



DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: Donald L. Hense – Friendship PCS

SUBJECT: Charter Amendment Request for: (Mark all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Enrollment Ceiling Increase | <input checked="" type="checkbox"/> Name Change – Campus or Facility |
| <input type="checkbox"/> Program Replication of Grades Served | <input type="checkbox"/> Campus Reconfiguration |
| <input type="checkbox"/> Grade Level Expansion (Single Grade) | <input type="checkbox"/> LEA Status for Special Education |
| <input type="checkbox"/> Grade Level Expansion (Grade Band) | <input type="checkbox"/> Special Education Enrollment Preference |
| <input checked="" type="checkbox"/> Additional Facility or New Location | <input type="checkbox"/> Governance Structure |
| <input type="checkbox"/> Goals and Achievement Expectations | (Bylaws, Articles of Incorporation or Management) |
| <input type="checkbox"/> Mission or Education Philosophy | <input type="checkbox"/> Graduation Requirements |
| <input type="checkbox"/> Curriculum, Standards or Assessments | <input checked="" type="checkbox"/> Competency-Based Learning Application |

SUBMISSION DATE: September 15, 2017

SCHOOL BACKGROUND

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

Overview of School Performance

1. Provide the following information about your Local Education Agency (LEA) by campus:
 - a) Campus name(s) and location(s):
Armstrong (111 O Street, NW), Blow Pierce Elementary and Middle (725 19th Street, NE), Chamberlain Elementary and Middle (1345 Potomac Avenue, SE), Collegiate Academy (4095 Minnesota Avenue, NE), Southeast Academy (645 Milwaukee Place, SE), Technology Preparatory Middle (620 Milwaukee Place, SE) and Technology Preparatory High (2705 Martin Luther King Jr. Avenue, SE), Woodridge International Elementary and Middle (2959 Carlton Avenue, NE), Online 1351 Nicholson Street, NW .
 - b) Year opened: 1998
 - c) Grade levels served (Currently and at maturation of charter agreement, if applicable): PK3 - 12
 - d) Date that charter will be eligible for possible renewal: 2027-2028
2. Please select the performance indicators below that describe the school's current performance*: (Mark all that apply)
 - ☒ Currently rated Tier 1, or met at least 2/3 of targets on the most recent PK-only PMF or Alternative Accountability Framework.
 - ☒ School is not currently under corrective action.
 - ☒ Has historically met enrollment projections w/in 80% of target.
 - ☒ School has been in operation for 3+ years.
 - ☒ School is currently accredited. May 2022

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

Friendship PCS currently operates 12 campuses on 7 sites. For SY 2015-16, Friendship PCS had three of 12 campuses designated Tier 1. For SY 2016-17, we anticipate adding two additional campuses to our Tier 1 group. Below is a chart of SY 2015-16 PMF performance for each campus.

Campuses	PMF Score	PMF Tier
Armstrong	52.4	N/A
Blow Pierce ES	75.7	1
Blow Pierce MS	66.0	1
Chamberlain ES	76.8	1
Chamberlain MS	62.1	2
Collegiate	51.8	2
Online	62.8	N/A
Southeast	44.0	2
Tech Prep MS	40.9	2
Tech Prep HS	50.1	2
Woodridge ES	63.6	2
Woodridge MS	60.2	2

For questions, please contact DC PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.



PROPOSAL

Friendship PCS submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on August 1, 2017 (*leave blank if this has not been determined*).

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

Friendship PCS seeks to request a waiver to award competency based units as well as correct and/or update its charter agreement with information that has changed since its charter amendment agreement was approved to add two campuses to its network. The following is a list of changes that have occurred.

Name Change and Location Updates

1. Friendship PCS Armstrong located at 111 O Street, NW and Friendship PCS Online Academy located at 1351 Nicholson Street, NW.
 - a. At the time Friendship PCS's request to acquire CAPCS Armstrong and Online campuses was approved, Friendship PCS had not determined the names of the campuses or where the Online campus would meet for check-ins with students.
 - b. The Friendship Armstrong address has changed from 1400 First Street, NW to 111 O Street, NW.
2. Friendship Woodridge Elementary and Middle campuses name change to Friendship Woodridge International Elementary and Friendship Woodridge International Middle.
 - a. Friendship Woodridge received approval to operate as a World International Baccalaureate School and Friendship PCS wants the name to reflect its new status.
3. The Friendship PCS Community Office location changed from 120 Q Street, NE to 1400 First Street, NW 3rd Floor. This move was a savings that allowed Friendship PCS to reinvest dollars into the improvement and upgrade of its Armstrong campus. Friendship PCS no longer has to rent space to host Professional Development sessions and large meetings, or for storage due to the capacity of Armstrong to accommodate each of these needs.

Waiver to award Competency-Based Units

Friendship PCS seeks to offer competency based courses to (1) enhance individualized learning pathways for all students (e.g. foundational, honors, AP, and other elective courses) and (2) provide additional options for credit recovery. These courses support Friendship's efforts to ensure our students graduate from high school and are prepared to be successful in college and career.

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

The amendments are aligned with our mission in that the name change for Woodridge Elementary and Middle reflects Friendship's aim to provide a world-class education for our students. The Community Office move and reinvestment of savings into our campus reflects Friendship's aim to contribute actively to the communities we serve.

Offering competency based courses and awarding units enhances Friendship's aim to get students to and through college by giving students the opportunity to learn at their own pace as well as take more challenging courses suited to their interests. Supplementing our strong academic programming with competency based courses provides students with more choice and greater voice in their education.

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

Since SY 2014-15, Friendship PCS has been 100% compliant according to PCSB's Annual Compliance Review and has had high performance on its Fiscal Audit Reviews. There has been no board actions issued against Friendship in the last three years that triggered a Notice of Concern or an audit.

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

Note: If applicable, in addition to your narrative please attach a proposed [5-year Operating Budget](#).

N/A

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

N/A

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

It was not necessary for the Friendship Board of Trustees to vote on the clean-up of the charter amendment as these were administrative matters. Regarding the waiver to offer competency based learning units, board action is not necessary at this time. Offering competency based courses and learning units is not a departure from the overall mission and vision of the organization.

Section C3. **Campus or Facility Name Change**

***ONLY complete this section if applying to revise the name of a campus or facility.**

The names and locations of each school's campus(es) and any subsequent facilities must be listed accurately in the School's charter agreement. Therefore, if a school wishes to changes the name of its campus(es) or facility(ies), it must notify DC PCSB in a timely manner before publicizing the new name or publicly distributing any new print materials to internal and external stakeholders that display the new campus or facility name. Given this type of amendment is considered a non-mission critical change, a public hearing and ANC notification are not required. However, the school must submit a charter amendment application to DC PCSB with responses to the questions below regarding its rational for the campus or facility name change(s).

1. What is the current name of the campus or facility you would like to rename?
Friendship Woodridge Elementary and Friendship Woodridge Middle

2. What are the proposed changes to the campus or facility's name?
Friendship Woodridge International Elementary
Friendship Woodridge International Middle

3. Describe the involvement of the greater community in its decision-making process, including whether parents, staff, or students had any input.
Friendship Woodridge initiated the candidacy process to offer the International Baccalaureate Primary Years Programme (PYP) and the Middle Years Program (MYP) in 2012 and was approved to offer PYP in 2015. Woodridge staff and students were engaged in the candidacy process through approval. The decision to change the name was made by school leadership to reflect its new status as an approved IB School.

Section F2. **Application to Offer Competency-Based Credits**

***ONLY complete this section if applying for approval to offer Competency-based Credits.**

In 2015, after convening a taskforce of State Board members and representatives from the District of Columbia Public Schools (DCPS), DC PCSB, local education agencies (LEAs), the Office of the State Superintendent for Education (OSSE) and other stakeholders, the State Board of Education (SBOE) decided to update graduation requirements based on the recommendations of the Task Force, including establishing a process for waiving the Carnegie Unit requirement for a school seeking to award competency based unit(s).

The final rulemaking ([Section 2203 of the D.C. Municipal Regulations Title 5-A, Chapter 22](#)) indicates that OSSE may establish the information required to be included in the waiver application, as well as the standards and requirements for reviewing the application. Per the law, DC PCSB, as the reviewing body, may waive the Carnegie Unit for public charter schools, and may use add additional information or requirements to best meet the needs of students, and may determine the conditions of the waiver, including renewal. Also, as part of the law, DC PCSB must submit evidence of the progress and quality of implementation on each waiver to OSSE annually.

Therefore, to apply for a waiver to offer competency-based credits, please answer the following questions in their entirety.

Rationale and justification for waiver to award competency-based unit: Describe the rationale and justification for awarding a competency-based unit or units for a competency-based learning course or course series, including any pertinent needs assessment-related data. This must include how a competency-based learning course or course series will meet the aims of the school and the educational needs of students, including how the waiver will allow the school to address specific barriers that impact student achievement or impede progress toward receiving a diploma.

The mission of Friendship PCS is to provide a world-class education that motivates scholars to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. In short, our aim is to get our scholars To and Through College. Friendship PCS has done this by focusing on developing the whole child, ensuring that their personal and academic needs are met from grades PK3 through 12. Friendship has made great strides in getting our alumni To and Through College as evidenced by a six-year college graduation rate of 23%, 14 percentage points higher than the national average of 9% for like students. However, we still have a long way to go.

Friendship has achieved this success by having a high school model that uses an academy structure, which allows students to pursue a course of study aligned to their career interests and personal goals. However, we know that not all students learn at the same rate, or in the same way.

Offering competency learning units serves two critical purposes:

1. Friendship can enhance individualized learning pathways for all students (e.g. foundational, honors, AP, and other elective courses).
2. Students needing recovery credits can focus on specific standards and skills that must be mastered rather than being bound by time.

Friendship can enhance individualized learning pathways for all students.

According to the 2014 Graduation Pathways Report:

- 46% of 1st time 9th graders were off-track by the end of their freshman year (low credit accumulation and low attendance);
- 25% of these students were immediately disengaged by the end of their freshman year;
- And 80% of these students dropped out.

Friendship Collegiate's and Friendship Tech Prep High's 9th grade on track rates are higher than what is reported in the Grad Pathways report; however, roughly 50 percent of students new to Friendship enter two to three grade levels behind in English Language Arts and/or Mathematics. While Friendship employs a Response to Intervention approach with differentiated interventions for reading and mathematics, receiving individualized instruction and the ability for students to master content at their pace, through offering competency based learning units, offers greater flexibility for students that lead to greater success.

Friendship's academy structure sometimes limits a student's ability to take courses of interest. The competency based option offered through passage of an end of course exam/assessment and/or courses provided online, allows students access to courses of interest or in another academy. Moreover, students who desire more challenging courses will have access to a wider variety of honors and AP courses that may not currently be offered.

Students needing recovery credits can focus on specific standards and skills that must be mastered rather than being bound by time.

The current system of credit recovery requires students to make up credits by spending a requisite amount of time retaking an entire course. This most often occurs on Saturdays and during the summer. Rather than being time bound, students are assessed to determine the content not mastered and a program of study for a particular course is designed specifically to address these gaps. This personalized approach reduces boredom and ensures students remain engaged in learning and in school.

1. Description of the scope and structure of how the competency-based units will be earned: Provide a description of how students will demonstrate competency in the content. 1) Refer to state assessment reporting and accountability policy for minimum n-size to report. 2) Describe standards of the course. This must include, for each competency-based learning course, the following information. However, if a school is proposing an all-school or all-grade approach, responses may be grouped if answers are applicable across courses.

Friendship Public Charter School is proposing to afford more individualization and flexibility for high school students by offering students the opportunity to demonstrate their learning and mastery of standards through competency based courses. With this approach, the pace of learning can become more individualized and customized for each student including students with special needs, 504, and English Language Learner students. This model is student-centered with teacher led courses to better personalize learning and fill gaps for students that need more flexibility and access to learning through blended learning. Credits earned will always reflect what students have learned, and all courses have an overall final course grade that will be generated from academic grades that are recorded throughout the course as students master the required competencies.

The structure of these courses is similar, as the delivery of instruction is in a blended environment, and the standard of mastery will be demanding and rigorous. Course competencies answer the question: What is it we want our students to know and be able to demonstrate closely aligned to the Common Core State Standards and applicable local and national standards? Each course has three Core Competency units. Each competency is broken down into a subset of specific skills and learning targets referred as performance indicators.

a. Competency-based learning course structure:

i. Course details:

1. Friendship PCS Blended High School Courses
2. All Online high school courses
3. Grades 9 - 12
4. Number of competency-based units and equivalent Carnegie units:
3 Competency based units=1 Carnegie Unit

ii. How grading will be structured, including conversion to the GPA scale

Teachers will provide direct synchronous and asynchronous instruction to all students in large and small group settings. Assessments that are linked to performance indicators as well as specific competencies will be given throughout the course. These formative assessments capture a student's progress through the learning process and explain to what extent a student is learning a concept or skill. At the end of each "Competency Unit," students will be expected to demonstrate mastery of all performance indicators in that unit through summative assessments. The summative assessments are comprehensive performance-based measures that demonstrate what a student knows

and is able to do. ***Students must receive a passing grade in each competency in order to receive credit for a course.*** This is the same for all courses.

If a student does not master a unit, re-assessment is expected. Students are encouraged to practice continuous improvement in their learning through reassessment. Students are eligible to reassess *summative* assessments after meeting with the teacher and developing a reassessment plan. The plan would require direct re-teaching and additional study and practice prior to the reassessment. A reassessment consists of a laser focus on the part(s) of the assignment for which the student did not demonstrate competency or completing an alternative assignment (Portfolio or performance based) which will demonstrate the student's competency. The highest competency grade will be counted toward the final course grade.

Friendship Grading Scale

Percent	Letter Grade	Academic
98%-100%	A+	4.00
94%-97%	A	4.00
91%-93%	A-	3.75
88%-90%	B+	3.25
84%-87%	B	3.00
81%-83%	B-	2.75
78%-80%	C+	2.25
74%-77%	C	2.00
71%-73%	C-	1.75
68%-70%	D+	1.25
64%-67%	D	1.00
61%-63%	D-	.75
60% & Below	F	0.00

- iii. Minimum grade/score that students must earn to earn a unit or units for the course

A student will receive credit for a course by earning an overall passing course grade of 71% or higher. Students must demonstrate mastery of each assessed standard by earning a score of 68 or higher.

If one or both of these conditions are not met, the student will need to complete credit/competency recovery.

Credit/Competency Recovery: If a student does not receive a passing overall grade, they will have to recover the credit for that course by repeating it with a focus on the competencies of the course where the student did not demonstrate mastery.

- b. Time commitment for the course (e.g. frequency offered, when offered, and class schedules if relevant). If the course can be of varying durations, provide an explanation. Standards and instruction:
- i. Identify the standards the course or course series will be using (e.g. state- level content standards in English Language Arts, math, science, physical education, health, the arts, or the specific standards to be used in other subject areas)

The ELA, and Math courses are aligned to the Common Core Standards.

The Science courses are aligned to the Next Generation Science Standards

The Physical Education and Health courses are aligned to DC Health and PE Standards.

The World Language courses are aligned to DC World Language Standards

The Arts courses are aligned to the DC Arts standards

The Career and Technology courses are aligned to DC standards.

- ii. Instructional delivery method used, whether online learning or learning experiences outside of the classroom will be used, and the physical location of the students enrolled in the course (e.g. only in school, both in and outside of school)

The instructional model combines online technology with traditional instruction and materials. Certified teachers provide both synchronous instruction (where the student and the teachers are online together) and asynchronous instruction (when the student is working independently off-line) to large and small groups of students including 1 on 1 remediation or acceleration online or face to face in the blended learning classroom. Students will attend synchronous classes and complete assignments in a blended environment at the high school. Course work and practice can also be completed outside of school, however ALL assessments of mastery will be conducted at the school.

Synchronous Instruction

Synchronous instruction is an essential component of the instructional model.

Teachers provide direct instruction and support live online sessions. Students will attend these sessions by logging on to the learning platform, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and engage in lesson topics synchronously with teachers and fellow students.

The frequency and objective(s) of synchronous instruction are based on the specific needs of students, state standards, and the instructional cycle. Friendship will establish a synchronous instructional cycle aligned to competency units of each course; these cycles aim for targeted and general instruction focused on the performance indicators where the frequency of sessions is determined by student data that allows students to be grouped by instructional need. Prior to each instructional cycle, teachers and academic leaders will collaborate to analyze student competency mastery in each course. Based on this analysis, students are assigned to the appropriate synchronous live online sessions, which include targeted instruction for students that do not demonstrate mastery in course standards and performance indicators. The frequency and duration of required synchronous instructional sessions is dependent on each student's academic needs.

A summative assessment will be given during the last week of each instructional cycle to ensure students are working toward earning their competency based credits. In the week following an instructional cycle, teachers and academic leaders work collaboratively to analyze data and regroup students for the next instructional cycle. Students will be included in that process to develop re-assessment plans if mastery is not demonstrated on the competency based unit. The entire instructional cycle (instruction, assessment, data analysis/student grouping, and student/parent communication of requirements) generally lasts 6-8 weeks with one week between cycles set aside for teachers and academic leaders to evaluate data, assess mastery, and regroup students accordingly, including establishing competency recovery plans with students who require more time learning specific performance indicators and competency based units.

Asynchronous Instruction

The courses meet a wide variety of student learning preferences, and follow well-researched and proven instructional methods. Teachers monitor student performance and progress in courses. Students can be more independent if their discipline and behaviors warrant that flexibility and freedom. Most students will have a blend of synchronous and asynchronous learning opportunities with the percentage of time spent in the synchronous realm despite many tools within the course that provide students many meaningful learning opportunities and peer discussion.

Teachers can also employ audio and video to create a sense of teacher presence in courses, and facilitate online discussions to develop communities of learning within the courses.

In this blended model, certified teachers are responsible for developing individual learning plans for each student, evaluating all assignments and providing

comprehensive instruction to ensure that all students are able to demonstrate mastery by the end of each instructional cycle and each course.

- iii. Resources and instructional materials to be used to meet the needs of learners in the course

Most of the resources and instructional materials are available online however depending on the course, there could be physical materials associated to the course that is provided for each student.

c. Student participation:

- i. Target population of the competency learning credit (e.g. all students, students who have previously took and failed the course, students who arrive at the school with the content knowledge already), and whether the competency-based learning course or course series will be replacing or complementing an existing program.

Friendship seeks to supplement its course offerings with online competency based courses. Therefore, all students are eligible to participate in competency based courses based on need and interest. Students who would like access to Advanced Placement courses that Friendship is unable to staff at the high school would be able to take these courses online. Students in need of credit recovery would be eligible to take make up courses previously failed. Students who have advanced skills in a course required for graduation would be able to demonstrate mastery by taking a competency based summative assessment or end of course exam.

- ii. How will the school address the needs of students with Individualized Education Plans (IEPs), students with 504 plans, English Learners, or students with other specific needs, to support them in being successful in a competency-based learning course or course series.

Friendship serves all students with disabilities and provides competency- based learning courses according to students' needs. All students have strengths and weaknesses that are identified and accommodated in order to reach their full potential and will be served well in a blended competency- based environment following their IEP, 504 or ELL plan.

The Friendship staff will work to accommodate students with all disabilities who are using the web-based courses in a blended learning setting. Friendship will offer necessary accommodations by procuring the technology and other services required in the student's IEP to aid students in navigating through their courses. The web-based content is more accessible to students with disabilities including the incorporation of audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology.

Students with special needs will be supported by their general education teacher in the least restrictive environment and they will receive the specialized instruction and related services as outlined on their IEP.

Accommodations

In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students have access to grade level curriculum. The following table provides examples of those accommodations that teachers could provide. By no means is this list exhaustive and all course instructors will provide accommodations and modifications according to the IEP and needs of the students.

Instructional Enhancements	Assessment Enhancements
Use interactive groupings of students in structured and purposeful settings.	Use multiple forms of assessment such as performance-based assessments.
Draw on student background and knowledge.	Create appropriate test settings; use magnification of print or sound; use color-coding to focus attention where appropriate; allow for frequent breaks; use calculators and dictionaries; and minimize distractions and interruptions.
Teach skills explicitly as appropriate and ensure opportunities for students to apply and practice skills in a meaningful context.	Integrate technology into a variety of assessment settings.
Use graphic organizers to model organization skills and to engage students in the process.	Remind students to use self-monitoring strategies and clarify directions.
Use online manipulatives and connect learning experiences to real life.	Ensure that language and academic skills are assessed appropriately.
Minimize interruptions and distractions during time-on-task.	Allow for tape and/or video recordings.
Check often for understanding among students.	Use multiple measures of assessment to access language and academic skills of second language learners.
Ensure access to resources in the languages, reading levels, and interests of the students.	Include samples of second language learners' work as anchors when developing rubrics and other scoring devices.

The online lessons are created with multiple learning styles in mind. Content is rich with visual, auditory, and other student learning supports and the curriculum is able to customize student experiences by using adaptive learning pathways based on student diagnostic assessment data. All lessons provide opportunities for students to engage in remediation or accelerated activities, based on the student's performance data.

If a student is disabled or has any kind of specialized instructional need, the special programs manager, academic administrator, and teacher in partnership with the parent or legal guardian will collaborate to determine what services or accommodations are required to enable the student to receive an appropriate education and to allow the student to make progress appropriate in light of his or her circumstances. Students will receive large and small group instruction, 1 on 1 remediation, and face to face support in this blended model depending on the individual student needs that will ensure mastery of the competency based units. Below are additional instructional and assessment enhancements delivered by the teacher.

English Language Learners

Friendship staff will increase English proficiency of English Learners by providing a high-quality language instructional program. The ESL teacher will provide support to the students within the blended learning model by: collaborating with the general education teacher and relating background information and experiences to the students to better grasp a concept; scaffolding instruction to aid the students in comprehension; adjusting speech or content; and providing project-based learning experiences, necessary visuals, and in-classroom modeling of best instructional practices for the general education teachers.

The online competency based course providers Friendship has researched, offer access to curricula that allow for a unique approach to educating all students by having the flexibility to provide large group instruction, small group instruction, pre-teaching and re-teaching concepts based on student data, one-on-one tutoring sessions, and through targeted interventions and supports. Every student will be supported by an Individualized Learning Plan that is dependent on individual student needs and validated by student data. Plans are revised quarterly or upon recognized student need.

- d. Assurance that the school will collect and report on the following data annually:
 - i. Course details:
 - 1. Official Name
 - 2. Subject (per graduation requirements)

3. Grade level, if applicable d. Number of competency-based units and equivalent Carnegie units
4. Number of students enrolled in each course for previous school year (SY) iii. Number of students completing each course with a passing grade for previous SY
5. Number of students in the course who earned partial competency-based unit(s) and the number of units 4
6. Number of students in the course who did not earn competency-based units
7. Percentage of students determined to have mastered content based on specific assessments identified for use in demonstrating mastery (provided n-size is greater than 10) vii. If applicable, number of students who were rostered to take a PARCC assessment in the subject area of the competency-based learning course and the median PARCC score of the rostered students¹
 - Only applicable for HS mathematics and English II
8. If applicable, number of students who were rostered to take a required statewide assessment (e.g. science, health) and the median assessment score of the rostered students²

Friendship assures that it will collect and report to all relevant parties the aforementioned data annually.

Course syllabus and scope and sequence for academic program: Provide a course syllabus/course syllabi and scope and sequence for the school's academic program that indicate(s) how the course or course series aligns with that scope and sequence course and is aligned to the standards the course or course series is using (as identified in the application). If not available at the time of application, please explain.

Friendship seeks to supplement its academic program by offering regular, honors, Advanced Placement, and credit recovery courses based on need and interest of students. Friendship is in the process of auditing student records to determine courses needed as well as surveying students to assess interest for courses in the second semester. At this time, we have not determined which courses will be offered, but all courses will be aligned to Common Core Standards for ELA and Mathematics and national standards for science, social studies, and elective courses. Friendship also will offer courses through an online provider.

2. Evaluation: Describe the methods the school will use annually to evaluate the overall competency-based learning process and outcomes. Your answer must include:
 - a. How educators will evaluate students' progress in learning to ensure the course is meeting student needs.

All online competency based courses will be provided by a vendor who will give Friendship access to class grades and assessment results. This allows Friendship staff to monitor student performance over time. In addition, students in grades 9-11 participate in the MAP assessment and all students take Interim assessments in core content courses to determine mastery of standards. Finally, regular check-ins with students (advisors and counselors) ensures we are aware of their progress, successes and challenges in order to address their needs.
 - b. What student progress in the competency-based learning course or course series will qualify as a competency-based unit. The answer must include an explanation

of how students will demonstrate mastery with specific assessments (which may include portfolio or performance-based assessments), and a description of their purpose, design, format, rationale for selection, and the level of performance or achievement that will constitute mastery (e.g. thresholds).³

Teachers will provide direct synchronous and asynchronous instruction to all students in large and small group settings and will give assessments throughout the course, linked to performance indicators which are then linked back to specific competencies. These formative assessments are intended to capture a student's progress through the learning process and explain to what extent a student is learning a concept or skill. At the end of each "Competency Unit" students will be expected to demonstrate mastery of all performance indicators in that unit through summative assessments. The summative assessments are comprehensive performance-based measures that demonstrate what a student knows and is able to do. ***Students must receive a passing grade in each competency in order to receive credit for a course.*** This is the same for all courses. A student will receive credit for a course by earning an overall passing course grade of 71% or higher. Students must demonstrate mastery of each assessed standard by earning a score of 68 or higher.

- c. How students who have gained success through a competency-based learning course or course series will be tracked on their next steps.

Friendship PCS uses Powerschool and Naviance to track student progress towards graduation from high school. Competency based courses will be added to Powerschool, which in turn populates Naviance, which is monitored by high school counselors and advisors. Students successful in completing course requirements toward graduation, whether through courses taught by Friendship teachers or those provided through a third party provider, will have the option to register for additional courses based on interest and level of challenge.

- d. How will required annual reporting requirements be met, including how data will be collected.

Data for all students is tracked in Powerschool, this includes grades, assessments, report cards, and transcripts. All data for students enrolled in online competency-based courses can be exported from Powerschool and provided to the DC PCSB and OSSE on an annual basis or as required.

¹ Refer to state assessment reporting and accountability policy for minimum n-size to report.7" (DCMR Chapter 22, Title 5, Subtitle A).

² Refer to state assessment reporting and accountability policy for minimum n-size to report.

³ A competency-based unit is defined as "a unit equivalent to a Carnegie Unit that is earned toward graduation for successful completion of an approved competency-based learning course or course series per subsection 2203. 7" (DCMR Chapter 22, Title 5, Subtitle A).

Waiver to Award Competency-Based Unit(s) – Standards and Requirements for Review

The standards for waiver approval, in accordance with the standards and requirements established by OSSE, are as follows:

The school must demonstrate via the application information provided that:

- 1.** The competency-based unit(s) are offered based on demonstrated need
- 2.** The school has made sufficient progress in developing its plan to ensure that the school will be able to implement the program as intended and in a timely manner
- 3.** The competency-based unit(s) complement or replace the existing academic program of the school to increase the number of students earning units and graduating
- 4.** The competency-based unit(s) are accessible to all students, including English Learners, students with IEPs, and students with 504 plans
- 5.** The competency-based unit(s) are grounded in the standards associated with the competency-based unit content (e.g. for a mathematics competency-based unit, the Common Core State Standards for mathematics)
- 6.** The school has demonstrated a track record of success, as measured by student outcomes and other factors