



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: Julie Johnson, Ed.D. – Maya Angelou 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
Name Change – Campus or Facility
Campus Reconfiguration
LEA Status for Special Education
Special Education Enrollment Preference
Governance Structure
Graduation Requirements
Competency-Based Learning Application

SUBMISSION DATE: 6/7/2019

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:
a) Campus name(s) and location(s): Maya Angelou PCS High School, 5600 E. Capitol NE Maya Angelou PCS Young Adult Learning Center, 5600 E. Capitol NE
b) Year opened: 1998
c) Grade levels served (Currently and at maturation of charter agreement, if applicable): 9-12, Adult
d) Date that charter will be eligible for possible renewal: SY 2027-2028
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. 12/01/2020

*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: SY2017-18 is the first year of the new review cycle and for that year the High School is in the AAF Framework and

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.



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met 5 of its 9. Young Adult Learning Center (YALC) met 5 of 6 goals and was Tier 2 on the Adult PMF.

PROPOSAL

Maya Angelou 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.

Maya Angelou Public Charter School (MAPCS) would like to submit an amendment to modify one of its goals for the high school campus. In consultation with DC PCSB staff we agreed on a new In-Seat Attendance target of 65%. Please see attached appendix for rationale and data related to this new target.

2. How will the proposed amendment(s) support or enhance the school's mission?

Our school's mission continues to focus on serving opportunity youth. One of the greatest lessons we have learned in pursuing this work is that in order to successfully serve overage, under-credited young men and women, our school's systems and strategies must be flexible in order to meet the individual needs of each student. At present, our in-seat-attendance (ISA) goal of 85%, while very rigorous, does not take into account the accommodations we have had to make for students who are parenting, court-involved, homeless, or struggling with other serious issues/trauma external to the school environment, including violence in the community. The target doesn't take into account the following student scenarios: staying home with a sick child for our parenting students, short-term stays in juvenile justice facilities, moving from location to location of transitional housing, abscondence/runaways, medical illness and so many other unique experiences that keep students from our school building. Our staff work hard to meet students where they are with all kinds of accommodations like flexible/modified scheduling, off-site instructional arrangements with a tutor, continuing instruction via Edgenuity during an extended period of time off campus, etc. In turn, our proposed amendment to this goal enables us to continue personalizing the learning and schooling experience for every student at MAPCS. An adjustment of our target will allow staff to feel that our authorizer recognizes all that our students face and allows us to have a target more aligned to our school model instead of one that feels inaccessible.

3. 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.

The primary in-person, official audits that DC PCSB staff conducts on the school are related to certifying data for graduation, goals and the PMF. Over the last three years, MAPCS has successfully completed these audits and has been

praised by staff for the organization and efficiency of our student data. Over this same time period we have had only 2-3 community complaints reported to MAPCS. This is at the average for schools the size of our high school (200-299 students). MAPCS is also among all the other schools are size, which is the 1-5 complaint category. MAPCS worked with DC PCSB staff at the time to close out each complaint in a satisfactory manner. MAPCS has not had been issued a Notice of Concern since our 20 year review report, and only 3 in that prior five-year window. The types and resolution of those three are found in page 9 of our 20-year report.

4. 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

5. 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

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

They Maya Angelou PCS Board discussed this issue at the April board meeting and had a follow up conference call May 22, 2019. The final vote conducted on June 4, 2019 passes the resolution with 10 in favor and 3 absences. Attached to this application are the minutes and signed resolution.

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:

- a. SMART – Specific, Measurable, Achievable, Realistic and Timely
- b. Appropriately challenging.
- c. 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.
- d. 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.

This amendment is only to change the attendance goal for the high school. The current metric is in-seat attendance with a target of 85%. The new goal is to have a target of 65% starting school year 2019-20.

2. 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.

Not applicable

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

As previously written, MAPCS strives to have every student attend and engage in school. Our school deploys a wide variety of whole school and individualized interventions to support our students and decrease their barriers to school attendance and achievement. However, serving a non-traditional student population does present a number of challenges to meeting traditional attendance targets. The new target that is above alternative school averages is rigorous while taking into account our different students and school model.

4. 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.)

The high school attendance goal will continue to be part of our goal monitoring. OSSE also tracks this metric, so staff review and validate this data on a regular basis manually and via OSSE reports. School staff also receive comprehensive internal reports weekly used for student and whole school interventions.



MAYA ANGELOU PUBLIC CHARTER SCHOOL

SEE FOREVER FOUNDATION

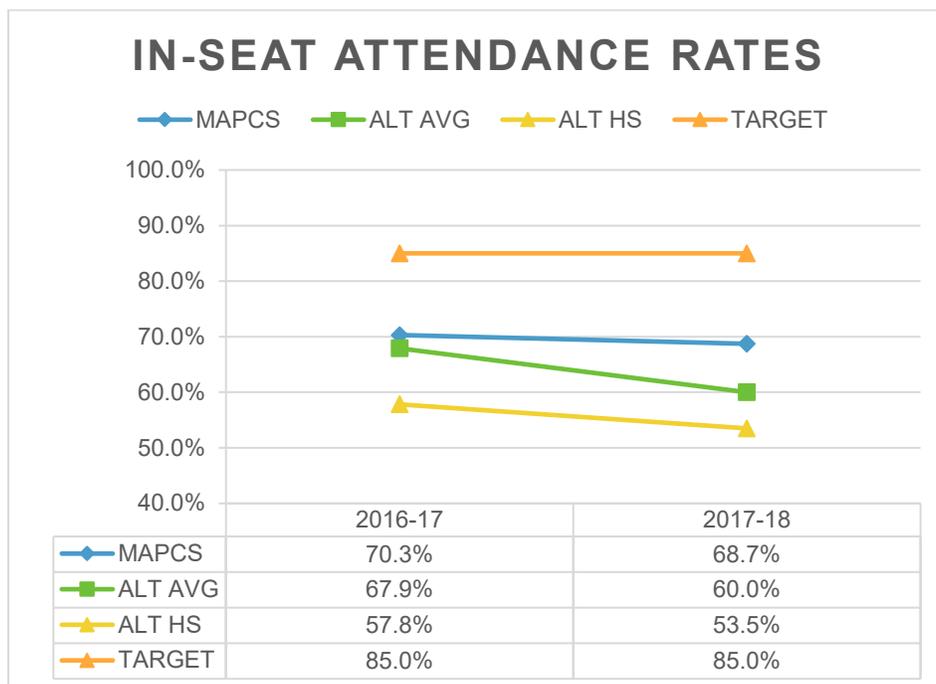
APPENDIX A

Maya Angelou Public Charter School (MAPCS) would like to submit a charter amendment to modify its attendance-related goal for the high school campus. The current target for in-seat attendance was established in SY2013-14 and set at 85%. MAPCS strives to have every student attend and engage in school. Our school deploys a wide variety of whole school and individualized interventions to support our students and decrease their barriers to school attendance and achievement. However, serving a non-traditional student population does present a number of challenges to meeting traditional attendance targets.

Since SY2013-14, a number of data points have emerged that prompt us to ask the DC Public Charter School Board (PCSB) to reconsider the target. This brief memo will explore some of these data points and offer up two proposals for a revised target for our high school campus.

Comparable Attendance Rates

In the most recent two school years, there is now an alternative school grouping at DC PCSB and at the Office of the State Superintendent of Education (OSSE). These new identifications allow for a more comparable peer group of schools to the MAPCS High School. The chart below shows MAPCS In-Seat Attendance rate and our target alongside the alternative sector and high school rates.



MAPCS has consistently surpassed its peers, both in the alternative sector as a whole, as well as among the alternative HS sub-group. However, our charter goal target of 85% exceeded the alternative sector average by 17% in 2016-17 and 25% in 2017-18, suggesting a potential misalignment between the target and the populations served by alternative schools.

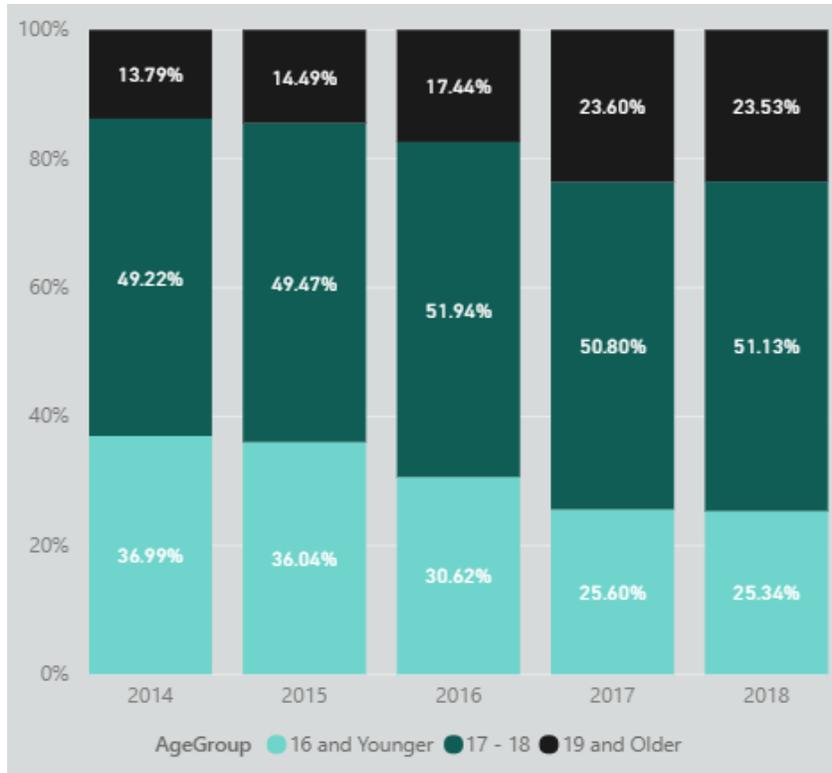
In addition, Every Student Succeeds Act (ESSA) reporting requirements yields more publicly available via state websites, including attendance data and listings of similar 'alternative' schools. While it is still difficult to find 'exact' peer schools because of juvenile justice facilities, the following data from Maryland and Chicago highlight the average attendance rates for students in an alternative setting:

Baltimore City Public Schools-Alternative Schools	2017-18	2016-17	2015-16
Achievement Academy at Harbor City High School	23.7%	18.0%	
Excel Academy at Francis M. Wood High School (6-12)	31.7%	30.6%	
Success Academy	na	na	
Youth Opportunity	na	na	
MD County Alternative School/Programs			
Montgomery County Alternative Programs	61.6%		
Catonsville Center for Alternative Studies (Baltimore County)	69.0%		
Calvert County Alternative School (Calvert County)	<10		
Eckhart Alternative School (Allegany County)	na		
Chicago Public Schools (Option Schools)	65.4%	61.7%	66.1%

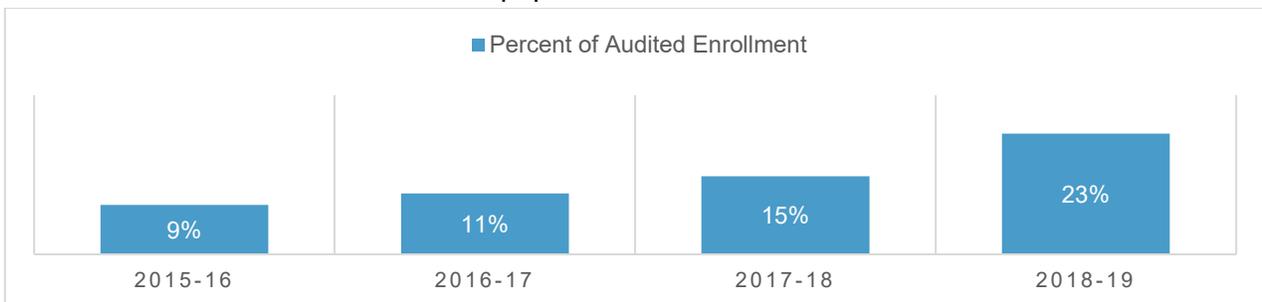
Changes in Population

In the last three years, MAPCS experienced two important population changes that influences our attendance rates. One is an increase in the age of our student population, and the other is an increase in the population of students identified as homeless. MAPCS has seen a steady decline in the number of students who are under 16 and a significant jump in the number of students who are 19+ years old. The steady increase in the number of students 18 years and older means fewer students in our building are bound by compulsory attendance laws. The chart below shows the difference in the attendance rates and the graph that follows shows the change in age over time.

	ISA for Under 18	ISA for Over 18
SY 16-17	74.6%	59.7%
SY 17-18	72.9%	57.1%
SY 18-19 YTD	76.0%	61.1%



We also have seen an increase in our homeless student population. Their ISA rates tend to fall 5-10% below the non-homeless student population.



We continue to explore outcomes by various student population factors. However, we don't see these populations decreasing in the new future as the high school continues to live out its mission to serve students who have not been successful in their previous educational experiences. So we seek an attendance target more aligned to our evolving student population.

REVISED GOAL

Based on this information we request the following amendment to the high school attendance goal.

A new target of 65%. This target is 10% points above the two-year average for the alternative High Schools (55.7%) and slightly above the two-year average for the alternative school sector (64.0%).

We appreciate DC PCSB's willingness to review this data and we look forward to continued conversations around an adjustment to the target. Please note this appendix has a data sheet to provide more information on the data sources. Thank you in advance for careful consideration of our request.

APPENDIX A – DATA SHEET

This sheet has additional DC school data listing and the sources of our data.

Alternative HS Citywide	At-Risk %	2017-18	2016-17
Goodwill Excel Center PCS	100%	52.4%	48.1%
Kingsman Academy PCS*	88%	72.5%	65.2%
Luke C Moore HS	95%	52.9%	53.4%
Maya Angelou PCS HS	87%	68.7%	70.3%
Washington Metropolitan HS	94%	28.7%	52.1%
Ballou STAY HS	52%	55.4%	na
Roosevelt STAY HS	69%	43.9%	na
Alternative HS Average	84%	53.5%	57.8%
Alternative Sector Average (Equity Report)		60.0%	67.9%

Alternative School Removed from HS rate

- Monument Academy PCS
- River Terrace Education Campus
- St. Coletta PCS
- The Children's Guild

* Kingsman also has grades 6-8 in their rate, but since they have grades 9-12 they were included.

DC rates were pulled from Equity Reports, DC Student Report Card pages and EmpowerK12 Equity Dashboard <https://empowerk12.org/dc-equity-dash>.

Maryland Data

<https://www.baltimorecityschools.org/schools>
<http://reportcard.msde.maryland.gov/Graphs/#/AtaGlance/Index/3/17/6/15/0239>
 filtered pages for grades 9-12 and alternative

Chicago Data <https://cps.edu/SchoolData/Pages/SchoolData.aspx>

Under Metrics, Attendance over time xlsx file
 Filtered file for 'Options' in Network column and 'All (Excludes Pre-K)' in Group Column