from 1997 to 2006, always keeping the best interests of the students in the forefront of board decisions, and frequently offering sage insights to school leaders. Her many contributions were highly valued, and will be manifest in the opportunities available to and achievements of countless public charter students.

NEW HEADQUARTERS

The Board moved to its new headquarters in the historic Tivoli building in Columbia Heights, to accommodate its growth to twelve staff members. The move has also enabled board and staff members to host school leader meetings, technical assistance and training sessions, board meetings, public hearings, and other community gatherings. The new address is: 3333 14th Street, NW Suite 210 Washington, DC 20010.



BOARD OPERATIONS

The D.C. Public Charter School Board's mission is comprised of **four** major functions:

1] **COMPREHENSIVE APPLICATION REVIEW PROCESS**

Each year the Board accepts applications to establish public charter schools. According to the charter law, applicants may apply to convert to an existing public, private or independent school to a public charter school; or apply to establish a new public charter school.

The D.C. Public Charter School Board has historically conducted a review process that many would agree is quite rigorous. Applicant groups must submit a proposal which must be fully responsive to all requirements outlined in the application guidelines, and must demonstrate capacity and experience within the founding group to open and operate a school successfully. The school curriculum must be research-based and should have a demonstrated track record of success with populations similar to the student population in the District of Columbia. The founding group must also demonstrate the ability to manage the finances and operations of the school as a non-profit corporation.

Charter proposals first undergo a technical review by an expert panel consisting of professionals with curriculum, educational administration, business, finance and content-specific expertise. Applicants are interviewed by the technical review panel and asked to address questions that arise from the technical review. They participate in a public hearing where they must present their proposal to the Board and the public, and answer board member questions. Members of the public are asked to comment on the impact the proposed school would have on the community. If applicants demonstrate a capacity to successfully operate a school and produce measurably high levels of student achievement, the application can be approved by a board vote. Only the schools with the highest probability of success are authorized by the D.C. Public Charter School Board. (See page 4 for results of the 2006 application review cycle).

2] **EFFECTIVE OVERSIGHT**

Once charter schools have successfully navigated the application process, they are given complete autonomy for school operations, curriculum, personnel, and finances. In exchange for autonomy, charter schools accept higher levels of accountability, a large part of which includes monitoring by their authorizer. A charter agreement is signed between the school founders and the authorizer. The founders establish academic and non-academic goals and targets, which are

approved by the authorizer, and later used to measure the school's progress.

PCSB staff members and consultants conduct regular reviews of each school's academic program, to verify that the curriculum and services described in its charter agreement are being implemented as promised, and to determine the progress the school is making towards its student achievement goals. Further, each school undergoes a compliance review to ensure that it is complying with all local and federal laws, particularly those that ensure the safety and meet the special needs of students. Schools are also required to submit regular financial reports to the Board, to ensure that they are using public and charitable funds efficiently and appropriately. At the end of each five-year period, the board reviews each school's cumulative record, and determines if its performance warrants continuation of the charter. If the school fails to meet its student achievement targets, does not comply with laws protecting and serving children, or mismanages its finances, its charter can be revoked. Schools that serve students successfully may renew their charters every fifteen years. (see page 5 for results of the 2006 charter review process).

3] **MEANINGFUL SUPPORT**

Though the D.C. Public Charter School Board holds the public charter schools it authorizes to high standards during its application and monitoring processes, it also provides resources to schools that enable them to leverage best practices and lessons learned from other sources, and to simplify or improve their administrative functions. Staff members have coordinated numerous workshops and identified a diverse array of resources in support of schools and students. (see page 8 for technical assistance details).

4] **ACTIVE ENGAGEMENT OF OUR STAKEHOLDERS**

There are numerous stakeholders in the city that impact and/or are impacted by the work of the D.C. Public Charter School Board. The Board's main constituency is the families that rely on the Board to provide quality public education options. Other stakeholders include tax-payers, elected officials, community-based organizations and businesses, among others. The Board has used a number of methods to engage all of the stakeholders in efforts that serve the best interests of D.C. families. Integrity, communication, collaboration, and transparency are keys elements of the Board's vision for success (see page 8 for details about outreach efforts).

CHARTER APPLICATIONS

The D.C. Public Charter School Board released its 2006 Application Guidelines on January 9, 2006. Two application information sessions were held (January 26th and February 9th) to allow potential applicants to ask board and staff members questions about the process and the expectations. The following eleven applicants submitted applications by the April 3, 2006 deadline:

- [1] **Academy of Communicative Arts & Humanities:** communicative arts & humanities seeking to grow to 500 students in grades 10-12.
- [2] **Capitol Lighthouse:** arts-infused curriculum; single gender classrooms; seeking to grow to 600 students in PreK-12th grade
- [3] **Hope Academy:** college prep and leadership; seeking to grow to 400 students serving grades 5-8.
- [4] **Excel Academy** – All-girls core curriculum; seeking to grow to 620 students in preschool – 8th grade.
- [5] **Oracle Global PCS:** government & business core curriculum; seeking to grow to 900 students serving grades 9-12.
- [6] **Delight Academy:** level 4 emotional disabilities; seeking to grow to 54 students in grades 1-6.
- [7] **Hope Community Lamond Campus:** character development; seeking to grow to 600 students in Pre-K – 8th grade.
- [8] **Meld/Even Start** – MEI Futures Academy – year-round academic boarding program for teen mothers and children; seeking to grow to 390 students 3yrs – 5yrs and 15-21yrs.
- [9] **Rhea Leadership JROTC:** leadership/JROTC; seeking to grow to 840 students in Pre-K – 12th grade.
- [10] **Imagine Southeast:** character & community; seeking to grow to 1920 students in Pre-K-12th grade.
- [11] **Phillips:** emotional and behavioral disabilities; seeking to grow to 200 students 4yrs – 10.5 yrs.

In early April, expert panels (curriculum, administration, business/finance and content areas) completed technical reviews of each application.

In late April applicants were interviewed by expert panels and PCSB staff members, and given opportunities to discuss and clarify parts of their applications. In early May Board members reviewed applications and panel/staff reports.

The Board held public hearings May 15 – 16, 2006 to allow applicants to present their proposals to the Board and the public. Board members asked applicants clarifying questions, and asked for community comment on the impact the potential schools would have on their communities.

During the June 19, 2006 board meeting, board members made the following decisions:

APPROVAL WITH CONDITIONS:

- ◆ Meld/Even Start
- ◆ Phillips
- ◆ Hope Academy

These schools will be allowed to open in fall 2007 (if conditions are met)

DENIAL:

- ◆ Academy of Communicative Arts & Humanities
- ◆ Capitol Lighthouse
- ◆ Excel Academy
- ◆ Oracle Global
- ◆ Delight Academy
- ◆ Hope Community – Lamond Campus
- ◆ Rhea Leadership JROTC
- ◆ Imagine Southeast

These applicants were given detailed feedback on weaknesses and encouraged to apply in the 2007 application cycle.

EXPANSIONS APPROVED:

- ◆ Capital City – adding a high school – conditionally approved
- ◆ KIPP DC – adding a PreK- 4th grade; and a college preparatory high school program – fully approved
- ◆ DC Preparatory Academy – adding a preschool – 3rd grade program – conditionally approved

These schools will be allowed to expand in fall 2007 (if conditions are met).



Board members listen to charter applicant presentations



CHARTER SCHOOL ACCOUNTABILITY

Accountability is an essential part of the **charter school equation**. In exchange for more autonomy than most public schools, public charter schools accept a greater degree of accountability.

After being approved to open a charter school, school leaders must establish accountability plans that detail the goals and student achievement targets by which their progress will be measured.

Each year, schools undergo:

PROGRAM DEVELOPMENT REVIEWS examine the performance of each school in the prior academic year against the goals established in the accountability plan. PCSB staff and consultants conduct reviews at the school site, and include interviews with all members of the school community (Trustees, parents, students, teachers and administrators), classroom observations, and review of records.

COMPLIANCE REVIEWS examine each school's administrative practices related to student and staff information and site management. This includes legal requirements, and verification of accountability plan and other data reported in the school's annual report.

SPECIAL EDUCATION QUALITY REVIEWS examine compliance with requirements of the Individuals with Disabilities Education Act (IDEA), ensuring that students with special needs are served appropriately in an inclusive educational setting. Special education quality reviews are conducted concurrently with compliance reviews.

FINANCIAL REVIEWS examine financial management practices, and efficient and appropriate use of public funding. Each school must submit either monthly or quarterly (depending on timeliness and accuracy) financial statements to PCSB staff for review. They must also submit an annual audit, conducted by an independent auditor, selected from an approved list of auditors.

In the 2005-2006 school year, the PCSB approved new monitoring guidelines which stagger reviews every two years for those schools that have consistently met the PCSB's highest standards for reporting, compliance and performance. Schools that do not consistently meet the standards are subject to increased monitoring and are offered technical assistance resources.

At the end of each five years of operation, all charter schools undergo a charter review, which looks at the school's cumulative progress and determines if the school's performance warrants continuation. Schools that do not meet their goals and show insufficient progress after five years, may have their charters revoked by their authorizer.

Schools that fail to comply with special education requirements or demonstrate financial mismanagement may be revoked at any time by their authorizer.

ADDITIONAL ACCOUNTABILITY

The D.C. Public Charter School Board has incorporated the provisions of the No Child Left Behind Act (NCLB) into its existing accountability processes. In addition to the internal assessments established by each school, all charter schools must comply with the NCLB requirements, including meeting Adequate Yearly Progress targets established for all D.C. public schools by the State Education Agency (SEA). All charter schools administer standardized tests to their students.

In previous years, PCSB-authorized charter schools were required to test all students in grades 1-11, and the PCSB published test data on each school's performance. Since the incorporation of the NCLB provisions, schools now test the grades determined by the SEA.

After consultation with the U.S. Department of Education and other assessment experts around the country, the SEA decided that all schools would change to a new test called the District of Columbia Comprehensive Assessment Systems (DCCAS) test. For the 2005-2006 school year, the SEA determined that students in grades 3-8 & 10 would take the new DCCAS test and those scores would be used to determine Adequate Yearly Progress for NCLB.

The other measure of accountability is parental satisfaction. Because public charter schools are schools of choice, parents may choose to withdraw their children from low-performing charter schools at any time. Schools are funded based on student enrollment, and risk closure due to insufficient funding if students leave the school.

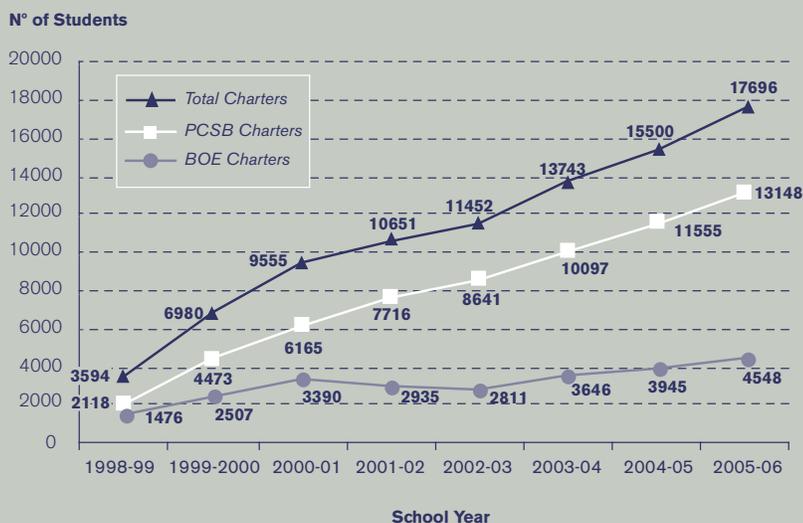
See page 14 for 2006 5-year charter review outcomes.

CHARTERSCHOOL NEWS

D.C. PUBLIC CHARTER SCHOOL BOARD 2005-2006 PROFILE

# of Schools	34
# of Campuses	41
# of Students served	13,148
# of New Schools in 2005	7
% Low-income	65%
% English Language Learners	4%
% Special Education	9%
% African-American	83%
% Latino/Hispanic	14%
% Caucasian	2%
% Asian/Pacific Islander	<1%
% Native American	<1%
% Other	<1%

D.C. CHARTER SCHOOL ENROLLMENT GROWTH TREND 1998-2006



GRADUATION AND COLLEGE ACCEPTANCE RATES

School	Graduation rate *	College acceptance rate	% accepted into vocational training or military	Total scholarship awards**
Cesar Chavez Capitol Hill	89% (51/57)	89% (51/ 57)	0%	\$300,000 +
Friendship Collegiate Academy	75% (191/256)	85% (218 of 256)	6% (15/ 256)	\$832,930
Hospitality	100% (28/28)	93% (26/28)	4% (1/28)	\$181,000
Maya Angelou Shaw Campus	No data reported			
New School for Enterprise & Development	Charter was revoked effective June 30, 2006. No data reported			
SEED PCS	100% (23/23)	91% (21/23)	9% (2/23)	\$309,500
Thurgood Marshall Academy	96% (23/24)	96% (23/24)	12% (3/24)	\$985,000
Washington, Math, Science & Technology	99% (77/78)	99% (77/78)	0%	\$3,000,000

* Graduation rate was calculated as the percentage of 12th grade students entering the school in fall 2005 who graduated by June 30, 2006.

** Total of all scholarships reported by students in the school by June 30, 2006.

◆◆◆
 Karen Dresden, Principal of
 Capital City PCS receives
 the Chair's Award from
 board chair Tom Nida



SPECIAL RECOGNITION

The D.C. Public Charter School Board was pleased to acknowledge the **exceptional performance** of selected schools during the 2005-2006 school year.

The Chair's Award, for outstanding academic, operations, financial, and accountability reporting performance:

- ◆◆◆ Capital City PCS
- ◆◆◆ D.C. Preparatory Academy
- ◆◆◆ KIPP DC: KEY Academy

Eager Beaver Award, for exceptional responsiveness to Board requests, and for taking full advantage of technical assistance and professional development opportunities

- ◆◆◆ Two Rivers PCS

The 180° Award, for making substantial improvement, which also garnered national recognition

- ◆◆◆ Arts and Technology Academy
- ◆◆◆ Washington, Math, Science and Technology

The D.C. Public Charter School Board nominated a number of charter schools for **High Performing Incentive Awards**, presented by Mayor Anthony Williams, Councilmember Kathy Patterson, and Senator Mary Landrieu (D-LA). Schools received monetary awards for results on No Child Left Behind proficiency standards and for achieving accreditation.

Gold Level

- ◆◆◆ Capital City (elementary)
- ◆◆◆ KIPP DC: KEY Academy

Silver Level

- ◆◆◆ Friendship PCS Chamberlain campus
- ◆◆◆ DC Preparatory Academy PCS
- ◆◆◆ Capital City PCS (secondary)

Bronze Level

- ◆◆◆ Friendship PCS Woodridge campus
- ◆◆◆ SEED PCS
- ◆◆◆ Washington, Math, Science & Technology PCHS

Safe Harbor

Arts & Technology Academy PCS

PCSB-authorized schools that achieved accreditation

- ◆◆◆ Carlos Rosario International PCS
- ◆◆◆ Paul Public Charter School PCS
- ◆◆◆ SEED PCS
- ◆◆◆ Friendship PCS
- ◆◆◆ Washington, Math, Science & Technology PCHS

TECHNICAL ASSISTANCE

In the course of reviewing applications, and monitoring schools, board and staff members have identified or solicited **resources** that may help schools strengthen their offerings or address common areas of concern.

Following are examples of the kinds of technical assistance provided to schools authorized by the PCSB:

- ❖ **Middle Schools Project:** assistance with structuring a sound middle school program, and providing training relevant to the needs of middle school educators,
- ❖ **No Child Left Behind Act (NCLB) Compliance and Supplemental Services:** communications on NCLB requirements for charter schools; assistance with school improvement plans; resources for supplemental services. Communications to parents about their rights and options.
- ❖ **Accreditation guidance:** assistance with the accreditation process, identifying accrediting bodies and processes, and guidance on self-studies.
- ❖ **Governance Project:** guidance on strengthening existing boards; and identifying, recruiting, and training new school trustees.
- ❖ **Understanding Standards-Based Instruction:** assistance with DC Learning Standards; data-driven instruction; brain-compatible instruction; high order thinking skills; and differentiated instruction.

❖ Washington, Math, Science & Technology Students, winners of the City-wide Science Bowl.



OUTREACH

The D.C. Public Charter School Board seeks to **engage** the many stakeholders within the city to collaborate, leverage resources and increase opportunities for D.C. students.

Board members and staff have used the following methods to communicate information about its work and the progress of the charter schools under its oversight:

- ❖ **Annual Report:** explains the work of the Board and decisions regarding applications and charter reviews.
- ❖ **Annual School Performance Reports:** provides a comprehensive look at charter school progress; includes school profiles, summaries of monitoring report results; standardized test scores and notable accomplishments.
- ❖ **Website:** www.dcpubliccharter.com – frequently updated information about schools, board decisions, public hearings and meetings; general information for community members, media and researchers.
- ❖ **Monthly meeting and public hearings:** always open to the public; public attendance encouraged at meetings, and comments requested at hearings.
- ❖ **Collaboration and discussion with members and staff of:** U.S. Congress and Senate; D.C. Mayor; D.C. Council Committee on Education, Libraries and Recreation; State Education Office; State Education Agency; D.C. Board of Education; DCPS Superintendent; D.C. Chief Financial Officer; local and national education-oriented non-profits; and individual community members.
- ❖ **Sponsorship and/or participation in community events** (D.C. Spelling Bee; Charter School 10th Anniversary Celebration; National Charter Schools Week).
- ❖ **Development and production of television series** on charter school accountability (6-part series sponsored by NCLB grant) which aired on local channels.

2005-06 FINANCIAL UPDATE

FROM A BUDGETING PERSPECTIVE, Fiscal Year 2006 has proven to be a good year for the Board. To date, the D.C. Public Charter School Board has been able to accomplish many of the financial objectives that were identified at the beginning of the budget year. Remaining true to its mission, the Board began the school year with the intentions of providing increased levels of effective oversight and support to the schools it has authorized. To provide effective oversight/support, it required that the Board revisit its application review process and also look for ways of providing more technical assistance to struggling charter schools. As indicated in Chart A, 58% of major expenditures were program-related expenditures (application review, charter review, and technical assistance-related expenses), more than wages, facilities, and operations combined.

From a reporting perspective, the Board's financial statements have remained solid and exempt from material misstatements. As indicated in the FY2005 financial audit, the Board's financial statements presented fairly all governmental activities and major funds. Further, all variations in the Board's financial position from FY2004 to FY2005 ended in conformity with accounting principles generally accepted in the United States of America. The Board expects similar audit results at the conclusion of the FY2006 operating cycle as a result of solid internal controls policies and practices. The Board believes that internal controls policies as they relate to bookkeeping, investment

management, grant management, etc... have enabled it to produce solid financial results each of the last eight years. That said, financial statement presentation will increase as the Board seeks greater transparency in its relationships with external stakeholder groups and individual community members.

Solid budgeting and reporting processes have enabled the Board to more effectively utilize its limited financial resources. Although more than one-third of our revenue streams were directly attributable to restrictive

grants, such as No Child Left Behind (NCLB) and the Education Investment Fund (EIF) (see Chart B), the Board has been able to successfully provide many targeted services to its charter schools using unrestricted revenue streams. Nevertheless, to remain viable, the Board has had to stay abreast of emerging information technologies, as well as, hire and retain an extremely proficient employee-base. Nonetheless, the Board has been able to achieve a balanced budget through a combination of sound financial planning and cautious use of resources.

CHART A. Major Expenditures for FY2006

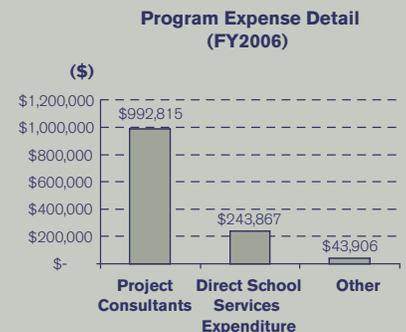
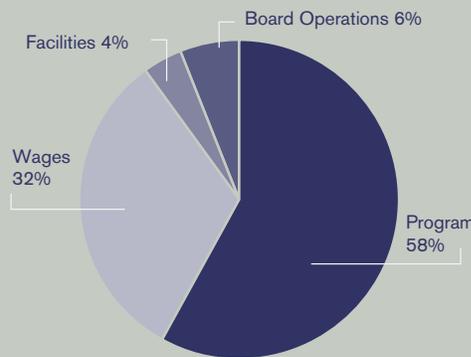
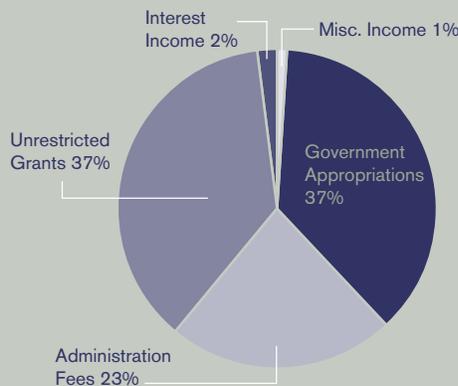


CHART B. Sources of Revenue for FY2005



2006 Annual Operating Results*		
Total Revenues	\$2,606,838	\$1,387,918
Total Expenditures	\$2,197,877	\$1,271,604
Excess of Revenues Over Expenditures	\$408,961	\$116,314

* Operating results as of June 30, 2006; FY2006 concludes on Sept 30, 2006.

At the conclusion of the operating cycle, excess revenues are expected to be minimal.

OFFICIAL BOARD ACTIONS

AUGUST 2005

- ✦ Granted conditional approval of E.L. Haynes PCS's accountability plan.
- ✦ Granted conditional approval of Cesar Chavez's PCS's revised accountability plan.
- ✦ Approved Cesar Chavez's PCS's request for change of location for two school sites.
- ✦ Granted conditional approval of Carlos Rosario PCS's accountability plan.
- ✦ Granted conditional approval of Washington Math Science and Technology PCS's accountability plan.
- ✦ Approved New School for Enterprise and Development PCS's revisions to its accountability plan.
- ✦ Approved Paul PCS's revisions to its accountability plan.
- ✦ Approved Potomac Lighthouse PCS's request to temporarily locate at the YMCA.
- ✦ Approved Tree of Life PCS's change of location.

SEPTEMBER 2005

- ✦ Approved SAIL PCS's revised accountability plan.
- ✦ Approved Howard Road PCS's revised accountability plan.
- ✦ Granted conditional approval of Two Rivers PCS's accountability plan.
- ✦ Approved SEED PCS's accountability plan.

OCTOBER 2005

- ✦ Lifted Thurgood Marshall PCS's Notice of Concern.
- ✦ Granted conditional approval of Hospitality PCHS's accountability plan.
- ✦ Granted conditional approval of Washington Latin PCS's charter application
- ✦ Granted conditional approval of Academic International PCS's charter application.
- ✦ Granted conditional approval of Septima Clark PCS's charter application.

NOVEMBER 2005

- ✦ Approved the FY06 Budget.
- ✦ Approved Howard Road PCS's charter amendment request – curriculum change

- ✦ Approved KIPP DC PCS's request to increase its enrollment ceiling.
- ✦ Approved Meridian PCS's revised accountability plan.
- ✦ Approved SEED PCS's revised graduation requirements.
- ✦ Approved Thurgood Marshall Academy PCS's revised graduation requirements.

DECEMBER 2005

- ✦ Approved Eagle Academy's request to increase its enrollment ceiling.
- ✦ Approved the accountability plans for Friendship Public Charter School's Collegiate Academy, Blow Pierce Junior Academy, Woodridge, and Chamberlain campuses; conditionally approved the accountability plan for the Southeast Elementary campus.
- ✦ Lifted Arts and Technology Academy PCS's conditional continuance and granted the school full continuance.
- ✦ Lifted Howard Road PCS's Notice of Concern.

JANUARY 2006

- ✦ Approved W.E. Doar Jr. PCS's revised accountability plan.
- ✦ Approved Tri-Community PCS's revised accountability plan.
- ✦ Placed Sasha Bruce PCS in Charter Warning status.
- ✦ Lifted Meridian PCS's conditional continuance and granted the school full continuance.
- ✦ Granted conditional continuance to Paul PCS.
- ✦ Granted conditional continuance to Tree of Life PCS.
- ✦ Granted conditional continuance to Capital City PCS.
- ✦ Approved a proposal to revoke the charter of New School for Enterprise and Development PCS's charter.

FEBRUARY 2006

- ✦ Issued a Notice of Concern to Cesar Chavez PCS for non-compliance with OLAMS attendance reporting.
- ✦ Issued a Notice of Concern to SEED PCS for non-compliance with OLAMS attendance reporting.
- ✦ Approved Hope Community PCS's request to relocate to its 8th Street location.
- ✦ Approved Sasha Bruce PCS's revised accountability plan, subject to clarification of the school's character education target.



- Approved William E. Doar Jr. PCS's charter amendment request to serve pre-K to 12th grade, added incrementally; its enrollment increase to 767 students added incrementally; and to expand space in the current building.

MARCH 2006

- Lifted Hospitality PCHS's conditional continuance and granted the school full continuance.
- Revoked the charter of New School for Enterprise and Development PCS, on March 20th effective June 30, 2006.
- Placed Howard Road Academy PCS on the Charter Warning List.
- Placed Thurgood Marshall PCS on the Charter Warning List.

APRIL 2006

- Lifted Tree of Life PCS's conditional continuance and granted the school full continuance.
- Lift Cesar Chavez PCS's Notice of Concern.
- Issued a Notice of Concern to SAIL PCS for non-compliance with OLAMS attendance reporting.
- Approved Appletree Early Learning Center PCS's request to expand its enrollment subject to the school finding an adequate facility.

MAY 2006 (no board decisions made)

JUNE 2006

- Approved a proposal to revoke Sasha Bruce PCS's charter.
- Granted approval to Appletree Early Learning PCS's request to change its LEA status.
- Approved Washington Latin's request to increase its enrollment.

- Approved Two Rivers PCS's request to relocate to its Florida Avenue location.
 - Rescinded the conditional approval of Colin Powell International PCS's application.
 - Approved Potomac Lighthouse PCS's technology plan.
 - Granted conditional approval of Meld Even Start's charter application.
 - Denied Rhea Academy's charter application.
 - Denied Capitol Lighthouse's charter application.
 - Granted conditional approval of Phillip's charter application.
 - Denied Delight Academy's charter application.
 - Denied Excel's charter application.
 - Denied Imagine SouthEast's charter application.
 - Denied Hope Community – Lamond Campus's charter application.
 - Denied ORACLE's charter application.
 - Granted conditional approval of Hope Academy's charter application.
 - Denied Academy for Communicative Arts and Humanities' charter application.
 - Granted conditional approval of Arts and Technology Academy PCS's charter amendment request - curriculum change.
 - Approved Carlos Rosario PCS's charter amendment request - curriculum change.
 - Granted conditional approval of Capital City PCS's charter amendment request - to expand, adding a high school.
 - Approved KIPP:DC PCS's charter amendment request to expand, adding an elementary school and a high school.
 - Granted conditional approval of DC Preparatory Academy PCS's charter amendment request - to expand to serve PK-3.
- #### **JULY 2006**
- Approved Hope Community PCS's request to relocate.
 - Lifted Paul PCS's conditional continuance, and granted the school full continuance.
 - Revoked the charter of Sasha Bruce PCS on July 25th, effective August 31, 2006.

INFORMATION REQUIRED BY THE SCHOOL REFORM ACT

The School Reform Act of 1995 (amended 1996) requires that public charter school authorizers provide the following information in annual reports, to be published on July 30th of each year.

- 1] A list of the members of the eligible chartering authority.
 - ◆ **Thomas Nida, Chair**
 - ◆ **Dora Marcus, Ph.d., Vice Chair**
 - ◆ **Anthony Colón**
 - ◆ **Will Marshall**
 - ◆ **Lawrence Patrick, III**

Board members receive correspondence at:

D.C. Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010



2] A list of the dates and places of each meeting of the eligible chartering authority during the year preceding the report.

- ❖ August 15, 2005: PCSB headquarters
- ❖ September 19, 2005: PCSB headquarters
- ❖ October 17, 2005: PCSB headquarters
- ❖ November 21, 2005: PCSB headquarters
- ❖ December 19, 2005: PCSB headquarters
- ❖ January 23, 2006: PCSB headquarters
- ❖ February 21, 2006: PCSB headquarters
- ❖ March 20, 2006: PCSB headquarters
- ❖ April 17, 2006: PCSB headquarters
- ❖ May 15, 2006: 3333 14th St NW (Gala Theatre)
- ❖ May 16, 2006: 3333 14th St NW (Gala Theatre)
- ❖ June 19, 2006: PCSB headquarters
- ❖ July 17, 2006: PCSB headquarters
- ❖ July 25, 2006: PCSB headquarters

3] The number of petitions received by the eligible chartering authority for the conversion of a DC public school or a private or independent school, and for the creation of a new school as a public charter school.

- ❖ **In the 2006 cycle no petitions were received for the conversion of a DCPS or private or independent school. Eleven petitions were submitted for the creation of new public charter schools.**

4] The number of petitions that were approved and the number that were denied, as well as a summary of the reasons for which such petitions were denied.

- ❖ **In the 2006 cycle, three applications were approved; eight were denied. The Board denied petitions in which the founders failed to respond fully to the application requirements, and failed to demonstrate sound capacity to successfully operate a public charter school. Detailed information on each application is available by contacting the Board headquarters.**

5] A description of any new charters issued by the eligible chartering authority during the year preceding the report.

The Board issued five new charters during the year preceding the report:

- ❖ **City Collegiate Public Charter School**
- ❖ **Education Strengthens Families**
- ❖ **Nia Community Public Charter School**
- ❖ **Septima Clark Public Charter School**
- ❖ **Washington Latin Public Charter School**

6] A description of any charters renewed by the eligible chartering authority during the year preceding the report.

- ❖ **No charters were renewed by the Board this year.**

7] A description of any charters revoked by the eligible chartering authority during the year preceding the report.

- ❖ **The charter of New School for Enterprise and Development Public Charter School was revoked on March 20, 2006 - to be effective on June 30, 2006.**
- ❖ **The charter of Sasha Bruce Public Charter School was revoked on July 25, 2006 - to be effective August 31, 2006.**

8] A description of any charters refused renewal by the eligible chartering authority during the year preceding the report.

- ❖ **No charters were refused renewal.**

9] Recommendations the eligible chartering authority has concerning ways to improve the administration of the public charter schools.

- ❖ **Board members have recommended amendments to the charter law which would strengthen and clarify the Board's authority leading up and after a school's charter is terminated.**

FIVE YEAR CHARTER REVIEWS

As required by the **School Reform Act of 1996**, the D.C. Public Charter School Board reviews the cumulative progress of each school it has authorized after each five year period of the school's operations.

Board and staff members have developed a Charter Review Framework that is used to objectively measure each school's performance, and determine whether the school has earned the right to continue serving students.

In March of each year schools that are operating in their fifth year undergo a Preliminary Charter Review. This is a summary look at the first four years of progress towards the accountability plan targets and all other monitoring reports. Board members, in consultation with staff, determine which schools, if any, should be placed in Charter Warning Status. This status indicates that they are in danger of revocation, based on the results gathered through year four. School leaders are given specific feedback about areas in which improvement is needed in order to avoid revocation, and in some cases are offered technical assistance and other resources.

In November and December all schools in their sixth year undergo the Program Development Review, to look at the results of the fifth year.

In January, board members review the cumulative results of each school that completed five years of operation in the previous year. Based on the criteria outlined in the Charter Review Framework, board members vote to approve continuance of the charter; to approve conditional continuance (for up to one year with conditions to be met or revocation); or to propose revocation of the school's charter. If revocation is proposed, schools are entitled to request an informal public hearing before a final decision is made. In a typical example, a school will request the hearing, which will take place in February, and the decision will be made during the Board's March meeting.

If a school's charter is revoked during the Charter Review Process, they are expected to complete the current school year before closing.



CHARTER REVIEW CRITERIA:**Academic Performance Standards (must meet 2 of 4)**

- Attain the majority of 5-year academic performance goals listed in its accountability plan
- Show improvement on a majority of academic goals over the most recent two school years;
- Come within 80% of five year Stanford-9 (standardized tests) achievement targets in its accountability plan
- Meet the State Education Agency's standard for Adequate Yearly Progress (AYP) in reading and math

Non-Academic Performance Standards (must meet 2 of 4)

- Non-academic student outcomes should meet or exceed 80% of five-year targets
- Attain the attendance targets set in its accountability plan
- Enrollment levels can sustain the economic viability of the school
- Average re-enrollment rate of 75% or higher in the past two years.

Organizational Performance Standards – Governance (must demonstrate operational or exemplary performance in 4 of 7 categories)

- Meetings and Board Structure
- Requirements of PCSB Action
- Annual Reporting
- Adequate Resources
- Implementation of School Design
- Leadership
- Operating Bylaws

Organizational Performance Standards – Compliance (must demonstrate operational or exemplary performance with applicable laws, rules and regulations)

- Health and Safety Regulations
- Certificate of Occupancy
- Insurance Certificates
- Background Checks
- Inventory of School's Assets
- Open Enrollment Process
- NCLB Requirements

Organizational Performance Standards – Fiscal Management (must demonstrate operational or exemplary performance in 3 of 5 categories)

- Accounting Policies
- Financial Reporting
- Internal Controls
- Transparency of Financial Management
- Fiscal Prudence

The PCSB may consider mitigating factors and, at its discretion, waive specific quantitative requirements.

2005-2006 OUTCOMES

In the 2005-2006 school year the following schools underwent the Charter Review process:

- ❖ Capital City PCS
- ❖ Paul PCS
- ❖ New School for Enterprise and Development PCs
- ❖ Tree of Life PCS

Capital City, Paul PCS and Tree of Life were granted conditional continuance. New School for Enterprise and Development's charter was revoked effective June 30, 2005.

STAFF UPDATE

STAFF ORGANIZATION

Executive Management

- ◆◆◆ **Josephine Baker**, Executive Director
- ◆◆◆ **Tamara Lumpkin**, Deputy Director

Communications

- ◆◆◆ **Nona Mitchell Richardson**, Communications Manager
- ◆◆◆ **Rachael Orekoya**, Administrative Coordinator

Finance

- ◆◆◆ **Jeremy Williams**, Finance Manager
- ◆◆◆ **Ino Okoawo**, Operations Manager

School Support Team

- ◆◆◆ **Jacqueline Scott-English**, School Support Team Manager
- ◆◆◆ **Corey Carter**, Program Manager
- ◆◆◆ **Monique Miller**, Program Manager
- ◆◆◆ **Susan Miller**, Program Manager
- ◆◆◆ **Carolyn Trice**, Program Manager
- ◆◆◆ **Dawnyela Meredith**, NCLB Schools Liaison

NEW STAFF MEMBERS

The D.C. Public Charter School Board welcomed five new staff members during fiscal year 2005-2006.

- ◆◆◆ **Rachael Orekoya** joined the board's staff in September 2005 as the administrative coordinator. Rachael supports board operations by managing the office's administrative functions, facilitating public and parent inquiries, and tracking school reporting and communications. Rachael has a sociology background, and a keen interest in youth and community development.
- ◆◆◆ **Carolyn Trice** joined the School Support Team in October 2005. She contributes her considerable experience in teaching, educational administration and research to the Board's school oversight, application review, and special education compliance functions. Carolyn replaced Tammi Thomas who is now helping Baltimore City Schools develop their new charter school division.
- ◆◆◆ **Jeremy Williams** became the newest finance manager in October 2005. Jeremy manages the board's finances, provides financial oversight to schools, and liaisons with city officials on school funding matters. Jeremy is a recent graduate of the University of Virginia's Darden MBA program, and has significant prior business management experience. Jeremy replaced Bridget Gray, who moved on to start a child-oriented small business in Bethesda.
- ◆◆◆ **Corey Carter** joined the School Support Team in May 2006. In addition to school oversight, Corey is also responsible for technical assistance to schools on student discipline policies and graduation requirements. Corey's background includes teaching at the high school and college levels, journalism, and educational program management.
- ◆◆◆ **Monique Miller** became the newest member of the School Support Team in May 2006. She also provides charter school oversight, with particular responsibility for compliance reviews. Monique draws on her teaching experience, and her background in educational advocacy and policy development.

CHARTERSCHOOLS

AUTHORIZED BY THE D.C. PUBLIC CHARTER SCHOOL BOARD

School	Street Address	Zip	Phone
Academia Bilingue de la Comunidad PCS	1501 Columbia Road, NW	20011	(202) 822-6301
Academy for Learning Through the Arts PCS	2100 New Hampshire Ave., NW	20009	(202) 232-4014
AppleTree Early Learning PCS	680 I Street, SW	20003	(202) 488-3990
Arts & Technology Academy PCS	5300 Blaine Street, NE	20019	(202) 398-6811
Bridges PCS	1250 Taylor Street, NW	20010	(202) 545-0515
Capital City PCS	3047 15th Street, NW	20009	(202) 387-0309
Carlos Rosario International PCS	1100 Harvard Street, NW	20009	(202) 797-4700
Cesar Chavez Public Charter High School	709 12th Street, SE	20009	(202) 547-3424
Cesar Chavez Public Charter Middle School	3701 Hayes Street, NE	20019	(202) 398-2230
City Collegiate PCS	3265 S Street, NW	20007	(202) 492-5391
D.C. Bilingual PCS	1420 Columbia Road, NW	20009	(202) 332-4200
D.C. Preparatory Academy PCS	701 Edgewood Street, NE	20007	(202) 832-5700
E.L. Haynes PCS	3029 14th Street, NW	20009	(202) 667-4446
Eagle Academy PCS	770 M Street, SE	20003	(202) 544-2646
Early Childhood Academy PCS	4301 9th Street, SE	20032	(202) 373-0035
Education Strengthens Families (ESF)PCS	2333 Ontario Road, NW	20009	(202) 797-7337
Friendship Collegiate Academy PCS - Woodson Campu	4095 Minnesota Avenue, NE	20019	(202) 396-5500
Friendship Junior Academy PCS - Blow-Pierce Campus	725 19th Street, NE	20002	(202) 572-1070
Friendship PCS – Chamberlain Campus	1345 Potomac Avenue, SE	20003	(202) 547-5800
Friendship PCS– Woodridge Campus	2959 Carlton Avenue, NE	20017	(202) 635-6500
Friendship PCS- Southeast Elementary Campus	645 Milwaukee PL, SE	20032	(202) 562-1980
Hope Community PCS	6200 Kansas Ave., NE	20011	(202) 723-0909
Hospitality Public Charter High School	410 8th Street, NW	20004	(202) 737-6337
Howard Road Academy PCS	701 Howard Road, SE	20020	(202) 610-4193
Howard University Middle School	405 Howard Place, NW	20059	(202) 806-7725
KIPP-DC/KEY Academy PCS	770 M Street, SE	20003	(202) 543-6595
KIPP- DC/AIM Campus PCS	421 Alabama Avenue, SE	20032	(202) 373-0505
Maya Angelou PCS - Evans Campus	5600 East Capitol Street, NE	20019	(202) 388-8960
Maya Angelou PCS - Shaw Campus	1851 9th Street, NW	20001	(202) 939-9080
Meridian PCS	1328 Florida Avenue, NW	20009	(202) 387-9830
Nia PCS	3845 South Capitol Street, SW	20032	(202) 562-5440
Paul PCS	5800 8th Street, NW	20011	(202) 291-7499
Potomac Lighthouse PCS	1325 W Street, NW	20009	(202) 526-6003
SAIL PCS	1705 H Street, NW	20036	(202)293-4688
SAIL PCS	1100 16th Street, NW	20036	(202) 296-9100
Sasha Bruce PCS	1375 E Street, NE	20002	(202) 543-8803
SEED PCS	4300 C Street, SE	20019	(202) 248-7773
Septima Clark PCS	4625 G Street, SE	20019	(202) 276-6226
Thurgood Marshall Academy PCS	2427 MLK Jr. Ave, SE	20020	(202) 563-6862
Tree of Life PCS	2513 18th Place, NE	20018	(202) 832-1108
Tri-Community PCS	3700 North Capitol Street, NW	20011	(202) 882-1930
Two Rivers PCS	1830 Constitution Avenue, NE	20002	(202) 546-4477
Washington Latin PCS	1717 K Street, NW	20036	(202) 223-1111
Washington Math, Science & Technology PCS	770 M Street, SE	20003	(202) 488-1996
William E. Doar, Jr. PCS	705 Edgewood Street, NE	20017	(202) 269-4646
YouthBuild LAYC PCS	1419 Columbia Road, NW	20009	(202) 319-2236

