



DC  
**PUBLIC  
CHARTER**  
SCHOOL  
BOARD

DC City Council Committee on Education

FY16 Performance Oversight Questions

February 3, 2017

**Governance and Operations**

**Q1. How many public charter schools are currently operating in the District of Columbia? Please provide a current list of all charter schools operating during the 2016-2017 school year and those approved to open and/or expand in the 2016-2017 school year.**

There are 65 public charter school local education agencies (LEAs), operating 118 campuses in the District in the 2016-17 school year. The attached spreadsheet (Q1) lists all current LEAs and campuses, as well as the LEAs and campuses that will be opening in school year 2017-18.

**Q2. Report, by LEA (if the LEA has multiple schools, include data for each school), the number of residency fraud reports the PCSB has made to OSSE for the 2015-2016 school year as well as for the 2016-2017 school year to date.**

DC PCSB has not made any residency fraud reports to OSSE to date. The chart below shows the number of public charter school residency fraud cases at public charter schools investigated in FY16 and FY17 (data provided by OSSE).

	PCS
FY16	147
FY17 Year to Date--December 23, 2016	64

**Q3. Describe how the PCSB worked on the LEA payment initiative process, specifically Council passed legislation proposed by the PCSB and the Office of the Chief Financial Officer ("OCFO") to place heavier weight on the first quarterly payments to ensure more accurate and timely payments to charter schools. Provide a detailed update about the current status of the LEA payment initiative. In this discussion, include the collaborate process with OSSE, the DME, the OCFO, and the PCSB on local payments process and enrollment projections.**

In recent years, the payment process, including charter school projections, which are done in collaboration with the public charter schools, DME, and OSSE, has improved significantly. The projections are the basis for the first quarter payment, which is now one-third of the total amount. Due to this increased amount, schools that have enrolled more students than was projected have not required an emergency release of funds, a practice that occurred with some regularity in years past. In addition, OSSE and DC PCSB now use a common data system to gather public charter school enrollment information which uses

automated feeds that connect directly from OSSE's system to public charter schools' student information systems. Other changes in policy and practice have included greater sharing of enrollment data across agencies and reduced schools' reporting burdens; collaborative enrollment projecting between DME, OCFO, OSSE, and DC PCSB; and more prompt supplemental payments throughout the school year to additional services for special education, English learners, and at-risk students.

We continue to improve the process and believe that better communication both within and between OSSE and DC PCSB will help schools get paid on time the correct amount. In Fiscal Year 2017, we conducted dual processes for the quarter two payment, which was a burden on schools. We plan to combine the process for this upcoming year, putting the burden on DC PCSB and OSSE to communicate more effectively. In addition to improving the current process, DC PCSB is supportive of and participates actively in the Deputy Mayor for Education's efforts to continue to reform the payment process such that a) both charter schools and DCPS would be paid based on actual enrollment and b) schools would be paid based on multiple enrollment counts over the course of the year. Such a reform would provide financial incentives for schools to accept students mid-year as well as removing a long-standing source of inequity in payments between charter schools and DCPS. However, it is important the reform is not implemented hastily; inadequate planning and analysis would likely threaten schools' financial stability.

**Q4. Describe any partnerships or collaborations currently underway between the PCSB and other District government agencies. In particular, point out any new partnerships or collaborations developed, planned, or implemented over the last fiscal year. Please include the following agencies and any Task Forces, partnerships, councils, or other initiatives:**

- **DC Public Schools;**
- **Office of the State Superintendent for Education;**
- **Office of the Deputy Mayor for Education;**
- **DC Public Library;**
- **DC Department of General Services;**
- **DC Department of Transportation;**
- **DC Department of Parks and Recreation;**
- **DC Office of Human Rights;**
- **Metropolitan Police Department;**
- **Child and Family Services;**
- **Office of the Deputy Mayor for Health and Human Services including the DC Department of Behavioral Health and the DC Department of Health; and**
- **Office of Planning.**

#### Citywide Task Forces

DC PCSB actively participates in more than 40 task forces and working groups including the truancy task force, cross-sector task force, and the career pathways task force. These task forces bring together multiple city agencies and community based organizations across the city. Our engagement in citywide initiatives has improved the ability of city agencies to coordinate with public charter schools, has influenced city agencies decision making, and improved the resources available to public charter schools.

Below is a partial list of the collaborations and partnerships DC PCSB participates:

#### DC Department of Transportation Partnership

DC PCSB works closely with DC Department of Transportation (DDOT) and Office of the Chief Technology Officer (OCTO) to provide transit subsidies to public charter school students through the DC One Card. With the DC One Card students age five years old and up can ride the metro and metro bus for free during school hours. The collaboration offers training for designated school DC One Card administrators, individuals responsible for processing DC One Cards for each student. The DC One Card team, which includes DC PCSB, DDOT and OCTO, provide on-going support to public charter schools throughout the school year for the 17,220 DC One Cards issued for public charter school students this school year.

DC PCSB also participates on the citywide Transportation Working Group. The Transportation Working Group is a forum to support interagency and public school coordination to maximize and ensure safe and efficient travel by public and public

charter school students. DC PCSB serves on this working group to ensure that transportation issues relevant to public charter schools inform analysis and decision-making.

In addition, DC PCSB participates on the new DC Student Kids Ride Free (KRF) Program Improvement working group which is looking at ways to improve the functions of the DC One Card.

#### DC Department of Behavioral Health

DC PCSB works closely with DC Department of Behavioral Health to ensure that mental health clinicians are placed in public charter schools. Department of Behavioral Health currently provides 22 mental health professionals to public charter schools, compared to the 47 mental health professionals provided to DCPS schools. DC PCSB participates on the newly created Interagency Behavioral Health Working Group. The Interagency Behavioral Health Working Group is tasked to develop a comprehensive plan for allocating new and existing school-based behavioral health services for all public and public charter students and expanding to child development centers.

#### *System of Care Expansion Implementation Executive Team*

DC PCSB is a member of the System of Care (SOC) Expansion Implementation Executive Team, chaired by Deputy Mayor for Health and Human Services. Members include the directors of all DC child serving agencies including mental health, health, public and public charter schools, child welfare, juvenile justice, human services, developmental disabilities, and parks and recreation. In addition, there is representation from the DC Superior Court (Family Court) and families. The team's goal is to improve the mental health of all youth in the District of Columbia by building an enhanced System of Care infrastructure to increase capacity for effective mental health services that are family driven and youth guided. Services include prevention, trauma-informed practice, public awareness, and timely access to individualized, culturally and linguistically-competent mental health treatment and recovery support services.

#### Department of Parks and Recreation (DPR)

DC PCSB participated on the DPR Permitting Taskforce to help improve the application process for athletic field permits. DC PCSB is also a member of the Play DC Master Plan Advisory Committee which provides insight across sectors and stakeholder groups for DPR's Parks and Recreation Master Plan ("Play DC"), the 10-year vision for the agency and DC's parks and recreation system. About 38 charter schools use DPR fields for athletics and PE classes.

#### Department of Health (DOH)

DC PCSB works closely with Department of Health to help public charter schools receive school nurses. The collaboration includes working with Children's School Services, the vendor that provides school nurses. DC PCSB works to ensure that all schools have at least two people trained to administer medication especially if the school does not have a nurse. Public charter school staff participate in several training sessions for initial and refresher training for medication administration. DC PCSB has been working to get additional schools ready to have nurses.

Currently 90 of the 118 public charter school campuses are served by a school nurse, up from 45 in 2012. Of those, 9 public charter school campuses pay for a private nurse. Our goal is to have every public charter school with a publicly-provided school nurse.

#### Office of the State Superintendent of Education (OSSE)

The leadership of DC PCSB and OSSE meet at least monthly and more frequently as needed. In addition, DC PCSB participates in many OSSE-led efforts including the following:

##### *ESSA Statewide Accountability*

DC PCSB leadership and staff are working closely with OSSE leadership and staff to develop common statewide accountability system under the new federal education law.

##### *Risky Behavior Taskforce*

DC PCSB participates on the Risky Behavior Taskforce with OSSE's Health Education Team. This team has been working on implementing the CDC School-based HIV/STD Prevention Program Grant which will provide programming for about 9 public charter schools in SY 2015-2016. This program will increase the capacity of public charter schools to address HIV infection disparities through sexual health education and sexual health services for grades 6-12.

##### *School Garden Taskforce and Healthy Youth and Schools Commission*

DC PCSB participates on the School Garden Taskforce and the Healthy Youth and School's Commission with OSSE. DC PCSB helps ensure that public charter schools are kept abreast of the requirements of the Healthy Schools Act and offers insight into barriers public charter schools experience with implementing all aspects of the act. The Healthy Youth and School's Commission publishes a report to the Mayor at the end of each school year.

##### *Community Schools Advisory Board*

The role of the Community Schools Advisory Board is to advise OSSE and the Mayor on the progress of community schools in the District of Columbia; identify supports that can further enhance the implementation of the community schools; provide feedback on the evaluation plan; and assess sustainability of the initiative. DC PCSB is a member of the advisory board and worked with OSSE to review the evaluation of the community school grantees.

### *General School Health Issues*

DC PCSB works closely with the Health & Wellness division to work through numerous school-based health issues.

### *Data*

DC PCSB collaborates with OSSE on various data collection systems and data uses with the goal of reducing burden on public charter schools. See Question 5 for more details.

### *CLASS Monitoring*

As part of the city's initiative to have all public prekindergarten classrooms evaluated using the same accountability system, DC PCSB worked with OSSE to select an observation protocol that would meet the needs of DC PCSB's oversight as measured in the Performance Management Framework and OSSE's Quality Rating and Improvement System (QRIS). DC PCSB agreed to use the same vendor as OSSE selected and is pleased that this year all schools, including DC Public Schools, will be measured using this same vendor. DC PCSB is also grateful that OSSE finances the oversight of CLASS observations for the pre-kindergarten classrooms of public charter schools. School year 2015-16 marks the third year of this partnership.

### *Early Learning*

DC PCSB's Early Childhood point of contact communicate bi-weekly with OSSE's Assistant Superintendent for Early Learning with the purpose of having clear communication and planning.

### *Career and Technical Education (CTE)*

DC PCSB participated on the DC CTE Working Group hosted by OSSE. DC PCSB participates in all monthly meetings and the supplemental business rules working group. The purpose of the group is to monitor the implementation of the citywide CTE Strategic Plan that was adopted in December 2012. Other members of the group include OSSE, DCPS, UDC-CC, DME, and WIC.

### DC Public Schools

#### *Medication Administration Training & School-Based Nursing Issues*

In our work to help ensure that all schools have at least two people trained to administer medication, DC PCSB collaborates with DCPS to provide a combined training session for public charter school staff as well as DCPS staff. The training is provided by Children's School Services. DC PCSB also works closely with DCPS to share best practices about school-based nursing.

### Office of Human Rights (OHR)

DC PCSB serves on the citywide Bullying Prevention Taskforce which is managed by OHR. The taskforce aims to reduce incidents of bullying across the city by emphasizing prevention and proper procedures for responding when incidents occur. DC PCSB works to ensure that public charter schools have developed their bullying prevention policies.

#### Metropolitan Police Department (MPD)

DC PCSB and MPD have developed a close working relationship. DC PCSB provides MPD information concerning children who are attending public charter schools. DC PCSB assists MPD with addressing parent complaints and ensure school safety.

#### Office of the Deputy Mayor for Education (DME)

DC PCSB works closely with the DME on a number of issues – school-based health (nurses & immunization), transportation, transit subsidy (DC One Card), Summer School planning, legislation, communication strategies, Truancy Task Force, Equity Reports, My School DC, and EdFEST, a city-wide event, started by DC PCSB exclusively for charter schools and expanded now to serve all families interested in sending their child to a public school. DC PCSB's executive director meets weekly with the DME and biweekly with the leaders of the education cluster. In addition, DC PCSB's Board Chair, Executive Director and a Parent and Alumni Advisory member participate on the Mayor's Cross Sector Task Force.

DC PCSB is a member of the new School Safety and Safe Passage Working Group. The School Safety and Safe Passage Working Group was established to better understand and enhance safety-related policies that affect both public charter and DCPS schools, as well as the intersections with MPD, MTPD (Metro Transit Police Dept.) The working group is co-chaired by the Deputy Mayor for Education and the Deputy Mayor for Public Safety and Justice.

#### Office of the Deputy Mayor for Health and Human Services (DMHHS)

DC PCSB works with DMHHS on school-based health issues related to school nurses, immunization compliance (No Shots, No School campaign).

#### State Early Childhood Development Coordinating Council (SECDCC)

DC PCSB has a seat on the SECDCC, which is co-chaired by the Office of the Deputy Mayor for Education and the Office of the Deputy Mayor for Health and Human Services. DC PCSB participates in all meetings and has a staff member co-chairing the Early Childhood Needs Assessment, Data, and Insights Sub-Committee for the SECDCC. The vision of this group is that all young children and families in the District of Columbia will receive the necessary supports and services from birth to age 8 to be ready to learn and develop successfully. The SECDCC supports and advocates for policies and practices to ensure a comprehensive early childhood education and development system for infants, toddlers, and young children by improving collaboration and coordination among agencies and community partners in the District of Columbia.

#### Department of General Services

DC PCSB collaborated with DGS on lead testing in charter schools. DGS provided guidance on lead testing protocols.

### Child and Family Services Agency (CFSA)

DC PCSB staff communicates monthly with CFSA regarding the number of students that are eligible to be referred for truancy educational neglect (students that have 10+ unexcused absences). In turn, CFSA provides DC PCSB with the number of referrals they have received per charter school campus. This enables DC PCSB staff to follow up with schools that may be underreporting. DC PCSB reached out to Court Social Services in the past to establish similar check-ins but was unsuccessful in that collaboration.

A complete list of all partnerships and collaborations can be found in attachment Q4.

**Q5. Identify all electronic applications/databases maintained by your agency, including, but not limited to those databases containing information about special education, 504 plans, student discipline, and student support teams. Please provide the following:**

- **A detailed description of the information tracked within each system, including each recordable data element;**
- **Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system; and**
- **The age of the system and any discussion of substantial upgrades that have been made or are planned to be made to the system.**
- **As OSSE builds out their data systems, what focus has the PCSB shifted from data collection to data analysis and how is this used to work with LEAs?**

DC PCSB uses several applications and databases, which are described below.

### **Epicenter**

Epicenter is an application used by DC PCSB to collect and store LEA-submitted documents related to compliance, governance, operations, finances, and academic goals and performance. LEAs submit documents and DC PCSB staff accept or reject documents based on accuracy, completion, and content. The exact criteria for acceptance vary by document type.

The following types of data are collected in Epicenter:

- Compliance documents
  - o Basic business licenses
  - o Certificate of insurance
  - o Certificate of occupancy
  - o Charter school athletics compliance
  - o CTE waivers
  - o Fire drill scheduling
  - o Teacher retirement participation and withholding documents
- LEA board administration

- Annual reports
  - Charter agreement and amendments
  - Charter application
  - Charter renewal application(s)
  - Meeting minutes
  - Rosters
- LEA academic performance
  - Accreditation results
  - Early childhood assessment election forms
  - High school course offerings
  - PDFs of School Quality Reports
- LEA equity measures
  - Discipline policies
  - SPED continuum of services
- LEA financial performance
  - Annual budgets
  - Annual audits
  - Supplemental financial information
  - Facilities expenditure data inputs
  - IRS Form 990s
  - Monthly financial statements
  - Quarterly financial statements
  - PDFs of Financial Audit Reports (FAR)
- LEA operational and policy documents
  - Lease/purchase agreements
  - Lottery procedures
  - Procurement contracts
  - Professional development schedules
  - Student handbooks
  - Student record retention policies
  - Technology plans

Approximately 30 members of DC PCSB's staff have access to this database and use it on a regular basis. Any documents submitted to this database that do not contain personally identifiable information or otherwise FOIA exempt information can be requested under FOIA. The database itself is not a public access database.

DC PCSB began using Epicenter in the 2011-2012 school year. The application is configurable to collect different documents. DC PCSB is exploring, but has not committed to, migrating some or all the functionality into QuickBase in the future.

## Hub

The Hub is DC PCSB's central data repository which replaces and integrates data previously stored in several different systems. Specifically, the Hub replaced ProActive's student information tracking functionalities, the reporting functionalities from SQL+SharePoint, and ticketing from our ticketing server. The Hub also serves as DC PCSB's entity management system, tracking LEA, Campus, and Facility directory and profile information.

The following types of information are available in the Hub:

- Data Ticketing
  - o Issues and questions reported by LEAs
- LEAs, Campuses, and Facilities – directory information about each LEA, Campus, and Facility, including but not limited to:
  - o DC PCSB IDs
  - o OSSE IDs
  - o DME IDs (Facility only)
  - o Current and historical operating statuses
  - o Current special education status
  - o Administrative office
    - Address and contact information
  - o Grade spans served
  - o Original authorizer (DC PCSB or State Board of Education)
  - o Grades served at each campus
  - o Summary instructional calendar information<sup>1</sup>
    - Start and end dates
    - Summer school dates
    - Length of instructional day
  - o Facility
    - Address and ward
    - Public transit access
    - Property information including ownership, square footage, maximum occupancy, building history, and lease information
    - Facility functions, including whether the facility has a cafeteria, theater, art room, library, music room, gym, playground, nurse suite, or large playing field
- Contacts
  - o Name, title, email address, phone number, and DC PCSB contact type for each LEA
- Students
  - o Demographics – including race, ethnicity, gender, date of birth, ELL and Special Education status, At Risk status, and home address
  - o Enrollment – including the LEA and Campus, as well as information about the enrollment (entry and exit dates and codes), as well as

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<sup>1</sup> DC PCSB collects and maintains high-level calendar information for distribution in its products and to key stakeholders at other government agencies; OSSE maintains the more detailed calendar required to accurately monitor and track attendance and enrollment information.

- whether the student was enrolled in a non-public placement<sup>2</sup> and enrollment grade
- Aggregated Attendance – pre-aggregated attendance and a list of non-attending days for each student
- Discipline – data on each discipline event reported by LEAs according to OSSE’s specification (see attachment Q5 A)
- School Quality Report Data – the Hub includes both the student level data on approximately 35 early childhood assessments, ten different high school measures, and 30 different adult education measures and assessments, as well as the structure for calculating, aggregating, and producing the School Quality Reports
- Enrollment Projections – the Hub includes two tables containing enrollment projections by campus and by LEA
- Financial Data – the Hub contains both underlying financial data, as well as the structure for calculating, aggregating, and producing the Financial Audit Reviews (FAR)

DC PCSB currently has approximately 300 users accessing the Hub; user access varies based on the user type. In integrating multiple systems, DC PCSB continues to refine its access control systems. Many of the data stored in the Hub are student-level; and access to these data is tightly controlled. However, many reports and products produced using these data, including the PMF and FAR are subsequently published on DC PCSB’s website. The database itself is not a public access database.

Within DC PCSB, user access is segmented based on the requirements of user groups, with most staff having access only to aggregate level data. LEAs users have access to data only for the LEA(s) for which they have been granted access, and within the LEA user permission users can be granted access to different types (e.g. student level, financial) of data discretely. DC PCSB also provides limited access to agency partners at the Metropolitan Police Department, the Office of the Attorney General, OSSE, and the Deputy Mayor for Education’s office. Access for each of these groups is restricted to only the data requested.<sup>3</sup>

In 2016, DC PCSB established new guidance to LEAs, asking them to identify a single individual (an “LEA Administrator”) who would have access to control their LEA’s user permissions and request the creation or deletion of new users (see attachment Q5 B). DC PCSB is happy to have built the functionality to allow LEAs to dynamically manage their own users to quickly and securely manage who has access to the Hub in the event of staffing changes. DC PCSB’s operations team closely manages and revokes credentials for staff leaving the agency.

DC PCSB acquired a QuickBase license in March 2016, and has spent the last 10

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<sup>2</sup> DC PCSB has the capacity to record these data, but is currently reviewing the best way to structure these data for use and accessibility.

<sup>3</sup> DC PCSB primarily exchanges data with OSSE using OSSE’s SFTP server.

months migrating an initial set of processes to the Hub. DC PCSB selected QuickBase because it will allow us to continue to migrate additional processes and legacy applications into a single structure, which will support a more consistent data architecture and consolidated control over access to data.

DC PCSB currently has approximately 25 planned projects in queue to migrate additional data structures into the Hub's architecture. DC PCSB is making deliberate and intentional efforts to migrate these applications and processes in a manner which maintains and/or improves user accessibility and DC PCSB's ability to use the data collected.

#### *SalesForce*

DC PCSB also maintains a SalesForce application to track community complaints. This database includes information from the community member submitting each complaint, as well as a log of the contact between DC PCSB and the LEA, discussing the complaint and the LEA's resolution of the issue(s).

DC PCSB also previously used SalesForce to track financial audit reviews, and is in the final stage of ensuring the data stored in this database have been completely migrated to the Hub.

Data submitted to this database that do not contain personally identifiable information or otherwise FOIA exempt information can be requested under FOIA. DC PCSB produces annual reports which summarize the core data collected by these databases.

DC PCSB is in the planning stage of a project to migrate the community complaints application to the Hub. DC PCSB has identified the need to migrate the community complaints database to the Hub to allow DC PCSB to decommission its SalesForce account.

#### *File Transfer Protocol (FTP) Server*

DC PCSB maintains an FTP server, to allow DC PCSB and LEAs to securely transmit files to one another. Access to the FTP server is restricted to data staff and project managers at DC PCSB, and to data managers, preferred contacts, and Executive Directors at LEAs. Each LEA has a separate account on the FTP server, allowing them to access only files from or for their LEA.

DC PCSB has had an FTP server since approximately 2011-2012. While the server has received upgrades over time, DC PCSB has begun phasing out its use of FTP as it migrates additional processes and data collections into the Hub. These improvements allow a fully web-based interface, and more segmented user provisioning. DC PCSB plans to keep the FTP server in the short-term future until it completes data migration.

#### *SQL + SharePoint*

DC PCSB is currently in the decommissioning stage of the system lifecycle for its

Microsoft SQL Server and associated SharePoint applications. Data have been migrated from SQL (e.g. the school contact list) into the Hub.

DC PCSB decided to shut down its SQL applications to consolidate and simplify the management of its database architecture. Previously, and until final decommissioning, access control is maintained in the same manner as DC PCSB's FTP server.

#### *Extract, Transform, and Load (ETL) Server*

DC PCSB maintains an ETL server, which is used to process data feeds from partnering agencies and LEAs, as well as to perform ongoing operations on the Hub. Primarily, this server is used to interface with OSSE's SFTP server, perform data transformations on the data received, and upload them to the Hub.

Access to DC PCSB's ETL server is restricted to DC PCSB's Data Management Specialist and a single contractor who provides QuickBase support. Because the server collects and temporarily stores student level information, access is secured using a combination password and system policies. Data are periodically transferred from the server to disk and stored on premise at DC PCSB.

As the ETL server is an operational platform and does not serve as a functional data repository, it is not accessible to the public. All of the data which flow through the ETL server are available in the Hub in a cleaned format.

DC PCSB's ETL Server is privately hosted cloud server in a secured server facility in Michigan. DC PCSB most recently selected server hardware in 2016, and subscribes to a plan which would allow us to seamlessly migrate to larger hardware if needed. DC PCSB does not currently foresee needing to do so, as server utilization is low and peaks during the nightly load process.

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- A. As OSSE builds out their data systems, what focus has the DC PCSB shifted from data collection to data analysis and how is this used to work with LEAs?

As OSSE has begun collecting demographic, enrollment, and attendance data, DC PCSB has shifted its focus and priorities in two key and intentional ways:

1. Enhancing our collaboration and support for OSSE's data collections. DC PCSB and OSSE frequently communicate to discuss data transfer and strategic data priorities. While DC PCSB no longer directly collects attendance and enrollment information from LEAs, it continues to invest in working closely with OSSE to ensure that LEAs submit high quality data, and that it consistently receives these data from OSSE in a machine-readable format.

Additionally, DC PCSB has devoted resources to ensuring that the use of data it receives from OSSE mirror OSSE's own usage policies. This helps both

agencies present a clear and consistent message of school performance, and reduces the burden of reporting requirements imposed on LEAs.

2. Streamlining data systems and access to data, and providing improved analysis tooling. DC PCSB puts a high priority on the analysis of school data, with approximately ten percent of its staff dedicated to producing strategic and operational analyses. Examples of these analyses include monthly reviews of equity metrics (e.g. attendance by subgroup, discipline by subgroup), analyses of proposed changes to School Quality Report (also referred to as the PMF) methodologies, comparative analysis of proposed goal changes, and detailed examinations of student demand for high quality seats in charter LEAs by program type and location. These analyses use data from across the charter sector, and are used in discussions with LEAs at charter leaders meetings, in School Quality Report task force meetings when setting performance expectations, and in goal setting and charter review discussions with LEAs.

DC PCSB has worked to make sure that its analysts have access to clean and consistent access to the data to do this work by migrating data from spreadsheets on local and shared drives to the Hub. This effort allows analysts to spend less time preparing data for use, and more time confidently analyzing data.

Additionally, QuickBase's built-in reporting tools allow DC PCSB to produce dynamically available and auto-updating reports which allow its non-data staff more direct access to high quality data to guide their work. For example, DC PCSB's data team developed a report which uses our nightly enrollment feed from OSSE to provide the number of enrolled ELL students at each campus to specialists working on Qualitative Site Reviews (QSRs). In the past, this required manual review by a data analyst or a call with the LEA. The outcome is that the QSR team is better prepared to staff its reviews and reduces the burden both on DC PCSB staff and LEA staff.

Finally, receiving feeds from OSSE and pushing them into the Hub application has allowed DC PCSB to more strategically plan and execute its data operations. DC PCSB's Data Management Specialist works with OSSE's team and DC PCSB's data team to translate the feed received from OSSE into a uniform data structure. This uniform structure, combined with hiring and training practices which emphasize the use of statistical programming languages (i.e. R) to transform and aggregate data have allowed DC PCSB to preplan and automate many of its analysis workflows. For example, DC PCSB is currently in the process of automating a process which used to required approximately 64 analyst-hours to complete monthly.

**Q6. Provide a list of all inter-agency programs, initiatives, or MOUs (with government agencies and outside partners) currently in place, all MOUs entered into within the last year, and any MOUs planned for the coming year. Please be sure to include copies of any MOUs with the submission.**

MOUs/Other Inter-Governmental and other Partnership Agreements

1. OSSE MOA Data Sharing Agreement Regarding Hospitality High School of Washington, DC (attached Q6 A&B)
2. Justice Grants Administration MOA (attached Q6 C)
3. OSSE MOA Data Sharing Agreement (attached Q6 D)
4. UDC Educational Data Access (attached Q6 E)
5. AIR Data Sharing Agreement (attached Q6 F)
6. OSSE MOU regarding DC PCSB's implementation of the ESEA Waiver (attached Q6 G)
7. DME MOU Common Lottery (attached Q6 H)
8. OSSE MOU Lead Testing (attached Q6 I)
9. Georgetown Legal Fellow MOU #1 (attached Q6 J)
10. Georgetown Legal Fellow MOU #2 (attached Q6 K)
11. Urban Institute MOU for data sharing to allow for research (planned)

**Q7. Provide an update for the Committee on the PCSB's work with the Department of Health Care Finance on Medicaid billing in FY16 and FY17 to date. How does the PCSB work to promote the DHCF's work with LEAs and parents?**

The primary agency responsible for Medicaid billing is the Department of Health Care Finance (DHCF), which works actively with charter LEAs to promote and facilitate Medicaid billing. DC PCSB supports DHCF by sharing contact information with schools, promoting DHCF meetings and other messaging through our Wednesday Bulletin (a weekly e-newsletter sent to all schools), and providing DHCF time at our quarterly school leader meetings to address these issues with public charter school leaders. It is important to note that the record-keeping and paperwork requirements for Medicaid billing is time consuming and costly. Consequently, this billing only makes sense for schools with sufficient volume so that the reimbursements exceed the cost of preparing and filing the requests. Most, if not all, of the public charter schools of sufficient size now participate in the program. Charter LEAs work directly with the DC Special Ed Co-op who assists them in preparing their Medicaid billing claims.

DC PCSB has been participating on the Free Care Rule Working Group chaired by DHCF and includes other health and education partners across the city and the DC Special Ed Co-op. The group is working to expand Medicaid reimbursement of school-based services to all eligible students (ages 3-20) enrolled in Medicaid, regardless as to whether the services are provided based on requirements of an Individualized Education Plan (IEP), and/or allows for the reimbursement of specific school nursing services. In order for Medicaid to pay for these services, the State Plan must be amended to expand the list of reimbursable school-based

services and potentially expand the list of provider-types that may seek reimbursement.

**Q8. Identify all legislative requirements (both local and federal) that PCSB lacks sufficient resources to properly implement. Also, identify any statutory or regulatory impediments to your agency's operations.**

DC PCSB provides oversight to 118 schools operated by 65 nonprofits. As an independent government agency, DC PCSB has some flexibility from statutory and regulatory requirements unlike many other government agencies. To better fulfill our duties in opening and closing schools and to provide rigorous oversight, DC PCSB would like to see some parts of the School Reform Act streamlined to better serve students across the city.

Chiefly, we would like to see the charter review and renewal application date changed to better align with the My School DC lottery. Currently, the timeline around renewal applications allows schools to apply in the spring of a school year which would make it impossible to non-renew a school prior to the enrollment deadline for My School DC. We would like to push the date back to better allow for due process to occur and for families to be better positioned in the event of a school closure.

DC PCSB would also like to clarify the definition of a board term. In the past, there has been some question about whether the phrase "initial term" means a first partial term or the first full 4-year term. Clarifying this will allow DC PCSB to better plan board vacancies and maintain seasoned Board members.

## **Student Achievement and Student Supports**

**Q9. During the FY15 Performance Oversight hearing, the PCSB [in response to questions about the PERAA ("Public Education Reform Amendment Act") report] agreed that there needs to be a citywide approach to educating children and public school planning because students often moved fluidly between DCPS and public charter schools. PCSB noted that they worked with the Deputy Mayor for Education on the education-related District Priority Goals for 2016 and have monthly meetings with sector leadership to discuss education and planning. Describe how these meetings and collaboration are going and what, if any, initiatives or planning have come from them.**

DC PCSB participated in cross-sector task force meetings and quarterly Ed Cluster meetings with the Office of the City Administrator and the Deputy Mayor for Education, bi-weekly Ed Cluster meetings, and most recently, monthly Ed Cluster meetings with the Mayor. These meetings have allowed DC PCSB to collaborate, provide performance updates, share charter sector accomplishments and concerns on various issues, such as facilities funding. These meetings also provide an opportunity to hear about the special initiatives, capital projects, and challenges that could be supported by other agencies in the city.

In addition to these meetings, DC PCSB has worked closely with other agencies to improve student outcomes, lessen the burden on schools and make data collection and reporting more efficient. In partnership with OSSE, DC PCSB has eliminated the need for schools to submit redundant attendance and demographic data and DC PCSB now receives this information via a nightly feed from OSSE after schools submit to them.

**Q10. Discuss and provide plans for how the PSCB has taken recommendations from PERAA for students with special needs and the possibility for increased collaboration and applied that to policy.**

The PERAA report highlighted the disparity in performance and outcomes among different student groups, including the persistently low academic achievement of students with disabilities.

While the PERAA report has extensive discussion of students with disabilities and other special needs students, the three recommendations of the report are broad and do not contain specific recommendations with respect to special needs students. These three recommendations are: 1. create a common data warehouse, 2. establish institutional arrangements that will support ongoing independent evaluation of its education system and 3. address the serious and persistent disparities in learning opportunities and academic progress across student groups and wards.

The first two recommendations do not relate to DC PCSB's work other than our cooperation with OSSE and the Council, which is always forthcoming.

The third recommendation implicates DC PCSB, and goes into further detail in the report as described below:

1. Recommendation: Centralized, system-wide monitoring and oversight of all public schools and their students, with particular attention to high-need student groups;
  - DC PCSB works collaboratively with OSSE on special education oversight. We share information, coordinate monitoring, and use each other's results in our respective oversight responsibilities. We continue to work closely with OSSE on new statewide accountability measures that would enhance common system-wide reporting on school performance. We do not support "centralized oversight" of public charter schools because the School Reform Act gives schools exclusive control over its administration, personnel and instructional methods.
2. Recommendation: The fair distribution of educational resources across schools and wards
  - We believe that the supplements to the UPSFF, including special education, and at-risk, provide a fair distribution of resources to public charter schools across the city. As the funding is based on actual enrollment, schools are paid based on the population they serve.
3. Recommendation: Ongoing assessment of how well strategies for improving teacher quality are meeting their goals
  - We do not believe that centralized oversight of teacher quality strategies is appropriate for public charter schools. Rather, we use our performance management framework (PMF) to annually monitor each school's students' outcomes on a variety of academic-related measures. The PMF directly measures school quality and thereby also teacher quality. We also conduct qualitative site reviews at least once every five years at every school, and more often at schools with lower performance. These reviews provide the school, its community, and the public with qualitative data on the school's instruction and school climate.
4. Recommendation: More effective collaboration among public agencies and with the private sector to encourage cross-sector problem solving for the city's schools
  - We are active participants in the cross-sector collaboration task force, as well as on more than 40 other task forces and working groups across the city. These groups include members from government agencies, not-for-profit school support organizations, and, at times, advocacy organizations.

5. Recommendation: Accessible, useful, and transparent data about D.C. public schools, including charters, that are tailored to the diverse groups with a stake in the system
  - We were the early proponents of equity reports which are designed precisely to provide the type of data described here. We published the fourth annual equity reports in December 2016.
6. Recommendation: Measures to strengthen public trust in education in a diverse, highly mobile city.

The level of collaboration and cooperation between the sectors is vastly higher than it was in years past, and we hope this has strengthened public trust in our system. Certainly, the growth of public school enrollment by 20,000 students (nearly 30%) since 2009 is evidence of this growing trust.

Looking beyond the specific recommendations of PERAA, DC PCSB, in coordination with our education partners, has taken many steps to address educational disparities as they relate to students with disabilities.

Foundationally, it's essential that all public charter schools are open to students with disabilities. We have focused on this issue for years, growing our staff to now have three full time employees with extensive backgrounds in special education. We oversee school websites and enrollment materials, run our mystery shopper program annually, conduct audits of schools which show signs of trouble, and have opened new schools that are focused on serving students with special needs, such as Children's Guild PCS and Monument Academy PCS. These efforts have paid off. In 2016, for the first time ever, the percentage of students with disabilities enrolled in charter schools exceeded the city average.

We also worked to implement the special education preference enacted by the Council, developing a preference for Bridges Public Charter School. This preference, implemented for the first time in 2016, is showing promising results.

Immediately after the SBOE's Parent Compliant Ombudsman provided testimony to Council in fall 2016, which included concerns about some public charter schools not meeting the needs of students with disabilities, we met and agreed to work more collaboratively to address systemic issues and when a school may be violating IDEA.

We have worked to faithfully implement the important law passed by the Council in 2015 requiring each public charter school to serve as its own Local Education Agency for special education. In addition to facilitating the legal change, we require each school transitioning from DCPS to its own LEA status to demonstrate to our satisfaction that they are prepared for the responsibilities this transition entails. Members of OSSE, DCPS, and DC PCSB formed a committee to review the applications from these dependent schools to gauge their readiness with the transition and DC PCSB used input from these agencies when compiling information for the DC PCSB Board.

Over the years, we expanded our oversight of public charter schools with respect to students with disabilities. Our site reviews always include a special education expert. We have steadily expanded our charter school audits to investigate possible deficiencies in schools' service to students with disabilities. And our quinquennial high-stakes reviews now explicitly cover not only school compliance with special education law but the academic outcomes of students with disabilities.

Discipline disparities for students with disabilities has been a focus of our Equity team for years. This focus has borne real results. Over the past three years, public charter school suspension rates for students with disabilities has fallen twice as fast as overall suspension rates.

Finally, we have worked hard to improve the capacity of our public charter schools to service students with disabilities. We developed Quality Assurance Review process in 2012 as an optional self-study to help public charter schools enhance their systems, processes, and skills. Since that time 32 LEAs, or nearly half, completed the process.

Overall, we see improvement across the board. Public charter schools are educating a higher percentage of students with disabilities than ever before. Public charter school PARCC results for students with disabilities are higher in 2016 than in 2015, and are higher than city averages. And graduation rates for students with disabilities have risen six percentage points from 2014 to 2016, and are consistently above city averages.

**Q11. Detail and discuss the Qualitative Site Review ("QSR") process for FY16 and FY17 to date. How many LEA's were reviewed and what topic areas did the PCSB focus?**

The purpose of the Qualitative Site Review (QSR) is to provide DC PCSB board members, DC PCSB staff, public charter school leaders, parents, and other community members with qualitative evidence to complement the quantitative evidence gathered in the School Quality Reports (also referred to as the Performance Management Framework or PMF). The QSR protocol along with the Charlotte Danielson Framework for Teaching rubric can be found in attachment Q11 A.

*Qualitative Site Reviews have four components:*

- a. An introductory meeting with school leaders to gather information about the school's mission, vision, and academic program, including their programs for English language learners and for students with disabilities;
- b. Unannounced school visits during a two-week window;
- c. Observation of a school's board meeting;
- d. Observation of school event(s) if it is pertinent to the school's goals, such as a community engagement activity or parent workshop.

Classroom observations are at the heart of QSRs. DC PCSB staff and consultants, who are certified in using the Charlotte Danielson *Framework for Teaching* rubric, conduct unannounced classroom observations during the pre-determined two-week window. They visit every classroom to gather evidence of teaching and learning and school culture, ultimately rating each observation on a four-point scale. Evidence collected during these visits are also used to support the extent to which the school is meeting its goals and student academic achievement expectations as set forth in their charter. When writing a review or a charter renewal report, staff relies on the qualitative evidence to support its recommendation to the Board on charter continuance.

In addition to consultants and staff who review the general education students learning, every QSR contains at least one observer trained in special education. Every pull-out and inclusive classroom is observed and a section of the QSR details the extent to which the school is implementing a strong special education program. Similarly, a staff member trained in Sheltered Instruction Observation Protocol observes the instruction of students who are English language learners and summarizes the findings in the report.

The QSR team meets with the school's leadership after finishing all observations and provides global feedback. DC PCSB does not provide information on specific teachers or classrooms. The goal is to give holistic feedback on the school's culture and learning environment. DC PCSB also produces a final report containing an overall assessment for each campus within the LEA, which it sends to the Board Chair, school leader and posts on our website. The report contains evidence of the extent to which the school's goals are being met and the percent of observations that score at each level of the rubric. A sample QSR can be found in attachment Q11 B and all finalized reports for SY2015-16 and SY2016-17 to date can be found on our website at <http://www.dcpsb.org/report/qualitative-school-reviews>. DC PCSB completed QSRs in SY2015-16 and now in 2016-17 for one of the following reasons:

- Eligible to petition for 15-year Charter Renewal during the upcoming school year.
- Eligible for five-year or ten-year Charter Review during the upcoming school year.
- School designated Focus or Priority by the Office of the State Superintendent of Education (OSSE) and did not meet the improvement provision OSSE created for SY2016-17.
- Tier 3 ranking on the PMF.

DC PCSB completed 14 QSR's during FY16 and to date has completed 17 QSRs in FY17.

**Q12. Provide a sector report of the promotion rate (percent of students and number of students) by grade for DC public charter school and charter LEA for SY2015-2016.**

For the public charter sector, the average promotion rate is 97 percent. By grade, promotion rates are lowest in grade 9, which is consistent with higher enrollment citywide in this grade as students are more likely to be retained in grade 9 than other grades.

Promotion rates for all but one public charter LEA are within 6 percentage points of the charter sector average. The outlier, Shining Stars Montessori Academy PCS, has a lower promotion rate due to many students spending two years in the first year of pre-kindergarten (age 3). Promotion rates for public charter campuses are all within 6 percentage points of the charter sector average, aside from Shining Stars Montessori Academy PCS and four campuses serving high school grades (E.L. Haynes PCS – High School, IDEA PCS, KIPP DC – College Preparatory PCS, Thurgood Marshall Academy PCS). Lower promotion rates at high schools may be related to credit requirements by grade to ensure students are ready to graduate in grade 12.

DC PCSB calculated promotion rates as the proportion of SY14-15 public charter school students in pre-kindergarten to grade 12 who were promoted to a higher grade in SY15-16 divided by the total number of students who were promoted and retained. Results are not shown for when the total number of students eligible to be included in a rate was less than 25.

Data restrictions limited analysis to students who were in the public charter sector for both SY14-15 and SY15-16, as DC PCSB does not have access to student records after they leave the charter sector. OSSE is in a better position to calculate citywide promotion rates. Findings should be interpreted accordingly.

1. Sector level promotion rates by grade (SY14-15 to SY15-16)

<b>Grade</b>	<b>Number of students promoted</b>	<b>Percent of students promoted</b>
PK3	2,513	97%
PK4	2,483	98%
KG	2,487	98%
1	2,323	98%
2	2,061	98%
3	1,793	99%
4	1,600	99%
5	1,699	99%
6	2,011	98%
7	1,830	99%
8	1,254	98%
9	1,311	89%
10	1,187	96%
11	1,061	96%
12	N/A	N/A
<b>Total</b>	<b>25,613</b>	<b>97%</b>

2. LEA promotion rates (SY14-15 to SY15-16)

<b>LEA</b>	<b>Number of students promoted</b>	<b>Percent of students promoted</b>
Achievement Preparatory Academy PCS	400	96%
AppleTree Early Learning PCS	213	98%
BASIS DC PCS	417	98%
Bridges PCS	190	97%
Briya PCS	N<25	N/A
Capital City PCS	744	98%
Cedar Tree Academy PCS	186	99%
Center City PCS	1,040	99%
César Chávez PCS for Public Policy	929	98%
City Arts and Prep PCS	247	97%
Creative Minds International PCS	163	99%
DC Bilingual PCS	234	97%
DC Prep PCS	1,093	99%
DC Scholars PCS	292	97%
Democracy Prep Congress Heights PCS	270	91%
District of Columbia International School	193	99%
E.L. Haynes PCS	854	93%
Eagle Academy PCS	633	100%
Early Childhood Academy PCS	157	95%
Elsie Whitlow Stokes Community Freedom PCS	290	98%

Excel Academy PCS	502	100%
Friendship PCS	2,808	98%
Harmony DC PCS	36	100%
Hope Community PCS	569	99%
Howard University Middle School of Mathematics and Science PCS	114	92%
IDEA PCS	116	89%
Ideal Academy PCS	174	99%
Ingenuity Prep PCS	139	93%
Inspired Teaching Demonstration PCS	261	100%
KIPP DC PCS	3,732	98%
Latin American Montessori Bilingual PCS	298	99%
Lee Montessori PCS	49	94%
Mary McLeod Bethune Day Academy PCS	285	99%
Meridian PCS	464	99%
Mundo Verde Bilingual PCS	368	99%
National Collegiate Preparatory PCHS	175	100%
Paul PCS	480	97%
Perry Street Preparatory PCS	193	99%
Potomac Preparatory PCS	287	98%
Richard Wright PCS for Journalism and Media Arts	182	99%
Roots PCS	50	94%
SEED Public Charter School of Washington, DC	274	100%
Sela PCS	53	98%
Shining Stars Montessori Academy PCS	50	58%
Somerset Preparatory Academy PCS	142	100%
Thurgood Marshall Academy PCS	197	88%
Two Rivers PCS	429	99%
Washington Latin PCS	550	98%
Washington Mathematics Science Technology PCHS	171	99%
Washington Yu Ying PCS	444	99%

### 3. Campus promotion rates (SY14-15 to SY15-16)

<b>Campus</b>	<b>Number of students promoted</b>	<b>Percent of students promoted</b>
Achievement Preparatory Academy PCS – Elementary	132	96%
Achievement Preparatory Academy PCS – Middle	230	95%
AppleTree Early Learning PCS – Columbia Heights	53	96%
AppleTree Early Learning PCS – Lincoln Park	N<25	N/A
AppleTree Early Learning PCS – Oklahoma Ave	47	100%
AppleTree Early Learning PCS – Southeast	60	98%

AppleTree Early Learning PCS – Southwest	31	100%
BASIS DC PCS	417	98%
Bridges PCS	190	97%
Briya PCS	N<25	N/A
Capital City PCS – High School	203	93%
Capital City PCS – Lower School	234	100%
Capital City PCS – Middle School	205	99%
Cedar Tree Academy PCS	186	99%
Center City PCS – Brightwood	192	100%
Center City PCS – Capitol Hill	123	92%
Center City PCS – Congress Heights	186	100%
Center City PCS – Petworth	207	100%
Center City PCS – Shaw	170	99%
Center City PCS – Trinidad	141	99%
César Chávez PCS for Public Policy – Capitol Hill	205	93%
César Chávez PCS for Public Policy – Chávez Prep	223	100%
César Chávez PCS for Public Policy – Parkside High School	226	99%
César Chávez PCS for Public Policy – Parkside Middle School	170	100%
City Arts and Prep PCS	247	97%
Creative Minds International PCS	163	99%
DC Bilingual PCS	234	97%
DC Prep PCS – Benning Elementary	318	99%
DC Prep PCS – Benning Middle	123	100%
DC Prep PCS – Edgewood Elementary	308	99%
DC Prep PCS – Edgewood Middle	210	99%
DC Scholars PCS	292	97%
Democracy Prep Congress Heights PCS	270	91%
District of Columbia International School	193	99%
E.L. Haynes PCS – Elementary School	243	99%
E.L. Haynes PCS – High School	250	80%
E.L. Haynes PCS – Middle School	240	100%
Eagle Academy PCS – New Jersey Avenue	95	100%
Eagle Academy PCS – The Eagle Center at McGogney	531	100%
Early Childhood Academy PCS	157	95%
Elsie Whitlow Stokes Community Freedom PCS	290	98%
Excel Academy PCS – DREAM	408	100%
Excel Academy PCS – LEAD	94	100%
Friendship PCS – Blow-Pierce Elementary	267	97%
Friendship PCS – Blow-Pierce Middle	113	92%
Friendship PCS – Chamberlain Elementary	239	96%
Friendship PCS – Chamberlain Middle	223	97%

Friendship PCS – Collegiate Academy	553	98%
Friendship PCS – Southeast Elementary Academy	414	98%
Friendship PCS – Technology Preparatory Academy	391	99%
Friendship PCS – Woodridge Elementary	198	100%
Friendship PCS – Woodridge Middle	115	100%
Harmony DC PCS – School of Excellence	36	100%
Hope Community PCS – Lamond	193	99%
Hope Community PCS – Tolson	375	99%
Howard University Middle School of Mathematics and Science PCS	114	92%
IDEA PCS	116	89%
Ideal Academy PCS	174	99%
Ingenuity Prep PCS	139	93%
Inspired Teaching Demonstration PCS	261	100%
KIPP DC – AIM Academy PCS	188	94%
KIPP DC – Arts & Technology Academy PCS	106	98%
KIPP DC – College Preparatory PCS	271	88%
KIPP DC – Connect Academy PCS	174	98%
KIPP DC – Discover Academy PCS	182	99%
KIPP DC – Grow Academy PCS	180	99%
KIPP DC – Heights Academy PCS	286	99%
KIPP DC – KEY Academy PCS	212	98%
KIPP DC – Lead Academy PCS	269	100%
KIPP DC – LEAP Academy PCS	91	94%
KIPP DC – Northeast Academy PCS	93	96%
KIPP DC – Promise Academy PCS	273	99%
KIPP DC – Quest Academy PCS	152	100%
KIPP DC – Spring Academy PCS	90	99%
KIPP DC – WILL Academy PCS	228	100%
Latin American Montessori Bilingual PCS	298	99%
Lee Montessori PCS	49	94%
Mary McLeod Bethune Day Academy PCS	285	99%
Meridian PCS	464	99%
Mundo Verde Bilingual PCS	368	99%
National Collegiate Preparatory PCHS	175	100%
Paul PCS – International High School	257	97%
Paul PCS – Middle School	140	97%
Perry Street Preparatory PCS	193	99%
Potomac Preparatory PCS	287	98%
Richard Wright PCS for Journalism and Media Arts	182	99%
Roots PCS	50	94%
SEED PCS of Washington, DC	274	100%
Sela PCS	53	98%

Shining Stars Montessori Academy PCS	50	58%
Somerset Preparatory Academy PCS	142	100%
Thurgood Marshall Academy PCS	197	88%
Two Rivers PCS	429	99%
Washington Latin PCS – Middle School	252	99%
Washington Latin PCS – Upper School	228	97%
Washington Mathematics Science Technology PCHS	171	99%
Washington Yu Ying PCS	444	99%

**Q13. For FY16 and FY17 to date please provide an update regarding the outcomes of the Partnership for Assessment of Readiness of College and Careers (“PARCC”) assessment in public charter schools as it relates to public charter LEAs. Please describes any remaining barriers to implementation in testing, and how the PCSB is working with schools to identify any program and technological enhancements needed to administer the new assessment. Please elaborate on how the tests will be applied and impact each school’s Performance Management Framework (“PMF”). Also address what steps PCSB is taking as authorizers to help individual LEAs raise future test scores or to meet the needs of LEAs with schools with students with special education needs.**

OSSE is the primary agency responsible for helping LEAs implement PARCC each year. DC PCSB collaborates with OSSE’s Office of Assessment if there were existing barriers that required our help to overcome. To date, we have not been informed of barriers requiring our intervention.

DC PCSB continues to be supportive of the switch to PARCC and, in the years leading up to PARCC transition, supported schools with this transition. As an authorizer, DC PCSB is working to ensure that schools have access to their data in a usable and timely manner.

DC PCSB uses the new assessment in its School Quality Reports (also referred to as the Performance Management Framework or PMF) and provides schools with interactive calculators so they can estimate points earned for each component of the report, including PARCC.

DC PCSB believes in differentiated oversight. For schools that had low performance on the PARCC in English language arts or math in school year 2015-16 and/or low median growth percentile scores, which is calculated using individual student growth scores from school year 2014-15 to school year 2015-16, a few DC PCSB board members will meet with the school’s board and leadership to discuss the performance during this school year. If the performance contributes to a school earning a Tier 3, we conduct a Qualitative Site Review (QSR) to gather qualitative evidence.

In the PMF, DC PCSB measures both PARCC level 3 and up (3+ -- "Approaching College and Career Ready), and PARCC Levels 4 and up (4+ -- "College and Career Ready") at the same percentages as agreed upon in school year 2015-16. In 2015-16, the PK-8 Gateway measures, which measure reading proficiency in grade 3 and math proficiency in grade 8, expect students to score in these domains at the college ready benchmark.

We also use the PARCC scores to calculate student growth, using median growth percentile to calculate the school's average student growth from the previous year to the current year. For PK-8 framework, equal weight is given to growth and proficiency. In high school, growth is currently not available using PARCC scores. We are considering alternative ways to measure growth in future years. Currently in the PK-8 PMF, PARCC results account for 25%-40% of a school's PMF score, depending on the grade band of students the school serves (higher for schools without PK). In the High School PMF, PARCC accounts for 25% of the PMF score as there is currently no growth component.

Results on the PARCC assessments showed that public charter schools have done a lot of work already in moving students to approaching career and college ready, but more students need to be achieving these standards. It also shows that there are tremendous achievement gaps among student populations within public charter schools. The chart below shows the percent of students scoring career and college ready at public charter schools and at DCPS by subgroup. Some subgroups, such as Black and at-risk are still well below their peers in other demographic groups, are showing stronger results than their peers at DCPS.

<b>Public Charter Schools and DCPS 2016 PARCC Results Compared</b>						
Subgroup	English Language Arts			Math		
	Percent Earning 4 or 5			Percent Earning 4 or 5		
	PCS	DCPS	Difference	PCS	DCPS	Difference
All	28.5	25.5	3.0	26.4	23.9	2.5
<b>Race/Ethnicity</b>						
Black	24.3	15.1	9.2	23.0	12.9	10.1
Hispanic	28.3	22.9	5.4	21.6	22.3	-0.7
White	75.1	74.0	1.1	69.1	71.5	-2.4
<b>Special Population</b>						
Special Education	6.6	4.5	2.1	7.6	5.6	2.0
English language learner	13.7	13.9	-0.2	15.3	20.0	-4.7
Economically Disadvantaged	23.0	14.6	8.4	21.8	13.5	8.3
At-Risk	17.8	10.0	7.8	17.8	9.8	8.0
<b>Gender</b>						
Female	33.2	30.5	2.7	27.5	25.2	2.3
Male	23.7	20.6	3.1	25.3	22.7	2.6
Black Female	28.7	19.7	9.0	24.4	14.5	9.9
Black Male	19.5	10.7	8.8	21.4	11.4	10.0
Hispanic Female	36.0	27.4	8.6	22.8	22.0	0.8
Hispanic Male	21.1	18.6	2.5	20.6	22.5	-1.9
White Female	81.0	80.8	0.2	68.8	73.2	-4.4
White Male	69.7	67.5	2.2	69.5	69.9	-0.4

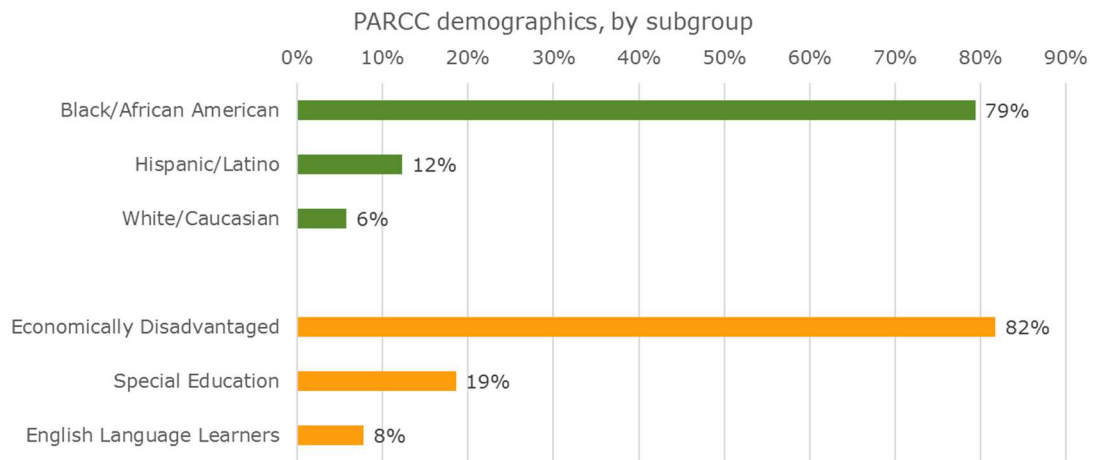
Data Source:

<http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2016%20OSSE%20PARCC%20Presentation.pdf>  
(Slides 24-27)

The trend continues for virtually all populations. The performance difference between Black students scoring at career and college ready levels (4 and 5) at public charter schools and DCPS is 9% for English and reaches double digits (10%) for math. For economically disadvantaged students, the difference is 8% in both English and math. While the most significant achievement gap is still between White students and Black and Latino students, we are pleased to see it narrowing and hope this trend continues.

An area of great concern is our students with disabilities. Their percent scoring at career and college ready is in the single digits. While outperforming similar students at DCPS, the performance clearly shows that more needs to be done. This year, DC PCSB hired another specialist with extensive special education background. The three staff with special education background are an instrumental part of our qualitative site reviews, visiting every school with a specific lens for the quality of instruction for students with disabilities both in inclusive and pull-out settings.

Public charter schools are open-enrollment schools. More than 90% of the students taking the PARCC last year at public charter schools are Latino and Black students and more than 80% are economically disadvantaged. Another 19% receive special education services.



These results tell us that when students can choose the school with the right climate and curriculum, they are more likely to succeed academically.

Additionally, results showed that some schools are beating the odds. Schools like DC Prep PCS had scores equal to schools located in Ward 3, with vastly different demographics. For other schools, the performance is not as strong. When the performance impacts their PMF score, we will alert their board members and school leadership. For a complete list of schools and their performance by subgroup, please see attachment Q13.

DC PCSB supports schools improving results for all students by making the data accessible and providing information for all schools on our website as well as through the Equity Reports, which show performance and growth by subgroup as compared to city averages. Other local DC organizations such as FOCUS, a charter support organization, and other organizations work directly with schools on analyzing standardized assessment results to help drive instruction and improve learning.

**Q14. List the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school. Also indicate how many mental health clinicians are employed by D.C agencies and allocated to each school. Additionally, for each campus that lacks school-based physical, behavioral, and mental staff, please detail how the PCSB worked with LEAs to remediate their absence in FY16 and FY17 to date.**

There are 22 mental health clinicians employed by Department of Behavioral Health (DBH) in public charter schools. (See the Q14 A and Q14 B attached lists for more details.) This compares with 47 clinicians at DCPS and is a tremendous inequity that remains unaddressed year after year.

Many of the public charter schools with the highest percentages of at-risk students do not have a DBH-provided mental health clinician. Meanwhile some public charter schools with relatively low at-risk percentages have been assigned a mental health

clinician. DC PCSB has been unable to discern any rational basis for how clinicians are assigned, nor can DC PCSB understand the disparity between the resources devoted to public charter schools versus DCPS.

For those school campuses that lack school-based behavioral and mental health staff, DC PCSB:

- Worked with DBH to provide consultation regarding prioritizing and elevating public charter schools with higher need to use the available DBH clinicians
- Connected schools to community resources that could support them (i.e., Latin American Youth Center, Wendt Center, Mary's Center...)
- Worked with DBH and the Deputy Mayor for Health and Human Services on the Comprehensive Plan for expanding early childhood and school based behavioral health services to advocate for more DBH clinicians for public charter schools.

Department of Behavioral Health/School Mental Health Program (DBH/SMHP) also provides Primary Project, an evidenced-based, early intervention/ prevention program for identified children in pre-kindergarten (age 4) through third grade who have mild problems with social-emotional adjustment in the classroom. Primary Project services are provided to children attending child development centers and DC public and public charter schools that receive on-site services from a DBH/SMHP or Healthy Futures clinician. Primary Project services are presently being provided to 10 public charter schools:

- Cedar Tree Academy PCS
- Center City PCS - Capitol Hill
- Democracy Prep Congress Heights PCS
- Eagle PCS - Congress Heights
- Eagle PCS - Capitol Waterfront
- Friendship PCS - Blow Pierce
- Mundo Verde PCS
- Sela PCS
- Two Rivers PCS – 26th Street Campus
- Washington Yu Ying PCS

The Department of Health provides school-based nurses to public charter schools that have an approved nurse's suite. As noted, there are now 90 public charter school campuses with school nurses, up from 45 in 2012. DC PCSB works with schools to ensure there are at least three people trained to administer medication especially for those schools that do not have a school nurse. (See the Q14 C attached school nurse schedule.)

**Q15. Please quantify for each school the number of homeless youth enrolled in public charter schools for SY2015-2016 and SY2017-2018 to date. What additional supports does PCSB provide to LEAs with a high number of homeless student populations?**

DC PCSB does not collect homeless data for public charter school students. OSSE maintains a McKinney-Vento database, which tracks homeless students, as well as maintaining homeless liaisons with each public charter school. DC PCSB facilitates workshops for new schools to inform them about the role of a school's homeless liaison. We help schools work through issues with homeless students by connecting them with the right city agencies. In most cases schools work through the OSSE team that oversees the homeless program. DC PCSB will also participate on the Interagency Council on Homelessness that developed a Comprehensive Plan to end Youth Homelessness.

**Q16. For SY2015-2016 and SY2016-2017 to date, please identify all DC public charter schools with restorative justice programs. For each school, provide the following:**

- **A list of all programming or training that was implemented;**
- **The total number of hours of training that took place;**
- **The total number of circles and mediations held, with outcomes;**
- **Any metrics used to track success of programs and data for these metrics for SY2015-2016 and SY2016-2017 to date; and**
- **The amount of money spent on restorative justice programming in FY16 and the amount budgeted for FY17.**

DC PCSB has seen a steady decline in suspensions and expulsions across all public charter schools and demographic subgroups over the past four years. Using a variety of teaching methods and school models, schools have had the ability to develop strong cultures built around core values and high expectations.

Many schools have self-reported using restorative justice practices as an approach to change student behavior and reduce the number of emotionally charged incidents that often result in removing students from class or school. Other schools self-reported using programs such as Positive Behavior Intervention and Supports, and Responsive Classroom.

Eighteen public charter schools responded to a survey stating they have implemented restorative justice program during FY16 and FY17, see attachment Q16. We are pleased that elementary, middle, and high schools, along with adult education schools have embraced this approach as part of their school culture. Schools have collaborated with organizations, such as Restore DC and the Community Conferencing Center in Baltimore, MD as well as OSSE for professional training and support.

Public charter schools have self-reported participating in focused trainings on topics specific to instituting restorative justice within a school, such as peer mediation training and circle facilitation. The Center for Restorative Process states circles are used throughout the schools to “build community, teach restorative concepts and skills, and harness the power of restorative circles to set things right when there is a conflict.” The schools that responded to our survey state that these practices have been reinforced during schoolwide professional development sessions and grade level team meetings. The amount of training varies by school, with some schools offering as few as six hours of training to others offering up to 80 hours of training over the past two years.

Additionally, schools use various metrics (e.g. school climate surveys) to track the success of their programs. With the reduction in the number of suspensions and expulsions, several schools reported an increase in student daily attendance and a reduction in lost instructional time.

Schools also have instituted restorative justice strategies to varying degrees. Some schools have reported doing hundreds of circles and mediations during FY16 and FY17 while others have reported conducting 20-30 circles during this same time period. The financial investment for each school also varies, with schools investing between \$0-\$50,000.

**Q17. For each LEA (if the LEA has multiple schools, include data for each school) and by sector, please provide the following data on student attendance for SY2015-2016 and SY2016-2017 to date:**

- **The number and percent of truant students by grade;**
- **The number and percent of students with 1-5 unexcused absences;**
- **The number and percent of students with 6-10 unexcused absences;**
- **The number and percent of students with 11-20 unexcused absences;**
- **The number and percent of students with 21 or more unexcused absences;**
- **Of the cases in which students have 10 or more absences, the number of students referred to CFSA; and**
- **For cases involving students 14 years and older, how many per LEA have been referred to CSS?**
- **A list of all LEAs or individual schools for which you have issued a "notice of concern," and whether or not they have met the requirements of the notice.**

For bullets 1-5, please see attachment Q17. CFSA informed DC PCSB they received 226 truancy referrals for public charter school students. There are approximately 1,185 public charter school students that have 10 or more unexcused absences (in public charter schools that serve students ages 5-13, the age for which CFSA receives truancy referrals). However, it must be noted that all 1,185 students may not be eligible for a CFSA referral, due to DC's new attendance law, the *School Attendance Clarification Amendment Act of 2016*, which requires schools to only refer students who have missed ten *full* days of school. Schools must only mark a student present if they are at the school 80% of the school day or longer, however regarding CFSA truancy referrals, the 80% rule does not apply; schools are only to refer students that have missed ten full days. DC PCSB requested truancy referral data from CSS, but did not receive a response. Schools do not submit CSS truancy referrals to DC PCSB, so we are not able to verify the number of referrals sent in without data from CSS.

One school, Democracy Prep PCS, received a Notice of Concern for truancy in SY 2015-16. The school's former executive director publicly discussed at a DC PCSB April, 2016 board meeting the school's commitment to improving attendance for the 2016-17 school year. In September 2016, he presented to the Policy Committee of the Truancy Taskforce about the school's Student Support Team processes and discussed several new strategies his team had employed to address truancy, including a later start time, home visits (through a partnership with Flamboyant), and incentives (e.g. a perfect attendance raffle). The Truancy Policy provides that "all Notices of Concern are not otherwise lifted by the school's improvement may

be lifted at the end of the year by Board Action in order for the school to start fresh the next year.” Thus, to start the year fresh and in acknowledgement of the school’s efforts at implementing new attendance strategies, DC PCSB’s Board lifted Democracy Prep PCS’s Notice of Concern at the September 2016 board meeting.

**Q18. Provide the following information on special education services for FY16 and the current school year:**

- **The number of students with special education needs served by all charter schools by classification;**
- **The number of students with special education needs, broken down by school; and,**
- **The number of special education students referred to non-public school settings by LEAs.**

As the state education agency, OSSE is responsible for collecting and maintaining the state’s database on students with disabilities, including primary disabilities, service hours, compliance documentation, etc.

**Q19. How do PCSB and OSSE share information regarding the oversight of special education in charter schools? What information do the two agencies share? How does PCSB evaluate the monitoring documents provided by OSSE?**

OSSE has the expertise and primary responsibility for enforcing federal special education laws, including the Individuals with Disabilities Education Act (IDEA) and DC PCSB joins in its enforcement. Indeed, among the enumerated reasons that DC PCSB may revoke a charter is the violation of special education laws.

DC PCSB is co-responsible with OSSE for enforcing legal compliance. Our primary focus is to look at the quality of the academic program that is serving students, including the quality of the academic program for students with disabilities. We share information to support each other’s work through monthly staff meetings. In addition, DC PCSB has aggregate user access for all LEAs to Easy IEP/SEDS (Special Education Database), DCCATS (DC Corrective Action Tracking System), and the Blackman-Jones database, which allows DC PCSB to align their high-stakes reviews with its own so that DC PCSB can incorporate their findings in the charter renewal and review decisions. OSSE emails DC PCSB copies of any pending State Complaints filed against DC charter schools.

In addition to an academic focus, DC PCSB also ensures that schools are serving all students who come to them. We have several ways of ensuring that schools do not “counsel out” students with disabilities, including our Mystery Caller initiative, where we pose as parents of students with disabilities, and our internal focus on disproportionality for students for suspensions, expulsions, and attendance.

DC PCSB provides OSSE the names of schools that had been selected for a Special Education Audit to ensure there is not duplicative monitoring. Through regular check-ins and collaborative meetings, OSSE and DC PCSB continue to work together to ensure schools are not having to submit the same documentation. In some cases, OSSE staff have invited DC PCSB staff to attend OSSE's monitoring/audits when concerns have been raised surrounding the provision of special education at particular schools.

While we review every school every year on special education compliance, at least once every five years, when a school undergoes a charter review, we do a holistic review and look at all data sources to ensure that any compliance finding has been rectified during the timeframe allotted by OSSE. During these high stakes reviews we rely on OSSE's data systems and their ESSE monitoring specialists to check on a school's status on correcting findings evidence in OSSE reports. DC PCSB reviews both findings and corrections to findings when compiling information regarding a charter school's special education compliance.

These review reports include a comprehensive analysis of a charter school's special education data as it relates to academic performance and compliance with applicable laws for students with disabilities. Schools may face charter revocation, charter non-renewal, or charter continuance/renewal with conditions if the data show low performance on state and internal assessments for students with disabilities or non-compliance with special education laws.

In addition, DC PCSB collaborates with DCPS, OSSE, and the DME to produce citywide Equity Reports every year. These reports show suspension, attendance, and state assessment proficiency rates for students with disabilities for each school compared to the city average and other demographic populations. Special education performance is also evaluated during internal monthly staff data review sessions. Schools that have the highest discipline or midyear withdrawal rates for students with disabilities as compared to other schools or their non-disabled population, or have seen large increases in these rates year over year, may be contacted to discuss the disproportionality, or a Special Education audit may be conducted. Any lack of performance, disproportionality or other concerns may spur DC PCSB staff to call a "Board to Board" meeting (between the school's Board of Trustees and a few members of DC PCSB Board and senior staff) to discuss strategies for improvement.

Additionally, DC PCSB participates in OSSE's planning meetings for city-wide projects and initiatives (e.g. LEA Institutes) and is often involved in planning when implementing a new policy. Last year OSSE and DC PCSB collaborated closely to support dependent charter schools as they transition to independent charter status for purposes of IDEA (8 dependent charters

currently exist, one of which, St. Coletta, will remain a dependent charter school at the request of DCPS). Members of OSSE, DCPS, and DC PCSB formed a committee to review the applications from these dependent schools to gauge their readiness with the transition and DC PCSB used input from these agencies when compiling information for the DC PCSB Board. This upcoming school year, as the remaining 7 LEAs transition to independent status, DC PCSB, OSSE, and DCPS have continued to communicate and collaborate on supporting the schools to be fully independent by August 1, 2017.

**Q20. How has PCSB's ongoing monitoring of Special Education been updated or changed in the last fiscal year? How has this method of written analysis, QAR and site visits impacted the practices of charter schools or PCSB? How many schools have been fully evaluated and reviewed to date using this monitoring method? What are the results of the special education audits and were changes made to the audit for SY16-17?**

DC PCSB's ongoing monitoring of schools for special education has remained consistent from the last fiscal year to this year. If schools are found to be non-compliant with IDEA or other applicable law, appropriate action is taken by DC PCSB to relay this information in reports, discuss with the Board, and share with the schools.

DC PCSB leverages four strategies to monitor schools' special education programs.

- a. High Stakes Reviews: At least once every five years, DC PCSB conducts a high stakes review of each public charter school resulting in a written report. The report includes a comprehensive review of the charter school's special education outcomes for academic performance as measured by state assessments and compliance with applicable laws based on OSSE's special education data. Since fiscal year 2012, 56 LEAs (33 reviews and 23 renewals) have undergone a high stakes review—in fact, the only schools that have not undergone a review are schools that have opened in the past five years. Schools may face charter revocation, charter non-renewal, or charter continuance/renewal with conditions if the analysis shows non-compliance with special education laws.
- b. Qualitative Assurance Review (QAR): Since fiscal year 2012, 32 LEAs have completed the QAR. For most schools, the QAR is an optional self-study charter schools can choose to undertake. However, DC PCSB often requires schools, whose students with disabilities are persistently lower performing than students with disabilities at other charter schools, to conduct a QAR as a condition of charter continuance. Not only do these schools undergo the review but they also commit to improving their practices so that they meet the benchmark in all areas of the QAR rubric. The QAR is a direct way for charters to reflect on their special education performance/practices and set goals to improve identified areas of challenges. The outcome for schools is to improve their practice as it

relates to serving students with disabilities through implementing best practices and creating an Action Plan that addresses identified areas of challenges. For DC PCSB, the QAR tool offers insight into where public charter schools are struggling the most around serving students with disabilities in a non-punitive capacity. This year, DC PCSB altered the timeframe of the QAR from a fall and spring cycle to one summer cycle to enable schools to develop an Action Plan by the start of the new academic school year. One school who was required to participate in the QAR as a condition of charter continuance, and is currently a dependent LEA for purposes of special education, provided feedback to DC PCSB indicating they found the tool extremely helpful to create policies and practices prior to their transition, so that they can be prepared to offer a full continuum of services once they become independent after this summer.

- c. Qualitative Site Visits: Site visits have been streamlined to fit into the ongoing Qualitative Site Review (QSR) process conducted at every charter school at least once every five years as part of their high stakes review and more often if the school is identified as a lower performer on the PMF or by OSSE. Special Education staff or consultants purposefully observe the delivery of specialized instruction in the push in, pull-out, resource, and/or self-contained settings. All QSR team members use the Charlotte Danielson Framework for Teaching and Learning and the results of special education-specific observations are incorporated into the overall report for the schools. These observers also consolidate their findings into a special education section within every QSR report to highlight the extent to which the school is implementing its program with fidelity. Providing direct feedback on teaching and learning for students with disabilities directly helps schools address programmatic weaknesses. Since fiscal year 2012, DC PCSB has completed 91 special education site visits through the QSR process (this number includes LEAs that have been visited multiple times due to lower performance).
- d. Special Education Audits: DC PCSB conducts detailed special education audits when there are significant concerns about compliance with special education laws or with the quality of educational and other services being delivered to students with disabilities. Audits are based on community complaints or internal data monitoring, as described below. The process for conducting a special education audit is described in our Special Education Audit Policy. It takes two forms: a preliminary fact-finding review (also known as a desktop audit) or an onsite review—an in-person audit that is conducted by DC PCSB staff at the actual campus in question. In SY 2015-2016, 4 preliminary reviews and 1 onsite audit were conducted for 5 schools with disproportionate suspension rates for students with disabilities compared to their nondisabled peers. Eventually, each preliminary review or audit resulted in DC PCSB closing the case with the understanding that DC PCSB will continue to monitor the schools' suspension rates to ensure the disproportionality gaps in discipline don't increase any further in the future.

DC PCSB regularly assesses the quality of special education programs by

tracking unverified discipline and midyear withdrawal data for students with disabilities compared to their non-disabled peers. When schools show a disproportionate number of students with disabilities receive out-of-school suspensions or expulsions, we address the issue immediately. Our response ranges from a phone call or email to the school's executive director, to communicating with the school's board chair, to conducting a special education audit (described above), or staff recommending a formal board action (e.g. a Notice of Concern). Depending on the nature of the audit, schools have revised their practices in a some of the following ways: updated their discipline practices, revised data tracking to better track subgroup data, call IEP meetings to ensure Behavior Intervention Plans (BIPs) are better supporting students with behavior problems, implementing new trainings for teachers and staff.

**Q21. List all charter schools for which PCSB conducted special education audits in FY16, including what flag triggered the audit and what outcome resulted.**

Due to the Special Education discipline trigger outlined in DC PCSB's Special Education Audit Policy, DC PCSB conducted one onsite audit and four preliminary audit reviews (initial fact-finding to determine if an onsite audit is needed).

Trigger: *Out-of-School Suspension (OSS) Rate for Students with Disabilities Disproportionate to OSS Rate for General Education Students*

1. KIPP DC – WILL Academy Public Charter School (*Onsite Audit*)
2. E.L. Haynes Public Charter School – Kansas Avenue High School (*Preliminary Review*)
3. KIPP DC – Valor Academy Public Charter School (*Preliminary Review*)
4. SEED Public Charter School of Washington, DC (*Preliminary Review*)
5. Somerset Academy Public Charter School (*Preliminary Review*)

Audit Reason: DC PCSB staff determined schools to be outliers for the OSS audit trigger based on a monthly data review of all charter schools' suspension rates. Prior to being selected for a preliminary review or on-site audit, each school receives a pre-audit warning email to inform them of their potential outlier status, and that an in-depth review or formal audit may ensue if the school's disproportionate suspension rates continue to increase. For the above schools, approximately three months after receipt of the pre-audit warning (sent November 2015), suspension data showed that disproportionality continued to increase.

Outcome: Four of the five schools listed had no prior history of being audited by DC PCSB for the Special Education OSS audit trigger, so for those schools DC PCSB staff requested a written justification regarding their suspension rates and conducted a preliminary fact-finding review of the school's discipline policy and its submission of special education data in the SEDS database to determine what strategies the schools were implementing to improve their suspension rates, and

more importantly to support their students with the most critical behavioral needs. Given DC PCSB had done a preliminary review of KIPP DC – WILL Academy PCS’s special education program during the previous school year, that campus was automatically selected for an onsite audit, in which a team of DC PCSB staff met with key leadership personnel at the school to discuss their program, and to review a sampling of the school’s discipline files for students with IEPs. Below is a summary of each school’s explanation and the outcome of their reviews and audits.

Onsite Campus Audits:

*KIPP DC Public Charter School – WILL Academy*

Given KIPP DC – WILL Academy PCS had previously received multiple pre-audit warnings and a preliminary fact-checking review in SY 2014-2015, because of its outlier SPED suspension data again in SY 2015-2016, the campus was automatically selected for a more in-depth onsite audit.

Prior to the audit, DC PCSB staff selected a random sample of three students with disabilities, who had received at least one or more out-of-school suspensions during SY 2015-2016 and asked the school to provide insight on each student’s behavior challenges and explain what intervention strategies (e.g., FBAs, BIPs, behavior trackers) the school had implemented to help prevent future suspensions and behavioral issues. Of the three students, two had been assigned a behavior tracker at some point during the school year, but there was little evidence of the school’s follow-through with using the trackers.

During the audit meeting, the school staff claimed that while it still uses suspensions as a means to maintain an orderly and safe environment, they had reduced the total *number of days* students are out for any given infraction. Following the audit, DC PCSB staff conducted a comparative analysis of the school’s suspension data from SY 2014-15 and 2015-2016 and found that the school’s cumulative suspension rate for students with disabilities in SY 2015-16 had decreased since the previous school year (when assessing cumulative suspensions of 1-5 days and 6-10 days). Additionally, students with disabilities at the WILL campus have a lower cumulative rate of suspension days compared to their peers in general education.

DC PCSB staff acknowledged the effort the school’s leadership was putting forth to find reasonable solutions to address the behavioral needs of students with disabilities. The school was working to improve many of its strategies, including using behavior trackers with more fidelity, ramping up the available wraparound services and supports that are available at the school, and considering how the KIPP DC Learning Center may be of use to some of its students with more severe behavior challenges.

Moving forward, DC PCSB encouraged KIPP DC – WILL Academy PCS to continue its efforts to decrease its out-of-school suspension rate by considering all available options when determining an appropriate disciplinary action for students with

disabilities. To conclude the audit, DC PCSB staff informed the school that DC PCSB will continue to monitor its out-of-school suspension rates for special education students, but no further action was required at that time.

*Preliminary Fact-Finding Reviews (Desktop Audits):*

1. E.L. Haynes Public Charter School – Kansas Avenue High School

In response to this preliminary fact-finding review, E.L. Haynes PCS – Kansas Avenue HS provided a detailed summary of its disciplinary practices, including a description of the types of serious infractions that may result in an out-of-school suspension. The school reported, “The basis for disciplining, suspending or expelling students with disabilities shall be no different than the basis for such actions taken against students without disabilities.” However, the school acknowledged that its students with disabilities have the right to certain procedural safeguards (i.e., manifestation hearings) when deciding the appropriate disciplinary action. To decrease the number of out-of-school suspensions issued in the future, E.L. Haynes PCS – Kansas Avenue HS plans to implement a Saturday Detention as an alternative to out-of-school suspensions for students who commit severe behavioral infractions. The school also reported plans to implement other strategies (i.e., the Responsive Classroom model, Restorative Justice, etc.) before resorting to issuing students out-of-school suspensions.

After reviewing the school’s written response and its data in the SEDS database, DC PCSB staff recommended that E.L. Haynes PCS – Kansas Avenue HS continue its practice of inputting discipline data, including the status and progress of Functional Behavioral Assessments (FBAs) and Behavioral Intervention Plans (BIPs), in the SEDS database in a timely manner to ensure the school’s efforts to appropriately and equitably discipline students with disabilities are accurately reflected there whenever DC PCSB uses SEDS to review students’ IEPs and discipline data. To conclude the review, DC PCSB staff informed the school that DC PCSB will continue to monitor E.L. Haynes PCS – Kansas Avenue HS’s out-of-school suspension rates for special education students, but no further action was required at that time.

2. *KIPP DC– Valor Academy Public Charter School*

In response to this preliminary fact-finding review, KIPP DC – Valor Academy PCS provided a detailed summary of its disciplinary practices, including a description of the types of serious infractions that may result in an out-of-school suspension, such as insubordination, threatening violence, or demonstrations of “gross disrespect”. Per the school’s response, “Safety, order, and student discipline are fundamental to learning at KIPP DC.” Additionally, because KIPP DC – Valor Academy PCS newly opened in SY 2015-2016, the school’s leadership thought it best to establish expectations for safety and culture at the onset of the school year. They reported that KIPP DC does not tolerate fighting, classroom distractions, possession or use of weapons, or the unlawful possession or use of drugs. The school acknowledged that students with disabilities have the same rights and responsibilities as other students, and

per KIPP DC's discipline policy they may be disciplined for the same behavioral offenses as their general education peers. The school confirmed their policy includes due process procedures for students with disabilities. Given the increased number of out-of-school suspensions for students with disabilities at KIPP DC – Valor Academy PCS, the school acknowledged the need to increase its completion of FBAs and BIPs for students with disabilities, to help students with challenging behaviors develop better coping strategies.

The school attributed most of its disciplinary issues to its newness in SY 2015-2016, noting "several disciplinary incidents [occurred] during the first few months of the school year [that] quickly led to a disproportionate suspension rate." Moving forward, KIPP DC – Valor Academy PCS has committed to taking targeted measures (e.g., FBAs, BIPs, behavior trackers, etc.) to improve its overall suspension rate. Consequently, DC PCSB staff recommended that KIPP DC – Valor Academy PCS ensure all its discipline data, including the status and progress of FBAs and BIPs, be added to the SEDS database in a timely manner to ensure the school's efforts to appropriately and equitably discipline students with disabilities are reflected there whenever DC PCSB uses SEDS to review students' IEPs and discipline data. To conclude the review, DC PCSB staff informed the school that DC PCSB will continue to monitor its out-of-school suspension rates for special education students, but no further action was required at that time.

### *3. SEED Public Charter School of Washington, DC*

In response to this preliminary fact-finding review, SEED PCS explained that suspensions at its school are solely based on the implementation of its discipline policy. Per the school's response, it may issue an out of school suspension when students commit one of the following infractions: fighting, possession of drugs, harassment, possession of a weapon, or any other act that is deemed highly disruptive in the school environment. Given SEED PCS is a boarding school, the school thought it important to note that its discipline policy is in effect twenty-four hours a day, which may attribute to its higher rate of disciplinary action for students. SEED PCS recently made changes to impact the internal tone and culture of the school, which its leadership is hopeful will improve student behaviors in the future. To lower its overall suspension rate, SEED PCS implemented a variety of strategies in the second half of the school year. First, the school's leadership has ramped up its communication and focus regarding how staff implement students' BIPs. Also, in the evenings, for the residential program, SEED PCS has begun implementing restorative related approaches (i.e., conflict resolution, community service, reflection meetings, etc.) to address negative behaviors. Lastly, the school's teacher meetings have intentionally been focused on student performance data and intervention planning; and the school recently added a new staff person to its special education department.

Per its written response, SEED PCS took heed to the pre-audit warning it received from DC PCSB about its disproportionate suspension rate for students

with disabilities. After reviewing the school's special education data in the SEDS database, DC PCSB staff confirmed that SEED PCS was inputting students' progress regarding their assigned behavioral interventions in the system. Thus, DC PCSB staff recommended that SEED PCS continue its practice of documenting students' FBAs and BIPs in SEDS to ensure all its discipline data for students with disabilities is accurately reflected there as evidence of the school's efforts to appropriately and equitably discipline students with disabilities. To conclude the review, DC PCSB staff informed the school that DC PCSB will continue to monitor its out-of-school suspension rates for special education students, but no further action was required at that time.

#### *4. Somerset Academy Public Charter School*

In response to this preliminary fact-finding review, Somerset Preparatory Academy PCS provided a detailed summary of its disciplinary practices, including a description of the types of infractions that may result in an out-of-school suspension. Per the school's response, its primary concern is to ensure the school is a safe, orderly place where learning is enjoyable for students and teachers. The school has developed a discipline policy that not only flags students for negative behaviors, but also recognizes students for positive behaviors. The school explained that out-of-school suspensions are generally issued for behaviors that cause significant disruption to the academic environment or potential harm to the students and staff. To decrease the number of suspensions for students with disabilities, Somerset Preparatory Academy PCS has begun implementing Positive Behavioral Interventions and Support (PBIS), and has developed mentor groups called the Distinguished Gentlemen and Sophisticated Ladies. PBIS and the mentor groups are being implemented to allow students the opportunity to destress or de-escalate during stressful situations, and these programs also teach students how to strengthen their character and develop more positive social skills. Additionally, the school has developed Alternative Learning Classrooms ("ALC") as an alternative to issuing out-of-school suspensions. Students must spend several days in the ALC in lieu of/ before being suspended. (On a school visit unrelated to the SPED audit, DC PCSB staff visited the ALC room and observed students quietly working.) Lastly, the school reported that it offers the following interventions to improve undesirable behaviors: 1) student/parent conferences with administrators, 2) behavioral contracts, and 3) referrals for interventions.

While reviewing the school's documentation in the SEDS database, DC PCSB staff confirmed the school has been completing FBAs and developing BIPs for students when necessary. To close the preliminary audit, DC PCSB staff recommended that Somerset Preparatory Academy PCS continue its practice of inputting discipline data, including the status and progress of FBAs and BIPs, in the SEDS database in a timely manner. Not only is this important for OSSE's compliance purposes, but it also ensures that the school's efforts to appropriately and equitably discipline students with disabilities are reflected there whenever DC PCSB uses SEDS to review students' IEPs and discipline data. To conclude the review, DC PCSB staff informed the school that DC PCSB

will continue to monitor its out-of-school suspension rates for special education students, but no further action was required at that time.

**Q22. Detail the transitional programs that public charter schools offer or have planned for older students receiving special education services? If there are other ongoing attempts to work with other agencies or providers, please explain. Provide any reports or assessments that have been completed on the performance of PCS transition planning. For each transition program please list:**

- **Number of students served in school year 2015-2016;**
- **Number of students served in SY16-17 or to be served;**
- **Specific services offered by program (e.g., academic, vocational, related services)**
- **Percentage of students who apply to the program who are accepted into it;**
- **Percentage of the students who start the program that finish it;**
- **Number of staff, by discipline; and,**
- **Percentage of students who achieve paid internships or employment as a result of completing the program.**

Schools are not required to offer transition programs; however, they are required to provide transition plans, as per IDEA. In the case that a specific service is identified as part of that planning process, the team is required to invite the Department of Disability Services (DDS) Rehabilitation Services Administration (RSA) or another appropriate agency to the meeting with parental consent. OSSE is the agency responsible for monitoring for compliance with secondary transition planning requirements at public school and shares the results with DC PCSB upon request. OSSE is prepared to respond to questions from Council about how they oversee compliance with secondary transition planning and any data related to secondary transition services.

Two years ago, DC PCSB worked with OSSE and RSA to enable a way for RSA to directly fund a not-for-profit in DC to help schools with transition services. The DC Special Education Cooperative (The Co-op) successfully responded to a request for proposals. OSSE and RSA initiated a targeted support plan for all LEAs, including technical assistance and a new reporting tool to help schools plan all the related activities. Since SY 2015, RSA has collaborated with the Co-Op to fund and implement an Alternative Spring Break, a Life Enrichment Awards Program (LEAP), and Next Steps. All programs were created to provide students with disabilities in charter schools the opportunity to experience work-readiness training in preparation for life after high school.

The table below lists transition program information:

<b>Programs</b>	<b>RSA*</b>	<b>Alternative Spring Break**</b>	<b>LEAP**</b>	<b>Next Steps**</b>
1. # students served in school year 2015-2016	217	23	0	0
2. # students to be served 16-17	450** these numbers are based on the total charter school enrollment for 2015-2016 SY	50	4	90
3. Specific Services	Vocational Rehabilitation and Pre-ETS, summer Pre-ETS PD,	Job readiness	Grant for materials that help a student with transition	Post-secondary education
4. % of students who apply who are accepted	96% (208 students referred, 200 eligible)	89% (25 of 28)	80%	100%
5. % of students who start the program that finish it	0% (0 students gained competitive integrated employment by the end of the school year who were referred to RSA at the beginning of the school year)	96% (23 of 24)	NA	100%
6. # staff by discipline	12 RSA counselors 2 Supervisors 3 staff assistant 1 project manager 21 LEA school based staff (SECs, Teachers)	3 teachers 1 program manager 2 teaching assistants 2 RSA counselors 3 program assistants	1 Secondary Transition Specialists	1 Secondary Transition Specialist 4 RSA counselors 1 Workforce Development / Business Relations Position LEA/School Staff
7. % of students receive paid internships	5%	44%	NA	NA

\* Data Source: RSA System 7

\*\* Data Source: The Co-Op in one capacity or another.

#### Number of students served in school year 2015-2016

- Served under a transition plan- OSSE has given DC PCSB access to the charter sector data and is providing the data to this question on our behalf under their question #53.
- There were 217 students who received some type of transition service under RSA. This includes 23 students who attended the DC3C Spring Break (formerly known as The Co-op's Alternative Spring Break).

#### Number of students served, or to be served in school year 2016-2017

- Served under a transition plan- OSSE has given DC PCSB access to the charter sector data and is providing the data to this question on our behalf under their question #53.
- There are a predicted 275 students who will receive some type of transition service under RSA. This number is based upon enrollment numbers from school year 2015-2016. This includes 50 students who will attend DC3C Spring Break (formerly known as Alternative Spring Break) and 90 students who participated in DC3C's Next Steps.

#### Specific services offered by program

Under the contract between RSA and the Co-Op, the Co-op is able to offer services to all public charter schools, not just their member schools and hired a full-time transition coordinator to support the schools. They are currently working with roughly 25 of the 27 eligible public charter schools who serve high school students to provide technical assistance to charter schools including staff training, file reviews, lesson plan development, coaching, and transition lesson modeling. RSA provides direct vocational rehabilitation and pre-employment transition services to charter school students aged 16-21. Through the use of rehabilitation counselors, project managers and support staff, RSA provides students with traditional Vocational Rehabilitation (VR) services such as counseling and guidance, maintenance (transportation, clothing, food stipends for work based learning experiences), job coaching for work based learning experiences, and assistive technology for students who required it for work experiences. Pre-Employment Transition Services (Pre-ETS) were provided directly by RSA staff, and indirectly by RSA providers who specialize in providing these services. Services included job exploration counseling, coordinating and funding work based learning experiences, counseling on how to enroll in college and/or post-secondary training programs, workplace readiness training, and self-advocacy guidance (which includes peer mentoring).

The Alternative Spring Break was a week-long intensive work readiness training opportunity for students with disabilities. Approximately 460 Pre-ETS hours were administered; over 400 community service hours were earned by students; and 14 companies came to interview students at the conclusion of the program for internship opportunities.

The Life Enrichment Awards Program (LEAP) grant was awarded to students with disabilities and chronic illnesses in the expanded Washington, DC metropolitan

area. Funds from the grant were used to provide goods and services directly linked to youth transition planning and implementation. The identified goods and services provided are usually not available from public service and government agencies to assist students with transitioning to life after high school.

The Next Steps program provided charter school students with disabilities exposure to postsecondary training and education opportunities that are not typically available at a College Fair. Through vendor presentations and participation, students gained increased exposure and awareness of available training and education opportunities suitable for their needs.

All programs and staff responsible for facilitating the opportunities were funded by RSA. The DDS continues to collaborate with the Department of Employment Services (DOES) in providing students opportunities to participate in various DOES workforce development programs. RSA also funds a project manager and an employment specialist dedicated to exposing charter school students with disabilities to a variety of work-readiness training experiences. Paid internships, funded by RSA, with work experiences located in local businesses and public agencies have been designed also.

Percentage of students who apply to the program who are accepted into it

- 96% of students referred to RSA were found eligible.
- 89% of the students who applied to Spring Break were accepted.

Percentage of students who start the program that finish it

- 0 students gained competitive integrated employment by the end of the school year who were referred to RSA at the beginning of the school year.
- 96% of the students who started Spring Break finished it.

Number of staff, by discipline

- Overall for all of RSA programs the staff included
- 12 RSA VR Counselors
- 2 RSA Supervisors
- 3 RSA Staff Assistants
- 1 Project Manager
- LEA school based staff (SECs, Special Education Teachers, IEP Case Managers, College and Career Readiness Counselors, Transition Teachers)
- 1 Transition Specialist (at the Special Education Cooperative)

Staff for Spring Break included

- 1 Transition Specialist
- 1 Co-op Intern
- 4 Co-op Volunteers
- 1 Instructor in Self-advocacy
- 1 DC-CAP counselor
- 1 Special Education Teacher
- 2 SchoolTalk Interns

- 2 RSA counselors
- 1 RSA Workforce Development Specialist in Business Relations
- 2 Guest Speakers on Financial Literacy
- 17 (approximately) different companies to conduct interviews

Percentage of students who achieved paid internships or employment as a result of the program

- RSA and the Co-op supported 11 students in paid internships during the school year 2015-2016.

**Q23. Provide outcomes data for students with disabilities transitioning out of PCS into adulthood, including the following data for school years 2015-2016 and 2016-2017 to date:**

- **The number of students receiving an eligibility determination from RSA before graduation;**
- **The number of students connected to a postsecondary pathway to graduation;**
- **The number of students attending college within a year of high school graduation.**

*The number of students receiving an eligibility determination from RSA before graduation;*

Per the Department on Disability Services (DDS) Rehabilitation Services Administration (RSA):

- During school year 2015-2016, 152 individuals (students) received an eligibility determination between July 1, 2015 to July 30, 2016.
- During school year 2016-2017, 80 individuals (students) received an eligibility determination between August 1, 2016 through January 2017.

*The number of students connected to a postsecondary pathway to graduation;  
The number of students attending college within a year of high school graduation.*

OSSE is the definitive source for obtaining outcomes data on students with disabilities. OSSE has given DC PCSB access to the charter sector data and is providing the data to this question on our behalf under their question #52.

## **Access**

**Q24. Provide a breakdown of how many PCSs were available for enrollment on MySchool DC for the 2015-2016 school year and how many to date for the 2016-2017 year. List the PCS that do not participate in the lottery and a briefing reasoning, if known.**

While DC PCSB, in partnership with the Deputy Mayor for Education and DC Public Schools, spearheaded the city-wide migration to MySchool DC and incubated the team at DC PCSB for its first year of operation, MySchool DC has since transitioned out of DC PCSB and to the Deputy Mayor for Education. It is governed by an independent governing board, made up of 107 participating public charter school LEA's. DC PCSB defers to MySchool DC officials within DME to provide specific reasons as to why schools do not participate in the lottery.

For the 2017-18 school year, all DC public charter schools are participating in My School DC, with the exception of the following schools:

- Academy of Hope Adult PCS
- Briya PCS
- Carlos Rosario International PCS
- Community College Preparatory Academy PCS
- Goodwill Excel PCS
- Kingsman Academy PCS (only grades 9-12)
- Latin American Montessori Bilingual PCS
- LAYC Career Academy PCS
- Mary McLeod Day Academy PCS
- Maya Angelou PCS – High School
- Maya Angelou PCS – Young Adult Learning Center
- Monument Academy PCS
- St. Coletta Special Education PCS
- Sustainable Future PCS
- The Next Step PCS/El Proximo Paso PCS
- YouthBuild PCS

**Q25. Provide a report on the Mystery Caller Policy and program. Please describe any non-compliance identified by the program in the last fiscal year and how PCSB has worked to remedy any identified noncompliance.**

DC PCSB's Mystery Caller initiative is one component of the larger Open Enrollment Policy. The initiative was developed to ensure schools abide by open enrollment regulations, particularly pertaining to students with disabilities. DC PCSB staff makes calls to schools posed as parents or guardians seeking to enroll their student in the school in the upcoming year. When school staff answers the phone, the caller asks questions regarding the steps that are needed to apply for a seat in the school, including whether a student's IEP must be shown.

During SY 2015-2016, calls were made to each of the 115 public charter schools. If the school provided an inappropriate answer on the first call, a second call was made to determine if the problem was systemic. Of these 115 schools, five schools provided a questionable answer in the first round and were called a second time the subsequent weeks. Four of the five schools provided appropriate answers in the second round of calls.

One school provided a response perceived as a violation in the second round of calls. For this school, the DC PCSB Board issued a Notice of Concern at a monthly board meetings. The school's staff was addressed by DC PCSB's Board and asked to discuss how the school planned to remedy the issue (i.e., more training to all staff to ensure a thorough understanding of open enrollment regulations and the guidance to provide parents). To have the Notice of Concern lifted, the school had to provide an appropriate answer whenever called again (another mystery caller would contact the school at an undisclosed time). When calls were made again, the school provided inappropriate responses. Thus, at the following DC PCSB board meeting, the Board issued the school a Charter Warning and the school was warned they could be in danger of charter revocation if the issue was not resolved. A third round of calls were made and the school passed, thus being cleared for SY 2016-2017.

The Mystery Caller Initiative for SY 2016-2017 is set to begin in late January 2017.

## **Stakeholder Engagement and Communication**

**Q26. Describe any initiatives your agency implemented within FY16 or FY17, to date, to improve the internal operation of the agency or the interaction of the agency with outside parties. Please describe the results, or expected results, of each initiative.**

For the first time, PK-Adult schools were all tiered on the School Quality Reports (also referred to as the Performance Management Framework or PMF). This is the most Tier 1 schools ever. The impact on DC families and students is that there is more access to information about public charter schools. Having more Tier 1 schools than ever is a strong indication that public charter school quality is improving.

DC PCSB launched targeted work to support schools serving English language learners. We believe that more effective ELL oversight by DC PCSB will lead to better support and services for students who are English language Learners. We were concerned by the lack of increase in proficiency rates for English language learners attending public charter schools over the past few years, we conducted a study to better understand the students, the instruction, and the supports that schools might need. Through this work, we have made the following additions we:

- Added to our Qualitative Site Reviews a component for reviewing English language instruction
- Started a Professional Learning Community (PLC) for EL coordinators to learn from and with one another
- Added a compliance component to our oversight to ensure that all schools are comply with the laws and are prepared to serve all students, regardless of language ability
- Started tracking school performance each month by all subgroups, including ELs, for things like out-of-school suspensions, expulsions, and mid-year withdrawals

We have also increased community engagement. DC PCSB changed how we collaborate and give voice to parents by establishing the Parent and Alumni Leadership Council. We've also helped residents understand public charter schools and share opinions and/or concerns through several neighborhood conversations about public charter schools. Lastly, we have provided greater support to schools by consulting with them on their parent/community outreach so that they could build stronger relationships with their families.

**Q27. Describe the that the PCSB has with the Workforce Investment Council and on the District of Columbia's State Plan as it relates to the Workforce Investment and Opportunity Act (WIOA) for FY16 and include an accounting of the PCSB's role on the Adult Career Pathways Taskforce.**

DC PCSB is not a member of the Workforce Investment Council. DC PCSB and the education community more broadly are represented on the Workforce Investment Council through Raise DC. Executive Director Scott Pearson serves on Raise DC's leadership council, which meets regularly. Two other staff members serve on Raise DC's Graduation Pathways strategic planning committee. DC PCSB contributed to Raise DC's Graduation Pathways strategic plan to reduce the number of off-track youth in our city over the next five years. DC PCSB is also a member of the Adult Career Pathways Task Force. These meetings are scheduled to convene again in February 2017.

**Q28. How does the agency communicate with, and solicit feedback from, education stakeholders including parents? For FY16, Please describe:**

- **What the Board has learned from this feedback;**
- **How the Board has changed its practices as a result of such feedback;**
- **How parents can find out what special education programs the different charter schools offer; and,**
- **How the Board was engaged in communication and feedback regarding the lottery MySchool DC.**

Engaging with stakeholders and the community is a vital part of DC PCSB's mission. DC PCSB communicates with and solicits feedback through convening meetings with the Parent and Alumni Leadership Council, in addition to hearing from parents and stakeholders by participating in community meetings and events and holding two public comment periods at every board meeting. In FY16, DC PCSB staff and Board members participated in more than 50 community meetings, including speaking at the ward 5, 7 and 8 education council meetings and meeting with Ward 3 and Ward 4 parent leaders.

The public has numerous opportunities to share input with the Board. DC PCSB keeps all actions the Board will discuss open for public comment for at least 30 business days and sometimes longer if the public request additional time to respond. And all items open for public comment are featured prominently on DC PCSB's website and archived, along with board meeting materials, video of board meetings along with a summary of board actions. Any item involving a particular school is noticed to all relevant ANC members so they may have an opportunity to comment in writing or in person at a board meeting. We also simplified the ANC notification process, added another layer of contact with ANC's and created a document that makes it easier for individuals to understand the ANC notification process and where ANC feedback is important to have.

Additionally, every monthly board meeting begins and ends with an opportunity for the Board to hear from the public. Staff regularly checks in with parents, residents, ANCs, and other stakeholders to hear concerns and ensure they are weighing in around issues that impact them. On more than one occasion DC PCSB has listened to the community and delayed acting on an item due to an objection.

Moreover, DC PCSB communicates with parents about the academic quality of public charter schools by disseminating more than 11,000 School Quality Report guides in English, Spanish, French, Amharic, Chinese, Korean, and Vietnamese.

DC PCSB introduced the concept of Equity Reports to the city and has been a leading participant on the team preparing these reports, which provide unprecedented levels of transparency and information about school performance and climate broken down by student subgroup. DC PCSB has used the data to greatly improve the transparency of information about public charter schools as well as DC PCSB's own activities on its website and in other communications.

DC PCSB shares information about My School DC, the common lottery, on its website and in the School Quality Report parent guides. While the My School DC lottery is voluntary for public charter schools, DC PCSB encourages schools to participate, and nearly all public charter schools do, except for adult and alternative school because they have a different timeline for recruiting students. By law all public charter schools are required to serve all students and DC PCSB monitors schools' special education programs regularly.

**Q29. Provide a report on the complaints the board received in FY16, and FY17 to date by LEA (if the LEA has multiple schools, include data for each school). Please include copies of all documentation and forms for this process.**

DC PCSB is responsible for handling community complaints from stakeholders such as parents, school staff, and other members of the community. According to DC PCSB's Community Complaint Policy, when a parent or community member lodges a complaint, a DC PCSB staff member will ask a series of questions to capture a detailed account of the complaint. Within two business days, DC PCSB will notify the school's complaint point of contact and its designated Board of Trustees member of the complaint by email, and include the complaint itself. Within five business days, the school must respond to DC PCSB by email or phone acknowledging receipt of the complaint and provide information regarding the steps the school has taken to address the concern. Within seven business days of receiving a complaint, DC PCSB will follow up with parents by phone or email to inquire on the status of the complaint. If the complaint has not been resolved, DC PCSB may contact the school for more information.

DC PCSB considers a complaint "closed" when the school has documented that it has made a good faith effort to address the concern. In serious situations that may implicate the health and safety of students or staff (such as allegations of corporal

punishment or sexual misconduct or abuse), a more expedient response from the school is required. DC PCSB will alert the necessary authorities including the Metropolitan Police Department and/or Child Family Services Agency and may visit the school. If allegations are made against a school that the school denies, DC PCSB may conduct a desk audit or onsite audit to determine the legitimacy of the allegations. This may occur in complaints alleging academic dishonesty, manipulation of school attendance data, or failing to follow the school's discipline policy.

In response to community complaints or troubling data trends, DC PCSB created a structured process for visiting schools outside of a high stakes review. Staff notifies the school on the same day that it conducts an unscheduled visit in order to determine whether there are systemic issues related to the complaint or data trend. Depending on the observation, DC PCSB may conduct another visit or a series of visits or a full-blown QSR or high stakes review. If the visit shows no systemic concerns, staff reports back and the school is no longer monitored.

The outcomes or resolutions of all complaints are documented for DC PCSB's records, which are stored in a Salesforce database. At the midpoint and end of the school year, DC PCSB will share with each school the aggregate complaints received for that school.

*Full list of complaints by LEAs attached in Q29.*

### **SY 2016-2017 Complaints Received YTD, August 20 – December 31, 2016**

<b>Academics</b>	<b>Bullying</b>	<b>Discipline</b>	<b>Enrollment</b>	<b>Other</b>	<b>Safety</b>	<b>SPED</b>	<b>Staff</b>	<b>Transportation</b>	<b>Uniforms</b>	<b>TOTAL</b>
11	20	27	11	26	27	8	30	4	3	<b>167</b>

### **SY 2015-2016 Complaints Received YTD, August 20 – December 31, 2015**

<b>Academics</b>	<b>Bullying</b>	<b>Discipline</b>	<b>Enrollment</b>	<b>Other</b>	<b>Safety</b>	<b>SPED</b>	<b>Staff</b>	<b>Transportation</b>	<b>Uniforms</b>	<b>TOTAL</b>
21	19	42	11	25	32	9	32	1	9	<b>201</b>

### **SY 2015-2016 Complaints Received for the full school year**

<b>Academics</b>	<b>Bullying</b>	<b>Discipline</b>	<b>Enrollment</b>	<b>Other</b>	<b>Safety</b>	<b>SPED</b>	<b>Staff</b>	<b>Transportation</b>	<b>Uniforms</b>	<b>TOTAL</b>
64	43	90	14	55	66	19	106	1	10	<b>468</b>

## **Capital & Planning**

- Q30. Provide an account of each public charter schools facilities expenditure:**
- **Include the total amount allocated in FY16 and to date in FY17 from the local facilities allowance.**
  - **Include the total amount each school spent in, FY16 and FY17 to date on facilities and capital improvements.**

Please see attachments Q30 FY16 and Q30 FY17.

- Q31. Provide a copy of the facilities expenditure reporting template and an accounting of the expense categories for each public charter LEA in FY17. Discuss the PCSs limitations or possibilities for expansion or growth of programs and enrollment as it relates to facilities funding.**

Please see attachments Q30 FY16 and Q30 FY17.

- Q32. Provide a comprehensive update of your and Board Member's roles on the Deputy Mayor for Education's Cross Sector Collaboration Task Force.**

Board Chair Darren Woodruff and Executive Director Scott Pearson serve on the Cross-Sector Collaboration Task Force. Since the task force has begun, both have actively engaged to ensure the most important issues for families and students in DC were discussed, and have worked closely with the task force in recommending policies that would further strengthen the education landscape in DC.

The task force has five broad objectives:

1. Improve the experience of parents and families understanding and navigating their public school options
2. Develop methods for information sharing with the public and across public school sectors
3. Develop a framework for coordinating processes on school openings, closings, and facilities planning
4. Promote enrollment stability
5. Identify educational challenges that need to be addressed through cross-sector collaboration

The Task Force to date has focused initially on **Goals 1, 3 and 4**, promoting enrollment stability, improving information sharing, and improving the experience of parents and families as they navigate their public school options.

The lens for this work has been around mid-year mobility, which was identified as a particular pain point across the city. The task force looked intensively at data around this, which showed that:

- The highest source of inbound mid-year mobility is students moving from out of state, followed by students moving from one DCPS school to another DCPS school, followed by students moving from a charter school to a DCPS school;
- Inbound mobility is correlated with poorer academic results; outbound mobility is not;
- Some charter schools do not accept inbound mid-year students but most do not. This is expected to change with payment reform;
- Inbound mid-year students disproportionately impact a few schools.

The task force worked collaboratively to develop several draft proposals that are designed to facilitate the distribution of mid-year out-of-state students across schools, improve communication across sectors about open seats, and ensure that mobile families have both better information about their school options as well as a smoother transition between schools.

These proposals, which are posted on the DME website, have been shared with community groups and school leaders. After incorporating feedback received, the task force will finalize and vote on these recommendations, at which point the task force will move on to additional topics and goals.

DC PCSB representatives contributed actively to the discussion on this issue and to the formulation of the draft proposals.

DC PCSB representatives also contributed to a further elaboration of **Goal 5**. It is likely that at least two of the topics to be addressed under this goal are school safety and better serving at-risk students.

**Q33. Provide a list of charter LEAs currently operating in facilities formerly occupied by D.C. Public Schools. For each such LEA, provide a narrative description of the process through which the LEA was granted the building and any role the PCSB played in facilitating the transfer of the building to the Charter operator.**

Please see the table below that provides a list of public charter schools currently operating in facilities formerly in use as traditional public schools per DC PCSB's records and information shared by DME. An additional two public charter schools are currently co-located with traditional public schools.

SY16-17 Public charter schools currently in facilities formerly occupied by traditional public schools

<b>Current public charter school in facility</b>	<b>Address</b>	<b>Former traditional public school facility</b>	<b>Disposition process</b>
Achievement Preparatory PCS [Elementary School]	908 Wahler Place Southeast, Washington, District of Columbia 20032	Former Draper	Incubator lease through competitive process
Achievement Preparatory PCS [Middle School]	908 Wahler Place Southeast, Washington, District of Columbia 20032	Former Draper	Incubator lease through competitive process
Bridges [Mamie D. Lee]	100 Gallatin Street Northeast, Washington, District of Columbia 20011	Former Mamie D. Lee	Leased through competitive process
Briya PCS [Gallatin Street/Fort Totten]	100 Gallatin Street Northeast, Washington, District of Columbia 20011	Former Mamie D. Lee	Leased through competitive process
Capital City PCS	100 Peabody Street Northwest, Washington, District of Columbia 20011	Former Rabaut	Leased through competitive process

Cesar Chavez PCS for Public Policy - Chavez Prep	770 Kenyon Street Northwest, Washington, District of Columbia 20010	Former Bruce	Leased through competitive process
Community College Preparatory Academy PCS [Gibbs]	500 19th Street Northeast, Washington, District of Columbia 20002	Former Gibbs	Incubator lease through competitive process (Co-located with Monument Academy PCS)
DC Bilingual PCS	33 Riggs Road Northeast, Washington, District of Columbia 20011	Former Keene	License to occupy agreement, RFO in process
DC Prep PCS - Benning Campus	100 41st Street Northeast, Washington, District of Columbia 20019	Former Benning	Leased through competitive process
DC Scholars PCS	5601 East Capitol Street Southeast, Washington, District of Columbia 20019	Former Shadd	Incubator lease through competitive process
Democracy Prep Congress Heights PCS	3100 Martin Luther King Jr. Avenue, SE, Washington, District of Columbia 20032	Former Old Congress Heights	Leased
E.L. Haynes PCS [Kansas Avenue]	4501 Kansas Avenue Northwest, Washington, District of Columbia 20011	Former Clark	Leased through competitive process
Eagle Academy PCS - Congress Heights	3400 Wheeler Road Southeast, Washington, District of Columbia 20032	Former McGogney	Leased through competitive process

Excel Academy PCS	2501 Martin Luther King Jr. Avenue, SE, Washington, District of Columbia 20020	Former Birney	Incubator lease through competitive process
Friendship PCS - Armstrong	1400 1st Street Northwest, Washington, District of Columbia 20001	Former Armstrong Technical	Sold
Friendship PCS - Blow-Pierce	725 19th Street Northeast, Washington, District of Columbia 20002	Former Blow-Pierce	Sold
Friendship PCS - Chamberlain	1345 Potomac Avenue Southeast, Washington, District of Columbia 20003	Former Chamberlain CSHS	Sold
Friendship PCS - Collegiate Academy	4095 Minnesota Avenue Northeast, Washington, District of Columbia 20019	Former CG Woodson	Leased
Friendship PCS - Online	1351 Nicholson Street Northwest, Washington, District of Columbia 20011	Former Old Brightwood School	Leased
Friendship PCS - Woodridge	2959 Carlton Avenue Northeast, Washington, District of Columbia 20018	Former Woodridge	Sold
IDEA PCS	1027 45th Street Northeast, Washington, District of Columbia 20019	Former Carver	Sold

Ingenuity Prep PCS	4600 Livingston Road Southeast, Washington, District of Columbia 20032	Former P.R. Harris	Incubator lease, RFO in process (Co-located with National Collegiate Preparatory PCHS)
Inspired Teaching Demonstration PCS	200 Douglas Street Northeast, Washington, District of Columbia 20002	Former Shaed	Lease through competitive process (Co-located with Lee Montessori PCS)
Kingsman Academy PCS	1375 E Street Northeast, Washington, District of Columbia 20002	Former Kingsman	Sold
KIPP DC PCS - College Preparatory Campus	1405 Brentwood Parkway Northeast, Washington, District of Columbia 20002	Former Hamilton	Leased through competitive process
KIPP DC PCS - Douglass Campus	2600 Douglass Road Southeast, Washington, District of Columbia 20020	Former Douglass	Leased through competitive process
KIPP DC PCS - Shaw Campus	421 P Street Northwest, Washington, District of Columbia 20001	Former Montgomery	Public private development partnership agreement
KIPP DC PCS - Smilow Campus	5300 Blaine Street Northeast, Washington, District of Columbia 20019	Former Richardson	Sold
KIPP DC PCS - Webb Campus	1375 Mount Olivet Road Northeast, Washington, District of Columbia 20002	Former Webb	Leased through competitive process

Latin American Montessori Bilingual PCS [Missouri Avenue]	1375 Missouri Avenue Northwest, Washington, District of Columbia 20011	Former Military Road School	Sold
Latin American Montessori Bilingual PCS [South Dakota Avenue]	1800 Perry Street Northeast, Washington, District of Columbia 20018	Former Taft	Incubator lease through competitive process (Co-located with Perry Street Preparatory PCS)
Mary McLeod Bethune PCS [Main]	1404 Jackson Street Northeast, Washington, District of Columbia 20017	Former Slowe	Leased through competitive process
Maya Angelou PCS	5600 East Capitol Street Northeast, Washington, District of Columbia 20019	Former Evans	Leased
Meridian PCS [13th Street]	2120 13th Street Northwest, Washington, District of Columbia 20009	Former Harrison	Leased through competitive process
Monument Academy PCS	500 19th Street Northeast, Washington, District of Columbia 20002	Former Gibbs	Incubator lease through competitive process (Co-located with Community College Preparatory Academy PCS)
Mundo Verde Bilingual PCS	30 P Street Northwest, Washington, District of Columbia 20001	Former J.F. Cook ES	Leased through competitive process

National Collegiate Preparatory PCHS	4600 Livingston Road Southeast, Washington, District of Columbia 20032	Former P.R. Harris	Incubator lease, RFO in process (Co-located with Ingenuity Prep PCS)
Paul PCS	5800 8th Street Northwest, Washington, District of Columbia 20011	Former Paul	Leased, conversion to charter school
Perry Street Preparatory PCS	1800 Perry Street Northeast, Washington, District of Columbia 20018	Former Taft	Leased through competitive process (Co-located with Latin American Montessori Bilingual PCS)
SEED PCS of Washington, DC	4300 C Street Southeast, Washington, District of Columbia 20019	Former Weatherless	Leased
Somerset Preparatory Academy PCS	3301 Wheeler Road Southeast, Washington, District of Columbia 20032	Former MC Terrell	Incubator lease through competitive process
Thurgood Marshall Academy PCS	2427 Martin Luther King Jr. Avenue, SE, Washington, District of Columbia 20020	Former Nichols Avenue School	Sold
Two Rivers PCS - Young	820 26th Street Northeast, Washington, District of Columbia 20002	Former Young	Right to entry through competitive process
Washington Latin PCS	5200 2nd Street Northwest, Washington, District of Columbia 20011	Former Rudolph	Leased through competitive process

<b>Current public charter school in facility</b>	<b>Address</b>	<b>Traditional public school facility</b>
AppleTree Early Learning PCS – Southwest	801 7th Street Southwest, Washington, District of Columbia 20024	Jefferson MS
Briya PCS [13th Street/Sharpe]	4300 13th Street Northwest, Washington, District of Columbia 20011	Sharpe (co-location with Bancroft in swing space)

Currently, public charter schools are occupying an additional 64 buildings that are not owned by DC, often paying higher commercial real estate rents, and paying these rents to commercial landlords rather than to the DC Treasury. See the table below for a list of these campuses.

### **Public charter schools in private facilities**

Academy of Hope Adult PCS [18th Place]
Academy of Hope Adult PCS [Southeast]
AppleTree Early Learning PCS - Columbia Heights
AppleTree Early Learning PCS - Lincoln Park
AppleTree Early Learning PCS - Oklahoma Avenue
AppleTree Early Learning PCS - Southeast [Douglas Knoll]
AppleTree Early Learning PCS – Southeast [Parklands]
BASIS DC PCS
Breakthrough Montessori PCS
Briya PCS [Georgia Avenue/Petworth]
Briya PCS [Ontario Road/Adams Morgan/Main]
Carlos Rosario International PCS [Harvard Street]
Carlos Rosario International PCS [Sonia Gutierrez]
Cedar Tree Academy PCS
Center City PCS – Brightwood
Center City PCS - Capitol Hill
Center City PCS - Congress Heights
Center City PCS – Petworth
Center City PCS – Shaw
Center City PCS – Trinidad
Cesar Chavez PCS for Public Policy - Capitol Hill
Cesar Chavez PCS for Public Policy – Parkside
City Arts & Prep PCS
Community College Preparatory Academy PCS [Main]
Community College Preparatory Academy PCS [Wheeler Road]
Creative Minds International PCS
DC Prep PCS - Anacostia Campus

DC Prep PCS - Edgewood Elementary School
DC Prep PCS - Edgewood Middle School
District of Columbia International School [Delano Hall]
E.L. Haynes PCS [Georgia Avenue]
Eagle Academy PCS - Capitol Riverfront
Early Childhood Academy PCS [Facility A]
Early Childhood Academy PCS [Facility B]
Elsie Whitlow Stokes Community Freedom PCS
Friendship PCS - Southeast Academy
Friendship PCS - Technology Preparatory
Goodwill Excel Center PCS
Harmony DC PCS - School of Excellence
Hope Community PCS – Lamond
Hope Community PCS – Tolson
Howard University Middle School of Mathematics and Science PCS
Ideal Academy PCS
KIPP DC PCS - Benning Campus
LAYC Career Academy PCS
Lee Montessori [St. Paul's College]
Mary McLeod Bethune PCS [16th Street]
Meridian PCS [14th Street]
Richard Wright PCS for Journalism and Media Arts
Rocketship DC PCS
Roots PCS [Kennedy Street]
Roots PCS [North Capitol Street]
Sela PCS
Shining Stars [Randolph Street]
St. Coletta Special Education PCS
The Children's Guild DC PCS
The Next Step/El Proximo Paso PCS
Two Rivers PCS - 4th Street [Elementary]
Two Rivers PCS - 4th Street [Middle]
Washington Global PCS
Washington Leadership Academy [St. Paul's College]
Washington Mathematics Science Technology PCHS
Washington Yu Ying PCS
YouthBuild PCS

There are also more than 13 LEAs in need of new or additional facilities due to temporary leases, plans to expand or inadequate facilities at their current location. At the same time, there remain at least 10 unoccupied or underutilized city-owned buildings that would be desirable for public charter schools. By DC PCSB’s estimate there is more than 1.6 million square feet of unused DC-owned buildings that could potentially be occupied by public charter schools.

**Public charter schools in need of space**      **Reason why space is needed**

Appletree PCS	<ul style="list-style-type: none"> <li>Lease is finished with Jefferson MS in summer of 2016</li> </ul>
City Arts & Prep PCS	<ul style="list-style-type: none"> <li>Lease is expiring and need a better facility</li> </ul>
DC Prep PCS	<ul style="list-style-type: none"> <li>Need space for middle school and an additional PK-8 site</li> </ul>
District of Columbia International School	<ul style="list-style-type: none"> <li>Will need a second site to accommodate growth</li> </ul>
Elsie Whitlow Stokes Community Freedom PCS	<ul style="list-style-type: none"> <li>Need space to accommodate potential new campus</li> </ul>
Harmony DC PCS	<ul style="list-style-type: none"> <li>Need permanent space and middle school site</li> </ul>
KIPP DC PCS	<ul style="list-style-type: none"> <li>Need space for second high school and additional PK-8 sites</li> </ul>
Meridian PCS	<ul style="list-style-type: none"> <li>Need space to replace 14<sup>th</sup> Street site in SY17-18</li> </ul>
Richard Wright PCS for Journalism and Media Arts	<ul style="list-style-type: none"> <li>Need new facility</li> </ul>
Sustainable Futures PCS	<ul style="list-style-type: none"> <li>New LEA</li> </ul>
The Next Step/El Próximo Paso PCS	<ul style="list-style-type: none"> <li>Need space to accommodate growth</li> </ul>
Thurgood Marshall Academy PCS	<ul style="list-style-type: none"> <li>Need building for second high school</li> </ul>
Washington Mathematics Science Technology PCHS	<ul style="list-style-type: none"> <li>Need more suitable location</li> </ul>

**Q34. Illustrate how the PCSB coordinates with other D.C. government agencies with regard to new school openings and facilities planning. Of the newly authorized schools that opened and began operating for SY 2016-2017 please provide an update on their facilities status.**

When a new school opens, DC PCSB staff provide training workshops to connect school staff to staff from Department of Health, Office of the State Superintendent of Education, Department of Transportation, Office of the Chief Technology Officer, Metropolitan Police Department, Office of Human Rights, as well as assistance with emergency response planning. These workshops help new schools prepare to apply for school nurses; be able to process DC One Cards for students to take advantage of the transit subsidy to ride the bus and metro for free during school hours; understand how to implement the requirements of the Healthy Schools Act; develop bullying prevention policies; and prepare emergency response plans for

their schools. Dates and topics for the two-day spring 2016 workshop are below. DC PCSB also compiles a resource binder with supplemental information from the workshops.

### Workshop Day 1 Agenda

DC PCSB Policies Discussion, Wednesday Bulletin	Rashida Young	9:30 AM – 10:00 AM
Performance Management Framework (PMF)	Erin Kupferberg Sareeta Schmitt	10:00 AM – 11:00 AM
Compliance	Katie Dammann Rashida Young	11:00 AM – 11:30 AM
Procurement Contracts	Mikayla Lytton	11:30 AM – 12:00 PM
Brown Bag Lunch Panel “Lessons Learned with First Year Schools”	Children’s Guild DC PCS Kingsman Academy PCS Monument Academy PCS Washington Global PCS	12:00 PM - 1:00 PM
Attendance	Rashida Young Tim Harwood Melodi Sampson	1:00 PM - 1:15 PM
Equity and Fidelity Team’s Data Review Process	Tim Harwood Rashida Young	1:15 PM – 1:35 PM
Special Education Oversight	Avni Patel Murray	1:35 PM – 1:50 PM
New School Reviews in Year 1, 4 and 5	Taunya Nesin Rashida Tyler	1:50 PM - 1:55 PM
Community Check-In	Nicole Newman	1:55 PM – 2:20 PM

## Workshop Day 2 Agenda

Bullying Prevention Policy	Suzanne Greenfield, Office of Human Rights	9:05 - 9:25 AM
Healthy Schools Act -Breakfast in Classrooms - Nutritional Requirements - PE and Health in Curriculum and Instructional Time Requirements - School Gardens - Grant opportunities	Nichelle Johnson, Office of the State Superintendent of Education (OSSE)	9:25 - 10:05 AM
School Nurse Requirements	Felicia Dockery & LaJuan Gorham, Department of Health	10:05 - 10:20 AM
Medication Administration Requirements	Felicia Dockery & LaJuan Gorham, Department of Health	10:20 - 10:30 AM
Break		10:30 - 10:40 AM
Homeless Liaison	Tasheen Stallings; OSSE	10:40 - 11:00 AM
MPD Relationship	Captain Michael Coligan, MPD	11:00 - 11:20 AM
School Emergency Response Plan	Chris Lalik, Lalik & Assoc.	11:20 - 11:40 AM
DC One Card – Student transit subsidy	Joann Lowe, DDOT	11:40 - 12:00 AM
Transportation Toolkit (school pick-up/drop-off)	George Branyan, DDOT	12:00 - 12:20 PM
Immunization Requirements & Registry	Ledwin Eyoyibo, Dept. of Health	12:20 - 12:40 PM

To complement these workshops, DC PCSB meets with each new school monthly to ensure schools meet all of their charter approval conditions and have an executed charter agreement. After the charter agreement is finalized, DC PCSB conducts a Pre-Open Site visit of each facility.

DC PCSB coordinates closely with the DME around facilities, both in the hopes of securing a public facility for the school (almost never achieved), and to ensure that a school's ultimate location is known across the DC government. Facilities for the four new LEAs that opened in SY16-17 are listed below.

- Breakthrough Montessori PCS: 1244 Taylor St. NW, Washington DC 20011
- Goodwill Excel Center PCS: 1776 G Street, NW, Washington, DC 20006
- Rocketship DC PCS: 2335 Raynolds Place SE, Washington, DC 20020
- Washington Leadership Academy PCS: 3015 4th St NE, Washington, DC 20017

**Q35. Provide an update on the PCSB's work with the Chief Librarian on bulk-buying options for public charter schools in addition to school library services and resources.**

While there may have been initial discussions with previous library staff and DC PCSB about bulk buying options, there have been no discussions in the past year on this issue.

**Q36. Explain any emergency response procedures in place for the PCSB; in addition explain the emergency response planning for PCS as it relates to on-campus emergencies. Discuss how PCSB receives information from district agencies to help guide emergency response activities and resource support requests. Provide a narrative response to how the PCSB ensures schools are implementing the required safety plans, drills, and policies.**

The following is an overview of the emergency response procedures for DC PCSB:

Medical Emergency/ Procedures:

- Employees are to call 911 (Fire, Paramedics, Ambulance)
- Employees are to notify their supervisor and Finance, Operations and Strategic Initiatives Team (FOSI) of the emergency.
- Employees are to complete an incident report of the emergency within 24 hours and submit to the FOSI team

Fire Evacuation/Emergency, Building Alarms Procedures

In the event of fire, or the smell of smoke or gas, evacuate the building quickly and calmly. Employees should use stairwells – do not use elevators

- Employees should evacuate the building immediately at the sound of an alarm. Evacuation should be made via the nearest safe exit.
- Employees should evacuate to the front/back door, whichever exit is the closest to the garage/building, and stand at least 150 feet from the building.

- Once you have exited the building, under no circumstance are you allowed to re-enter a building that is in alarm. All employees and visitors are to meet at the water fountain directly across the street to wait for roll call. Once the roll call has been completed, staff may disburse to an alternative worksite should the emergency prevent staff from re-entry to the building. The fire department will issue an all-clear to the emergency coordinator/lead after the building has been deemed secure and alarms have been restored. Employees are to return to their workstations.
- During an emergency, visitors who may not be familiar with the evacuation policy and plan must be informed of the procedures to evacuate. Special attention should be given to any persons with disabilities, especially those who are unfamiliar with the building. In the collection area, (water fountain) emergency coordinator/lead will also account for their visitors and immediately report to the Fire Department and/or Building Fire Warden of any unaccounted persons.

### Bomb Threat Procedures

- Employees should remain calm and complete bomb threat checklist
- Employees are to notify their supervisor and Finance, Operations and Strategic Initiatives Team (FOSI) and 911 of the threat.
- Employees are to complete an incident report of the emergency within 24 hours and submit to the FOSI team.
- Employees are to follow the instructions of the fire and building evacuation per the recommendation of 911.

### Explain the emergency response planning for PCS as it relates to on-campus emergencies:

Public charter schools are responsible for developing their own emergency response plan for their school campuses. DC PCSB asks each school to upload an assurance letter to a database that confirms that a school's emergency response plan has been created and shared with all staff. The plan must include procedures and protocols to respond to natural and human-caused hazards such as fire, tornado, earthquake, hurricane, bomb threat, active shooter/intruder, other events causing a lockdown or shelter in place, and health outbreak. DC PCSB asks that key school staff be familiar with and are prepared to follow the protocols for these emergency situations. DC PCSB requests this information by October of each school year and DC PCSB staff reviews each school's letter to ensure that there are emergency plans in place.

For schools that express an interest in additional support, the DC PCSB has provided access to training on how to build and maintain emergency response plans, develop and train School Emergency Response Teams (SERT), and conduct effective drills. To coordinate this effort, the DC PCSB has contracted with Lalik and Associates, (L&A) an organization that specializes in Emergency Planning for schools. L&A is run by Christopher Lalik, formerly of the Student Support Center, who has been working with DC charter schools on Emergency Planning since 2005. Schools have been and are being trained by L&A to use the DC Emergency

Safety Alliance (ESA) portal for School Emergency Response Plans and resources. Mr. Lalik has been a member of the DC Emergency Safety Alliance since 2009 and was one of the partners that developed the District-wide ESA emergency planning portal and guide currently in use by both DCPS and many charter schools. All ESA materials provide schools with guidance based on National Incident Management System (NIMS) protocols.

The ESA portal houses a restricted-access web-based program to house and customize individual school plans. The components of the database include:

- 1) A platform for housing all emergency plans and reference materials;
- 2) A School Emergency Response Team (SERT) module that allows each school to update team members as staff changes from year to year, reference all training, certifications, and special skills of each team member, and include the roles and responsibilities of each team member;
- 3) A component to input the results from all vulnerability assessments, including a module that will calculate and track new assessments and the progress made by each individual school in mitigating and preventing identified threats and hazards;
- 4) Descriptions of school threat responses and the use of the Universal Emergency Response Procedures: Evacuation, Alert Status, Lockdown, Shelter in Place, Severe Weather Safe Areas and Drop, Cover, and Hold;
- 5) A training module that tracks attendance of all participants;
- 6) A functional exercise module that tracks the results from all drills conducted at each school site, it also houses table-top exercises to facilitate additional training in schools.

The ESA database is accessible to key stakeholders (school personnel, police, fire, emergency management agency, etc.) to refer to in an emergency and to ensure compliance with all required policies and procedures related to safety. All schools that wish to participate receive trainings on website input, plan implementation, response procedures SERT development, conducting drills, and table top exercises.

Under the current contract, L&A provides the following services to charter schools:

#### *Training for School Principals/Designee*

L&A will schedule meeting times with the Principal and/or assigned staff to train them on how to effectively develop, update, revise, complete, and finalize a charter school's Emergency Response Plan using the ESA web site.

#### *Training for School Emergency Response Team (SERT)*

L&A provides training that is customized to the school's unique needs based on location, physical plant, student population, and greater school community. L&A works with school leadership to identify appropriate staff to function as SERT

members and develop a training schedule that meets the needs of the individual campus. Training includes: an in-depth explanation of team roles and responsibilities; an explanation of the School Emergency Response Plan; and a Table Top Exercise using a possible emergency scenario.

#### *Initial Training on School Emergency Response for All School Staff*

L&A assists the SERT from each campus in conducting an all staff training by providing materials, attending the meeting and helping to answer staff questions. The training includes: the need for School Emergency Response Planning and Universal Emergency Response Procedures and basics of a School Emergency Response Team (SERT) and the roles and responsibilities of team members.

#### *Telephone/Email Support*

L&A provides 2 hours of online or phone support throughout the process to all participating schools to complete Emergency Response Planning. This support can be provided in off business hours, L&A will be available from 8 a.m. through 8 p.m. Monday through Friday and by appointment on weekends if necessary.

#### *Purchase of Emergency Response Materials*

L&A will purchase Emergency Response materials required to implement an effective emergency plan, such as plan binders, classroom flip charts, and go-kits for new schools or schools that have expanded in size and have the need for more materials, if needed.

#### *Crime Prevention Through Environmental Design (CPTED) Audits*

Using a multi-disciplinary approach, these audits will improve safety by deterring criminal behavior, improving school climate, and identifying both neighborhood and school based threats. Primary areas of focus will include territorial reinforcement, natural access control, and natural surveillance. Upon audit completion, L&A will provide debrief school leadership on the audit findings and recommendations.

If schools choose not to use the ESA resources, DC PCSB and L&A will review the plans from those schools to ensure that they adequately address emergency response scenarios. Since October 2015 L&A worked with 75 charter school campuses to develop and improve their emergency response plans. L&A has also trained 50 schools on emergency plan implementation. For the remainder of this year, L&A will work with approximately 5-10 schools each month to review and complete their plans, training on plan implementation and completing baseline drills. L&A will also review schools plans in the ESA online portal and recommending updates and assisting schools in conducting two non-fire-related emergency response drills.

#### Discuss how PCSB receives information from district agencies to help guide emergency response activities and resource support requests:

DC PCSB maintains close ties to MPD's School Security division, the ESA, and the District Recovery Program. Through these agencies, DC PCSB receives regular

updates regarding emergency response activities and is able to provide schools with up-to-date information, resources, and trainings. Using L&A as a liaison, the DC PCSB works with the Fire Marshal's office to meet International Fire Code requirements, which are added as an addendum to the information captured in the ESA portal. Currently, 40 campuses are actively uploading the additional information.

Provide a narrative response to how the PCSB ensures schools are implementing the required safety plans, drills, and policies:

The DC PCSB works with L&A to ensure that schools are implementing the required safety plans, drills, and policies through the use of assurance letters and monitoring of the plans uploaded to the ESA website. L&A is working with the Fire Marshal to ensure schools receive Fire Safety Training. In order to expand capacity, the Fire Marshal has agreed to train Mr. Lalik so that he can also provide direct assistance to schools.

## **Charter School Authorization and Revocation**

### **Q37. Provide an update on the on the PCSB's community notification process when a new school is being authorized. Discuss schools that were authorized in FY16 and to date in FY17.**

When applicants who wish to open a public charter school in the District of Columbia submit their application to DC PCSB, we ask that they identify in which ward or wards they hope to operate. DC PCSB notifies the public, in newspapers and the DC Register, of the applications and their intended locations. DC PCSB notifies Advisory Neighborhood Commissioners (ANC) in neighborhoods identified by the applicant to ensure that they are aware of the potential of a new school coming to their neighborhood.

In the "2017 Charter Application Guidelines", applicants are directed to make a compelling case for a need for their school, identifying a target population for the potential school and demonstrating how the needs of these students are not currently being met. The application guidelines also describe the criteria by which applicants will be evaluated, including "the applicant makes a compelling the case for why the school fills an unmet need in the Washington, DC, educational landscape." DC PCSB plans to continue this process of considering need and demand for each program as charter applications are reviewed and approved.

When a school is approved to open or expand, it often faces difficulty in securing a facility. While DC PCSB continues to work with DME on releasing underutilized or empty school buildings, many schools are forced to rely on the private sector to secure a facility. When this occurs, we find that similar schools in mission and vision may end up in close proximity to one another. DC PCSB does not necessarily consider a new school opening near an existing school serving the same grade levels as a negative characteristic. While the two schools will surely compete, this competition could be beneficial to ensure continued rising standards of school quality. The location of a cluster of nearby schools can also facilitate transportation for an increased number of students and the location of other related and community services.

What is a larger source of concern is the dearth of high quality seats in many of the city's neighborhoods. DC PCSB would very much like to work in partnership with the city to attract schools to locate in these neighborhoods. However, facilities must be made available for these efforts to bear fruit. DC PCSB estimates that the city still has more than 1.7 million square feet of unutilized school buildings that it could make available to public charter schools.

**Q38. How many charter school applications did PCSB receive in FY16 and FY17 to date? How many of those that applied were given conditional approval to open? Provide a status update on the general operation and administration of the schools that began operation in FY16.**

In FY16, DC PCSB received three charter applications; of these, DC PCSB conditionally approved Sustainable Futures and denied Interactive Academy. The Adult Career Technical Education School rescinded its application during the review process. None have applied to date in FY17.

There are four schools that began operation in FY16: Breakthrough Montessori PCS, Goodwill Excel Center PCS, Rocketship DC PCS, and Washington Leadership Academy PCS. All of them are currently in compliance and on-track with their general operations and administration. The schools all have developed a positive reputation in the city and already anticipate wait lists for FY17.

Breakthrough Montessori PCS currently is serving PK3 and PK4 students and will grow by one additional grade level each year until it serves PK3-6. Goodwill Excel Center PCS will continue to provide adult students in 9-12<sup>th</sup> grades. Rocketship DC PCS currently serves students in PK3 through 2<sup>nd</sup> grade, and was approved by DC PCSB's Board to add an additional campus in FY 17. Washington Leadership Academy PCS currently serves students in the 9<sup>th</sup> grade and will grow by one additional grade level each year until the 12<sup>th</sup> grade.

**Q39. Describe the PCSB's process and timeline for charter renewal. Please illustrate how the agency communicated in FY16 and FY17 to date, with the school, its trustees, and parents before making its recommendation. Additionally, please describe in what ways the board encourages charter school restart options or collaborations with charter operators during this process.**

The SRA gives DC PCSB the authority to grant a charter to a local non-profit organization for 15 years and requires a high stakes review at least once every five years. The review processes are similar at the 5- and 10-year high stakes reviews as with the 15-year charter renewal review with some key exceptions: first, for a school that has not met its goals, charter revocation is at the discretion of the DC PCSB Board at the 5- and 10-year reviews; at the 15-year review non-renewal is mandatory for school who have failed to meet one or more of their goals. Second, after a 5- and 10-year review the school retains its existing charter. After a charter renewal at 15 years the school and DC PCSB negotiate a new charter and charter agreement. Please see attachment Q38 for a charter review and renewal schedule.

The following table outline's DC PCSB process and timeline for charter renewal. Per the SRA, a school may apply to renew its charter any time between 365 and 120

days before its charter expires. DC PCSB requests that schools submit their renewal applications in October of its fifteenth year in operation for school leaders and DC PCSB to inform families of the renewal decision prior to the 2014-15 enrollment season and MySchool DC deadlines, giving families time to make informed school decisions.

Action Item	Description	Date
<b>Part 1: Charter Renewal Determination</b>		
Renewal Process Overview	DC PCSB invites school leaders and board members to the DC PCSB offices to discuss the renewal process.	Spring of the school's 14th year in operation
DC PCSB meets with each school eligible to apply for renewal	DC PCSB staff meets with each school to discuss the school's renewal, including the school's goals and student academic achievement expectations.	Summer before the school's 15th year in operation
DC PCSB conducts Qualitative Site Reviews ("QSRs")	DC PCSB conducts a QSR review at each campus of a school applying for renewal to gather qualitative evidence about the extent to which a school is meeting its mission, goals, and student academic achievement expectations. Staff will issue a QSR report specific to each campus to document its qualitative findings, which will be incorporated into the renewal report.	Any time two years before the school's charter expires
Schools submit renewal applications	The SRA allows schools to submit their charter application between 365 and 120 days before the expiration of their charter.	October in the school's fifteenth year in operation
DC PCSB informs the school of its right to an informal renewal hearing before the DC PCSB Board, and the school elects whether to request this	<p>The SRA affords schools applying for charter renewal an opportunity for an informal, public renewal hearing before the DC PCSB Board.</p> <p>Per the SRA, DC PCSB must inform the school of its right to an informal hearing no later than 15 days after the school submits its renewal application, and schools must elect whether to request such a hearing within 15 days of receiving this notice.</p>	<p>DC PCSB must send this notice not later than 15 days after receipt of a school's renewal application.</p> <p>The school must request a hearing within 15 days of receiving this notice.</p>

Action Item	Description	Date
hearing		
DC PCSB staff provides a draft copy of its preliminary charter renewal analysis to the school	<p>DC PCSB's preliminary charter renewal analysis includes a staff assessment of the school's academic performance, legal compliance, and fiscal management, as well as a recommendation to the DC PCSB Board regarding whether it should renew the school's charter.</p> <p>DC PCSB shares its preliminary analysis with the school to allow the school an opportunity to respond to the report in writing to correct any inadvertent substantive factual errors, and to determine whether or not it would like a public hearing.</p>	Contemporaneous with the notice of right to a renewal hearing, or soon thereafter
DC PCSB Board conducts informal renewal hearing (if requested)	The DC PCSB Board will conduct the informal hearing.	DC PCSB Board must hold the informal hearing no later than 30 days after the school requests it.
DC PCSB Board votes whether to renew the school's charter and issues a written renewal decision	If possible, the DC PCSB Board will conduct the vote on whether to renew during regularly scheduled DC PCSB public meetings.	<p>If the school does not request a hearing, the DC PCSB Board will vote on renewal no later than 30 days after the date DC PCSB informed the school of its right to such a hearing.</p> <p>If the school does request a hearing, the DC PCSB Board will vote on renewal no later than 30 days after the date of the hearing.</p>
<b>Part 2: Update School Charter and Charter Agreement</b>		
DC PCSB staff meets with	DC PCSB staff and school leadership meet to discuss potential changes to the school's charter	Meeting will be scheduled within 15 days of renewal

Action Item	Description	Date
school leadership	for the next 15-year term, including updates to a school's goals and academic achievement expectations.	vote
School submits proposed changes to charter and/or charter agreement	Schools may wish to update their goals and academic achievement expectations, among other things.	DC PCSB and school will jointly create a timeline for submission of charter updates
DC PCSB staff and school leadership finalize proposed changes	DC PCSB staff and school leadership negotiate school's proposal for updating its charter and/or charter agreement.	DC PCSB and school will create a timeline for this process that concludes at least 45 days prior to the charter expiring.
DC PCSB Board votes to approve a school's updated charter and/or charter agreement	School leaders and board members are requested to attend this meeting and be available to answer any questions the DC PCSB Board may have.	No later than the last DC PCSB meeting preceding the expiration of the school's charter

### *DC PCSB Communication with Schools, Trustees, and Parents*

DC PCSB maintains contact with schools – including their staff and boards – throughout their renewal process. Each school is guided through this process through one-on-one meetings with DC PCSB staff. The schools' primary point of contact is the Manager of Charter Reviews/Renewals, who is responsible for drafting DC PCSB's charter renewal report. The Manager works with the school to ensure the school understands the charter renewal process and that the charter renewal application is complete, inclusive of all applicable data submissions.

DC PCSB provides two ways for the public to comment on our renewal decision. The public may provide testimony at a public hearing or may submit public comment via email or letter. At the school's request, DC PCSB will organize an informal renewal hearing at the school. We publicize the hearing in the DC Register and through our website. DC PCSB staff notifies the Advisory Neighborhood Commission where the school is located to solicit community feedback.

### *Opportunities for Restarts or Takeovers*

In the years leading up to charter renewal, the DC PCSB Board and staff conduct regular meetings with academically or financially struggling schools to discuss the

possibilities of closure. During these discussions, DC PCSB also discusses how a school may want to consider conducting an internal turnaround, in which the school's leadership and board members are removed and replaced by a new leadership team, or a charter take-over, in which the charter is acquired by another charter LEA. Approved experienced operators from other states, as well as DC public charter schools consistently achieving Tier 1 status on the School Quality Report (referred to Performance Management Framework or PMF), are eligible to take over existing struggling schools.

**Q40. How many public charter schools were closed in FY16 and how many schools are slated for closure or revocation in FY17, to date?**

- **List the name of each school and a narrative description of the reason for closure and/or revocation.**

During FY16 one public charter school was closed, Potomac Preparatory Public Charter School. The school was closed due to not meeting their charter goals and student achievement expectations as outlined in its amended charter.

At this time, the DC PCSB Board has not yet voted to revoke the charter of any public charter school. However, at the February 27, 2017 Board Meeting, the DC PCSB Board is expected to vote on whether or not to initiate the revocation of LAYC Career Academy Public Charter School's charter.

**Q41. PCSB developed its Performance Management Framework to outline the process by which it evaluates the performance of charter schools. Provide the following information regarding the Performance Management Framework for school year 2015-2016:**

- **The indicators used to determine the tier level for each school;**
- **The number of schools in each Tier;**
- **How the PCSB will support schools to help them advance from Tier 2 and Tier 3 to Tier1; and**
- **How the PMF tiers correlate with the State Report Card.**

The indicators used to determine the PMF Tier level for each school

In 2014-15, DC PCSB approved one framework for all schools educating any combination of grades PK through 8.

PK-8 PMF Indicators:

- Student Progress
  - Median Growth Percentile – ELA
  - Median Growth Percentile – Math
- Student Achievement
  - Level 3 and higher: Approaching College and Career Readiness and Above in ELA
  - Level 3 and higher: Approaching College and Career Readiness and Above in Math

- Level 4 and 5: College and Career Ready in ELA
  - Level 4 and 5: College and Career Ready in Math
- Gateway
  - Grade 3 ELA: College and Career Ready
  - Grade 8 Math: College and Career Ready
- School Environment
  - Teacher Interaction: CLASS
    - Emotional Support
    - Classroom Organization
    - Instructional Support
  - Attendance
  - Re-enrollment

#### High School PMF Indicators:

- Student Progress
  - NONE for SY2014-15 and SY2015-16 as it cannot be determined using PARCC
- Student Achievement
  - Level 3 and higher: Approaching College and Career Readiness and Above in ELA
  - Level 3 and higher: Approaching College and Career Readiness and Above in Math
  - Level 4 and 5: College and Career Ready in ELA
  - Level 4 and 5: College and Career Ready in Math
- Gateway
  - Four-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate)
  - Five-Year Graduation Rate (Adjusted Cohort Graduation Rate)
  - PSAT Performance (Grade 11)
  - SAT Performance (Grade 12)
  - College Acceptance Rate
  - College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement
  - Career Readiness: CTE Certification Rate (optional)
  - Career Readiness: CTE Program of Study Completion Rate (optional)
- School Environment
  - Attendance
  - Re-enrollment
  - 9th Grade on Track to graduate in four years

#### Adult Education PMF Indicators:

- Student Progress: Students who grew a level before exiting the school
  - Adult Basic Education (ABE)
  - English as a Second Language (ESL): Students who grew a level before exiting the school
- Student Achievement
  - Earned Secondary Credential (GED or NEDP)
- College and Career Readiness
  - Entered Employment or Postsecondary
  - Retained Employment or Entered Postsecondary
- School Environment
  - Attendance
  - Retention within the school year

#### The number of schools in each Tier

Tier	Number of schools in each tier
Tier 1	42
Tier 2	50
Tier 3	6
No Tier*	20

\*There are four types of schools that did not receive a School Quality Report (PMF) tier in 2015-16. 1. New schools and campuses do not receive a tier until their second year of operation. Eight new schools or campuses opened in 2015-16. 2. Schools serving only PK grades in 2015-16 do not have a tier. DC PCSB implemented a new PMF structure for the seven PK-Only schools and they will be tiered in 2016-17. 3. Two schools currently do not offer the approved growth assessment for grades K-3 and are growing schools (adding a grade every year) and have not reached grade 4 yet to receive Median Growth Percentile. Both schools will have a tier in 2016-17. 4. Alternative accountability schools were not tiered in 2015-16. These four schools develop specific measures with DC PCSB which are also used as the schools' goals and do not receive a PMF.

#### How DC PCSB will help advance schools from Tier 2 and Tier 3 to Tier 1

DC PCSB will conduct a Qualitative Site Review (QSR) during the winter and early spring of 2017 for all Tier 3 schools. DC PCSB is working to support the Tier 3 adult education campuses with better data management systems and data tracking. DC PCSB uses the quarterly charter leaders meeting to focus on areas of interest for adult education schools.

DC PCSB supports all low performing schools in the following three ways.

*a. Board-to-Board meetings*

DC PCSB conducts board-to-board meetings for low-performing schools to ensure they are aware of school issues. These meetings are with DC PCSB board members, school leadership and DC PCSB senior staff to discuss key issues around school performance and plans for school improvement.

*b. Qualitative Site Reviews*

DC PCSB gives schools the autonomy to make critical improvements. Rather than tell schools how to improve, DC PCSB uses the Performance Management Framework along with its Qualitative Site Reviews to identify for a school's areas for growth.

Tier 3 schools receive a comprehensive Qualitative Site Review (QSR), enabling DC PCSB to identify key areas of growth. Using Charlotte Danielson's Framework for Teaching rubric for classroom observations, DC PCSB staff and consultants evaluate the quality of two domain areas, Classroom Environment and Instruction Delivery. DC PCSB staff, along with consultants trained extensively in the use of the rubric, observes schools' instructional staff and rate teachers on a scale of unsatisfactory to distinguished in each of the eight elements within these two domains. In addition to classroom observations, the QSR also includes observations on the school's mission, goals, and governance.

At the conclusion of the QSR, the DC PCSB assessment lead gathers data from all review participants and produces a report, which details the areas of strength and the areas of growth for a school. After the team completes the review, the DC PCSB assessment lead also provides feedback around these areas of strength and growth with school leadership. The use of the same rubric in all QSRs enables school leaders to see change over time, identify the areas where the school has improved, and pinpoint areas that require further support from school leadership.

*c. Charter Reviews*

DC PCSB is required to review each DC charter schools' performance at least once every five years. This review includes an assessment of a school's academic, legal, and fiscal performance. Generally, DC PCSB conducts such charter reviews during a school's fifth and tenth year of operation, and may perform additional reviews of schools outside of this schedule. DC PCSB may also conduct a charter review if a school:

- is identified as a Tier 3 school on the Performance Management Framework; and/or
- is identified as a Priority or Focus school by the Office of the State Superintendent of Education.

How the PMF tiers correlate with the State Report Card

Historically, DC PCSB's PMF Tiers only loosely correlated with OSSE's recognition system, developed as part of the District's Elementary and

Secondary Education Act (ESEA) Waiver. Under the newly passed Every Student Succeeds Act, the ESEA Waiver is being phased out and DC has the opportunity to develop a new, and better, statewide accountability system. DC PCSB is working closely with OSSE on creating a statewide framework. DC PCSB staff meets regularly with OSSE to develop the system, which the city hopes to submit for approval in March 2017.

**Q42. How does the PCSB communicate to operators of Tier 3 schools that their performance is unacceptable? Provide a narrative description of that process and a list of Tier 3 schools that the PCSB is currently working with to implement performance improvement plans as well as copies of any such performance improvement plans for FY16 and FY17 to date.**

The table below shows the list of the Tier 3 schools as identified by the 2015-16 PMF.

*Tier 3 Schools*

- Academy of Hope PCS
- Achievement Preparatory Academy PCS - Wahler Place Elementary School
- Center City PCS – Trinidad
- Maya Angelou PCS - Young Adult Learning Center
- National Collegiate Preparatory PCHS
- Somerset Preparatory Academy PCS

*Other schools were Tier 3 last year but are no longer scoring in this area, schools that have improved under DC PCSB's watch include:*

- Roots PCS (PK-12 schools previously tiered in 2013-14 due to the transition to PARCC)
- Community College Preparatory Academy PCS
- LAYC Career Academy PCS

DC PCSB does not mandate that low-performing schools implement performance improvement plans. Instead, DC PCSB measures schools on outputs and may place baseline targets for schools to meet or exceed each year after the school was deemed low performing. The process is initiated after a high stakes review, in which DC PCSB determines that the school is not meeting its goals and student academic achievement expectations as set forth in its charter.

Communication begins well before a school undergoes a review or falls into Tier 3. Below is a list of strategies that DC PCSB has used to alert schools of low performance and to help them identify areas for improvement.

*Board to Board Meetings.*

DC PCSB initiates candid conversations with school boards of Tier 3 schools around the steps needed for the school to improve. In many cases, these conversations happen prior to the school reaching Tier 3 status (as with Tier 2 schools that are on a downward trajectory). These meetings, which are followed up in writing, typically involve one or two members of the DC PCSB board, senior staff and the school's board and their senior staff. DC PCSB board members highlight the school's low performance and focus the school board's attention on the potential consequences if the school does not improve. DC PCSB generally does not demand specific performance improvement plans. The steps the school takes to improve the school are for the school board and leadership to decide; DC PCSB is not a

school district but an authorizer. DC PCSB has found that these board to board meetings have led to substantial changes at many but not all schools, including decisions to replace senior leadership, substantial turnaround plans put in place, or decision to close specific campuses or grade levels.

#### *School Stat*

At least once a month, the DC PCSB staff from three school oversight teams: finance, equity, and academic accountability, discuss individual school performance in order to notice trends and to highlight concerns. If there are significant findings, DC PCSB leadership will send an email or make a phone call to the school's leadership to discuss.

#### *Critical Complaint Urgent Response Team*

In response to community complaints or troubling data trends, DC PCSB created a structured process for visiting schools outside of a high stakes review. Staff notifies the school on the same day that it conducts an unscheduled visit in order to determine whether there are systemic issues related to the complaint or data trend. Depending on the observation, DC PCSB may conduct another visit or a series of visits or a full-blown QSR or high stakes review. If the visit shows no systemic concerns, staff reports back and the school is no longer monitored.

#### *Performance Management Framework and Qualitative Site Reviews*

Rather than tell schools how to improve, DC PCSB uses the Performance Management Framework along with its Qualitative Site Reviews (QSR) to identify areas of growth for schools. In addition to classroom observations, the QSR also includes observations on the school's mission, goals and a board meeting. As one school said, having DC PCSB staff come in to conduct a QSR is like having them hold up a mirror so you can see yourself objectively.

#### *Conditional Continuance Agreements*

Recognizing the need for drastic turnaround if a Tier 3 school is to remain open, some schools choose to enter into turnaround agreements prior to their formal charter review by DC PCSB or as a condition of continuance during a high stakes review.

**Q43. Provide a detailed discussion about the Performance Management Framework for charter schools serving adult populations, including:**

- **A brief description of each school;**
- **How schools were tiered;**
- **Plans being taken by PCSB and the individual schools to improve the Tier scores;**
- **A brief narrative about the populations that are served in these particular schools and makes them different from traditional Pre-K3 through 12<sup>th</sup> grade PCSs.**

For a description of each school, please see attachment Q43.

*Adult Education Performance Management Framework (AE PMF) Tiers*

Adult education public charter schools fall into one of three tiers based on their performance on four indicators.

Tier 1 – High performing (at least 65.0% in all indicators)

Tier 2 – Mid performing (at least 35.0% in all indicators)

Tier 3 – Low performing (34.9% or below in any indicator)

There are four indicators on the AE PMF that contribute to tiers:

• **Student Progress:** This indicator captures learning gains of students taking part in either adult basic education (ABE) or English as a second language (ESL) programs. Student progress is measured by tests that are valid and reliable for adults and disengaged youth.

• **Student Achievement:** This indicator reflects the rate of students who completed a program of study and earned a secondary credential. In most cases this refers to students earning a General Education Development (GED) credential or the National External Diploma Program (NEDP).

• **College and Career Readiness:** This indicator captures whether students, identified by the school as being eligible to be in the workforce, are employed or enroll in a postsecondary degree or certification program upon exiting the adult education school.

• **Leading Indicators:** This indicator captures the school's attendance rates for its enrolled students and the rate at which it is retaining students at the school.

Schools optionally share data on fifth indicator, mission specific goals, which is displayed on the AE PMF but is not included in the tier. Mission specific goals show schools' performance on aspects of their programs not otherwise captured in the AE PMF.

<b>Tiering</b>	
Total Number of Adult Education Campuses (2016)	8
Total Number of Tier 1 Campuses	3
Total Number of Tier 2 Campuses	3
Total Number of Tier 3 Campuses	2

### *DC PCSB Support for Tier 3 Adult Public Charter Schools and School's Plans for Improvement*

DC PCSB conducts a qualitative site review (QSR) for Tier 3 schools to assess the classroom environment and instruction at the school as well as alignment to the Common Core State Standards and the new GED. DC PCSB's staff and board will engage with the leadership at each Tier 3 school by meeting the school's board members to discuss the school's strategies to improve academic performance and student outcomes. Additionally, DC PCSB is working on partnerships with other agencies and organizations to ease the burden of data collection on schools for the AE PMF, particularly with regard to following up on the employment outcomes of students when they leave adult education public charter schools.

Schools have hired staff to follow up on the employment and postsecondary outcomes of students when they exit the program. In addition, schools are strengthening their data collection systems to ensure that they are able to accurately capture the outcomes of all of their students.

### *Populations Served in Adult Education Public Charter Schools*

There are two types of adult education schools, those that target disengaged youth ages 16-24 and those that target older adults who are returning to school. Either way, students enroll in school to earn an industry recognized certificate, learn the English language, or earn a GED or NEDP. While schools must accept every student who applies, the following schools target disengaged youth: LAYC Career Academy PCS, Maya Angelou PCS—Young Adult Learning Center, The Next Step PCS, and YouthBuild PCS. The majority of students attending these schools are overage and under-credited, many of whom are working toward a secondary credential. They have been unsuccessful in traditional schools or are recent immigrants. The remaining schools, Academy of Hope PCS, Briya PCS, Carlos Rosario PCS, and Community College Prep PCS, target older students. A clear majority of these students are English language learners trying to improve their English skills to better prepare them for the workforce or adults who never completed high school and have low literacy skills. In both types of adult education schools, literacy levels range from early elementary to upper secondary. Some students have secondary credentials and are working on certifications to get jobs or qualify for better positions within their current employment and many students in the adult public charters are parents and also work to support their households.

## General Questions

**Q44. Provide the names, brief bios, and terms of appointment for all members of the DC Public Charter School Board. How many board positions are currently vacant? For each vacancy, please give the dates that the position has been vacant.**

Name	Bio	Terms of Appointment
Darren Woodruff, Ph.D.	<p>Darren Woodruff, Ph.D. is Chair of the Public Charter School Board. Dr. Woodruff has long been involved in education research and policy. Currently he is the senior director of education at the DeBruce Foundation Research Institute where he focuses on the role of schools and education in transforming underserved communities. Prior to this, Dr. Woodruff worked as a principal research analyst at the American Institutes for Research where he focused on a wide range of educational topics including support for at-risk youth, special education and closing the achievement gap. Before joining AIR, Dr. Woodruff was a faculty member at the Yale Child Student Center. He also serves on the boards of other research institutions including the Walter and Theodora Daniel Education Research Fund at Howard University. Dr. Woodruff received his Bachelor of Arts from Stanford University, his Masters from Harvard University and his Ph.D. from Howard University's School of Education where he focused on educational psychology.</p> <p><sup>2</sup>Per a legal memorandum dated June 25, 2014 from Councilmember David A. Catania, Dr. Woodruff served in holdover status from 2010 to 2012, when the Council confirmed him to a 4-year term expiring on February 24, 2014.</p>	<p><b>Completing Predecessor's Term:</b> December 8, 2008 – February 24, 2010</p> <p><b>First Term<sup>1</sup>:</b> July 12, 2012 – February 24, 2014</p> <p><b>Second Term:</b> July 14, 2014 – February 24, 2018</p>
Don Soifer	<p>Don Soifer is a co-founder and Executive Vice President of the Lexington Institute, a nonpartisan think-tank. There, he directs the Institute's research programs in domestic policy areas including education, energy and logistics. Mr. Soifer's education policy research has been published and discussed in many of the nation's</p>	<p><b>Completing Predecessor's Term:</b> December 8, 2008 – February 24,</p>

	<p>most influential news publications and journals, and cited by the U.S. Supreme Court. He has testified before the U.S. Congress on several occasions and in official hearings of various federal and state agencies. Mr. Soifer appears regularly on television and radio programs around the country. He is graduate of Colgate University.</p>	<p>2012</p> <p><b>First Term:</b> February 25, 2012 - February 24, 2016</p> <p><b>Second Term:</b> February 25, 2016 - February 24, 2020</p>
Sara Mead	<p>Sara Mead, a specialist on early childhood education and K-12 education reform, works at Bellwether Education Partners. There she works with education organizations to help them become more effective in their work and achieve dramatic results for students. Ms. Mead has researched and written extensively on education issues including federal and state education policy, charter schools, teacher effectiveness and early childhood education. Her work has been featured in numerous media outlets including The Washington Post, New York Times, Slate, and USA Today, and she has appeared on CBS and ABC News and on NPR. Ms. Mead holds a bachelor's degree in public policy from Vanderbilt University.</p>	<p><b>First Term:</b> September 21, 2009 - February 24, 2013</p> <p><b>Second Term:</b> July 18, 2013 - February 24, 2017</p>

Rick Cruz	<p>Rick Cruz is currently a member of the FSG Leadership Group, where he co-leads the Education &amp; Youth Practice that helps nonprofits in the education space. Previously, he served as the Chief Executive Officer of DC Prep Public Charter School, which focuses on student academic achievement, character education and high school and college readiness. On a national level, Mr. Cruz held senior level positions at the Network for Teaching Entrepreneurship and Teach for America. Outside of education, Mr. Cruz has strong experience in finance, budget management, and fiscal strategy. He was a strategic consultant, having worked at the Corporate Executive Board and the Advisory Board Company for more than a decade in successive leadership positions in the US and internationally. Mr. Cruz has a bachelor's degree in philosophy from Yale University.</p>	<p><b><i>First Term:</i></b>  September 23, 2014  –  February 24, 2018</p>
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Steve Bumbaugh	<p>Steve Bumbaugh has many years of experience working in education, philanthropy and issues related to urban poverty. Currently he serves as the Manager of Breakthrough Schools: DC at CityBridge Foundation, an organization that works to build a citywide system of high-performing schools in the District. Previously, Mr. Bumbaugh served as the President of the ECMC Foundation, a national funder focusing on education issues in low-income communities. He was also the first Executive Director of the Specialty Family Foundation, a funder focusing on education, health, and food security issues in low-income communities in Southern California. Mr. Bumbaugh has also published numerous articles and has been a regular speaker on issues related to poverty and race. He received his Bachelor of Arts in Economics and Political Science from Yale University and his Masters Degree in Business Administration from Stanford University Graduate School of Business.</p> <p><sup>2</sup> Steve Bumbaugh is currently finishing a predecessor's term. He started on the Board in June of 2015.</p>	<p><b>Completing Predecessor's Term:<sup>2</sup></b></p> <p>February 23, 2013 – February 24, 2017</p>
Ricarda Ganjam	<p>Ricarda Ganjam manages the operations and Local Market Initiative Program for the Metro Washington, DC Accenture office. Her work focuses on business development, local image, corporate citizenship and people engagement. She is also an Executive Coach who works with senior leaders to achieve high performance in their careers and lives. In Ms. Ganjam's career at Accenture, she has managed teams to enable transformational change management with a variety of clients primarily in the resources industry. She earned a PhD in Educational Human Resource Development at Texas A&amp;M University and Master of Public Administration and Bachelor of Journalism at the University of Missouri.</p> <p><sup>3</sup>Ricarda Ganjam joined the Board in October of 2015.</p>	<p><b>First Term:<sup>3</sup></b></p> <p>February 23, 2015 – February 24, 2019</p>

Saba Bireda	<p>Ms. Bireda is an attorney at Sanford Hiesler, LLP, a national civil rights law firm. Long active in education policy, Ms. Bireda previously worked for the U.S. Department of Education where she served as senior counsel in the Office of the General Counsel. There she developed litigation strategy, advised on legal issues and led complex investigations on a variety of education matters. She also served as senior counsel at the Department’s Office of Civil Rights, where she advised on matters regarding discrimination in education. Earlier in her career, Ms. Bireda focused on education issues while working for EducationCounsel LLC, an education consulting firm, and the Center for American Progress, an independent nonpartisan policy institute. She practiced law in the private sector in Philadelphia for Morgan, Lewis &amp; Bockius. Ms. Bireda began her career as a teacher at Sousa Middle School in southeast Washington, DC. Ms. Bireda graduated from Harvard Law School and received her bachelor’s degree from Stanford University.</p> <p><sup>4</sup> Saba Bireda joined the board in July of 2016</p>	<p><b><i>First Term<sup>4</sup></i></b>  February 23, 2016  -  February 24, 2020</p>
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<p>Scott Pearson, Ex-Officio</p>	<p>Scott Pearson is the Executive Director of the Public Charter School Board. Since joining DC PCSB in 2012, Mr. Pearson has implemented significant reforms in how the Board approves and oversees charter schools, making it a national model for charter school authorizing. Previously, Mr. Pearson served in the Obama Administration as the Deputy of the Office of Innovation and Improvement for the U.S. Department of Education. Also, he co-founded Leadership Public Schools, a network of college-prep charter high schools in the San Francisco Bay Area. Mr. Pearson has a long career in business. At AOL, he was responsible for acquisitions and strategic planning as the company's Vice President for Corporate Development. At Bain and Company, Mr. Pearson provided strategic management consulting services to clients in education, healthcare, media, and aviation. Mr. Pearson holds a Bachelor of Arts in History from Wesleyan University, a Masters in Public Administration from Harvard's Kennedy School of Government and a Masters in Business Administration from the Harvard Business School.</p>	<p>January 2012 - Current</p>
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**Q45. Provide the schedule of PCSB Board meetings in FY16 and to date in FY17. Please include Board Members that were present or absent at each meeting.**

<b>FY16 Board Meetings and Hearings</b>	<b>FY17 Board Meetings and Hearings</b>
<b>October 26, 2015</b> <b>Present:</b> Darren Woodruff, Don Soifer, Sara Mead, Rick Cruz <b>Absent:</b> Barbara Nophlin, Steve Bumbaugh <b>Absent:</b> None	<b>October 17, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Rick Cruz, Saba Bireda, Steve Bumbaugh, Sara Mead, Ricarda Ganjam <b>Absent:</b> None
<b>November 16, 2015</b> <b>Present:</b> Darren Woodruff, Don Soifer, Sarah Mead, Rick Cruz, Ricarda Ganjam <b>Absent:</b> Steve Bumbaugh	<b>November 21, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Rick Cruz, Saba Bireda, Sara Mead, Steve Bumbaugh <b>Absent:</b> Ricarda Ganjam
<b>December 14, 2015</b> <b>Present:</b> Don Soifer, Sara Mead, Rick Cruz, Steve Bumbaugh, Ricarda Ganjam <b>Absent:</b> Darren Woodruff	<b>December 19, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Rick Cruz, Saba Bireda, Sara Mead, Steve Bumbaugh, Ricarda Ganjam <b>Absent:</b> None
<b>January 14, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Sarah Mead, Rick Cruz <b>Absent:</b> Steve Bumbaugh, Ricarda Ganjam	
<b>January 27, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Sarah Mead, Rick Cruz, Steve Bumbaugh, Ricarda Ganjam <b>Absent:</b> None	
<b>February 10, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Sarah Mead, Rick Cruz, Steve Bumbaugh, Ricarda Ganjam <b>Absent:</b> None	
<b>February 22, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Rick Cruz, Ricarda Ganjam <b>Absent:</b> Sara Mead, Steve Bumbaugh	
<b>March 22, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Sara Mead, Steve Bumbaugh, Ricarda Ganjam <b>Absent:</b> Rick Cruz	

<b>April 18, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Sara Mead, Rick Cruz, Steve Bumbaugh, Ricarda Ganjam <b>Absent:</b> None	
<b>May 16, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Sara Mead, Rick Cruz <b>Absent:</b> Steve Bumbaugh, Ricarda Ganjam	
<b>June 20, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Sara Mead, Steve Bumbaugh, Ricarda Ganjam, Saba Bireda <b>Absent:</b> Rick Cruz	
<b>July 18, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Sara Mead, Rick Cruz, Steve Bumbaugh, Saba Bireda <b>Absent:</b> Ricarda Ganjam	
<b>September 19, 2016</b> <b>Present:</b> Darren Woodruff, Don Soifer, Sara Mead, Rick Cruz, Steve Bumbaugh, Ricarda Ganjam, Saba Bireda <b>Absent:</b> None	

**Q46. Provide a current organization chart for PCSB and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY16 or to date in FY17.**

Please also see the organization chart, attachment Q46.

*Management Structure*

<b>Department/Program</b>	<b>Title</b>	<b>Name</b>
<b>Executive Team</b>	Executive Director	Scott Pearson
Executive Team/School Performance Department	Deputy Director	Naomi DeVeaux
Executive Team/Finance, Operation & Strategic Initiatives	Chief Operating Officer	Lenora Robinson
Executive Team/Legal	General Counsel	Nicole Streeter
Executive Team/Communications	Communications Director	Tomeika Bowden
Executive Team/Intergovernmental Affairs and School Support	Manager	Audrey Williams
School Performance Dept. School Quality & Accountability	Senior Manager	Rashida Tyler
School Performance Dept. Equity & Fidelity Team.	Senior Manager	Rashida Young
School Performance Dept. Equity & Fidelity Team.	Manager	Avni Patel Murray
School Performance Dept. Finance, Analysis & Strategy Team	Senior Manager	Mikayla Lytton
School Performance Dept. School Quality & Accountability	Manager	Erin Kupferberg
School Performance Dept. School Quality & Accountability	Manager	Taunya Nesin
Finance, Operations & Strategic Initiatives	Manager (Finance & Facilities)	Marvin Cross
Finance, Operations & Strategic Initiatives	Senior Manager (HR & Operations)	Anne Tomkinson

*FY16 to FY17 Organizational Changes*

Reorganization

There were not any significant organizational changes in FY16.

**Q47. Provide the agency's performance plan for FY16. Did the PCSB meet the objectives set forth in the FY16 performance plan? Please provide a narrative description of what actions the Board undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.**

In its FY16 performance plan, DC PCSB fully achieved 9 of the 11 initiatives and partially achieved two of the 11 initiatives. DC PCSB fully achieved 9 of the 16 performance indicators, and received a neutral rating for 7 of the performance indicators.

The two initiatives DC PCSB partially met were: Initiative 4.1: Increase awareness about public charter schools by enhancing DC PCSB's website and distributing the PMF parent guide, and Initiative 4.2: Improve transparency around DC PCSB's authorizer work, making board meetings and other materials available to the public, and publishing increased amounts of data on public charter school performance. For Initiative 4.1, while we successfully met our goal of increased community engagement and public awareness of public charter schools, we are still currently working on translating our parent guides into multiple languages, and so to date, these have not all been distributed. We anticipate having the guides distributed by February 2017. For Initiative 4.2, while we have managed to live stream all public board meetings, and post all public meeting materials to our website, we are still working on creating processes and systems that will make sure all data published is accurate and timely.

FY16 Performance Plan in attachment Q47.

**Q48. Provide the agency's performance plan for FY16. What steps has the agency taken to date in FY16 to meet the objectives set forth in the FY16 performance plan?**

Achievements to date are highlighted below.

FY17 Performance Plan in attachment Q48.

<b>Key Performance Indicator</b>	<b>FY17 Target</b>	<b>FY17 YTD Actual To Date</b>
Number of charter LEA's receiving 5, 10, and 15 year reviews	17	As of January 2017 DC PCSB has completed 3 charter reviews or renewals, with 1 more scheduled for the January board meeting.
Number of Tier 1 charter LEA's with announced plans to expand or replicate through SY2019-2020	1	As of January 2017, no schools have announced to DC PCSB their plans to expand or replicate.
Number of PCS campuses receiving an out-of-compliance warning from the DC PCSB board for violating the Data Submission Policy	0%	No schools have yet received a notice of concern from the Board for violating the Data Submission Policy. Such a concern occurs after three staff-level out of compliance notices.
Reduction in the rate of expulsions for "other charter" reasons	10%	The percent of expulsions, due to "other charter" has decreased 30% in FY16. (Data is through December 31 of each year.)
Number of schools participating in DC PCSB SPED self- study	6	As of January 2017, 0 LEAs have participated in the Special Education Study.
Number of FAR reports issued	1	The FAR report is in the process of being prepared and is released in the spring.

Number of schools with weak financials receiving enhanced fiscal oversight from DC PCSB.	5	In Spring 2017, DC PCSB will begin working with schools identified as having weak financials in the FY16 AMU.
Number of schools whose fiscal health improved as a result of oversight efforts	4	This result must await the publication of the FY16 FAR report.
Number of PMF Parent's guides distributed	6,000	As of January 2017, DC PCSB has distributed 2,250 parent guides.
Number of Twitter followers (Additional followers each fiscal year)	500	In FY 16 and through January 2017, DC PCSB has increased its Twitter followers by 1301, making the total count: 5,640.
Number of Task Force Meetings PCSB attended	18	As of January 2017, DC PCSB has participated in 2 task force meetings.
Number of meetings with key city officials	12	As of January 2017, DC PCSB has participated in 10 meetings with key city officials.
Number of DC PCSB Board meetings televised	12	As of January 2017, DC PCSB has televised 2 board meeting.
Percent of charter school data available on <a href="http://www.dcpccb.org">www.dcpccb.org</a> , compared to SY2015-16	15%	
Number of qualitative site review reports	30	DC PCSB has conducted 10 qualitative site reviews since November 1, 2016, and are currently writing the reports. More visits will begin January 23rd.
Number of adult education focused meetings (e.g. board to board meetings, workshops, etc.)	6	As of January 2017, DC PCSB has had 1 adult education focused meeting, with more scheduled to occur in the spring.

**Q49. Provide the following budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY16 and to date in FY17:**

- **At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.**
- **At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.**
- **At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.**

Please see attachment Q49.

**Q50. Identify any special purpose revenue accounts maintained by, used by, or available for use by your agency during FY16 and FY17, to date. For each account, please list the following:**

- **The revenue source name and code;**
- **The source of funding;**
- **A description of the program that generates the funds;**
- **The amount of funds generated by each source or program in FY16 and FY17, to date; and**
- **Expenditures of funds, including the purpose of each expenditure, for FY16 and FY17 to date.**

DC PCSB's Special Purpose Revenue account is under Subsidies and Transfers. The source of the Special Purpose Revenue is DC PCSB's administrative fee of one percent of each public charter school's (PCS) annual total revenues (including federal and other revenue sources) minus philanthropic revenues under its mandated chartering authority. Overall, the total administrative fee amount stood at \$7.7 million in FY16. For FY17, the total administrative fee amounts to \$8.4 million. This Special Purpose Revenue is allocated to pay expenses for DC PCSB's ongoing oversight responsibilities and general operations. DC PCSB does not use the District's financial system. The following list outlines the amount of funds generated by the particular sources in FY16 and FY17 for each PCS LEA.

<b>PCS LEA NAME</b>	<b>Revenue Name</b>	<b>Revenue Code</b>	<b>FY 2016 Special Purpose Revenue</b>	<b>FY 2017 Special Purpose Revenue</b>
Academy of Hope PCS	Administrative Fee	06632A	\$45,346	\$53,551
Achievement Preparatory Academy PCS	Administrative Fee	06632A	\$118,663	\$168,940
Appletree Early Learning PCS	Administrative Fee	06632A	\$137,638	\$133,000
BASIS DC PCS	Administrative Fee	06632A	\$87,649	\$94,559
Breakthrough Montessori	Administrative Fee	06632A	\$0	\$17,900

*FY2016 Performance Oversight Questions*  
*DC Public Charter School Board*

Bridges PCS	Administrative Fee	06632A	\$85,852	\$90,654
Capital City PCS	Administrative Fee	06632A	\$200,897	\$212,941
Carlos Rosario Intl PCS	Administrative Fee	06632A	\$240,701	\$255,093
Cedar Tree Academy PCS	Administrative Fee	06632A	\$72,254	\$76,862
Center City PCS	Administrative Fee	06632A	\$259,704	\$286,542
César Chávez PCS for Public Policy	Administrative Fee	06632A	\$274,711	\$270,277
Children's Guild DC PCS	Administrative Fee	06632A	\$78,962	\$88,621
Community College Prep PCS	Administrative Fee	06632A	\$42,534	\$39,950
Creative Minds PCS	Administrative Fee	06632A	\$53,250	\$77,334
DC Bilingual PCS	Administrative Fee	06632A	\$84,716	\$88,517
DC International PCS	Administrative Fee	06632A	\$75,974	\$103,138
DC Preparatory Academy PCS	Administrative Fee	06632A	\$287,373	\$326,777
DC Scholars Academy PCS	Administrative Fee	06632A	\$84,708	\$90,313
Democracy Prep PCS	Administrative Fee	06632A	\$116,428	\$119,138
E.L. Haynes PCS	Administrative Fee	06632A	\$246,856	\$245,805
Eagle Academy PCS	Administrative Fee	06632A	\$197,941	\$191,558
Early Childhood Academy PCS	Administrative Fee	06632A	\$49,524	\$47,023
Education Strengthens Families PCS	Administrative Fee	06632A	\$67,154	\$101,122
Elsie Whitlow Stokes Community PCS	Administrative Fee	06632A	\$73,786	\$89,928
Excel Academy PCS	Administrative Fee	06632A	\$130,940	\$132,916
Friendship PCS	Administrative Fee	06632A	\$866,352	\$830,898
Goodwill Excel Center PCS	Administrative Fee	06632A	\$0	\$43,461
Harmony Prep PCS	Administrative Fee	06632A	\$22,192	\$18,409
Hope Community PCS	Administrative Fee	06632A	\$158,002	\$174,249
Howard University Math and Science PCS	Administrative Fee	06632A	\$40,831	\$72,583
IDEA PCS	Administrative Fee	06632A	\$66,754	\$59,468
Ideal Academy PCS	Administrative Fee	06632A	\$55,168	\$50,624
Ingenuity PCS	Administrative Fee	06632A	\$58,217	\$79,202
Inspired Teaching Demonstration PCS	Administrative Fee	06632A	\$62,934	\$69,043
Kingsman Academy PCS	Administrative Fee	06632A	\$88,120	\$72,754
KIPP DC PCS	Administrative Fee	06632A	\$1,016,444	\$1,202,642
Latin American Montessori Bilingual PCS	Administrative Fee	06632A	\$78,999	\$83,695
LAYC Career Academy PCS	Administrative Fee	06632A	\$40,500	\$49,119

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Lee Montessori PCS	Administrative Fee	06632A	\$21,272	\$30,091
Mary McLeod Bethune PCS	Administrative Fee	06632A	\$78,924	\$57,136
Maya Angelou PCS	Administrative Fee	06632A	\$83,737	\$104,827
Meridian PCS	Administrative Fee	06632A	\$139,595	\$131,106
Monument Academy	Administrative Fee	06632A	\$25,527	\$44,479
Mundo Verde Bilingual PCS	Administrative Fee	06632A	\$103,518	\$108,139
National Collegiate Preparatory PCHS	Administrative Fee	06632A	\$58,186	\$62,197
Next Step PCS	Administrative Fee	06632A	\$73,302	\$96,354
Paul PCS	Administrative Fee	06632A	\$136,027	\$147,850
Perry Street Prep PCS	Administrative Fee	06632A	\$64,243	\$66,478
Potomac Preparatory PCS	Administrative Fee	06632A	\$84,097	\$0
Richard Wright PCS	Administrative Fee	06632A	\$62,331	\$63,462
Rocketship PCS	Administrative Fee	06632A	\$0	\$85,428
Roots PCS	Administrative Fee	06632A	\$18,889	\$19,896
SEED School of Washington, DC, The	Administrative Fee	06632A	\$147,627	\$165,707
Sela PCS	Administrative Fee	06632A	\$27,651	\$31,647
Shining Stars Montessori PCS	Administrative Fee	06632A	\$30,440	\$37,468
Somerset PCS	Administrative Fee	06632A	\$64,205	\$68,196
St Coletta PCS	Administrative Fee	06632A	\$173,685	\$178,436
Thurgood Marshall Academy PCS	Administrative Fee	06632A	\$70,290	\$85,340
Two Rivers Public Charter School	Administrative Fee	06632A	\$133,239	\$149,110
Washington Global	Administrative Fee	06632A	\$22,591	\$35,129
Washington Latin PCS	Administrative Fee	06632A	\$117,307	\$123,823
Washington Leadership Academy PCS	Administrative Fee	06632A	\$0	\$24,578
Washington Math Science Tech PCHS	Administrative Fee	06632A	\$70,882	\$63,667
Washington Yu Ying PCS	Administrative Fee	06632A	\$95,486	\$103,213
William E. Doar Jr. PCS	Administrative Fee	06632A	\$84,893	\$99,969
Youthbuild PCS	Administrative Fee	06632A	\$29,775	\$26,871
<b>TOTAL*</b>			<b>\$7,685,793</b>	<b>\$8,419,204</b>

\* includes 1% of schools' federal and other revenues

**Q51. Provide a complete accounting of all intra-district transfers received by or transferred from PCSB during FY16 and to date in FY17. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within PCSB the transfer affected.**

In FY17 DC PCSB received \$721,164 from the Office of the Deputy Mayor for Education (DME) to offset the cost of purchasing and installing filters and to provide safer drinking water to the District's public charter schools as well as \$100,000 from the Office of the State Superintendent of Education as reimbursement for costs incurred for lead testing in multiple charter schools between 3/1/16 – 12/31/16. DC PCSB transferred \$50,000 to DME in FY16 to assist in ensuring parents and families are aware of the common lottery system.

**Q52. Provide a complete accounting of all reprogrammings received by or transferred from the PCSB during FY16 and to date in FY17. For each, please provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.**

See Question Q51.

**Q53. Provide a list of all PCSB's fixed costs budget and actual dollars spent for FY16 and to date in FY17. Include the source of funding and the percentage of these costs assigned to each PCSB's program. Please provide the percentage change between PCSB's fixed costs budget for these years and a narrative explanation for any changes.**

DC PCSB's annual fixed costs budget includes rent, security, janitorial services, and electricity, which are included in the agency's lease payments. The funding source is special purpose funding.

	<b>FY16 Actual</b>	<b>FY17 Budget</b>
Total	\$477,145	\$537,785
Percentage Change		12.7%

The 12.7% increase in DC PCSB's fixed costs budget represents higher rental expenses for our 3333 14th St NW office location due to anticipated increased common area maintenance costs and real estate taxes for the facility. DC PCSB has spent \$160,780 of the \$537,785 FY17 fixed costs budget as of December 2016.

**Q54. Provide the capital budget for PCSB and all programs under its purview during FY16 and FY17, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY16 and FY17. Did any of the capital projects undertaken in FY16 or FY17 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact.**

As a charter authorizer, DC PCSB does not own or maintain school buildings. DC PCSB's capital budget primarily includes the costs for computers, technology, furniture, and maintenance; however, funds were allocated for a capital improvement project in FY16 for improvements to our office spaces.

In FY16, total capital expenses were \$118,818 including the cost of our technology equipment and office renovations. To date in FY17, DC PCSB's has spent approximately \$15,008 for technology.

**Q55. Provide a current list of all properties supported by the PCSB budget. Please indicate whether the property is owned by the District of Columbia or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, electric).**

DC PCSB is an independent DC agency and holds one operating lease for office spaces at 3333 14th Street, NW, Washington DC. This operating lease with Tivoli Partners Commercial, LLC, includes spaces on the mezzanine, second and third floors, effective January 1, 2015 until June 30, 2030.

In FY16, DC PCSB's annual fixed costs were \$477,145. The budgeted FY17 annual fixed costs amount is \$537,785.

**Q56. Describe any spending pressures for public charter schools and PCSB that existed in FY16. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.**

While DC PCSB exercises its fiscal oversight function over schools through in-depth reviews of schools' annual financial audits ("FAR Report"), interim financial statements, and procurement contracts, spending decisions and pressures are unique at each of the 65 LEAs. Through DC PCSB's analysis of each school's financial statements, a few common themes have emerged. Payroll (including teacher salaries) and facilities expenses are the largest spending categories.

With respect to salaries, many schools report that the lower funding that they receive relative to DC Public Schools makes it difficult for them to offer competitive teacher salaries.

Facilities expenses continue to be a major spending pressure. Many schools are in stable long-term lease agreements with defined terms for future increases in lease payments. However, new schools and schools wishing to expand to meet student demand face significant pressure in securing affordable facilities that meet students' needs.

**Q57. Identify potential areas where spending pressures may exist in FY17 for PCSB and public charter schools. Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY17-18 budget.**

The trends that emerged in FY16 (detailed in Question 56) are continuing in FY17. Continued disparities between DCPS and public charter schools will inevitably result in spending pressures on public charter schools as they struggle to be competitive with salaries, benefits, academic offerings, and facilities.

**Q58. Provide a list of all FY16 full-time equivalent positions for PCSB, broken down by program and activity. In addition, for each position note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).**

See Q58 attached for a full list.

**Q59. How many vacancies were posted for PCSB during FY16? To date in FY17? Which positions? Why was the position vacated? In addition, note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.**

<b>FY 15: 11 total vacancies posted; net growth 2</b>					
<b>Posted Vacancy</b>	<b>Reason for vacancy</b>	<b>Steps to Fill</b>	<b>Time to Fill</b>	<b>Status</b>	<b>Funding Source</b>
School Finance Specialist	Incumbent resigned	Position announcement posted online in multiple sources; networking	5 Months	Filled	Local

<b>FY 15: 11 total vacancies posted; net growth 2</b>					
<b>Posted Vacancy</b>	<b>Reason for vacancy</b>	<b>Steps to Fill</b>	<b>Time to Fill</b>	<b>Status</b>	<b>Funding Source</b>
Executive team coordinator	Incumbent transferred internally	Position announcement posted online in multiple sources	One month	Filled	Local
Operations Assistant	Incumbent resigned	Position announced internally	Three weeks	Filled	Local
Data Analyst	Incumbent transferred internally	Position announcement posted online in multiple sources	0	Filled	Local
Data Management Specialist	New role	Position announced internally	1 month	Filled	Local
Associate Specialist, EFA	Incumbent resigned	Position announcement posted online in multiple sources	3 months	Filled	Local
Program Assistant	New role	Position announcement posted online in multiple sources	3 months	Filled	Local
Associate Specialist, EFA	Incumbent resigned	Position announcement posted online in multiple sources	1day	Filled	Local
Data Analyst	New role	Position announcement posted online in multiple sources	2.5 months	Filled	Local
Data Analyst, School Quality and Accountability	Incumbent resigned	Position announcement posted online in multiple sources	N/A	Vacant	Local
Data Analyst, Equity and Fidelity	Incumbent resigned	Position announcement posted online in multiple sources	N/A	Vacant	Local
SQA Specialist	Incumbent resigned	Position announcement posted online	2.5 months	Filled	Local

<b>FY 15: 11 total vacancies posted; net growth 2</b>					
<b>Posted Vacancy</b>	<b>Reason for vacancy</b>	<b>Steps to Fill</b>	<b>Time to Fill</b>	<b>Status</b>	<b>Funding Source</b>
		in multiple sources			
Admin Assistant	Incumbent transferred internally	Position announcement posted online in multiple sources	N/A	Position eliminated	Local
Communications Sr. Specialist	New role	Position announcement posted online in multiple sources	N/A	Vacant	Local
Communications Associate	New role	Position announced internally	0	Filled	Local
Manager, Human Resources and Operations	Incumbent resigned	Position announcement posted online in multiple sources	0	Filled	Local

**Q60. List all employees detailed to or from your agency. Please provide the reason for the detail, the detailed employee's date of detail, and the detailed employee's projected date of return.**

Marvin Cross, Agency Financial Manager, is detailed to DC PCSB from the Office of the Chief Financial Officer (OCFO). Mr. Cross works with agency leadership to monitor agency financial activities and assists with payments to public charter schools. Mr. Cross was detailed to the agency in January, 2016 and is expected to remain in place indefinitely.

**Q61. How many employee performance evaluations were completed in FY16 and how was performance measured against position descriptions? To date in FY17? What steps are taken to correct poor performance and how long does an employee have to correct their performance?**

*How many employee performance evaluations were completed in FY16?*

- 37

*How was performance measured against position descriptions?*

DC PCSB conducts annual performance evaluations of all full-time and part-time employees, as well as three-month reviews of new employees. To ensure that all employees are meeting individual job requirements, the performance evaluation includes a list of performance goals for the evaluation period and whether or not

the employee met the goals, as well as a list of performance goals for the next year. Additionally, each employee participates in an interim “step-back” review half way through the annual review cycle.

*What steps are taken to correct poor performance and how long does an employee have to correct their performance?*

Managers work with each employee to address areas of weakness and build on strengths. Employees who display poor performance are given sufficient time to improve depending on the performance area of concern using direct manager feedback and/or personal improvement plans. Annual reviews are conducted in the summer. Performance evaluations have been conducted or are underway now for all full-time and part-time employees.

Approximately 99% of the DC PCSB team has undergone performance evaluations.

**Q62. Has the PCSB adhered to all non-discrimination policies in regards to hiring and employment?**

Yes, DC PCSB has adhered to all non-discrimination policies in regards to hiring and employment.

**Q63. Have there been any accusations by employees or potential employees that the PCSB has violated hiring and employment non-discrimination policies in FY16 or to date in FY17? If so, what steps were taken to remedy the situation(s)?**

There have been no reported or formal accusations by employees or potential employees that DC PCSB has violated hiring and employment non-discrimination policies in FY16 or to date.

**Q64. Provide the Committee with the following:**

- **A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY16 and to date in FY17, and the amount;**
- **A list of travel expenses for FY16 and to date in FY17, arranged by employee;**
- **A description of any changes made to the employee handbook in FY16 and FY17 to date; and**
- **A list of the board of trustees at each public charter school LEA.**

Employee receiving bonuses, special pay, additional compensation, or hiring incentives:

<b>FY15</b>		
<b>Employee</b>	<b>Performance Bonus \$</b>	<b>Holiday Bonus \$</b>
Scott Pearson	20,000	500
Naomi DeVeaux	15,000	500
Nicole Streeter	5,000	500
Tomeika Bowden	10,000	500
Lenora Robinson Mills	15,000	500
Audrey Williams	6,600	500
Ella Krivitchenko	2,000	500
Anne Tomkinson	0	500
Charlotte Cureton	3,000	500
Chelsea Coffin	3,000	500
Charlene Haigler-Mickles	4,000	500
Adam Bethke	5,000	500
Angela Moore	2,000	500
Alyssa Sutherland	2,000	500
Daniel Quandt	0	500
Annie O'Brien	3,000	500
Drew Snyder	3,000	500
Nicole Newman	3,000	500
Rashida Young	10,000	500
Rashida Tyler	0	500
Erin Kupferberg	10,000	500
Mikayla Lytton	5,000	500
Taunya Nesin	4,000	500
Emily McGann	4,000	500
Avni Patel Murray	4,000	500
Laterica Quinn	3,000	500
Melodi Sampson	3,000	500
Timothy Harwood	3,000	500
Katherine Dammann	3,000	500
Alia Lewis	0	500
Sarah Cheatham	0	500
Esther Albert	0	500
Yasmin Fletcher	0	500
Brandon Sibilia	0	500
Cindy Gertz	0	500
Hannah Klusendorf	0	500
Jiselle O'Neal	0	500

Travel expenses for FY16 and to date in FY17, arranged by employee:

<b>Employee</b>	<b>FY16 Travel Amount</b>	<b>FY17 Travel Amount</b>
Alia Lewis	\$59	\$11
Alyssa Sutherland	\$1,473	\$1,273
Angela Randolph	\$42	\$31
Audrey Williams	\$974	\$86
Avni Patel Murray	\$710	\$95
Brandon Sibia	\$12	\$24
Cassandra Ling	\$181	\$0
Charlene Haigler-Mickles	\$300	\$0
Chelsea Coffin	\$249	\$0
Cindy Gertz	\$0	\$12
Drew Snyder	\$670	\$182
Ella Krivitchenko	\$52	\$51
Emily McGann	\$72	\$0
Erin Kupferberg	\$1,232	\$456
Hannah Cousino	\$19	\$218
Jiselle O'Neal	\$66	\$60
Katherine Dammann	\$393	\$60
Kristine Navarro	\$10	\$0
Laterica Quinn	\$1,880	\$38
Lenora Robinson Mills	\$187	\$68
Marvin Cross	\$67	\$34
Megan Walsh	\$1,496	\$0
Melodi Sampson	\$350	\$82
Mikayla Lytton	\$2,990	\$624
Naomi DeVeaux	\$5,428	\$442
Nicole Newman	\$893	\$193
Rashida Tyler	\$3,012	\$0
Rashida Young	\$682	\$248
Sara Maldonado	\$972	\$0
Scott Pearson	\$8,415	\$1,814
Sujan Sedhai	\$34	\$57
Taunya Nesin	\$13	\$468
Timothy Harwood	\$118	\$11
Tomeika Bowden	\$2,868	\$0

<b>Employee</b>	<b>FY16 Travel Amount</b>	<b>FY17 Travel Amount</b>
<b>TOTAL</b>	<b>\$35,922</b>	<b>\$6,640</b>

No substantive changes to the DC PCSB handbook were made in FY16 or to date.

See attachment Q64 for list of the board of trustees at each public charter school  
LEA

**Q65. Provide the following information for all grants awarded to PCSB during FY16 and to date in FY17:**

- **Grant Number/Title;**
- **Awardee;**
- **Approved Budget Authority;**
- **Expenditures (including encumbrances and pre-encumbrances);**
- **Purpose of the grant;**
- **Grant deliverables;**
- **Grant outcomes, including grantee performance;**
- **Any corrective actions taken or technical assistance provided;**
- **PCSB program and activity supported by the grant;**
- **PCSB employee(s) responsible for grant deliverables; and**
- **Source of funds.**

Grant Title

- Next Generation Accountability and Authorizing

Approved Budget Authority

- Michael & Susan Dell Foundation

Expenditures

- \$500,000 (\$200,000 in FY16; \$150,000 in FY17; \$150,000 in FY18)

Purpose of Grant

- Increase access to high quality schools by conducting high-stakes reviews of more than half of DC PCSB's portfolio of schools that are up for renewal
- Enhance expertise and ability to effectively oversee schools that serve high populations of English language learners, to improve DC PCSB's existing portfolio of schools
- Build capacity for DC PCSB to more effectively oversee and monitor the closures of low-performing schools, through restarts, where high-quality operators take over low-performing schools, and turnarounds, where the school's board executes major program improvements

Grant Deliverables

- Please see Grant Deliverables Q65 attached

Grant Outcomes

- In progress

Any corrective actions taken or technical assistance provided

- N/A

DC PCSB program and activity supported by the grant

- School Performance Department
- Finance, Operations and Strategic Initiatives

DC PCSB Staff Responsible for Grant Deliverables

- Mikayla Lytton

Source of Funds

- Michael & Susan Dell Foundation
- 

Grant Title

- n/a

Approved Budget Authority

- Georgetown University Law Center

Expenditures

- \$40,000 in FY16; \$40,000 in FY17

Purpose of Grant

- Placement of Legal Fellows

Grant Deliverables

- Fellows will provide legal support by drafting amendments to charter school agreements; researching and drafting high-stakes reviews, drafting correspondences regarding DC PCSB Board actions, researching legal and other issues as needed

Grant Outcomes

- In progress

Any corrective actions taken or technical assistance provided

- N/A

DC PCSB program and activity supported by the grant

- Legal Department
- School Performance Department

DC PCSB Staff Responsible for Grant Deliverables

- Nicole Streeter

Source of Funds

- Georgetown University Law Center

**Q66. Provide a complete accounting of all grant lapses in FY16, including a detailed statement on why the lapse occurred and corrective action the agency undertook. Please also indicate if the funds can still be used and/or whether they carried over into FY17.**

There were no grant lapses in FY16

**Q67. Provide the following information for all grants/subgrants awarded by PCSB during FY16 and to date in FY17:**

- **Grant Number/Title;**
- **Awardee;**
- **Approved Budget Authority;**
- **Expenditures (including encumbrances and pre-encumbrances);**
- **Purpose of the grant;**
- **Grant deliverables;**
- **Grant outcomes, including grantee/subgrantee performance;**
- **Any corrective actions taken or technical assistance provided;**
- **PCSB employee/s responsible for overseeing the grant; and**
- **Source of funds.**

There were no sub grants awarded by DC PCSB in FY16 and FY17 to date.

**Q68. Provide the following information for all contracts awarded by PCSB during FY16 and to date in FY17:**

- **Contract number;**
- **Approved Budget Authority;**
- **Funding Source;**
- **Whether it was competitively bid or sole sourced;**
- **Expenditures (including encumbrances and pre-encumbrances);**
- **Purpose of the contract;**
- **Name of the vendor;**
- **Contract deliverables;**
- **Contract outcomes;**
- **Any corrective actions taken or technical assistance provided; and**
- **PCSB employee/s responsible for overseeing the contract.**

See Attachment Q68 for contracts over \$10,000.

**Q69. Provide the following information for all contract modifications made by PCSB during FY16 and to date in FY17, broken down by agency program and activity:**

- **Name of the vendor;**
- **Purpose and reason of the contract modification;**
- **employee/s responsible for overseeing the contract;**
- **Modification cost, including budgeted amount and actual spent; and**
- **Funding source.**

See Attachment Q69 for modifications

**Q70. Provide the Committee with an update on PCSB's effort to ensure that for contracts above \$100,000, contracting party's are compliant with First Source requirements during FY16, and FY17 to date.**

DC PCSB has ensured contracting party's compliance by incorporating specific language in its vendor contracts pertaining to the District's First Source requirements.

**Q71. Provide the following information for all purchase card transactions during FY16 and to date in FY17:**

There were no purchase card transactions during FY16 or to date FY17.

**Q72. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within PCSB during FY16 and to date in FY17. This includes any reports of federal agencies, the DC Auditor or the Office of the Inspector General. In addition, provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits and issues with outside LEA management agreements.**

There were no such investigations or audits for FY16 or to date in FY17.