



CHARTER AGREEMENT AMENDMENT APPLICATION

DC PUBLIC CHARTER SCHOOL BOARD

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Washington, DC 20010

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DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application Checklist

Please complete the steps before submitting a charter or charter agreement amendment application.

The entire process can take up to six months from submission of this application to board vote, including up to three months to allow for ANC notification¹ (requires 45 days advanced notice of a public hearing), 30 days of public comment, a PCSB-sponsored public hearing, a public vote at a regularly scheduled public meeting, and the execution of a written charter amendment.

- ☒ Contact Laterica (Teri) Quinn at lquinn@dcpcsb.org to set up a meeting between your school's Executive Director and Board Chair with PCSB leadership to discuss your proposed charter agreement amendment. While most amendments can be handled through filling out the appropriate template, some, such as expansions into new grade levels (early childhood, elementary, middle, high or adult) or multiple amendments at once, may require a more detailed charter agreement amendment application.
 - ☐ Obtain approval from your board to pursue the charter agreement amendment through a documented board vote, and attach a copy of the board meeting minutes to this application.
Forthcoming
 - ☐ When appropriate, gather community input and approval from your staff and families. Attach copies of any written communications, dates of meetings, and other evidence of community engagement.
N/A
 - ☐ Actively engage the support of the potentially affected Advisory Neighborhood Commission (ANC), DC council member, and other community members about the proposed charter agreement amendment and attach copies of any written communications, date of meetings, and other evidence of community engagement.
N/A
 - ☒ Complete the following parts of the charter agreement amendment application:
 - ☒ Part I: General Information (**all applicants**); and
 - ☒ Part II: Applicable Section(s) A-K*
- *A school may apply for multiple types of amendments in a single application by completing each applicable template.
- ☒ Attach completed supporting documents (e.g., enrollment matrix, budget spreadsheet, etc.)

¹ ANC notification is only required where action will impact the neighborhood. So there are some amendments (e.g. amendments to bylaws and Articles of Incorporation) that do not require ANC notification and could require less time.

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

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Mission or Education Philosophy | <input type="checkbox"/> Replication/Operation of additional campus(es)*
*(w/ no changes to grade configurations) |
| <input checked="" type="checkbox"/> Goals and Academic Achievement Expectations | <input type="checkbox"/> LEA Status for Special Education |
| <input type="checkbox"/> Grade Levels to be Served | <input type="checkbox"/> Voluntary Closure of a Campus or Grade Level(s) |
| <input type="checkbox"/> Governance Structure
(e.g., hiring/dismissal of management companies or
changes in bylaws) | <input type="checkbox"/> Campus location (Part D1) |
| <input type="checkbox"/> Enrollment Ceiling | <input type="checkbox"/> Curriculum, standards, or assessment |

SUBMISSION DATE: 5/25/2017

SCHOOL BACKGROUND

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

Overview of School Performance

- Provide the following information about your Local Education Agency (LEA) by campus:
 - Campus name(s) and location(s): **Kingsman Academy Public Charter School, Main Campus**
 - Year opened: **2015**
 - Grade levels served (Currently and at maturation of charter agreement, if applicable): **6-12**
 - Date that charter will be eligible for possible renewal: **06/29/2030**
- 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 Accountability Plan, EC, or Adult PMF.
 - ☒ 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. **Enter expiration date**

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

PROPOSAL

Kingsman Academy Public Charter School submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on____, 20____ (leave blank if this has not been determined).

- Please describe the requested change (provide detail on the selection above). Please describe any planning that is already underway to prepare for the proposed change(s).

In June 2016, the DC Public Charter School Board approved Kingsman Academy's application for alternative accountability status. The requested changes are to (1) update the school's mission and (2) adopt the Alternative Accountability Framework (AAF) goals that have been negotiated with the staff of the DC Public Charter School Board as Kingsman Academy's charter goals, replacing the existing charter goals.

- How will the amendment(s) selected above support or enhance the school's mission?

The goals amendment will allow the school to adopt goals that are specific to its mission and target population. The mission-related amendment does not substantively change the school's mission.

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

The school's board has discussed the proposed amendments. It will vote on the amendments at the June 2017 meeting.

4. 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). Please describe any notable support for or opposition to the proposed amendment(s).

Internal and external stakeholders, including students, parents, staff, and community members, were involved in the strategic planning process that led to the revised school mission statement. The school has not informed its external stakeholders of the proposed amendments. Once the negotiations with DC Public Charter School Board staff have concluded, Kingsman Academy will inform both internal and external stakeholders of both proposed amendments in writing.

Part II: Specific Revision Requests

Section A. Charter Amendment – **Mission or Educational Philosophy**

***ONLY complete this section if applying to amend Mission/Educational Philosophy.**

A school should apply to amend its mission or education philosophy when it is proposing a material change to its current mission that directly affects students and families. Changes include adding or removing components of the mission, such as second language acquisition, a specific curriculum listed in the mission (e.g., Core Knowledge, Expeditionary Learning, STEM), or specific outcomes (e.g., Career and Technical Education/Certification, International Baccalaureate Diploma). Changes that are revisions in syntax do not require a petition and public hearing. These changes, however, will need to be approved by the PCSB Board and memorialized in an executed charter agreement amendment.

A change in a school's mission/education philosophy must happen prior to the start of a school year. PCSB will not consider proposed amendments to a school's mission/education philosophy during the year prior to or during the year of a high-stakes review or renewal. Revisions to a school's mission or education philosophy will generally be approved if the school demonstrates a need for the change in the mission through:

- Family support (e.g. petition with signatures, letters of support, minutes from PTO/PTA meeting(s));
- Staff support (e.g. application with signatures, letters of support, minutes from staff meeting(s);
- An explanation of how the revised mission will directly improve student outcomes and future success;
- Evidence that the amended mission is supported by the curriculum, instruction, and school day.

1. What is the school's current mission statement and/or educational philosophy?

The mission of Kingsman Academy is to provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship.

2. What are the proposed changes to the school's mission statement and/or educational philosophy?

Kingsman Academy Public Charter School prepares all scholars for post-secondary success and responsible citizenship by providing an individualized and rigorous education in a supportive environment.

3. Explain the school's rationale for amending its mission statement and/or educational philosophy, specifically how it will improve student outcomes and future success.

The changes are largely revisions in syntax, and will likely not directly improve student outcomes and future success.

4. How will the new mission and/or educational philosophy impact the school's existing curriculum, operations, and education experience for families?

The changes are largely revisions in syntax and will likely not have a specific impact on the school's existing curriculum, operations, and education experience for families.

5. Describe how the School came to determine to change its mission and the involvement of the greater community in its revision, including parents, staff, and others.

The revised mission statement was one of the results of a 7-month strategic planning process that included the following: over a dozen interviews with internal and external stakeholders, five focus groups with internal stakeholder groups including parents, teachers, staff, and students; and two facilitated sessions with the Board of Trustees, Executive Director, and selected faculty and staff.

Section C. Charter Amendment - **Goals and Academic Achievement Expectations**

***ONLY complete this section if applying to amend Goals/Achievement Expectations.**

To adopt the Performance Management Framework (PMF) as the school's goals and academic achievement expectations, please review the [policy](#).

Schools should revise their goals and student academic achievement expectations if at its 5- or 10- year review it finds that it has goals that are "not historically measured;" or if the school's leadership, including its board, determines that the current set of charter goals do not accurately reflect the school's mission and education philosophy for student achievement; or when a school has more than five goals and wishes to reduce its reporting burden. Charter schools may revise goals and academic achievement expectations up to one year prior to a high-stakes review and two years prior to charter renewal. Revisions are generally approved if the school successfully shows that the new goals and academic achievement expectations are:

- SMART – Specific, Measurable, Achievable, Realistic and Timely
- Appropriately challenging.
- Measure student academic performance in at least English Language Arts (ELA) and math, using the state assessment, if applicable, and expect students to achieve above the city average for similar populations.
- At least one goal should directly measure the extent to which the school is meeting its mission.

Note: PCSB does not typically accept school-issued grades as a means for measuring student achievement.

1. What are the school's current goals and student academic achievement expectations? What are the new goals and academic achievement expectations? If not all goals are changing, please make it clear which are being deleted or replaced and which are new.

See Attachment A for Kingsman Academy's current charter agreement goals and Attachment B for the new goals.

2. Explain the school's rationale for amending its goals and academic expectations. If goals were "not historically measured" or are no longer being pursued, be sure to address why the school is abandoning these goals and how they will be replaced.

Kingsman Academy was approved as an AAF school in June 2016. The proposed amended goals were negotiated with the DC Public Charter School Board staff as part of the AAF process.

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

The new goals are better aligned to the school's mission and the students' needs. They incorporate knowledge gained in the school's first two years of operation about what success looks like for Kingsman Academy and Kingsman Academy students.

4. If proposing goals and/or academic expectations aside from adopting the [Performance Management Framework](#), please describe how the school will monitor and report its progress towards goal attainment. Please note that all schools are required to report on progress each year in the Annual Report. (If adopting the PMF without any mission-specific goals, this question is not applicable.)

The school will include progress toward charter goals as part of its regular review of student data and, as required, include that information in its Annual Report.

Attachment A . Current Student Achievement Expectations and Goals

2.3 Goals and Academic Achievement Expectations.

A. Standard for charter review and renewal.

Kingsman Academy PCS: Student Achievement Expectations and Goals	
Goal	Evidence needed to be collected and maintained by the School and presented in each year's Annual Report.
Student Achievement	
<p>1. Students will demonstrate grade-level knowledge and skills in Math as indicated by:</p> <ul style="list-style-type: none"> a) The percent of Level 1 special education students at Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in math will meet or exceed the state average for Level 1 special education students scoring level 3, 4, or 5 on the PARCC assessment in math. b) The percent of Level 2 special education students at Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in math will meet or exceed the state average for Level 2 special education students scoring level 3, 4, or 5 on the PARCC assessment in math. c) The percent of Level 3 special education students at Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in math will meet or exceed the state average for Level 3 special education students scoring level 3, 4, or 5 on the PARCC assessment in math. d) The percent of Level 4 special education students at Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in 	<p>PARCC Math Performance Data</p> <ul style="list-style-type: none"> a) Level 1 special education subgroup, school and state b) Level 2 special education subgroup, school and state c) Level 3 special education subgroup, school and state d) Level 4 special education subgroup, school and state e) i. Level 1 and 2 combined special education subgroup, school and state ii. Level 3 and 4 combined special education subgroup, school and state f) Non-special education subgroup, school and state

Kingsman Academy PCS: Student Achievement Expectations and Goals	
Goal	Evidence needed to be collected and maintained by the School and presented in each year's Annual Report.
<p>math will meet or exceed the state average for Level 4 special education students scoring level 3, 4, or 5 on the PARCC assessment in math.</p> <p>e) If any of the n-sizes in goals a through d are less than 5 students, the following goals will take effect instead of goals a through d:</p> <p>i. The percent of Level 1 and 2 special education students at Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in math will meet or exceed the state average for Level 1 and 2 special education students scoring level 3, 4, or 5 on the PARCC assessment in math.</p> <p>ii. The percent of Level 3 and 4 special education students at Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in math will meet or exceed the state average for Level 3 and 4 special education students scoring level 3, 4, or 5 on the PARCC assessment in math.</p> <p>f) The percent of non- special education students who attend Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in math will meet or exceed the state average for the non-special education subgroup scoring level 3,4, or 5 on the PARCC</p>	

Kingsman Academy PCS: Student Achievement Expectations and Goals	
Goal	Evidence needed to be collected and maintained by the School and presented in each year's Annual Report.
assessment in math.	
<p>2. Students will demonstrate grade-level knowledge and skills in Reading/English Language Arts as indicated by:</p> <ul style="list-style-type: none"> a) The percent of Level 1 special education students at Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 1 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts. b) The percent of Level 2 special education students at Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 2 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts. 	<p>PARCC Reading/English Language Arts Performance Data</p> <ul style="list-style-type: none"> a) Level 1 special education subgroup, school and state b) Level 2 special education subgroup, school and state c) Level 3 special education subgroup, school and state d) Level 4 special education subgroup, school and state e) i. Level 1 and 2 special education subgroup, school and state ii. Level 3 and 4 special education subgroup, school and state f) non-special education subgroup, school and state

Kingsman Academy PCS: Student Achievement Expectations and Goals	
Goal	Evidence needed to be collected and maintained by the School and presented in each year's Annual Report.
<p>c) The percent of Level 3 special education students at Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 3 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts.</p> <p>d) The percent of Level 4 special education students at Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 4 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts.</p> <p>e) If any of the n-sizes in goals a through d are less than 5 students, the following goals will take effect instead of goals a through d:</p> <p style="padding-left: 40px;">i. The percent of Level 1 and 2 special education students at Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for Level 1 and 2 special education students scoring level 3, 4, or 5</p>	

Kingsman Academy PCS: Student Achievement Expectations and Goals	
Goal	Evidence needed to be collected and maintained by the School and presented in each year's Annual Report.
<p>on the PARCC assessment in Reading/English Language Arts.</p> <p>ii. The percent of Level 3 and 4 special education students at Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in math will meet or exceed the state average for Level 3 and 4 special education students scoring level 3, 4, or 5 on the PARCC assessment in Reading/English Language Arts.</p> <p>f) The percent of non- special education students who attend Kingsman Academy PCS who score level 3, 4 or 5 on the PARCC assessment in Reading/English Language Arts will meet or exceed the state average for the non- special education subgroup scoring level 3,4, or 5 on the PARCC assessment in Reading/English Language Arts.</p>	
Student Growth	

Kingsman Academy PCS: Student Achievement Expectations and Goals	
Goal	Evidence needed to be collected and maintained by the School and presented in each year's Annual Report.
<p>1. Students will demonstrate growth in knowledge and skills in Math as indicated by</p> <ul style="list-style-type: none"> a) The state growth measure (i.e. median growth percentile) in math of Level 1 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 1 special education students state-wide. b) The state growth measure (i.e. median growth percentile) in math of Level 2 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 2 special education students state-wide. c) The state growth measure (i.e. median growth percentile) in math of Level 3 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 3 special education students state-wide. d) The state growth measure (i.e. median growth percentile) in math of Level 4 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 4 special education students state-wide. e) If any of the n-sizes in goals a through d are less than 5 students, the following goals will take effect instead of goals a through d: <ul style="list-style-type: none"> i. The state growth measure 	<p>PARCC Math State Growth Measure Data</p> <ul style="list-style-type: none"> a) Level 1 special education subgroup, school and state b) Level 2 special education subgroup, school and state c) Level 3 special education subgroup, school and state d) Level 4 special education subgroup, school and state e) i. Level 1 and 2 special education subgroup, school and state ii. Level 3 and 4 special education subgroup, school and state f) non-special education subgroup, school and state

Kingsman Academy PCS: Student Achievement Expectations and Goals	
Goal	Evidence needed to be collected and maintained by the School and presented in each year's Annual Report.
<p>(i.e. median growth percentile) in math of Level 1 and Level 2 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 1 and Level 2 special education students state-wide.</p> <p>ii. The state growth measure (i.e. median growth percentile) in math of Level 3 and Level 4 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 3 and Level 4 special education students state-wide.</p> <p>f) The state growth measure (i.e. median growth percentile) in math of non- special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for non- special education students state-wide.</p>	

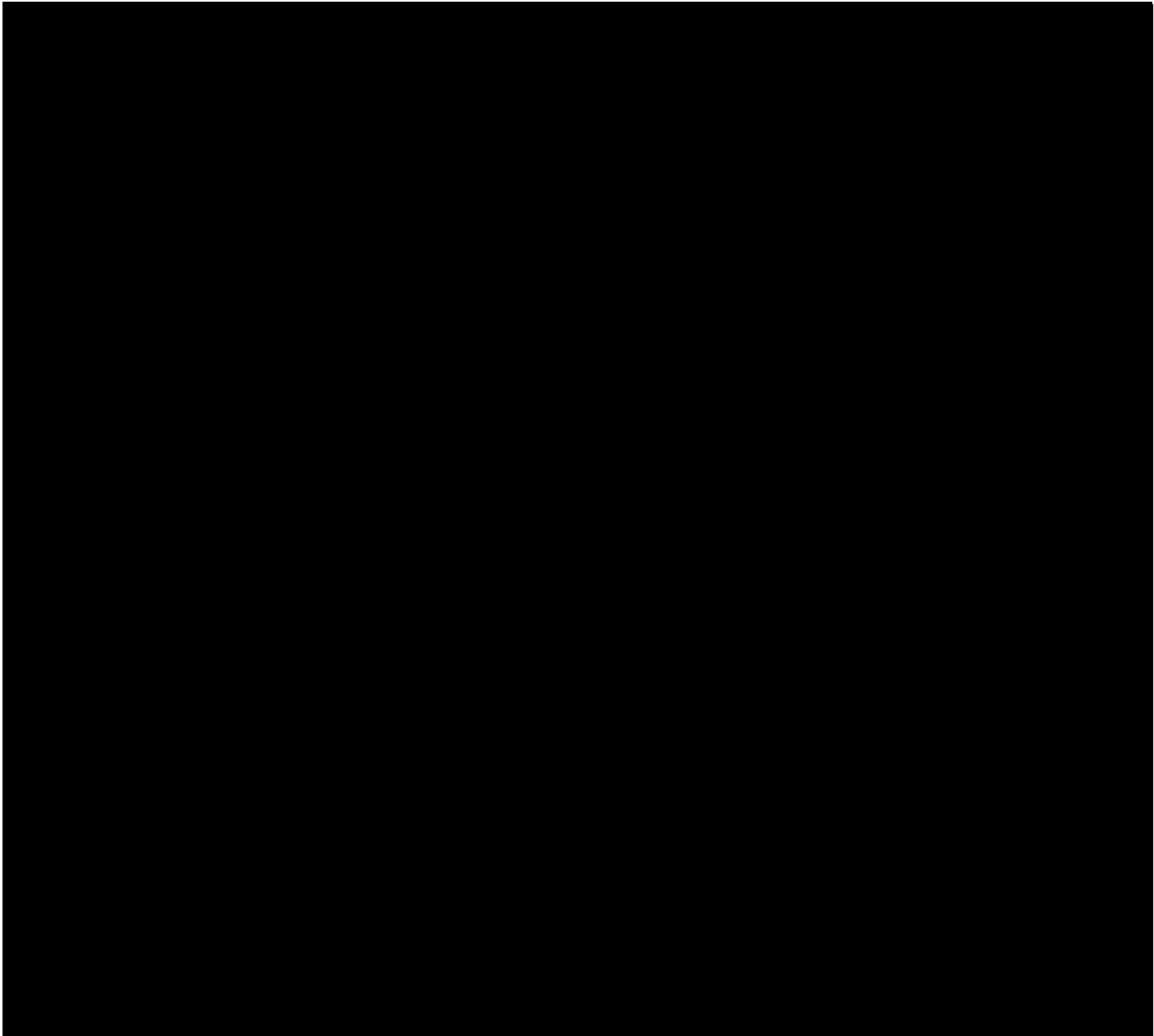
Kingsman Academy PCS: Student Achievement Expectations and Goals	
Goal	Evidence needed to be collected and maintained by the School and presented in each year's Annual Report.
<p>2. Students will demonstrate growth in knowledge and skills in Reading/English Language Arts as indicated by</p> <ul style="list-style-type: none"> a) The state growth measure (i.e. median growth percentile) in Reading/English Language of Level 1 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 1 special education students state-wide. b) The state growth measure (i.e. median growth percentile) in Reading/English Language of Level 2 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 2 special education students state-wide. c) The state growth measure (i.e. median growth percentile) in Reading/English Language of Level 3 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 3 special education students state-wide. d) The state growth measure (i.e. median growth percentile) in Reading/English Language of Level 4 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 4 special education students state-wide. e) If any of the n-sizes in goals a 	<p>PARCC Reading/English Language State Growth Measure Data</p> <ul style="list-style-type: none"> a) Level 1 special education subgroup, school and state b) Level 2 special education subgroup, school and state c) Level 3 special education subgroup, school and state d) Level 4 special education subgroup, school and state e) i. Level 1 and 2 special education subgroup, school and state ii. Level 3 and 4 special education subgroup, school and state f) non-special education subgroup, school and state

Kingsman Academy PCS: Student Achievement Expectations and Goals	
Goal	Evidence needed to be collected and maintained by the School and presented in each year's Annual Report.
<p>through d are less than 5 students, the following goals will take effect instead of goals a through d:</p> <ul style="list-style-type: none"> i. The state growth measure (i.e. median growth percentile) in Reading/English Language of Level 1 and Level 2 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 1 and Level 2 special education students state-wide. ii. The state growth measure (i.e. median growth percentile) in Reading/English Language of Level 3 and Level 4 special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for Level 3 and Level 4 special education students state-wide. f) The state growth measure (i.e. median growth percentile) in Reading/English Language of non-special education students at Kingsman Academy PCS will meet or exceed the state growth measure results for non- special education students state-wide. 	
Gateway Targets	

Kingsman Academy PCS: Student Achievement Expectations and Goals	
Goal	Evidence needed to be collected and maintained by the School and presented in each year's Annual Report.
<p>1. The school's credit earning rate will improve from year to year with 75% as a baseline until the school maintains a credit earning rate of 95%.</p>	<p>Credit earning rate =</p> <p>Numerator: Total number of credits earned by Kingsman Academy PCS students in one academic year</p> <p>Denominator: Total number of credits attempted by Kingsman Academy PCS students in one academic year</p> <p>Credit earning rates will include the roster of audited enrolled students from OSSE.</p> <p>Improvement in credit earning = Credit Earning rate for current year – Credit Earning rate for previous year</p> <p>NOTE: At a certain point, the school may want to identify a threshold for credit earning rate, for example "The school's credit earning rate will improve from year to year until it gets to a rate of 95% of the credits attempted are the credits earned."</p>
<p>2. The school will encourage persistence among its students as measured by:</p> <p>a) The five-year adjusted cohort graduation rate will be 60% or above.</p> <p>b) Of the percentage of students who do not graduate in four-years, 80% or more of these remaining students will re-enroll at the school.</p>	<p>a)</p> <p>Numerator: The number of students in the four-year cohort who receive a certificate of completion in five years. For example, if we use 2008 cohort of first time ninth graders as the denominator, then the numerator would consist of students who earn a certificate of completion by 2012 and additional students from the 2008 cohort who receive a certificate of completion by 2013.</p> <p>Denominator: The number of students in the four year cohort</p> <p>b)</p>

Kingsman Academy PCS: Student Achievement Expectations and Goals	
Goal	Evidence needed to be collected and maintained by the School and presented in each year's Annual Report.
	<p>Numerator: the number of students who do not graduate in four years but who re-enroll at the school</p> <p>Denominator: The number of cohort students who do not graduate in four years</p>
Student Engagement	
<p>1. a) The school will maintain a middle school in-seat attendance rate within 2 percentage points of the charter sector average for that grade band.</p> <p>b) The school will maintain a high school in-seat attendance rate within 3 percentage points of the charter sector average for that grade band.</p>	<p>a) Numerator: number of days present of all students enrolled in middle school Denominator: number of days enrolled of all students in middle school</p> <p>a) Numerator: number of days present of all students enrolled in high school Denominator: number of days enrolled of all students in high school</p>
<p>2. 65% of students identified on their IEP as having emotional or behavioral disabilities will maintain or show a statistically significant decrease in problematic severity scores and maintain and/or show a statistically significant increase in functionality scores per the standardization norms of the Ohio Scales Assessment.</p>	<p>Numerator: number of students identified on their IEP as having emotional or behavioral disabilities</p> <p>students with decrease in problematic severity scores and maintained and/or increased functionality scores on Ohio Scale</p> <p>Denominator: students identified on their IEP as having emotional or behavioral disabilities</p>

Kingsman Academy PCS: Student Achievement Expectations and Goals	
Goal	Evidence needed to be collected and maintained by the School and presented in each year's Annual Report.
	Students eligible for this metric will include those who are on the school's roster at the end of the year, pulled by PCSB from the data system (consistent with other HS PMF measures, such as PSAT).



Attachment B. New Student Achievement Expectations and Goals

Please note: These are the current version of the goals as of May 25, 2017. Additional changes may result from ongoing discussions with DC Public Charter School Board staff.

	Middle School	High School
Student Achievement	<ul style="list-style-type: none"> ● Middle school students attending the school for two or more years will exceed the charter sector rate of students earning level 3 or higher on the PARCC math assessment for the following groups, given an n-size of at least 10: <ul style="list-style-type: none"> ○ Students who receive Levels 1 and 2 special education services and are “at-risk”. ○ Students who receive Levels 3 and 4 special education services and are “at-risk”. ○ Students who receive Levels 1 and 2 special education services and are not “at-risk”. ○ Students who receive Levels 3 and 4 special education services and are not “at-risk”. ○ Students who do not receive special education services but are “at-risk”. ○ Students who do not receive special education services and are not “at-risk”. ● Middle school students attending the school for two or more years will exceed the charter sector rate of students earning level 3 or higher on the PARCC math assessment for the following groups (given an n-size of 	<ul style="list-style-type: none"> ● The two-year rolling average percentage of twelfth grade students who score at or above 78 in reading as measured by Accuplacer will improve year to year until it reaches 75%. Baseline to be established school year 2017-2018. ● The two-year rolling average percentage of twelfth grade students who score at or above 85 in mathematics as measured by Accuplacer will improve year to year until it reaches 75%. Baseline to be established school year 2017-2018. ● 65% of Emotional, Social, and Behavioral IEP goals will be mastered or improved in accuracy from Q1 to Q4 for students attending the school for two or more years. <ul style="list-style-type: none"> ○ Groups: <ul style="list-style-type: none"> ■ All students (receiving special education services) ■ Over-aged, under-credited students ● 65% of academic IEP goals will be mastered or improved in accuracy from Q1 to Q4 for students attending the school for two or more years. <ul style="list-style-type: none"> ○ Groups:

	<p>at least 10 for each group):</p> <ul style="list-style-type: none"> ○ Students who receive Levels 1 and 2 special education services and are “at-risk”. ○ Students who receive Levels 3 and 4 special education services and are “at-risk”. ○ Students who receive Levels 1 and 2 special education services and are not “at-risk”. ○ Students who receive Levels 3 and 4 special education services and are not “at-risk”. ○ Students who do not receive special education services but are “at-risk”. ○ Students who do not receive special education services and are not “at-risk”. ● 65% of Emotional, Social, and Behavioral IEP goals will be mastered or improved in accuracy by the end of the school year for middle school students attending the school for at least two complete years (defined as enrolled on consecutive Fall Count days). ● 65% of academic IEP goals will be mastered or improved in accuracy from Q1 to Q4 for students attending the school for two or more years. 	<ul style="list-style-type: none"> ■ All students (receiving special education services) ■ Over-aged, under-credited students
Student Progress	<ul style="list-style-type: none"> ● The state growth measure (i.e. median growth percentile) of Kingsman Academy students receiving Level 1 and Level 2 (combined) special education services on the PARCC math assessment in grades 6 through 8 will exceed the state growth measure of students receiving Level 1 and Level 2 (combined) special education services in grades 6 through 8 at other 	[Remains the same as current Student Growth goal.]

	<p>alternative charter schools.</p> <ul style="list-style-type: none"> • The state growth measure (i.e. median growth percentile) of Kingsman Academy students receiving Level 3 and Level 4 (combined) special education services on the PARCC math assessment in grades 6 through 8 will exceed the state growth measure of students receiving Level 3 and Level 4 (combined) special education services in grades 6 through 8 at other alternative charter schools. • The state growth measure (i.e. median growth percentile) of Kingsman Academy students receiving Level 1 and Level 2 (combined) special education services on the PARCC English assessment in grades 6 through 8 will exceed the state growth measure of students receiving Level 1 and Level 2 (combined) special education services in grades 6 through 8 at other alternative charter schools. • The state growth measure (i.e. median growth percentile) of Kingsman Academy students receiving Level 3 and Level 4 (combined) special education services on the PARCC English assessment in grades 6 through 8 will exceed the state growth measure of students receiving Level 3 and Level 4 (combined) special education services in grades 6 through 8 at other alternative charter schools. 	
Gateway		<ul style="list-style-type: none"> • The school's high school two-year credit earning rate will improve from year to year with 75% as a baseline until the school maintains a two-year credit earning rate of 95%. • The five-year adjusted cohort graduation rate will be

		<p>60% or above for the following groups:</p> <ul style="list-style-type: none"> ○ Groups: <ul style="list-style-type: none"> ■ All students ■ Students receiving special education services ■ Over-aged, under-credited students ● 80% or more of high school students who do not graduate in five years and who are eligible to enroll will re-enroll at the school. ● 90% or more of high school students receiving certificate-track special education services will graduate with a certificate of IEP completion.
School Environment / Student Engagement	<ul style="list-style-type: none"> ● The in-seat attendance rate for middle school students will meet or exceed the average for alternative middle schools. 	<ul style="list-style-type: none"> ● The in-seat attendance rate for high school students will meet or exceed the average for comparable high schools.