



2012-13
Charter Review Report

Center City
Public Charter School

Fifth Year Review

July 24, 2013

DC Public Charter School Board
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TABLE OF CONTENTS

RECOMMENDATION	2
EXECUTIVE SUMMARY	2
GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS.....	4
COMPLIANCE WITH APPLICABLE LAWS.....	45
FISCAL MANAGEMENT AND ECONOMIC VIABILITY	50

RECOMMENDATION

DC Public Charter School Board (“PCSB”) staff recommends Center City Public Charter School’s (“Center City PCS”) charter be continued based on the school’s overall academic, compliance, and fiscal performance.

INTRODUCTION

Center City PCS began operating in 2008 under the authority of PCSB, after converting from operating as Catholic schools, and is currently in its fifth year of operation as a charter school. It initially operated seven charter school campuses, and voluntarily closed its Brentwood campus at the end of the 2008-09 school year due to low enrollment.

Campus	Ward	Year Converted to Public Charter School	Grades Served	2012-13 Student Enrollment	2010-11 PMF Results	2011-12 PMF Results
Brightwood	4	2008-09	PK4-8	238	45.2% (Tier 2) Met 4 of 7 early childhood targets	67.8% (Tier 1) Met 3 of 6 early childhood targets
Capitol Hill	6	2008-09	PK4-8	230	52.5% (Tier 2) Met 6 of 7 early childhood targets	59.5% (Tier 2) Met 5 of 6 early childhood targets
Congress Heights	8	2008-09	PK4-8	254	26.5% (Tier 3) Met 4 of 7 early childhood targets	37% (Tier 2) Met 4 of 6 early childhood targets
Petworth	4	2008-09	PK4-8	235	70% (Tier 1) Met 2 of 7 early childhood targets	69.3% (Tier 1) Met 4 of 6 early childhood targets
Shaw	2	2008-09	PK4-8	218	46.9% (Tier 2) Met 4 of 7 early childhood targets	50.4% (Tier 2) Met 5 of 6 early childhood targets
Trinidad	5	2008-09	PK4-8	230	69.1% (Tier 1) Met 4 of 7 early childhood targets	61.1% (Tier 2) Met 5 of 6 early childhood targets

This year, PCSB conducted a five-year review of Center City PCS as required by the School Reform Act (“SRA”),¹ and has determined that the school has fully met five goals and expectations, partially met two

¹ SRA §38-1802.12 (a)(3).

others, and did not meet three goals. There was insufficient evidence to determine whether the school had met the remaining two goals. The following report details this finding, and also assesses Center City PCS' legal compliance and fiscal management over the course of its charter.

As a Local Education Agency ("LEA"), Center City PCS' Performance Management Framework ("PMF") performance is impressive, with two of its campuses having achieved Tier 1 status in 2011-12. However, its academic performance concerns PCSB. Indeed, as detailed in this report, the school did not meet its proficiency goals related to reading, mathematics, and science. Additionally, the LEA's reading and mathematics proficiency rates are both below the District of Columbia average. However, PCSB also recognizes the LEA's upward trends in mathematics and science proficiency since 2008-09, as well as that its reading and mathematics median growth percentiles were over 50% in 2011-12.

As such, PCSB finds that Center City PCS has met the standards for charter continuance for this five-year review, but notes that it is imperative that these proficiency rates continue to improve. Additionally, Center City PCS' Congress Heights campus, which has a significantly lower PMF score than the other Center City PCS campuses, must improve its performance to a level equal to that of the rest of the LEA.

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and student academic achievement expectations (“expectations”) at least once every five years. Goals are general aims (usually related to a school’s mission), which may be categorized as academic, non-academic, and organizational, whereas expectations are student academic aims measured by assessments. As part of this review, PCSB considers those goals and expectations detailed in a school’s charter agreement, any subsequent charter amendments, and/or accountability plans (collectively, the “Charter”).

Center City PCS detailed thirteen goals in its charter application, twelve of which are included in the chart below.² Center City PCS has fully met five goals and expectations, partially met two others, and did not meet three goals. There was insufficient evidence to determine whether the school had met the remaining two goals. The chart below summarizes these determinations, which are detailed in the body of this report.

	Goal or Expectation	Met?
1	Students will read and comprehend grade-level appropriate text in the core content areas.	No
2	Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.	Partially
3	Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	No
4	Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.	No
5	Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	Insufficient Evidence
6	Students will be equipped with the academic skills needed to be accepted into the competitive high schools of their choice.	Partially
7	Campuses will be thriving communities of respectful and responsible learners.	Yes
8	Students will perform regular and reflective community service consistent with the core values.	Insufficient Evidence
9	Parents will see themselves as partners in their children’s education. Parents will view the school positively and express satisfaction with their choice.	Yes
10	Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.	Yes
11	Principals and academic deans will be instructional leaders.	Yes
12	Campuses will provide a safe and healthy environment that is conducive to learning.	Yes

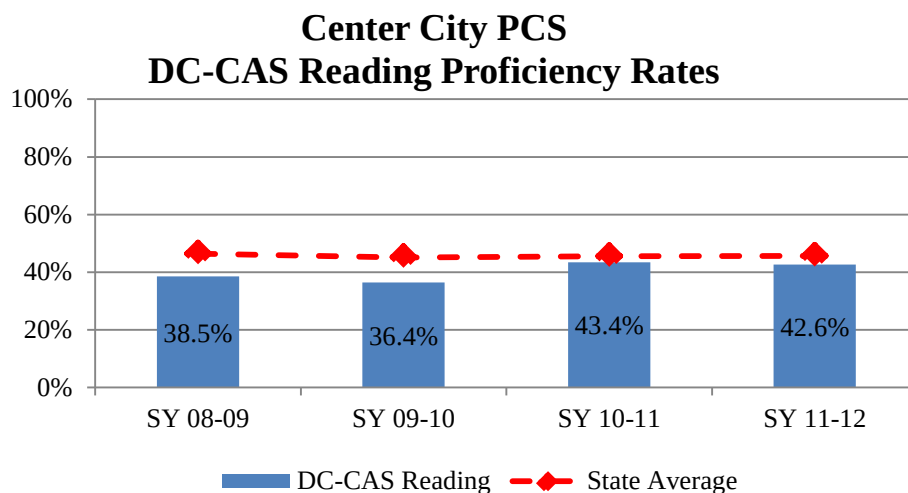
² See Center City PCS Charter Application, included in this document as Appendix A. The goal relating to the school’s Board of Trustees is not included in this section. This goal is, “the CCPCS Board will provide effective policy guidance, governance, and support to school leaders.”

1. Students will read and comprehend grade-level appropriate text in the core content areas.

Assessment: **Center City PCS has not met this goal.** As a local education agency (“LEA”), the school’s reading proficiency rate is below the state sector average. Four of six of the Center City PCS campuses performed below the state reading proficiency rate in 2011-12 as well. As such, Center City PCS has not met this goal. However, the LEA’s reading proficiency rate has improved since 2008-09, with four of its six campuses’ reading proficiency rates improving over time. Significantly, in 2011-12 every Center City PCS has a reading median growth percentile (“MGP”) over 50%, and as an LEA, its reading MGP is 56.5%, indicating that, on average, Center City PCS students grew at the same rate or more than other DC students with comparable starting scores.

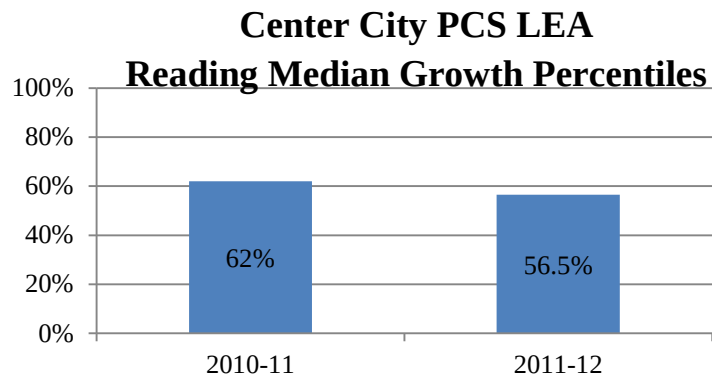
DC-CAS Proficiency and Growth

Center City PCS’ LEA reading proficiency rates were below the state average for the past four years.



Source: OSSE

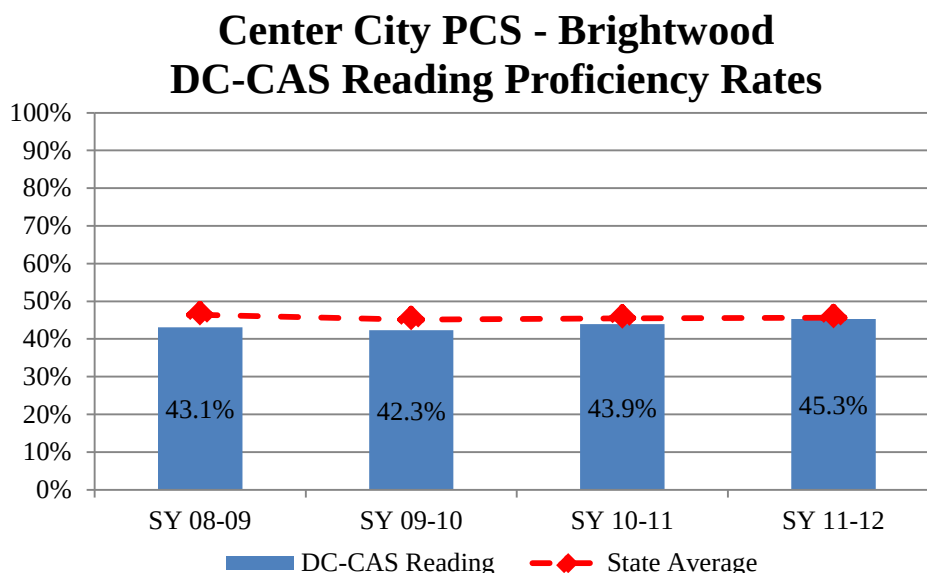
The below graph represents Center City PCS’ LEA MGP in reading, which is the median of its students’ individual student growth percentiles. In 2010-11 and 2011-12, on average, Center City PCS students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.



Source: PMF

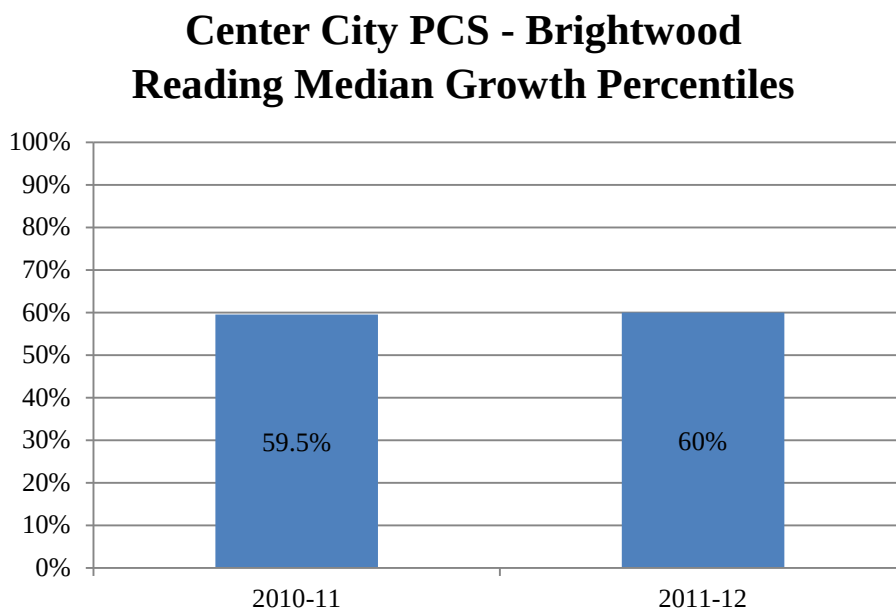
Center City PCS – Brightwood

Center City PCS – Brightwood’s reading proficiency rate has been below the state average since 2008-09.



Source: OSSE

The below graph represents Center City PCS – Brightwood’s reading MGP. In 2010-11 and 2011-12, on average, Center City PCS – Brightwood students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.



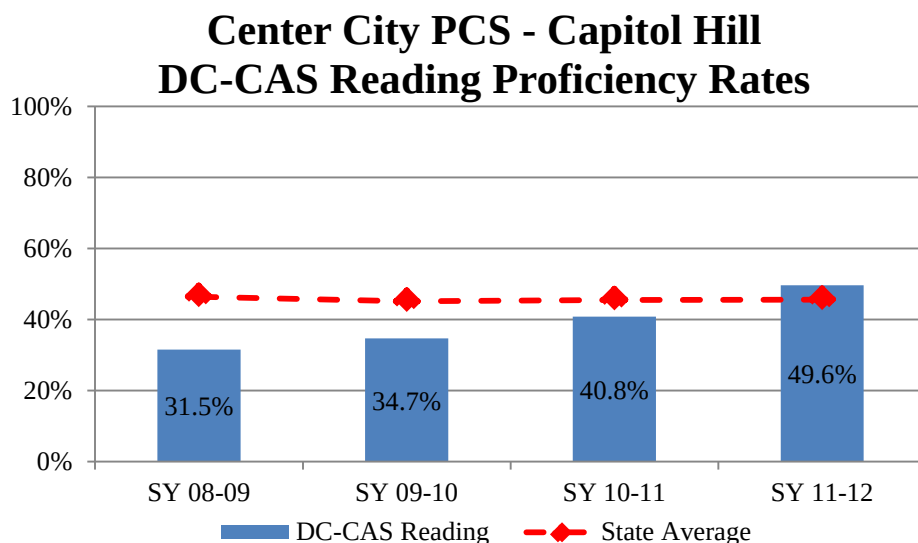
Source: PMF

Center City PCS – Brightwood has met two of its early childhood targets related to this goal over the past two years, and not met four of these targets.

Center City PCS – Brightwood Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	No The number of students scoring at benchmark increased by 50%.
	50% of first- and second-grade students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 56% of students achieved benchmark.
	85% of kindergarten students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 83% of students achieved benchmark.
2011-12	Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.	No Students increased their score by an average of 13.7 points.
	First and second grade students will increase their score by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.	Yes Students increased by an average of 5.6 reading levels.
	85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 81.8% of students scored low-risk.

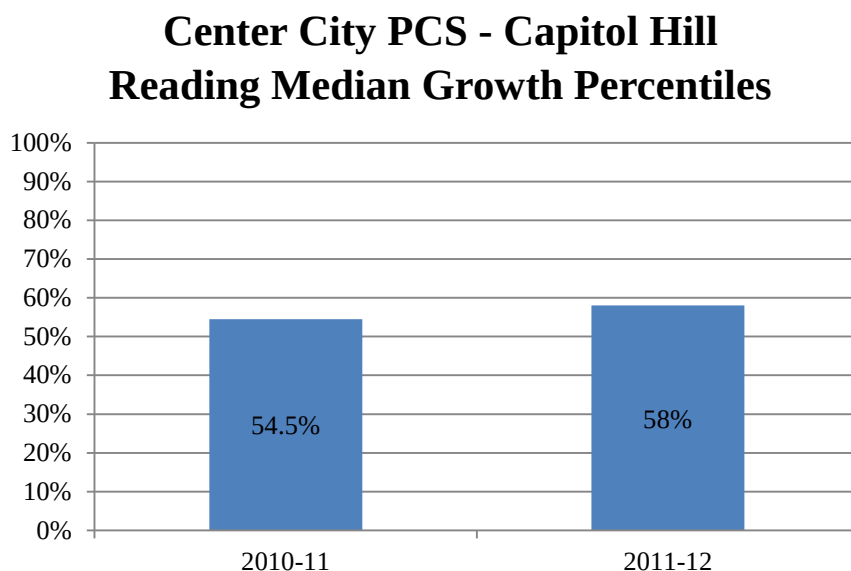
Center City PCS – Capitol Hill

Center City PCS – Capitol Hill's reading proficiency has grown every year since 2008-09, and exceeded the state average in reading in 2011-12.



Source: OSSE

The below graph represents Center City PCS – Capitol Hill's reading MGP. In 2010-11 and 2011-12, on average, Center City PCS – Capitol Hill students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.



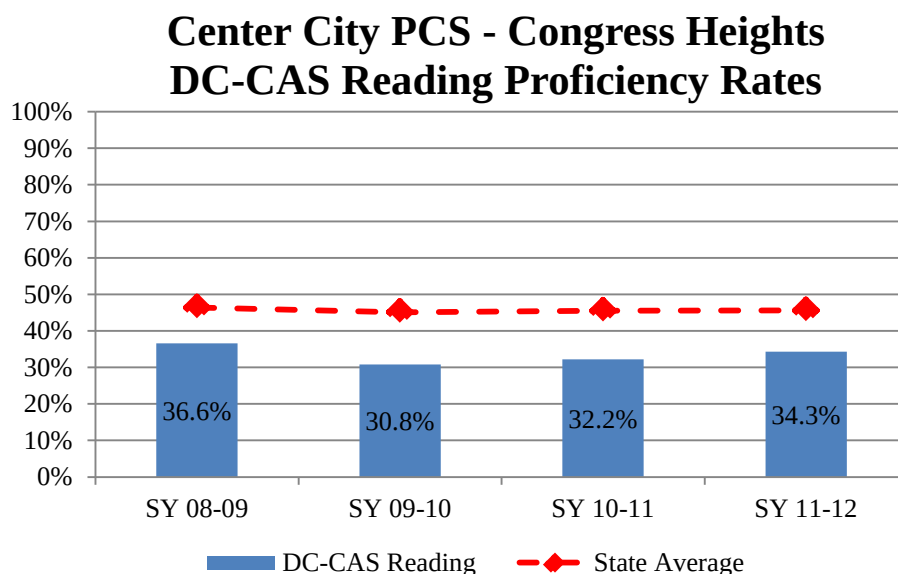
Source: PMF

Center City PCS – Capitol Hill has met five of its early childhood targets related to this goal over the past two years, and not met one of these targets.

Center City PCS – Capitol Hill Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	No The number of students scoring at benchmark increased by 64%.
	50% of first- and second-grade students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 54% of students achieved benchmark.
	85% of kindergarten students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 100% of students achieved benchmark.
2011-12	Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.	Yes Students increased their score by an average of 16.6 points.
	First and second grade students will increase their score by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.	Yes Students increased by an average of 5.8 reading levels.
	85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 87.1% of students scored low-risk.

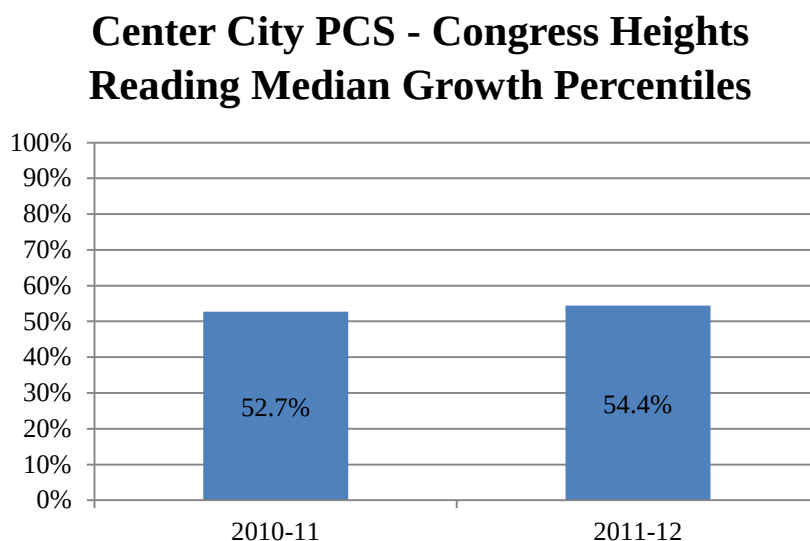
Center City PCS – Congress Heights

Center City PCS – Congress Heights’ reading proficiency rate has been below the state average since 2008-09, and has grown since 2009-10.



Source: OSSE

The below graph represents Center City PCS – Congress Height’s reading MGP. In 2010-11 and 2011-12, on average, Center City PCS – Congress Heights students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.



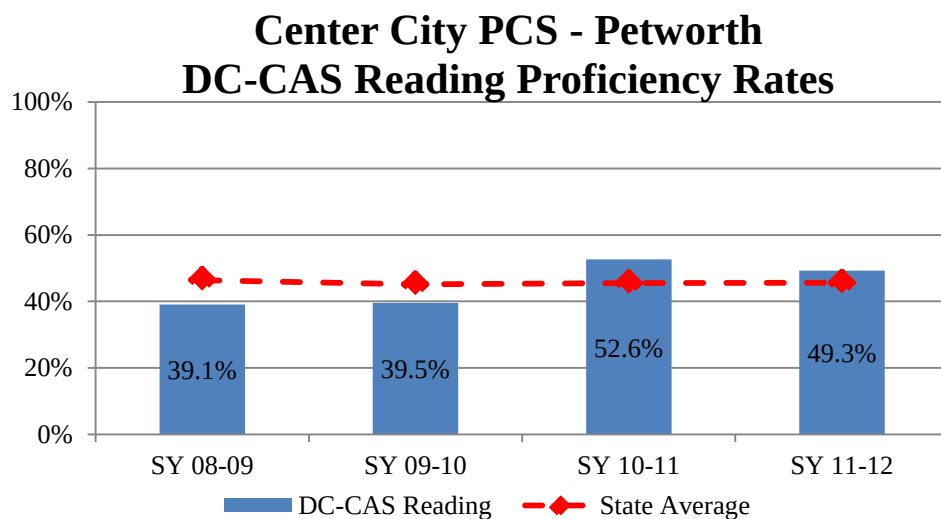
Source: PMF

Center City PCS – Congress Heights has met five of its early childhood targets related to this goal over the past two years, and not met one of these targets.

Center City PCS – Congress Heights Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	No The number of students scoring at benchmark increased by 45%.
	50% of first- and second-grade students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 72% of students achieved benchmark.
	85% of kindergarten students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 95% of students achieved benchmark.
2011-12	Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.	Yes Students increased their score by an average of 16.8 points.
	First and second grade students will increase their score by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.	Yes Students increased by an average of 7 reading levels.
	85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 86.1% of students scored low-risk.

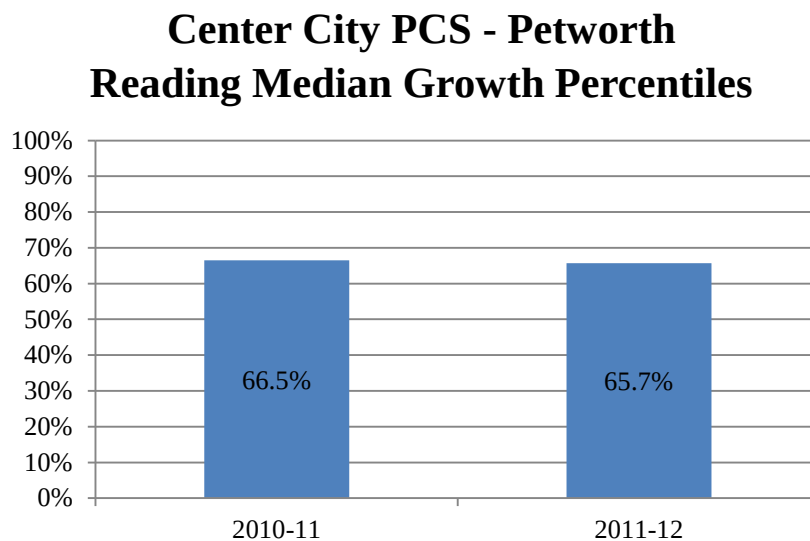
Center City PCS – Petworth

Center City PCS – Petworth’s reading proficiency rate exceeded the state average in the past two academic years.



Source: OSSE

The below graph represents Center City PCS – Petworth’s reading MGP. In 2010-11 and 2011-12, on average, Center City PCS – Petworth students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.



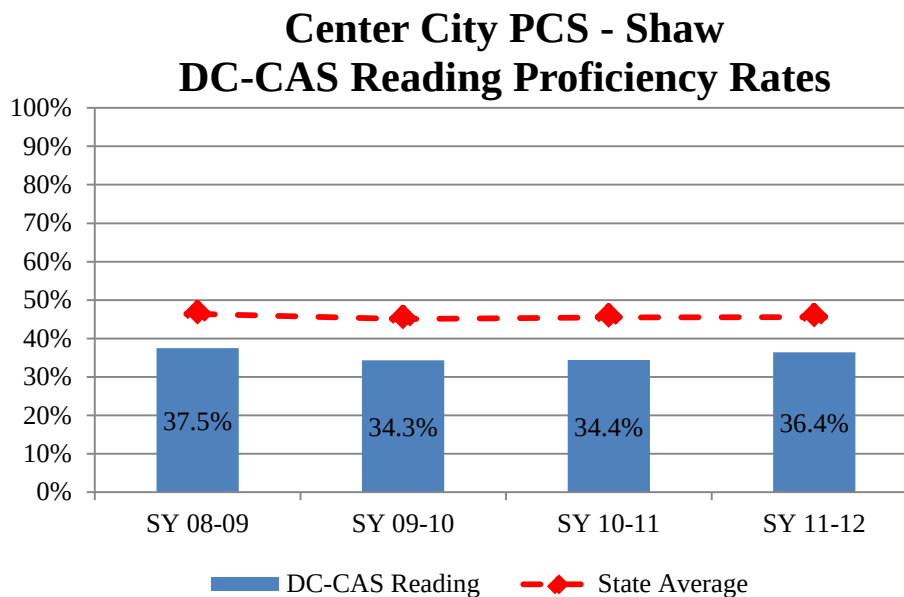
Source: PMF

Center City PCS – Petworth has met two of its early childhood targets related to this goal over the past two years, and not met four of these targets.

Center City PCS – Petworth Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	No The number of students scoring at benchmark increased by 70%.
	50% of first- and second-grade students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 38% of students achieved benchmark.
	85% of kindergarten students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 83% of students achieved benchmark.
2011-12	Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.	Yes Students increased their score by an average of 19.3 points.
	First and second grade students will increase their score by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.	Yes Students increased by an average of 7.3 reading levels.
	85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 78.3% of students scored low-risk.

Center City PCS – Shaw

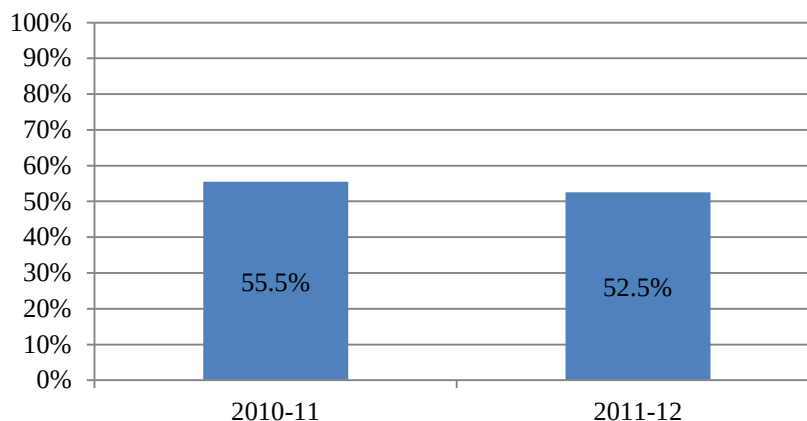
Center City PCS – Shaw’s reading proficiency rate has been below the state average since 2008-09.



Source: OSSE

The below graph represents Center City PCS – Shaw’s reading MGP. In 2010-11 and 2011-12, on average, Center City PCS – Shaw students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

Center City PCS - Shaw Reading Median Growth Percentiles



Source: PMF

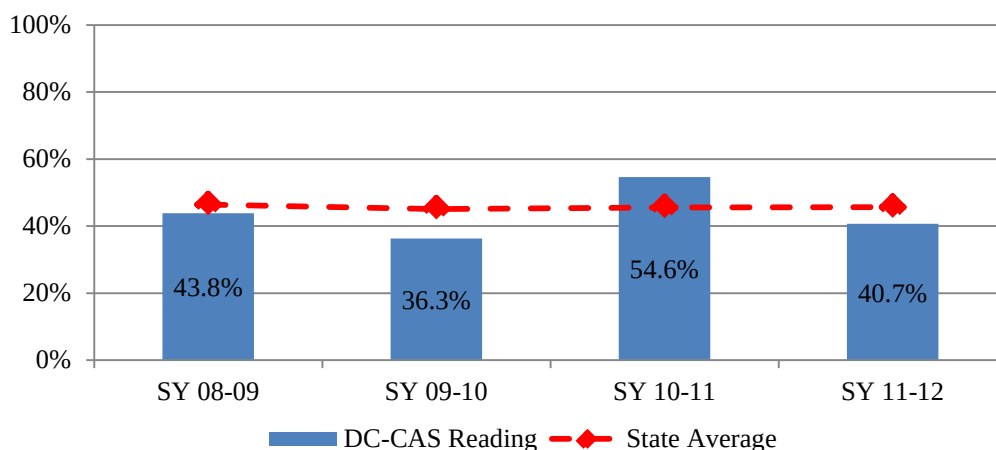
Center City PCS – Shaw has met four of its early childhood targets related to this goal over the past two years, and not met two of these targets.

Center City PCS – Shaw Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	No The number of students scoring at benchmark increased by 58%.
	50% of first- and second-grade students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 67% of students achieved benchmark.
	85% of kindergarten students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 78% of students achieved benchmark.
2011-12	Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.	Yes Students increased their score by an average of 20.2 points.
	First and second grade students will increase their score by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.	Yes Students increased by an average of 3.6 reading levels.
	85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 85.5% of students scored low-risk.

Center City PCS – Trinidad

Center City PCS – Trinidad’s reading proficiency rate was above the state average in 2010-11, but declined by 13.9 percentage points in 2011-12.

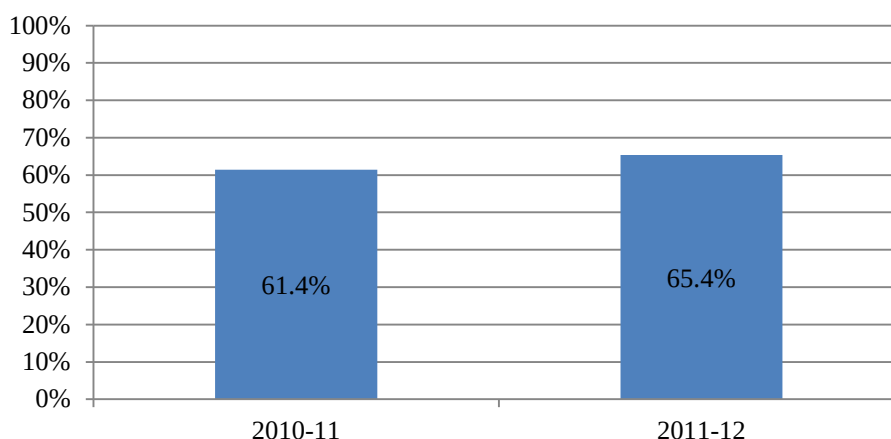
Center City PCS - Trinidad DC-CAS Reading Proficiency Rates



Source: OSSE

The below graph represents Center City PCS – Trinidad’s reading MGP. In 2010-11 and 2011-12, on average, Center City PCS – Trinidad students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

Center City PCS - Trinidad Reading Median Growth Percentiles



Source: PMF

Center City PCS – Trinidad has met three of its early childhood targets related to this goal over the past two years, and not met three of these targets.

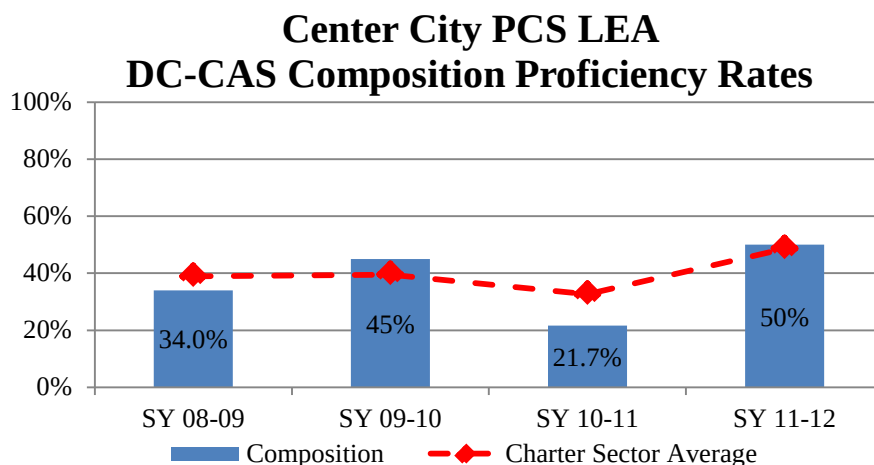
Center City PCS – Trinidad Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	No The number of students scoring at benchmark increased by 50%.
	50% of first- and second-grade students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 46% of students achieved benchmark.
	85% of kindergarten students will achieve benchmark in the spring 2011 administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	Yes 95% of students achieved benchmark.
2011-12	Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.	Yes Students increased their score by an average of 15.2 points.
	First and second grade students will increase their score by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.	Yes Students increased by an average of 3.9 reading levels.
	85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	No 87.7% of students scored low-risk.

2. Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.

Assessment: **Center City PCS has partially met this goal.** As an LEA, Center City PCS exceeded the charter sector composition proficiency rate for two of the past four years. Three of six campuses exceeded this rate in 2011-12, with four of six campuses showing improvement since 2008-09.

DC-CAS Composition Proficiency

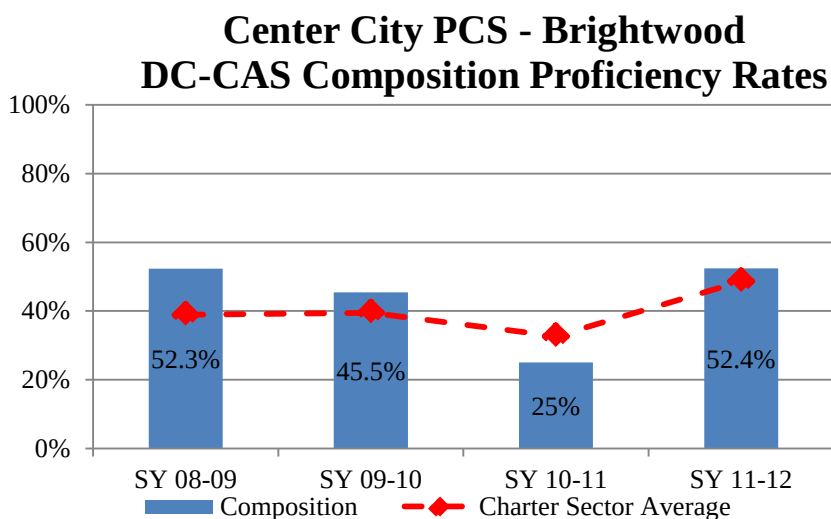
Center City PCS' LEA proficiency rate on the DC-CAS composition assessment exceeded the charter sector average in two of the previous four years.



Source: OSSE

Center City PCS – Brightwood

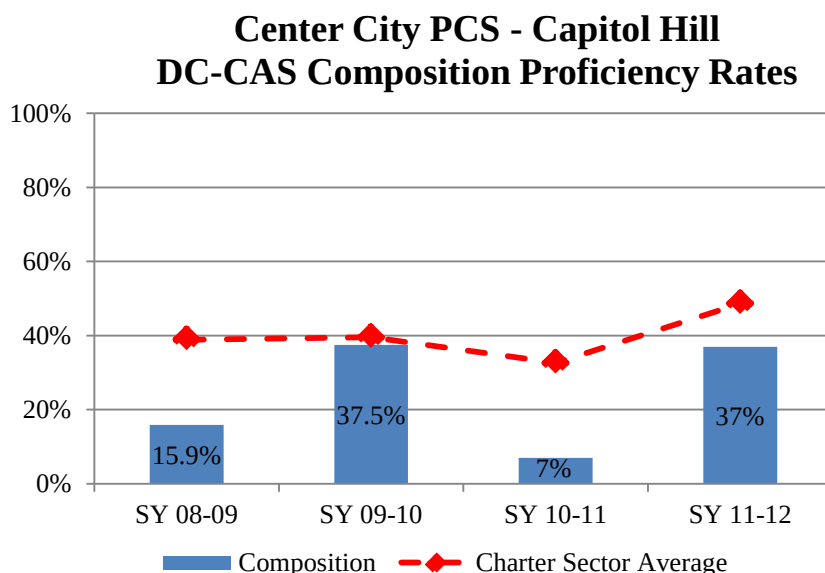
Center City PCS – Brightwood's composition proficiency rate exceeded the charter sector average in three of the previous four years, and increased by 27.4 percentage points from 2010-11 to 2011-12.



Source: OSSE

Center City PCS – Capitol Hill

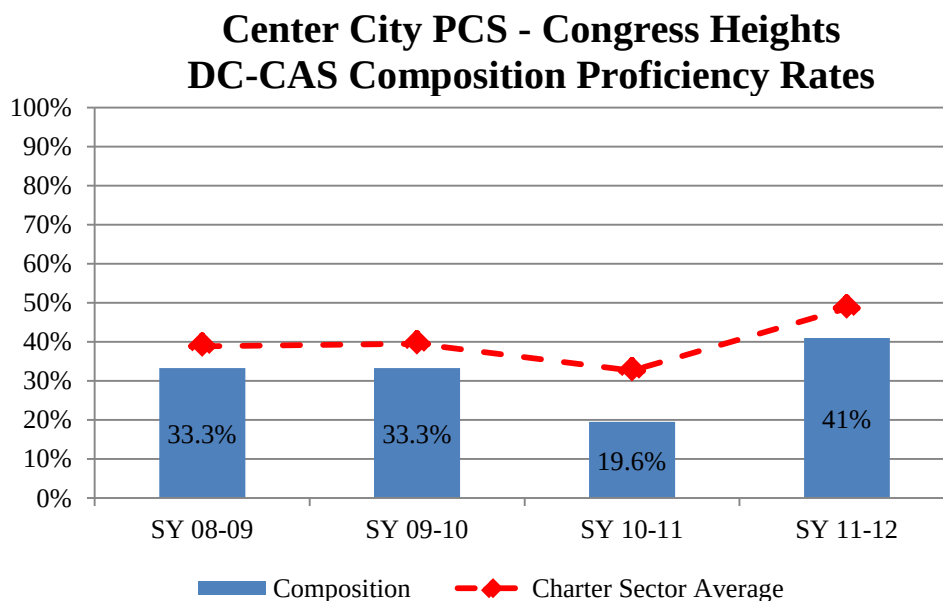
Center City PCS – Capitol Hill’s composition proficiency rate has been below the charter sector average since 2008-09. However, this rate increased by 30 percentage points from 2010-11 and 2011-12.



Source: OSSE

Center City PCS – Congress Heights

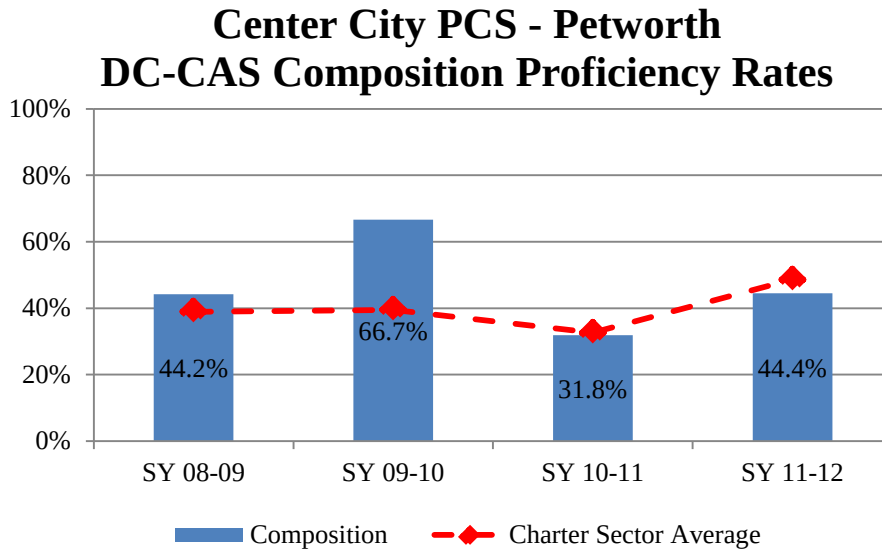
Center City PCS – Congress Height’s composition proficiency rate has been below the charter sector average since 2008-09. However, this rate increased by 16 percentage points from 2010-11 and 2011-12.



Source: OSSE

Center City PCS – Petworth

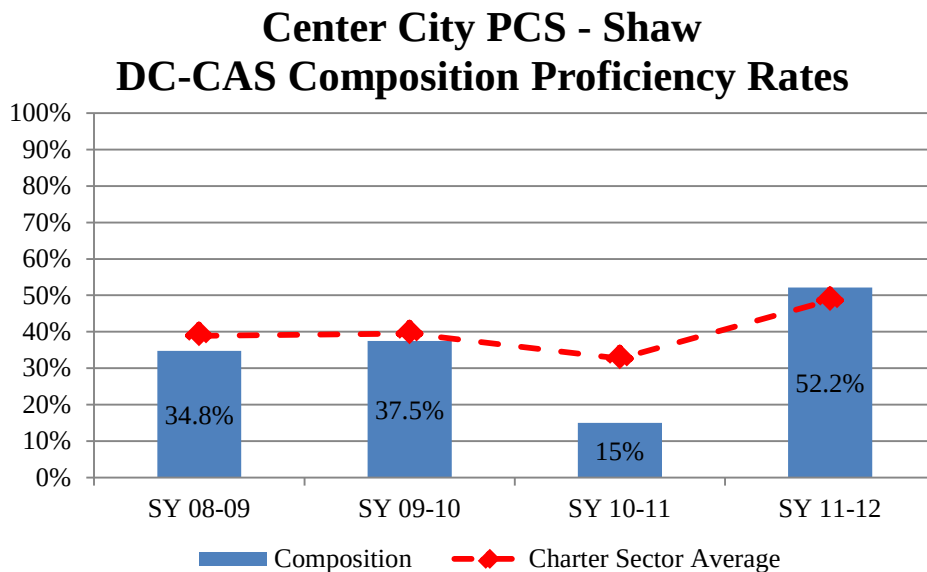
Center City PCS – Petworth’s composition proficiency rate exceeded the charter sector average in 2008-09 and 2009-10. From 2010-11 to 2011-12 its composition proficiency increased by 12.6 percentage points.



Source: OSSE

Center City PCS – Shaw

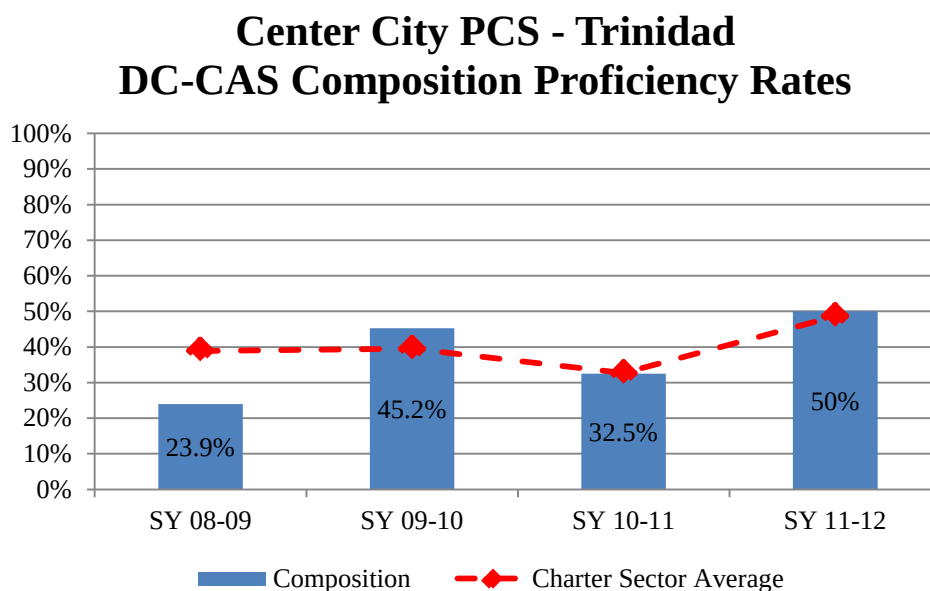
Center City PCS – Shaw’s composition proficiency rate was higher than the charter sector average in 2009-10. This proficiency rate increased by 37.2 percentage points from 2010-11 to 2011-12.



Source: OSSE

Center City PCS – Trinidad

Center City PCS – Trinidad’s composition proficiency rate exceeded the charter sector average in 2009-10 and 2011-12. This rate increased by 17.5 percentage points from 2010-11 to 2011-12.



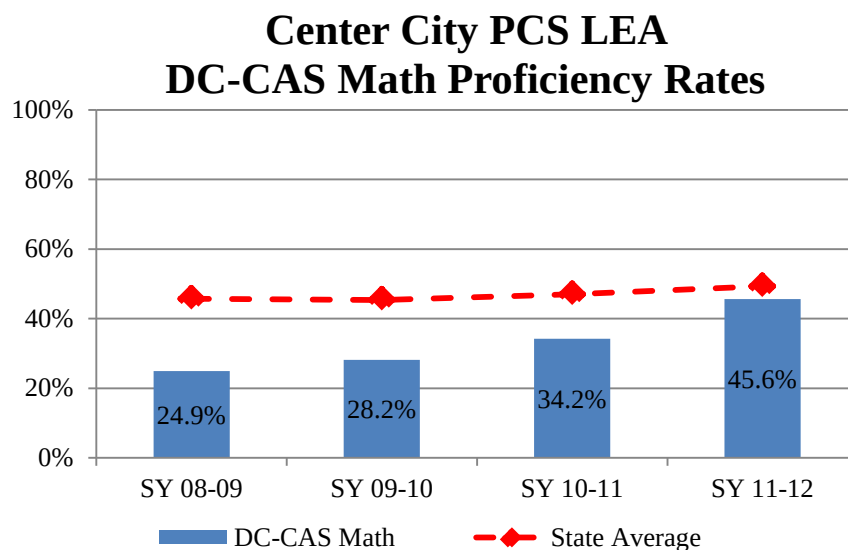
Source: OSSE

3. Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.

Assessment: **Center City PCS has not met this goal.** As an LEA, the school’s math proficiency rate is below the charter sector average. Four of six of the Center City PCS campuses performed below this rate as well in 2011-12. As such, Center City PCS has not met this goal. However, the LEA, and each of its campuses, has improved math proficiency rates since 2008-09. Significantly, every Center City PCS has a MGP of over 50%, and as an LEA, its reading MGP is 61%, indicating that, on average, Center City PCS students grew at the same rate or more than other DC students with comparable starting scores.

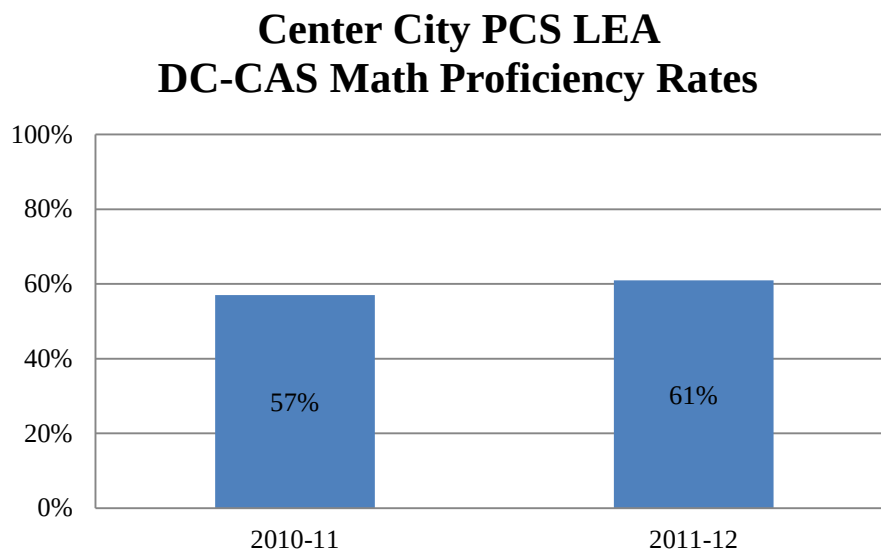
DC-CAS Proficiency and Growth

Center City PCS' LEA math proficiency rate has been below the state average since 2008-09. However, its proficiency rate has increased each year.



Source: OSSE

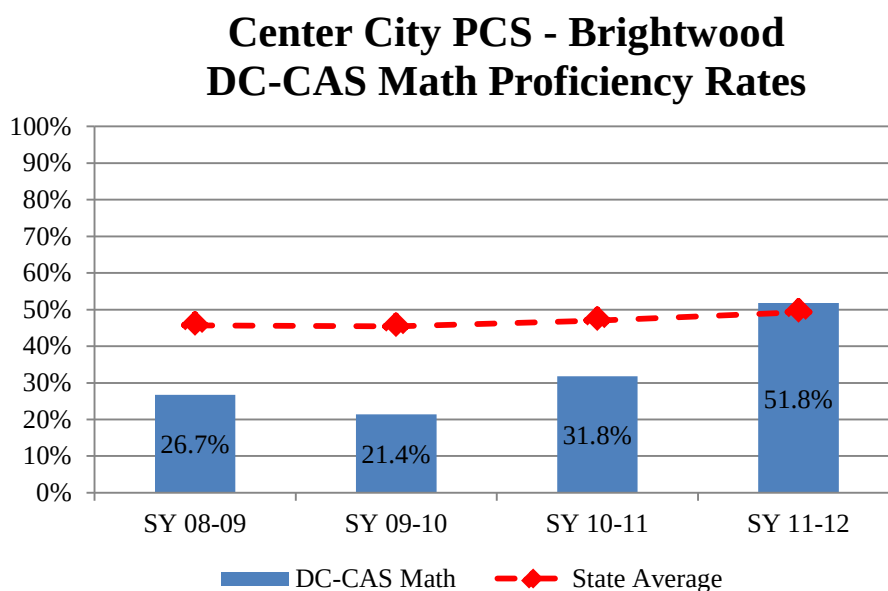
The below graph represents Center City PCS' LEA math MGP. In 2010-11 and 2011-12, on average, Center City PCS students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.



Source: PMF

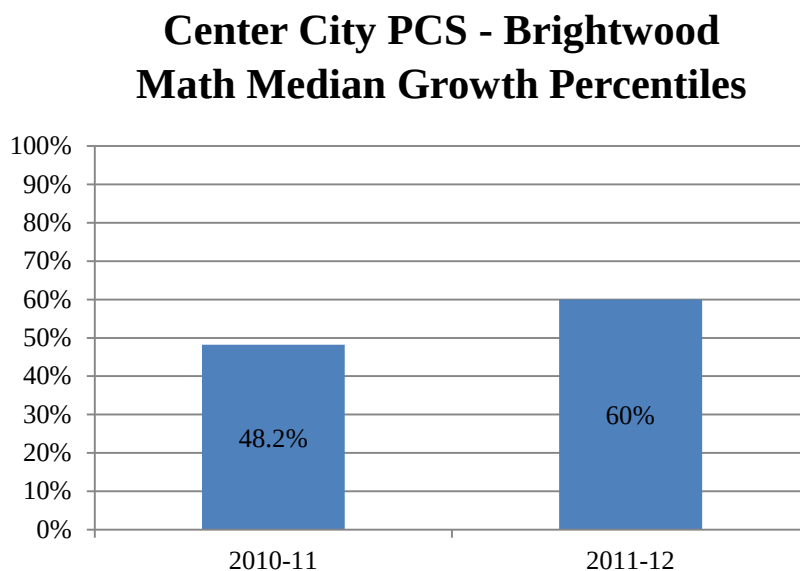
Center City PCS – Brightwood

Center City PCS – Brightwood’s math proficiency rate has increased since 2009-10 and exceeded the charter sector rate in 2011-12.



Source: OSSE

The below graph represents Center City PCS – Brightwood’s math MGP. In 2010-11 and 2011-12, on average, Center City PCS – Brightwood students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.



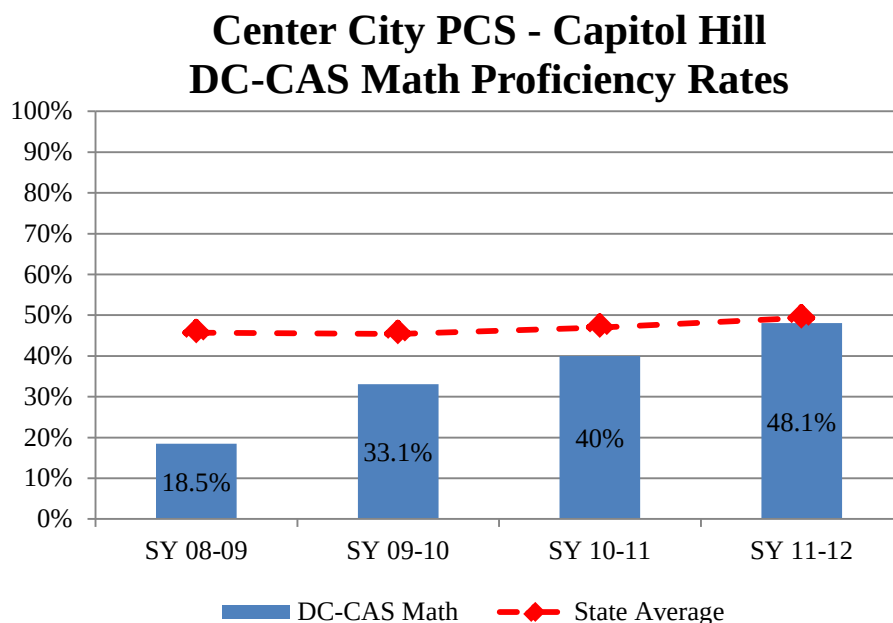
Source: PMF

Center City PCS – Brightwood has met one of its early childhood targets related to this goal over the past two years, and not met one of these targets.

Center City PCS – Brightwood Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50 th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability (TEMA).	Yes The number of students scoring at or above the 50 th percentile increased by 175%.
2011-12	Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.	No Students increased their score by an average of 9 points.

Center City PCS – Capitol Hill

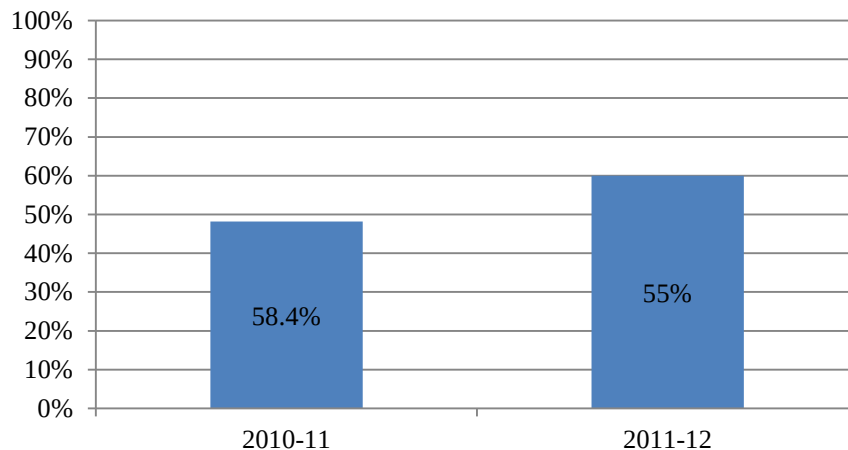
Center City PCS – Capitol Hill’s math proficiency rate has been below the state average since 2008-09. However, its proficiency rate has increased every year since 2008-09.



Source: OSSE

The below graph represents Center City PCS – Capitol Hill’s math MGP. In 2010-11 and 2011-12, on average, Center City PCS – Capitol Hill students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

Center City PCS - Capitol Hill Math Median Growth Percentiles



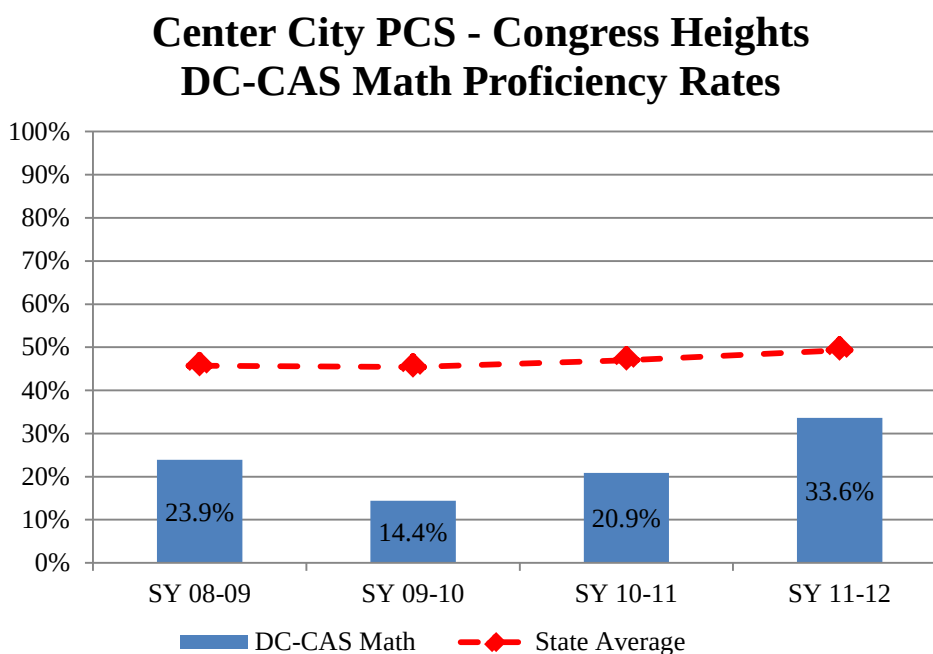
Source: PMF

Center City PCS – Capitol Hill has met one of its early childhood targets related to this goal over the past two years, and not met one of these targets.

Center City PCS – Capitol Hill Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50 th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability (TEMA).	Yes The number of students scoring at or above the 50 th percentile increased by 177%.
2011-12	Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.	No Students increased their score by an average of 6.4 points.

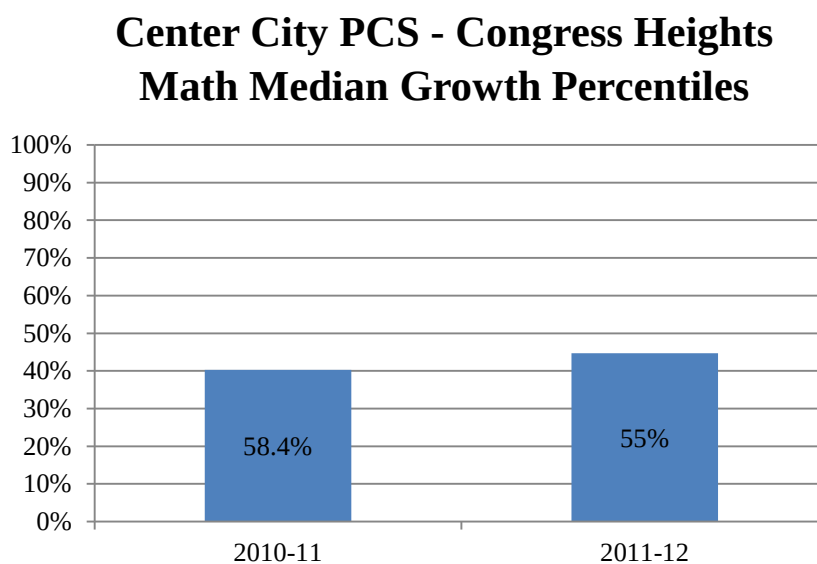
Center City PCS – Congress Heights

Center City PCS – Congress Heights’ math proficiency rate has been below the state average since 2008-09. However, its proficiency rate has increased every year since 2009-10.



Source: OSSE

The below graph represents Center City PCS – Congress Height’s math MGP. In 2010-11 and 2011-12, on average, Center City PCS – Congress Heights students grew at a lower rate than peers with comparable starting scores attending other DC public charter and traditional schools.



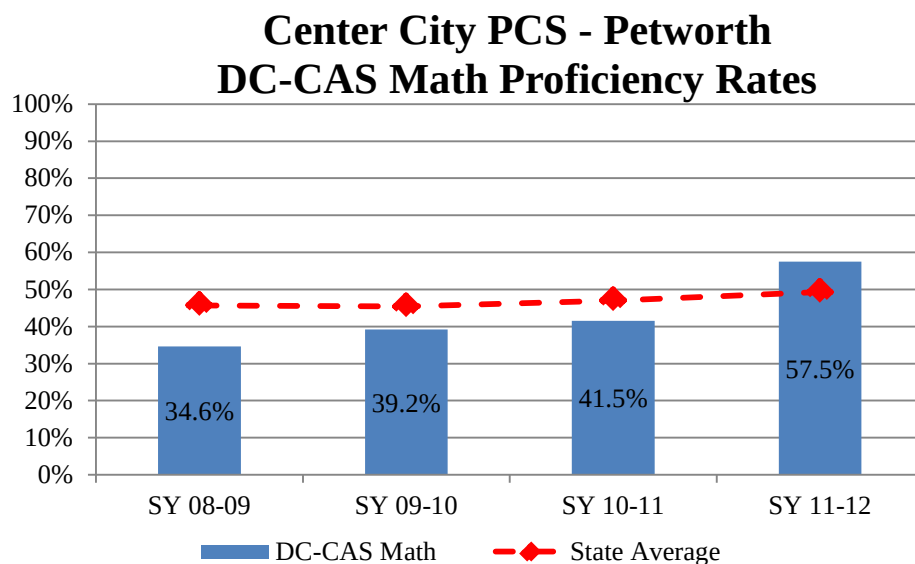
Source: PMF

Center City PCS – Congress Heights has met one of its early childhood targets related to this goal over the past two years, and not met one of these targets.

Center City PCS – Congress Heights Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50 th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability (TEMA).	Yes The number of students scoring at or above the 50 th percentile increased by 146%. (results unavailable for 2nd grade)
2011-12	Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.	No Students increased their score by an average of 8.8 points.

Center City PCS – Petworth

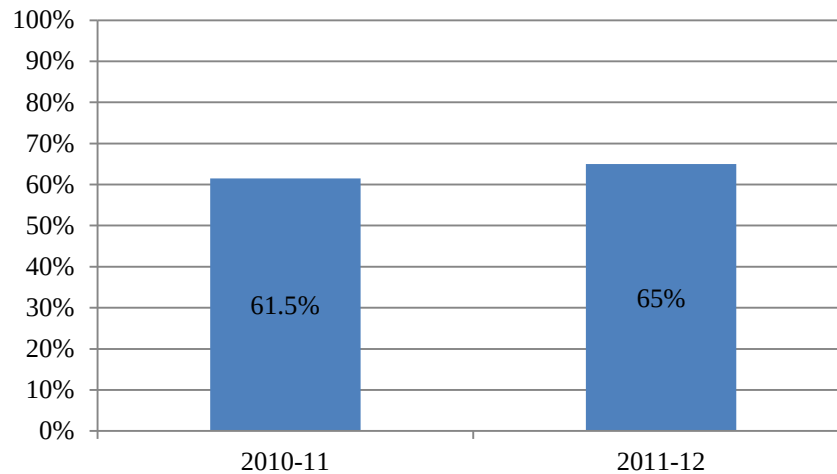
Center City PCS – Petworth’s math proficiency rate has increased every year since 2008-09 and exceeded the state proficiency rate in 2011-12.



Source: OSSE

The below graph represents Center City PCS – Petworth’s math MGP. In 2010-11 and 2011-12, on average, Center City PCS – Petworth students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.

Center City PCS - Petworth Math Median Growth Percentiles



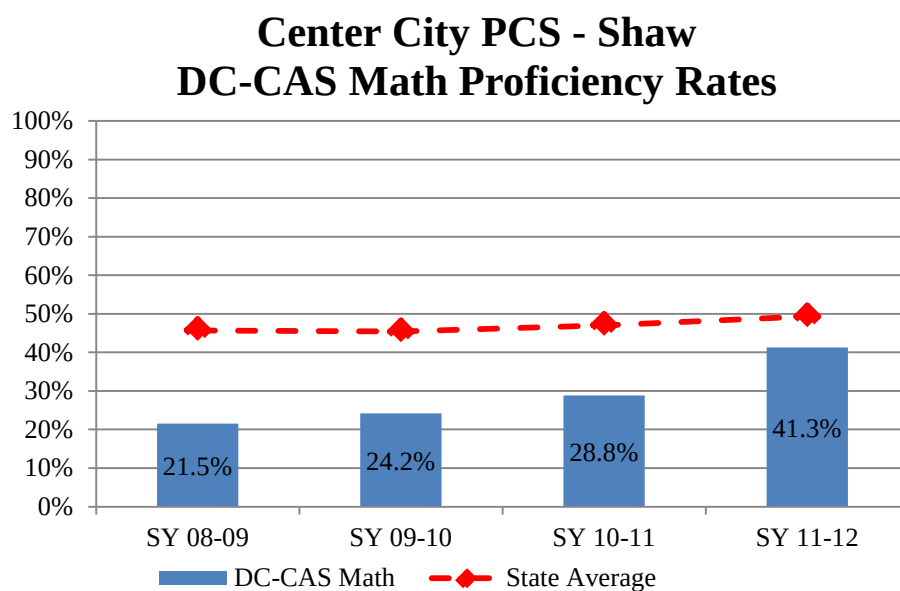
Source: PMF

Center City PCS – Petworth did not meet either of the early childhood targets related to this goal over the past two years.

Center City PCS – Petworth Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50 th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability (TEMA).	No The number of students scoring at or above the 50 th percentile increased by 23%. (results unavailable for kindergarten)
2011-12	Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.	No Students increased their score by an average of 6.5 points.

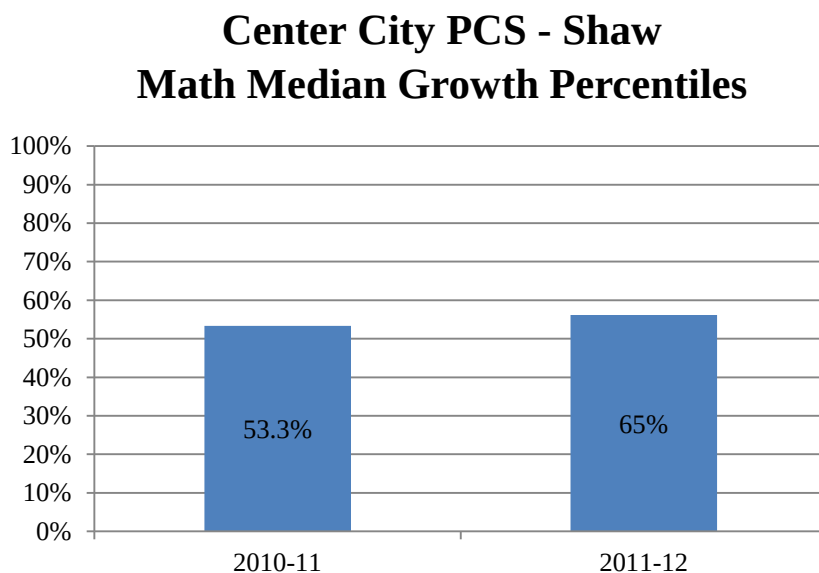
Center City PCS – Shaw

Center City PCS – Shaw’s math proficiency rate has been below the state average since 2008-09. However, its proficiency rate has increased every year since 2008-09.



Source: OSSE

The below graph represents Center City PCS – Shaw’s math MGP. In 2010-11 and 2011-12, on average, Center City PCS – Shaw students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.



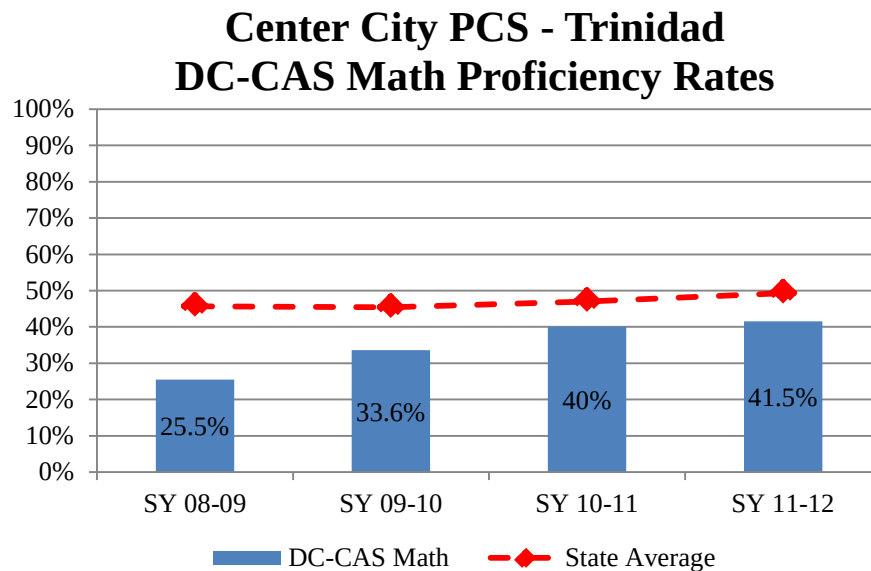
Source: PMF

Center City PCS – Shaw has met one of its early childhood targets related to this goal over the past two years, and not met one of these targets.

Center City PCS – Shaw Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50 th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability (TEMA).	Yes The number of students scoring at or above the 50 th percentile increased by 150%.
2011-12	Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.	No Students increased their score by an average of 6.6 points.

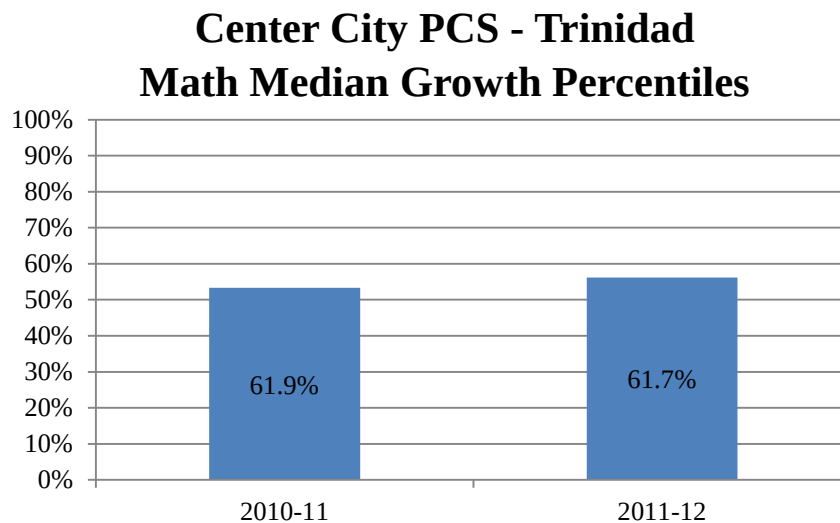
Center City PCS – Trinidad

Center City PCS – Trinidad’s math proficiency rate has been below the state average since 2008-09. However, its proficiency rate has increased every year since 2008-09.



Source: OSSE

The below graph represents Center City PCS – Trinidad’s math MGP. In 2010-11 and 2011-12, on average, Center City PCS – Trinidad students grew at the same rate or more than peers with comparable starting scores attending other DC public charter and traditional schools.



Source: PMF

Center City PCS – Trinidad has met one of its early childhood targets over the past two years, and not met one of these targets.

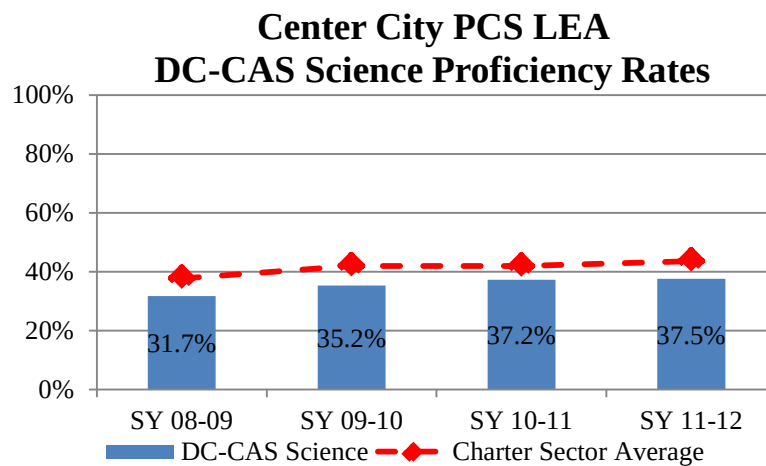
Center City PCS – Trinidad Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50 th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability (TEMA).	Yes The number of students scoring at or above the 50 th percentile increased by 61%.
2011-12	Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.	No Students increased their score by an average of 6.1 points.

4. Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.

Assessment: **Center City PCS has not met this goal.** As an LEA, the school's science proficiency rate is below that of the charter sector average. However, this rate has increased every year since 2008-09. Three of six campuses exceeded the charter sector rate in 2011-12, with four of six campuses showing improvement since 2008-09.

DC-CAS Science Proficiency

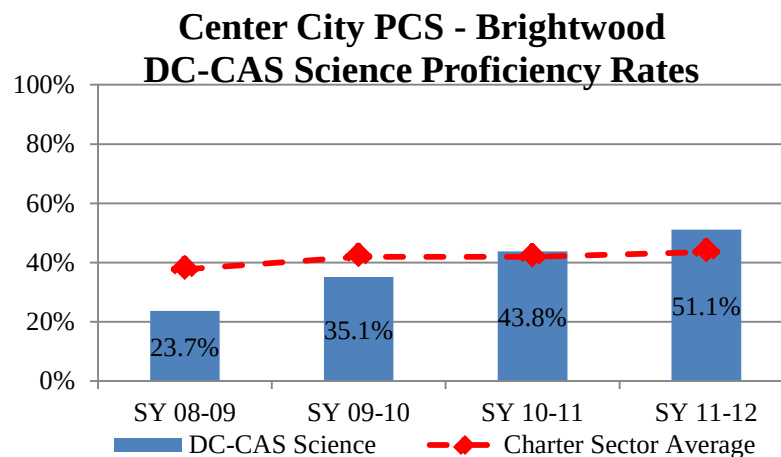
Center City PCS' LEA science proficiency rates were below the charter sector average for the past four years. However, its science proficiency rate has increased each year since 2008-09.



Source: OSSE

Center City PCS – Brightwood

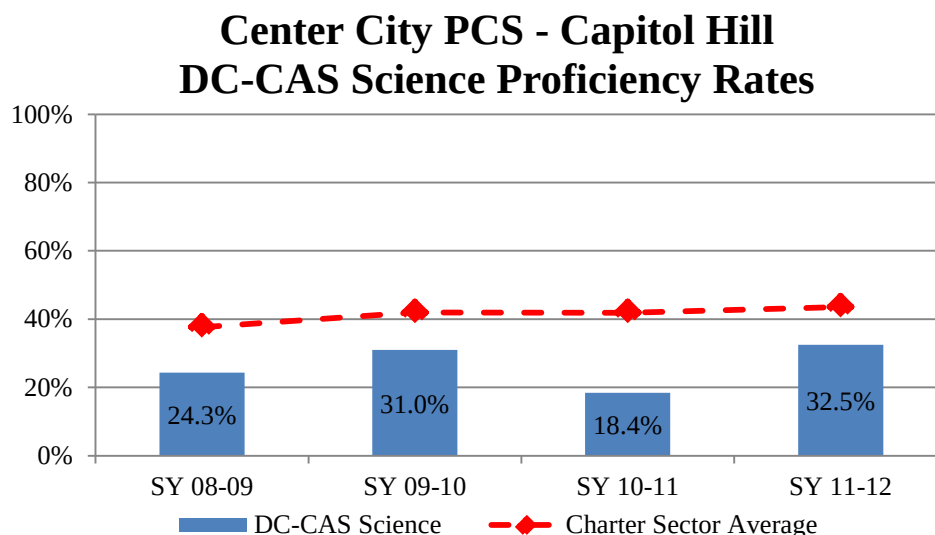
Center City PCS – Brightwood's science proficiency rate has increased every year since 2008-09, and exceeded the charter sector average in 2010-11 and 2011-12.



Source: OSSE

Center City PCS – Capitol Hill

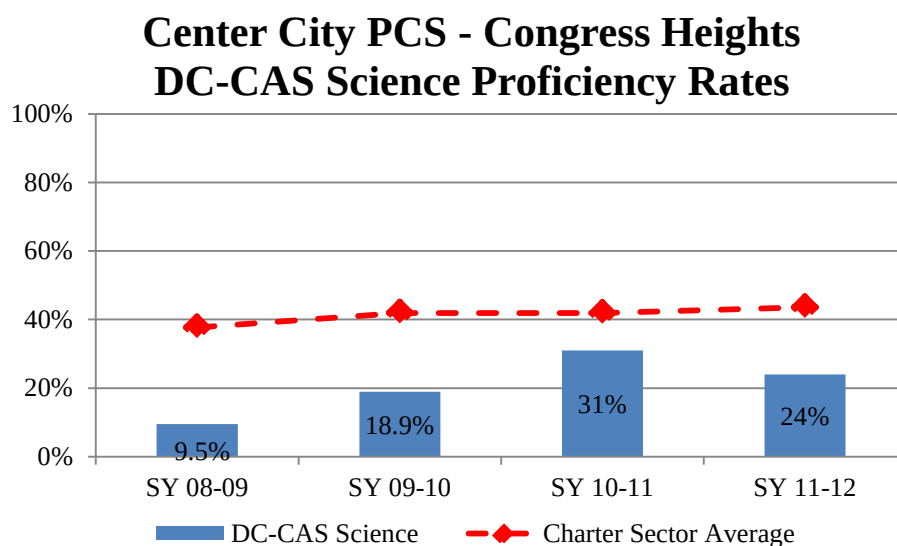
Center City PCS – Capitol Hill’s science proficiency rate has been below the charter sector average since 2008-09. However, its proficiency rate increased by 14.1 percentage points from 2010-11 to 2011-12



Source: OSSE

Center City PCS – Congress Heights

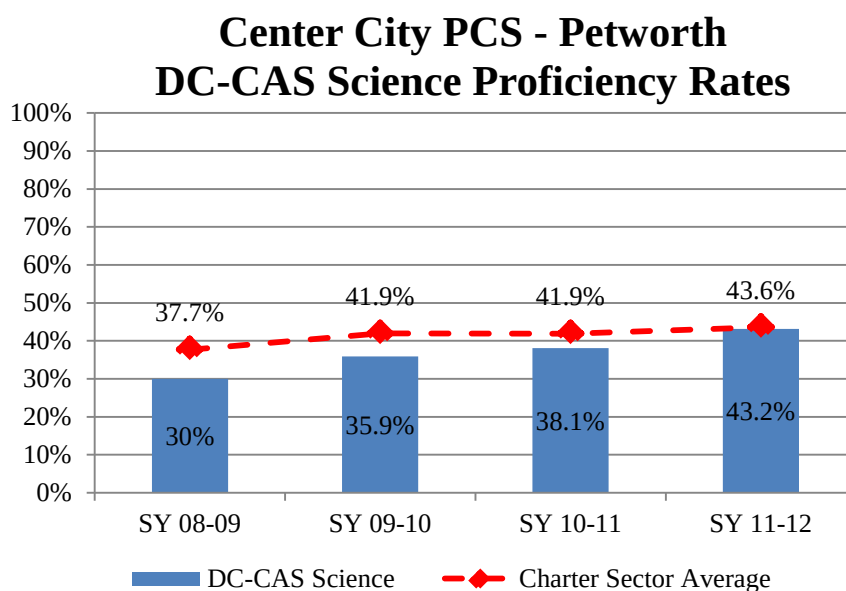
Center City PCS – Congress Heights’ science proficiency rate has been below the charter sector average since 2008-09.



Source: OSSE

Center City PCS – Petworth

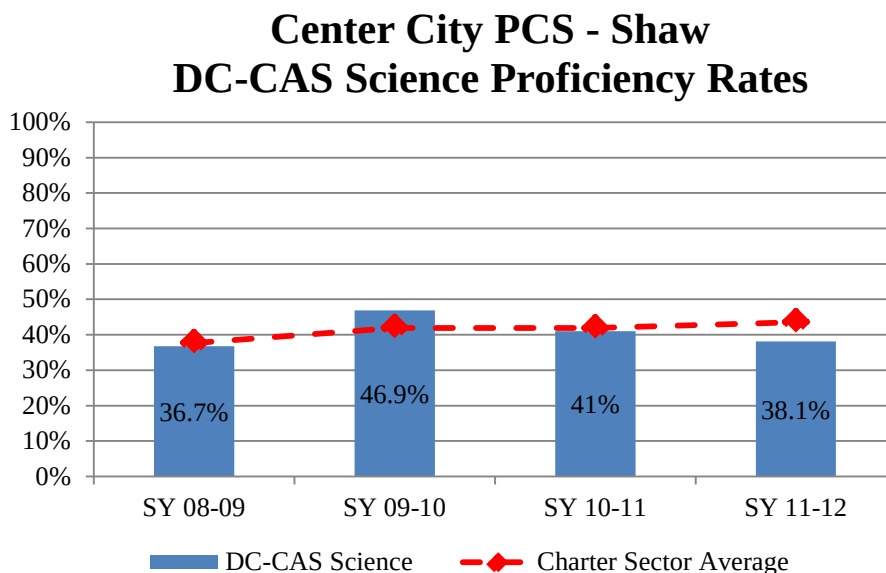
Center City PCS – Petworth’s science proficiency rate has been below the charter sector average since 2008-09. However, its proficiency rate has increased every year since 2008-09.



Source: OSSE

Center City PCS – Shaw

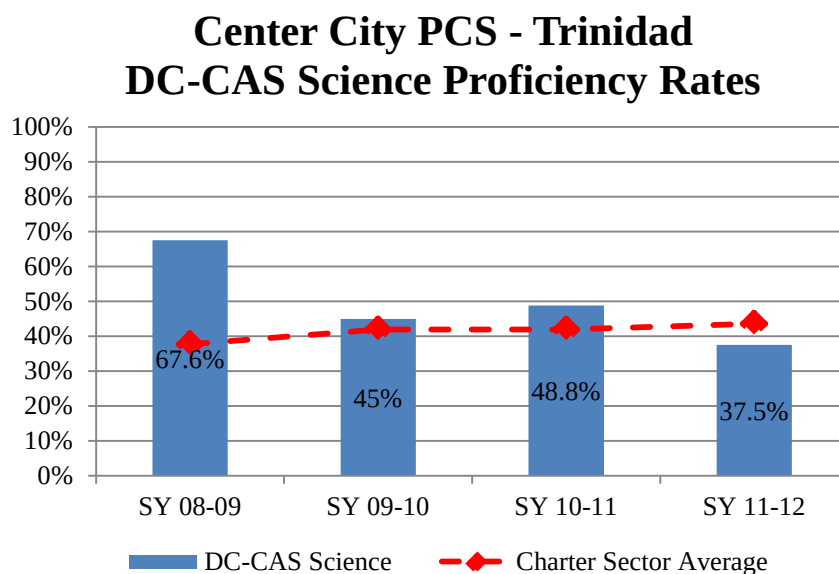
Center City PCS – Shaw’s science proficiency rate exceeded the charter sector average in 2009-10. However, this rate has decreased since that time.



Source: OSSE

Center City PCS – Trinidad

Center City PCS – Trinidad’s science proficiency rate exceeded the charter sector average from 2008-09 to 2010-11, but decreased by 11.3 percentage points from 2010-11 to 2011-12.



Source: OSSE

5. Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.

Assessment: **There is insufficient evidence to assess this goal.** While Center City PCS provided one year of performance data, that is insufficient to assess its students’ performance in this area over the course of five years.

For school year 2012-13, Center City PCS reports the following end-of term grades for its students in their social studies classes. These grades have not been validated by PCSB.

Campus	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Brightwood	100%	100%	100%	92%	100%	100%	100%	100%
Capitol Hill	100%	100%	100%	100%	100%	100%	100%	100%
Congress Heights	100%	100%	100%	100%	86%	57%	31%	54%
Petworth	100%	100%	100%	100%	96%	100%	100%	100%
Shaw	100%	100%	100%	100%	100%	100%	100%	100%
Trinidad	100%	100%	100%	100%	100%	92%	100%	100%

6. Students will be equipped with the academic skills needed to be accepted into the competitive high schools of their choice.

Assessment: **Center City PCS has partially met this goal.** Center City PCS eighth grade students have demonstrated mix results in reading and math proficiency on the DC-CAS since 2008-09.

Eighth Grade DC-CAS Proficiency

The table below details Center City PCS eighth grade student proficiency rates in reading and math. Green indicates the proficiency rate exceeds that of the District of Columbia (traditional and charter schools), and red indicates the proficiency rate is below that of the District of Columbia.

Center City PCS 8th Grade Reading Proficiency				
	2008-09	2009-10	2010-11	2011-12
State Average	-	-	50.1% ³	48.6%
Center City LEA	50.8%	57.1%	64.5%	49.1%
Brightwood	47.4%	55.6%	57.1%	37.5%
Capitol Hill	47.1%	47.4%	50%	44.4%
Congress Heights	40.9%	59.1%	71.4%	37.5%
Petworth	55%	66.7%	93.8%	50%
Shaw	41.7%	44.4%	46.7%	50%
Trinidad	75%	63.6%	65%	80%

Center City PCS 8th Grade Math Proficiency				
	2008-09	2009-10	2010-11	2011-12
State Average	-	-	59.3%	57.5%
Center City LEA	41.8%	41.9%	60.6%	60.2%
Brightwood	31.6%	27.%	53.3%	50%
Capitol Hill	29.4%	36.8%	42.9%	66.7%
Congress Heights	31.8%	31.8%	28.6%	50%
Petworth	70%	66.7%	93.8%	72.2%
Shaw	37.5%	22.2%	66.7%	59.1%
Trinidad	50%	59.1%	70%	70%

7. Campuses will be thriving communities of respectful and responsible learners.

Assessment: **Center City PCS has met this goal.**

Environment of Respect and Rapport

As part of Qualitative Site Reviews, PCSB observes at least 75% of a campus' classrooms for several

³ See OSSE DC-CAS Results Presentation, slide 12, included in this document as Appendix B.

performance indicators, one of which is “Creating an Environment of Respect and Rapport.” At most Center City PCS campuses, PCSB observers found the majority of classrooms to be proficient in this indicator. While some QSR reports did not detail a percentage, it was noted that students and teachers were generally respectful to each other.⁴

Additional Qualitative Evidence

During Center City PCS’ 2012-13 QSRs, PCSB found the following evidence to support that Center City PCS has met this goal.⁵

Campus	QSR Observation
Brightwood	Seventy-five percent of classrooms observed were proficient or exemplary at creating environments of respect and four-fifths of classrooms were proficient or exemplary at creating a strong culture of learning. Students and teachers used respectful language and treated one another’s contributions to classroom discussion with respect...Nearly all of the classrooms observed had 100% of students engaged in the lesson.
Capitol Hill	The school holds a student led morning gathering where the review team observed students celebrating individual and school-wide accomplishments...The review team also observed a student misbehaving that was told by another student to “behave like a Center City scholar.
Congress Heights	[T]eachers and other school staff demonstrated respectful interactions among themselves and with students. The review team also observed positive interactions among students and between students and adults. [The school’s character education program’s] character traits are posted in hallways, classroom bulletin boards, and embedded in classroom activities. Teachers reported, and the review team observed conversations about behavior and character during morning meetings with the students...
Petworth	Adults and students at the school were respectful of each other. The review team observed teachers demonstrating respect and caring for students and an interest in their lives outside of school. Students were polite to each other as well as to adults. There were no behavioral concerns observed. In class, the review team observed students following directions and they were on task.
Shaw	Approximately 85% of the observed classrooms scored proficient or exemplary in the <i>Framework for Teaching</i> domain of Creating an Environment of Respect and rapport. Teachers addressed students by name and there was polite and respectful interaction between teachers and students. During the QSR visit, administration and staff consistently monitored the hallways and the QSR team observed orderly transitions in common areas.
Trinidad	...[T]he review team observed teachers reference [core values] in the classrooms.

⁴ See Center City Qualitative Site Reports, included in this document as Appendix C.

⁵ See Appendix C.

8. Students will perform regular and reflective community service consistent with the core values.

Assessment: **There is insufficient evidence to assess this goal.** While PCSB found qualitative evidence to support this goal at two of Center City PCS' campuses in 2011-12, there is not sufficient evidence to support that the school has met this goal as an LEA over the course of five years.

Qualitative Evidence

During Center City PCS' 2012-13 QSRs, PCSB found evidence to support that Center City PCS has met this goal. A selection of this evidence is as follows.

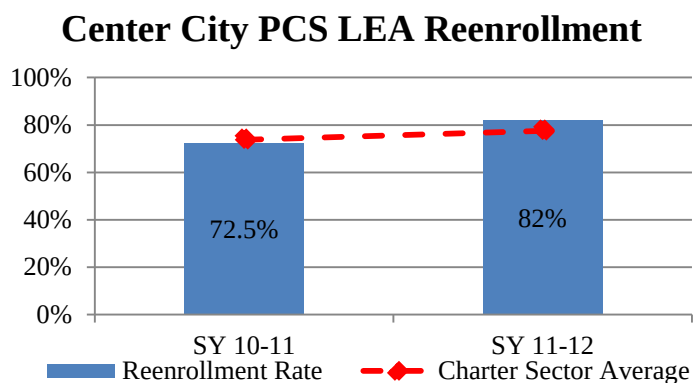
- At the Shaw campus, "the QSR team noted that the school conducts quarterly service projects...some examples of service projects are canned food drive, monitoring younger students, coat drive, Toys-for-Tots, facilitating a Winter Fest, and creating a Santa's Workshop with stations that students facilitated."⁶
- At the Trinidad campus, the team observed that "the Center City PCS capstone requirement holds each grade accountable for the completion of a capstone project containing six elements. These elements are: book study, four field trips, journals and interactive notebooks, four service projects, a research project/paper, and reflection. Every Friday during capstone time, each grade has a different project to work on towards their capstone."⁷

9. Parents will see themselves as partners in their children's education. Parents will view the school positively and express satisfaction with their choice.

Assessment: **Center City PCS has met this goal.**

Reenrollment

Center City PCS' LEA reenrollment rate exceeded the sector average in 2011-12.

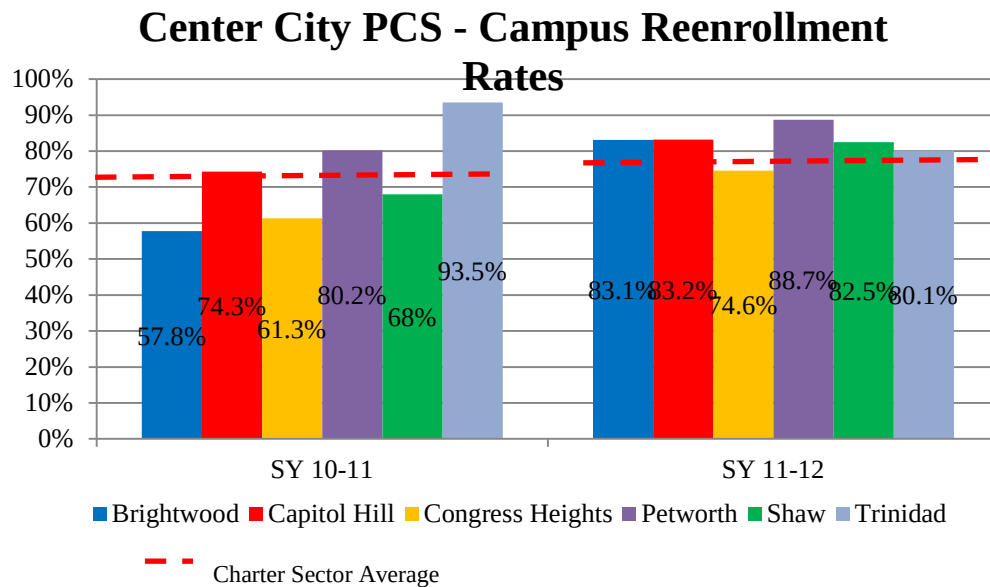


Source: PMF

⁶ See Appendix C.

⁷ See Appendix C.

On a campus level, three of Center City PCS’ six campuses (Capitol Hill, Petworth, and Trinidad) exceeded the charter sector reenrollment rate in 2010-11. In 2011-12, every Center City PCS campus, except for its Congress Heights campus, exceeded the charter sector reenrollment rate.



Source: PMF

Qualitative Evidence

During Center City PCS’ 2012-13 QSRs, the PCSB review team attended two parent events, and observed that they were both well attended.

- “At one meeting, 8th grade parents were invited to learn about the DC-CAS, graduation requirements, and end of the year activities. About half of the parents of the 8th grade class attended the event...parents asked questions and were engaged at the meeting to fully understand the requirements to move from 8th grade to high school.”⁸
- At another event, “parents reviewed their students’ work and set goals appropriate for their students’ development. The school runs these meetings on two consecutive nights to increase parent participation. Several classrooms observed had more than ten families present.”⁹

⁸ See Appendix C.

⁹ See Appendix C.

10. Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.

Assessment: **Center City PCS has met this goal.**

Professional Development

Center City PCS provided its LEA professional development calendars from 2008-09 to the present, which supported that it provides ongoing professional development opportunities to its teachers.¹⁰

Qualitative Evidence

During Center City PCS' 2012-13 QSRs, PCSB found evidence to support that Center City PCS has met this goal. A selection of this evidence is as follows.

- At the Congress Heights campus, “teachers participate in district-wide professional development activities as well as school specific professional development tailored by the principal to address campus-specific needs. The teachers reported they share knowledge and skills with each other during time set aside for Professional Learning Communities.”¹¹
- At the Petworth campus, the team observed that “district-wide professional development is offered every Friday afternoon and campus specific professional development is scheduled weekly. Teachers indicated that they also participate in online professional development modules that address individual needs.”¹²
- At the Trinidad campus, “conversations with administrators revealed that leadership is also focused on teachers’ individual needs when observing and working with the teachers. The observation team noted that the leadership team is working with teachers daily to observe, give feedback, and model lessons. On both visit days, the QSR team saw the principal and academic deans observing teachers and modeling for specific teachers. The teachers stated that the leadership is constantly working with the teachers to help them improve their teaching.”¹³

¹⁰ See Center City PCS professional development calendars, included in this document as Appendix D.

¹¹ See Appendix C.

¹² See Appendix C.

¹³ See Appendix C.

11. Principals and academic deans will be instructional leaders.

Assessment: **Center City PCS has met this goal.**

Qualitative Evidence

During Center City PCS' 2012-13 QSRs, PCSB found evidence to support that Center City PCS has met this goal. A selection of this evidence is as follows.

- At the Brightwood campus, the team observed that “the leadership team is assigned weekly observation schedules and provides regular feedback to teachers on their individual caseloads. During the site visit, the QSR team observed several teachers being observed by the principal and academic deans...the academic deans also teach intervention blocks to ensure that all students are receiving appropriate individualized instruction, including more challenging material for gifted students.”¹⁴
- At the Congress Heights campus, “during the focus groups, administrators and teachers reported that the principal and academic dean monitor instruction and give meaningful, timely feedback. They also reported that they model instruction when needed. Each teacher receives one formal observation and several informal ‘walk-throughs’ per month. Administrators also hold weekly data meetings to discuss student progress.”¹⁵
- At the Trinidad campus, “on both observation days, the principal and academic deans were observed consistently observing teachers and modeling best practices. The leadership discussed that they help with lesson plans, writing exit tickets, and demonstrating how to use data to guide classroom instruction.”¹⁶

¹⁴ See Appendix C.

¹⁵ See Appendix C.

¹⁶ See Appendix C.

12. Campuses will provide a safe and healthy environment that is conducive to learning.

Assessment: Center City PCS has met this goal.

Discipline

The following tables detail Center City PCS' discipline rates since 2009-10. PCSB has charter sector averages for these data points starting in 2011-12. Red shading indicates that Center City PCS' rate is above the charter sector average; green shading indicates that Center City PCS' rate is below the charter sector average.

Percent of Students Receiving Out of School Suspensions	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			13.2%	6.6%
Center City - Brightwood	18.4%	3.3%	9.5%	5.5%
Center City - Capitol Hill	23.9%	19.9%	10.4%	8.7%
Center City - Congress Heights	34.8%	24.6%	18%	10.2%
Center City - Petworth	9.4%	8.8%	10.3%	3.4%
Center City - Shaw	9.3%	14.0%	4.2%	7.2%
Center City - Trinidad	4.0%	11.8%	8.8%	13.9%

Percent of Students Receiving Out of School Suspensions of 10+ Days	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			1.1%	0.3%
Center City - Brightwood	0%	0%	0%	0%
Center City - Capitol Hill	0%	0%	0%	0%
Center City - Congress Heights	0%	4%	0%	0%
Center City - Petworth	0%	0%	0%	0%
Center City - Shaw	0%	0%	0%	0%
Center City - Trinidad	0%	0%	0%	0%

Percent of Students Expelled	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			0.7%	0.2%
Center City - Brightwood	0%	0.1%	0%	0%
Center City - Capitol Hill	0%	0%	0%	0%
Center City - Congress Heights	1%	1%	0.8%	0.4%
Center City - Petworth	0%	0%	0.4%	0%
Center City - Shaw	0.3%	1%	0%	0%
Center City - Trinidad	0%	0%	3.3%	0.4%

School Climate

As part of Qualitative Site Reviews, PCSB observes each campus for several performance indicators, one of which is school climate. For the most part, the PCSB team observed evidence that supports that Center City PCS has met this goal.

School Climate	
Campus	QSR Observation
Brightwood	The observation team noted a welcoming, calm learning environment during the scheduled and unscheduled observations. During the student focus group, the students reported feeling safe and also commented on the routines and rituals in place. The students said in the focus group that they appreciated being rewarded and recognized by the staff for making positive choices on a regular basis.
Capitol Hill	The team observed that transitions between classes were generally orderly. In some cases, observers saw students behaving rambunctiously in anticipation of dismissal. Most classrooms appeared to be organized and safe. However, the team did see a fight break out in one classroom...
Congress Heights	The hallways of the school are filled with student work and motivational quotations and posters. The review team observed that adults model positive social interactions among themselves and with students. Teachers report that there is a very supportive administrative team this year and that students who were previous discipline problems no longer are. They have high expectations for students academically and behaviorally and notice that as a result, students are exhibiting higher levels of self-esteem and having better interactions with teachers...
Petworth	There is an atmosphere of respect and caring throughout the school as evidenced by teacher and student use of respectful language in and out of the classroom. Teachers modeled positive social interactions and morning meetings include conversations about behavior and character...
Shaw	During the site visits, most of the operational staff and teachers consistently supervised the classrooms and hallways. During the student focus group, most students said that they felt safe at school...
Trinidad	The review team observed teachers leading students between classes, so the hallways were orderly and monitored. The leadership staff was also present in the halls during class transitions, and they assisted with behavior monitoring...[I]mplementation of the behavior management plan is inconsistent across grades...observations in the middle school classrooms revealed a more disruptive classroom environment.

Additional Qualitative Evidence

During Center City PCS' 2012-13 QSRs, PCSB found the following evidence to support that Center City PCS has met this goal.¹⁷

- At the Brightwood campus, “[during focus groups] the students and teachers reported that the school is a safe learning environment....During the observation, the hallways were always quiet and there were minimal disruptions within any of the classrooms.”
- At the Congress Heights campus, “students reported that they feel safe because teachers care about them...in their focus group students were able to articulate school-wide rules as well as select and define a core value such as integrity, peace-making, and honesty. In addition, it was reported that a community police officer regularly comes in the building and talks to students about bullying and school safety issues.”
- At the Petworth campus, “students and adults were observed traveling safely throughout the building...teachers rarely needed to interrupt instruction to correct student behavior.”
- At the Shaw campus, “during the student focus group, students stated that they feel safe at school. The school campus is a locked facility, located in a renovated church, with an intercom to enter the building.”

¹⁷ See Appendix C.

COMPLIANCE WITH APPLICABLE LAWS

The SRA provides that PCSB shall not approve a charter renewal application if it determines that the school has committed a material violation of applicable laws.¹⁸ The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws. The following section identifies these laws and includes a determination of whether Center City PCS has consistently complied with these laws over the past ten years.

General Laws

In its 2012-13 compliance review, PCSB found that all six Center City PCS campuses were in full compliance with applicable laws. However, in previous years, Center City PCS campuses were not in full compliance with all laws, as described below.

Health and Safety

The SRA requires schools to maintain the health and safety of its students.¹⁹ To ensure that schools adhere to this clause, PCSB monitors schools for various health and safety indicators, including but not limited to whether schools have qualified staff members who can administer medications, that schools conduct background checks for all school employees and volunteers, and that schools have a “School Emergency Response Plan” in place and conduct emergency drills as required by the District of Columbia Fire Department (“DCFD”).

In 2008-09, Center City PCS – Congress Heights did not have a DC Fire Department certificate of inspection or a Better Business License on file.²⁰ The campus has since cured these points of noncompliance. In 2008-09, Center City PCS – Shaw did not have a staff member certified to administer medicine, did not have a DC Fire Department certificate of inspection on file, and failed to hold a fire drill within the first ten days of the academic year.²¹ The campus has since cured these points of noncompliance.

Discipline

PCSB reviews school disciplinary policies to ensure that they afford students due process²² and that students and parents are made aware of these due process safeguards. All six Center City PCS campuses have been fully compliant with these requirements over the last five years.

Enrollment and Attendance

The SRA requires that schools have a fair and open enrollment process that randomly selects applicants

¹⁸ SRA § 38.1802.12 (c)(2).

¹⁹ SRA § 38.1802.04 (c)(4)(A).

²⁰ See Center City PCS – Congress Heights 2008-09 compliance report, included in this document as Appendix E.

²¹ See Center City PCS – Shaw 2008-09 compliance report, included in this document as Appendix F.

²² As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

and does not discriminate against students. All Center City campuses have been compliant with these requirements over the past five years.

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate student records.²³ All Center City PCS campuses have been compliant with these requirements over the last five years.

Title I of the Elementary and Secondary Education Act

Because Center City PCS receives Title I funds, it is required to adhere to a number of requirements under the Elementary and Secondary Education Act (“ESEA”), including hiring “Highly Qualified Teachers” and communicating certain information to parents about its participation in No Child Left Behind (“NCLB”) program.²⁴

In 2008-09, Center City PCS – Congress Heights, Shaw, Petworth, and Capitol Hill campuses did not ensure that all teachers were Highly Qualified, did not notify parents of their right to request information about teachers’ qualifications, failed to provide information about teachers’ qualifications upon request, and failed to notify parents if students were taught by a non-Highly Qualified Teacher for more than four weeks.²⁵ These campuses have since cured these points of noncompliance.

In 2008-09, Center City PCS – Trinidad did not ensure that all teachers were Highly Qualified, but did inform parents of their right to request information about teachers’ qualifications.²⁶ The campus has since cured this point of noncompliance. In 2012-13, all Center City PCS campuses were in full compliance with ESEA requirements.

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.²⁷ There is no indication that any Center City PCS campus has violated any civil rights statutes.

Governance

The SRA requires that a school's board of trustees have an odd number of members, not exceeding fifteen, two of which must be parents of students currently attending the school. A majority of the board must be District of Columbia residents.²⁸ In the 2008-09 academic year, a majority of Center City PCS board

²³ 20 U.S.C. § 1232g

²⁴ 20 U.S.C. § 6300, *et. seq.*

²⁵ See Appendix E; Appendix F; Center City PCS – Petworth 2008-09 compliance report, included in this document as Appendix G; and Center City PCS – Capitol Hill 2008-09 compliance report, included in this document as Appendix H.

²⁶ See Center City PCS – Trinidad 2008-09 compliance report, included in this document as Appendix I.

²⁷ SRA § 38-1802.02 (11). This includes the Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Act of 1990.

²⁸ SRA § 38-1802.05 (a)

members were not DC residents, and there were not at least two parents of current students on the board.²⁹ Center City PCS has since cured this point of noncompliance.

Special Education Laws

Charter schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act³⁰ and Section 504 of the Rehabilitation Act of 1973.³¹ In 2012, PCSB conducted a desktop audit to assess Center City PCS' compliance with these laws and the educational progress of its special education students.³²

Academic Performance of Center City PCS Special Education Students

Federal special education laws are in place, among other reasons, to ensure that schools adequately assist students with disabilities in making academic progress. As part of the special education desktop audit, PCSB reviews how schools' students with disabilities performed on the DC-CAS.

1. Brightwood campus: In 2011, the reading proficiency rate of Center City PCS – Brightwood's students with disabilities was 7%, 9% lower than the 16% state reading proficiency rate for students with disabilities. A significant 42% reading proficiency gap exists between Center City PCS – Brightwood's students with disabilities and the school's general population.
2. Capitol Hill campus: In both 2011 and 2012, Center City PCS – Capitol Hill's reading proficiency rates for students with disabilities was higher than the state average (by 3% and 2%, respectively). The math proficiency rate of Center City PCS – Capitol Hill's students with disabilities in 2011 and 2012 was 24% and 25%, respectively, 5% greater than the state average for students with disabilities. In those years, there was an achievement gap ranging from 19%-35% between Center City PCS – Capitol Hill's students with disabilities and the school's general population in both reading and math.
3. Congress Heights campus: In 2010 and 2012, Center City PCS – Congress Heights' reading proficiency rates for students with disabilities was 10% and 8%, respectively, lower than the 17% state reading rate for students with disabilities. Similarly, math proficiency rates in 2011 and 2012 were 10% and 15% respectively, below the state average of 19% in 2011 and 20% in 2012. In those years, there was an achievement gap ranging from 20%-29% between Center City PCS – Congress Heights's students with disabilities and the school's general population in both reading and math.

²⁹ See Appendix E.

³⁰ 20 USC §1413(a)(5).

³¹ 20 USC §794.

³² See Center City PCS – Online Desktop Audit, included in this document as Appendix J.

4. Petworth campus: In 2011 and 2012, Center City PCS – Petworth’s reading proficiency rates for students with disabilities was 32% and 27%, respectively, higher than the 17% state reading proficiency rate for students with disabilities. Similarly, math proficiency rates were 37% and 44%, respectively, higher than the 19% and 20% state math proficiency rates for students with disabilities. A reading proficiency gap ranging from 24%-26%, and a math proficiency gap ranging from 5%-15%, exists between Center City PCS – Petworth’s students with disabilities and the school’s general population.
5. Shaw: In 2011 and 2012, Center City PCS – Shaw’s reading proficiency rates for students with disabilities was 10% and 5%, respectively, lower than the 16% and 17% state reading proficiency rates for students with disabilities. Similarly, Center City PCS – Shaw’s math proficiency rates for students with disabilities was 5% and 10%, respectively, lower than the 19% and 20% state math proficiency rate for students with disabilities. A 2011 29% achievement gap in reading and math between the school’s students with disabilities and general population increased to 36% in both subjects in 2012.
6. Trinidad: From 2010 to 2011, Center City PCS – Trinidad’s math proficiency rates for students with disabilities increased from 8% to 30%, above the 19% state math proficiency rate for students with disabilities. This decreased the math achievement gap between Center City PCS – Trinidad’s students with disabilities and its general population from 29% to 11%.

Compliance Review of Center City PCS by DC Office of the State Superintendent of Education

As part of the desk audit, PCSB examines special education compliance and monitoring documentation prepared by the District of Columbia Office of the State Superintendent of Education (“OSSE”). OSSE reports provide a comprehensive overview of the entire LEA’s performance, versus campus-specific information.

In 2010, OSSE determined that Center City PCS was 85% compliant with special education requirements, with OSSE noting that the school “Meets Requirement” in fulfilling all applicable federal and local special education regulations.³³ However, this report noted that less than 90% of noncompliance points were corrected within one year after they were identified.³⁴

In 2011-12, OSSE produced an on-site compliance monitoring report of Center City PCS, which indicated that the school was out compliance with several individual student-level and LEA-level requirements. For example, the school did not always conduct manifestation determinations for special education students who had been disciplined, and did not implement in a timely manner hearing officer determinations that

³³ See 2010 OSSE report, attached to this document as Appendix K. OSSE uses the same determination levels as the United States Department of Education: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

³⁴ See Appendix K.

were issued in response to due process complaints.³⁵ In addition, OSSE issued three quarterly findings to Center City PCS in 2011 and 2012 indicating the school had not completed initial special education evaluations and reevaluations in a timely manner.³⁶ However, according to OSSE, the LEA has since corrected all previously identified student-level and LEA-level findings detailed in the on-site monitoring report and quarterly findings.³⁷

Financial Laws

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into.

In 2008-09, Center City PCS did not speak to its compliance with this SRA provision in its annual financial audit. From 2009 through 2011, the school entered into 10 \$25,000+ contracts, and submitted all corresponding Determinations and Findings forms to PCSB for review. Last year, according to Center City PCS's 2011-12 financial audit, the school entered into 17 such contracts, and the school submitted all corresponding Determinations and Findings forms to PCSB.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.³⁸ Over the past four years, Center City PCS has submitted all financial audits in a timely manner.

Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.³⁹ Center City PCS has fulfilled this requirement by reporting this information in its annual reports.

³⁵ See 2011 OSSE Compliance Monitoring Report, included in this document as Appendix L.

³⁶ See Quarterly Findings, included in this document as Appendix M.

³⁷ See letter from Boatright, Mary (OSSE Director of Monitoring & Compliance) to Dr. Beverly Wheeler (Center City PCS Chief Executive Officer), June 20, 2012, included in this document as Appendix N.

³⁸ SRA §38-1802.04(c)(11)(ix).

³⁹ SRA §38-1802.04(c)(11)(xi).

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA requires the Board to revoke a charter at any time if it determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

As part of the 5-year charter review process, PCSB has reviewed Center City PCS's financial record regarding these areas.

Adherence to Accounting Principles

The school has consistently adhered to generally accepted accounting principles, as established by the Financial Accounting Standards Board.

Fiscal Management

Per its audited financial statements, Center City PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of noncompliance that are required to be reported per the U.S. Government Accountability Office's Auditing Standards. The school has consistently submitted all necessary financial documents to PCSB in a timely manner.

Economic Viability

A review of annual audits indicates Center City PCS is economically viable.⁴⁰ One indicator of economic viability is a positive year-end annualized net income.² Center City PCS produced positive net income results in two of the past five audited financial periods. The school reported \$88,138 in net income in the financial period ending June 30, 2012 after two consecutive years of negative net income results in FY2010 and FY2011.

Another economic viability indicator is a school's total net asset reserves. PCSB recommends that schools accrue net asset reserves equal to three to six months of operational expenditures. Center City PCS' cumulative reserves increased to \$4.3 million in FY 2009 when it entered into a \$3.3 million loan agreement with the Charter School Growth Fund. In FY2011, the school repaid \$2 million of the loan and received \$1.3 million as a grant. Subsequently, the school's total net asset reserves dropped, but remained relatively stable at \$2.7 million in FY2010 to \$2.6 million in FY2012. In FY2012, Center City PCS's total net asset reserves equals approximately 1.3 months of expenditures with monthly expenditures averaging about \$2 million.

⁴⁰ See Center City PCS activities and financial analysis sheet, attached to this document as Appendix O.

Fiscal Period	2008	2009	2010	2011	2012
Net Income⁴¹	\$(59,711)	\$4,363,134	\$(1,224,909)	\$(245,316)	\$88,138
Cumulative Reserves	\$(59,711)	\$4,303,423	\$2,717,773	\$2,472,457	\$2,560,595

Net working capital⁴² and liquidity ratio⁴³ are also indicators of short-term economic viability. Sufficient net working capital allows a school to meet immediate financial obligations. The table below details Center City PCS' net working capital over the past five years, an amount that sufficiently allowed the school to manage its short-term financial obligations successfully. In FY2012, Center City PCS's net working capital stood at \$1.2 million compared with \$980,000 in FY2011.

A liquidity ratio greater than one points to a school's ability to satisfy its immediate financial obligations. Since FY2008, Center City PCS's liquidity ratio has been above one, indicating the school's ability to meet its short-term financial obligations. Center City PCS's liquidity ratio was stable at 1.37 in both FY2011 and FY2012.

Fiscal Period	2008	2009	2010	2011	2012
Net working capital	\$110,728	\$7,073,930	\$3,950,695	\$980,333	\$1,223,467
Liquidity ratio	2.49	10.89	2.62	1.37	1.37

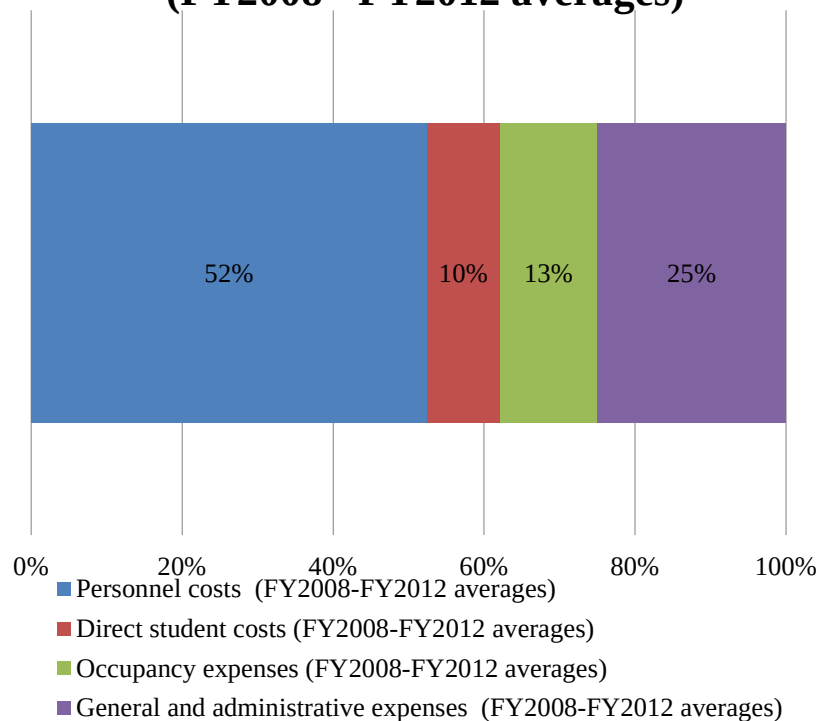
⁴¹ Net Income represents Revenue minus Expenditures.

⁴² Current assets less Current liabilities

⁴³ Current assets divided by Current liabilities

Center City PCS makes spending decisions appropriate for managing education programs. The chart on the following page details Center City PCS's average expenditures, as a percentage of revenues, from FY2008 to FY2012. From FY2008 to FY2012, Center City PCS's personnel expenses averaged approximately 52% of annual revenue, which were followed by general and office costs at 25% and occupancy expenses at 13%. Program and administrative costs are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

Center City PCS: Expenditures as % of Revenues (FY2008 - FY2012 averages)



Appendix A

Center City Public Charter Schools, Inc.
Executive Summary

The Center City Public Charter Schools petitions the District of Columbia Public Charter School Board to convert seven existing Catholic elementary schools (Pre K/K to 8) to seven campuses under one charter. These seven campuses are located throughout the District of Columbia and have served the educational needs of the District for as few as fifty and as many as one hundred years.

We have received endorsements from 98% percent of our faculty and 92% percent of our student body for this conversion application. Nearly 1,000 parents and teachers strongly support this effort and want to see these schools remain open next year as public charter schools. These numbers affirm the strong commitment to these schools that parents and teachers share.

For the past 11 years these schools have been part of the Center City Consortium. The Consortium was organized to improve student outcomes through stronger coordination that leveraged centralized leadership and resources. Consortium schools became a well-known and nationally recognized part of the urban educational reform movement.

As a result of our intense focus on student outcomes, we bring with us highly trained principals and teachers who have implemented data driven decisions in their practice and who see continuous improvement as the only way to look at their work as educators. We bring years of experience with standards-based instruction and assessment. As charter schools, we look to enhance our already successful academic programs.

Our Board of Directors is made up of individuals who have a history with these schools as well as individuals experienced in operating public charter schools. Board members bring a strong commitment to the welfare of the community, its people and especially its children.

Center City PCS will include a central office that provides administrative oversight, educational leadership and financial accountability to the system of schools. The central office structure has been benchmarked against high-performing charter management organizations in the nation. Several key personnel will join the Center City PCS central office from the existing Consortium central office.

Center City PCS is enthusiastic about the opportunity to serve even more of the children of the District of Columbia through this conversion. For several years, parents have reluctantly withdrawn their students because they could no longer afford even subsidized tuition. Many of these parents have already contacted us in hopes of re-enrolling their children. We look forward to working with and learning from the DC Public Charter School Board and the charter community of DC.

Our schools are fully accredited through the Middle States Association of Colleges and Schools. Our programs have developed from years of investment in teacher professional development and standards integration.

Center City PCS

We petition to serve in seven of the District's most underserved neighborhoods – Brentwood, Brightwood, Capitol Hill, Congress Heights, Petworth, Shaw, and Trinidad – where our campuses are located. Our plans for expansion include opening an eighth campus in Ward 7. Our campuses are rooted in communities with several examples of students attending the same schools as their parents, grandparents and even great-grandparents. We bring years of experience and an intimate knowledge of the community to the families we will serve. Our alumni base includes thousands of local supporters for these schools.

We commit to sound business practices and a framework for accountability that extends to all levels of the organization. Accountability is essential for the success of this endeavor and, therefore, critical to ensure student success. Financial strength is evidenced in our pro forma projections; on public funding alone, we will be generating operating reserves with only 82% enrollment as compared to capacity. During our first two years, we are thrilled to have the generous support of the Charter School Growth Fund. This foundation has pledged a combination loan/grant that will fully address our financial needs.

Our unwavering commitment to provide the highest quality education to every child who comes to us is best expressed in our mission statement:

Center City Public Charter Schools Mission

The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

A.1.a Educational Needs of the Target Student Population

History and the Conversion

As the Center City Public Charter Schools (CCPCS), we are undertaking the conversion of seven Center City Consortium (CCC) schools from Catholic to public charter schools. We will build on CCC's strength for providing a rigorous standards-based academic curriculum by enhancing current programs, resources, and tools in order to offer an outstanding secular education that broadens the scope of learning opportunities available to students in PK to 8th grade. As CCPCS we will continue to serve District of Columbia students currently enrolled in our schools. We also take special pride in being able to extend the same opportunity for educational excellence to new students and their families knowing that, as public charter schools, affordability will no longer be an impediment to accessibility. Our students are drawn primarily from seven of the city's vibrant but underserved neighborhoods - Brentwood, Brightwood, Capitol Hill, Congress Heights, Petworth, Shaw, and Trinidad – where our schools are located. The schools have deep roots in these neighborhoods and a rich history of service and community partnerships aimed at improving the lives of families that reside there. We are valued as vital institutions with an educational mission of excellence. As the CCPCS we will build on a successful past and move into our future with the goal of graduating successive generations of engaged citizens.

Target Population: Who Are Our Students?

The CCC has heretofore operated as private, tuition-based schools with 70% of our students and their families receiving some form of tuition assistance. This assistance has come from private funds and through the federally funded DC Opportunity Scholarship Program (OSP). The OSP has funded at least 33% of our DC students, who have qualified because their family income is at 185% of the U.S. Department of Health and Human Services poverty guidelines, and the students have come from failing public schools. Our demographics closely parallel those of neighboring schools. Although we have operated as Catholic schools, 76% of our students are non-Catholic. We do not expect our student population to change dramatically when we convert to public charter schools. The chart below describes our current student population:

School	% African American	% Asian	% Latino	% Free and Reduced Lunch
Assumption	100%	-	-	73%
Holy Comforter-St. Cyprian	99%	-	1%	76%
Holy Name	98%	-	-	54%
Immaculate Conception	95%	3%	2%	67%
Nativity	92%	-	6%	56%
St. Francis De Sales	99%	-	1%	55%
St. Gabriel	93%	5%	1%	57%
TOTAL	96.6%	1%	1.5%	62%

Factors Associated With Poverty

Students in poverty typically live in communities with poor job markets and inadequate human resources. They have a substantially higher incidence of poor nutrition and other health problems that can cause learning difficulties. They also come from homes where the parent's own level of education does not include or exceed completion of high school. Additionally, students in poverty have higher-than-average rates of mobility across schools and districts. All of these characteristics associated with poverty can negatively impact student achievement. Studies, from *Inequality at the Starting Gate* (2004)¹ to the more recent (2007) research from Columbia University's National Center for Children in Poverty² (NCCP), cite a difference in cognitive achievement in literacy and in math between children living in poverty and those in

higher socioeconomic (SES) groups. Students in the higher SES scored 60% higher in math and 56% higher in literacy. These factors associated with poverty, if not taken into account and addressed, can often prevent urban schools from being successful. Because so many of our students live below the poverty line, we have paid special attention to the research regarding best practices for success in similarly challenging environments. Research studies, including those by NCCP, also identify successful practices that mitigate school failure and enable students to overcome the achievement gap. Although we have struggled with these same obstacles, we are strongly encouraged by our continuously improving achievement data as a result of implementing best practices including a standards-based curriculum, professional development for teachers, and high expectations for all our students.

Early Education Achievement Gap

Research confirms that the quality of a student's early childhood education relates directly to his/her academic achievement in later grades.³ Early reading experts suggest that before entering first grade, children should have more than 1,000 hours of experience with books (i.e., being exposed to print and writing in their daily lives, taught how to handle books, and read to by an adult).⁴ One large-scale study of entering kindergarteners noted a difference in cognitive skills in reading, math, and general knowledge between high-income and low-income children, with children in the higher socioeconomic group scoring 60% above the average scores of children in the lowest socioeconomic group. Without intervention this gap widens, as students progress through school.⁵ These disparities cause significant differences in children's receptive and expressive language skills (i.e., the ability to identify beginning sounds and letters, colors, and numbers). Children in poverty also tend to have limited access to the informal resources that increase content knowledge, an important aspect of successful comprehension and higher order thinking in later grades.⁶ As in other urban districts, many of our students come to us without pre-literacy exposure, yet CCC has been very successful at closing the gap through our literacy intervention and enrichment programs. For example, based on CCC's spring 2007 data, Kindergartners' benchmark scores increased by 39% from fall to spring on the Phonological Awareness Literacy Screening (PALS), a formative assessment used to track progress in early reading acquisition skills.

Closing the Achievement Gap

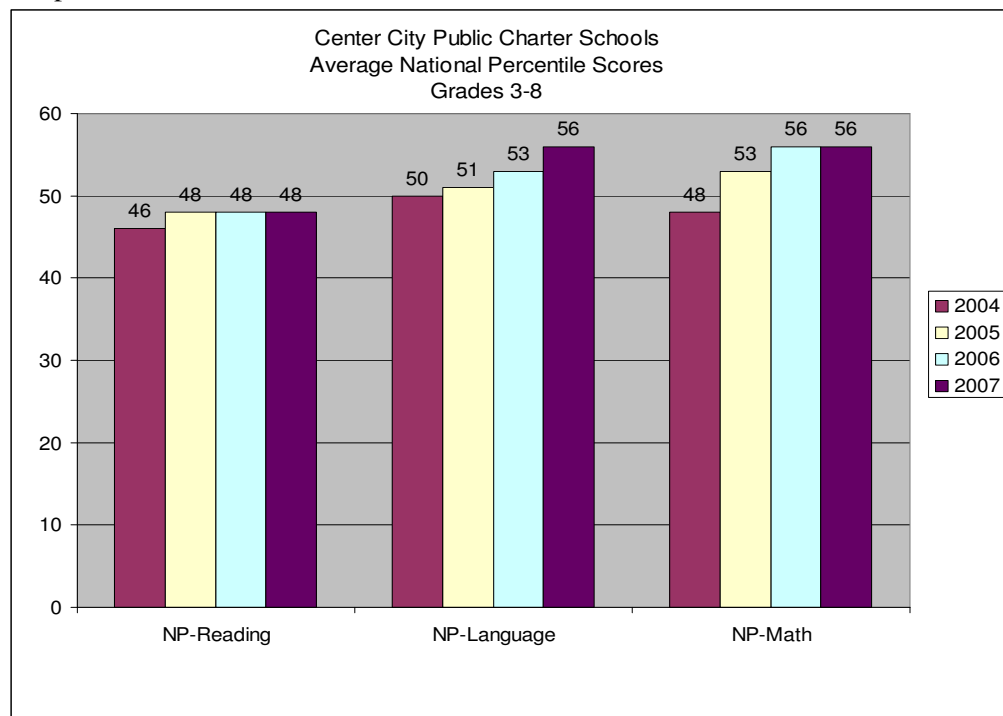
We have found that children who transfer into our schools at later grades from DCPS have often been poorly served academically, leaving them years below grade level in basic reading and mathematics. Many of our Opportunity Scholarship students, for example, come to us after several years in DCPS and require intensive intervention services. Increased mobility can sometimes negatively impact struggling students' abilities to succeed. Yet despite the influx of 750 scholarship students in SY 2005-2006, we saw no significant dip in overall student achievement. We currently serve 800 Opportunity Scholars, whom we expect to retain because their parents are convinced of our ability to continue to meet their children's needs. We believe that parents are reassured knowing that as CCPCS schools we will build on the solid educational foundation that brought about this success. Excellent leadership, good instruction provided by teachers who are well-known to parents, as well as safe and caring school environments will continue to be the hallmark for addressing our students' needs. Students once considered to be at-risk for failure are now thriving and our experience will be used to continue to serve our most vulnerable learners.

Student Assessment

CCC students have consistently improved their overall performance on the *Terra Nova*, a nationally recognized, norm-referenced standardized assessment developed by CTB/McGraw-Hill. From 2004 to 2007, the average reading scores of students at the seven applicant campuses increased from the 46th national percentile to the 48th national percentile, average math scores increased from the 48th national percentile to the 56th national percentile, and average language scores increased from the 50th national

percentile to the 56th national percentile. Because the *DC-CAS* was also developed by CTB/McGraw-Hill and utilizes the same test-item bank as the *Terra Nova*, we anticipate that returning CCPCS students will have some prior experience with the test and question format and will benefit from continued academic and instructional support, including test taking strategies and skills.

The following graph represents the average National Percentile scores (derived from Normal Curve Equivalent scores) in reading, language, and math for 3rd – 8th grade students at the seven CCPCS applicant campuses from 2004 to 2007.



Please see section A.3.a on page A-36 for more information on assessments.

Students with Special Needs

CCPCS anticipates opening with approximately 108 special education students enrolled, which represents 10% of the overall anticipated student population in the seven schools. Based on data collected by special education providers familiar with charter school populations in the District of Columbia, the percentage of special education students applying during the first year generally ranges between 8% and 10%, although the special education population in the District's public schools typically ranges between 15% and 18%.

CCPCS is committed to implementing fair and consistent enrollment policies for all students, including all special education applicants as set forth in the District of Columbia's School Reform Act of 1995. Current data indicate that the majority of special education students enrolled in charter schools at the elementary and middle school levels have been determined eligible for special education as Learning Disabled or Speech/Language Impaired students with increasing numbers of students being determined eligible as Other Health Impaired (primarily as a result of ADD/ADHD indicators). Fewer than 10% of students enrolling in new charter schools serving elementary and middle school children have been determined eligible for special education as Emotionally Disturbed and Mentally Retarded or in the other categories.

Current data also suggest that the disabilities of special education children entering the District's charter schools are most often characterized by deficits in visual and auditory processing, receptive and expressive language acquisition, and/or focus and attending ability. CCPCS's commitment to building strong foundations in literacy and numeracy for all students is supported by small group instruction and individual tutorials, pre-teaching exercises, re-teaching strategies, and, most importantly, scientifically-researched remedial tools for struggling students.

As public charter schools, we will staff each campus with a special education teacher who will carefully diagnose, direct, and document necessary services under the supervision of a central office Dean of Special Education. *See section A.2.d, pg A-31, for more information about services for students with special needs.*

English Language Learners (ELL)

Currently, our schools serve a small but growing population of English language learners, and we anticipate growth to as much as 12% of the student body in some of our schools based on our analysis of neighboring public schools. The George Washington University's Center for Equity and Excellence in Education recently conducted an evaluation of the English as a Second Language (ESL) programs at CCC schools. CCPCS will be implementing their recommendations to strengthen and refine the five-step protocol that had been in use. The protocol involves the administration of the Home Language Survey and testing for identification, teaching, monitoring, conferencing with families, and ongoing evaluation of students and the ESL program.

The CCPCS is committed to ensuring that each school take the appropriate steps to help ELL students overcome language barriers and that they can participate meaningfully in the schools' educational programs. We understand that this will involve a focus on goals aligned with the U.S. Department of Education's Office for Civil Rights (OCR) mandates. Our schools will use an ESL educational approach that is recognized as sound by experts in the field. The approach taken will provide for English language development as well as allow for meaningful participation of ELL students in our schools' core curriculum.

Under federal law, adopting an ESL program with a sound education design is not sufficient if the program, as implemented, proves ineffective. As a result, a central element of satisfying Title VI requirements regarding services for ELL students is an ongoing evaluation of a district's ESL program. In accordance, the CCPCS will require that each school return a survey consisting of quantifiable and empirical evidence of program success and quality. *The ELL identification, services, and evaluation process are described in more detail in section A.2.c on pg A-26.*

Estimating Student Enrollment

CCC schools currently enroll 1,100 students in the seven schools applying for charter status. Following is a table that illustrates our enrollment projections for the first five years of CCPCS.

Center City PCS

1a. Students by Grade		SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
Pre-K		40	76	103	111	111
K		125	183	212	216	216
1		132	187	208	215	216
2		104	146	191	204	208
3		109	118	159	192	199
4		138	123	132	165	195
5		106	149	136	144	171
6		126	179	207	216	216
7		118	140	187	205	208
8		96	132	152	195	207
Total Enrollment		1094	1433	1687	1863	1947
New Students Per Year		183	339	254	176	84
1b. Students by Site		SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
Congress Heights		128	161	192	219	231
Capitol Hill		185	224	244	255	261
Trinidad		166	213	244	254	255
Shaw		130	164	203	223	234
Brightwood		178	229	248	255	255
Brentwood		127	158	189	221	233
Petworth		180	225	251	253	255
Benning Heights		0	59	116	183	223
Total Enrollment		1094	1433	1687	1863	1947
Avg Students per Site		156	179	211	233	243
2. Special Education						
Level 1	5.0%	54	71	84	93	97
Level 2	3.5%	38	50	59	65	68
Level 3	1.5%	16	21	25	27	29
Level 4	0.0%	0	0	0	0	0
Subtotal SPED	10.00%	108	142	168	185	194
3. English as a Second Language						
LEP/NEP	9.0%	98	128	151	167	175

Our projections are based on capacity at each building as well as experience with our neighborhood families who already report that many more families would enroll their children in our schools if they were tuition-free. Operating as tuition-free, values-based schools using the same academic programs, in the same facilities, with the vast majority of our best faculty and administrators returning makes us optimistic that enrollment will continue to increase. The founding group has also developed a vigorous enrollment/recruitment and marketing plan to augment current enrollment.

While most start-up charter schools open with just a few grades—and face the challenge of “proving themselves” in the community—we operate with a distinct advantage: the quality of our schools is already well-known and documented. Our buildings, designed as elementary schools, provide environments that are demonstrably safe and conducive to learning. Successive generations of families have graduated from our schools and have returned to enroll their children, grandchildren, and great-grandchildren. Our neighborhood families know and trust us. Because of the good will we have developed within our own communities, our parents have proven to be an invaluable recruitment tool for new students in the past. They will continue to be an invaluable resource in future recruitment drives.

A.1.b Mission Statement and Philosophy

Mission Statement

The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Philosophy

Our educational philosophy is rooted in the affirmation of human dignity. We believe that our vocation is to help our students use their gifts wisely—in harmony with others in our schools, in our neighborhoods, and in wider (even global) communities. We believe that our responsibility as educators is to develop the body, mind, and spirit of every child because cognitive development is a multi-dimensional process that involves all three of these inextricably connected components. We therefore ask our students to use all three components when gathering, processing and acting on new information—ever mindful of our core values of collaboration, compassion, curiosity, discipline, integrity, justice, knowledge, peacemaking, perseverance, and respect. In this way, we hope to help our students both nurture their gifts and face their challenges with equanimity.

We believe that elementary and middle schools provide a unique opportunity for adults to identify children's curiosities, develop their potential passions, and strengthen their lifelong capacity to handle adversity with optimism and grace. In many large urban schools, it has proven difficult for teachers to develop and maintain personal relationships with students based on mutual respect and on the belief that all students can learn. Educators at CCPCS, are committed to strengthening their students' capacities to achieve by inspiring them to envision a wide range of possible futures for themselves. We concur with National Endowment for the Arts Chairman, Dana Gioia, who observed that the most important thing we can do for our children is to give them "a sense of the possibilities of their own lives."⁷

In modern times, those possibilities multiply exponentially every day. Opportunities proliferate in a world characterized by global communities that are irrefutably connected through technology and commerce. For our at-risk children, it is critically important that their educational experiences give them the chance to discover all that the world has to offer them--beyond their present circumstances. For this reason, we are committed to strengthening our students' confidence to pursue their passions. As educators, the best way to strengthen their confidence is to equip them with the sophisticated set of knowledge and skills that success in a complex, global society will require.

In short, we are preparing our children to be independent learners: sources of energy, hope, and leadership for their communities and their nation. We believe that our schools are strong because we are centers of knowledge that reflect best educational practices; however, we know that our success is also due to our emphasis on the moral and ethical foundations necessary for responsible citizenship, a life lived with integrity, and a commitment to the higher purpose of serving others. We will maintain that emphasis as public charter schools.

Core Values

Our mission to pursue excellence in scholarship, character, and service requires that students and adults in our communities honor and practice the school's core values. Nurturing these qualities inside and outside

the classroom will enable our students to excel in high school, college, and beyond the schoolhouse doors as committed citizens.

Collaboration Compassion Curiosity Discipline Integrity	Justice Knowledge Peacemaking Perseverance Respect

These core values will permeate all aspects of CCPCS's academic and extracurricular programs. Our teachers will help our students make strong, ongoing connections between what they learn in school every day and how they live their lives, by developing the confidence to achieve, the courage to lead, and the lasting desire to serve others. Our administrators will base decisions about all academic and non-academic programs on the extent to which programs and policies can help all members of the school community instill and practice the values. Having formed part of the process for prioritizing values and their importance in the school day, families will hold the school accountable for our ability to maintain the values.

A.1.c Educational Focus

We believe that providing a broad liberal arts education is the best way to prepare our students for the many personal and professional opportunities that lie ahead of them. Any elementary education in the 21st century must prepare students to live and work in a global society. However, in the wake of *No Child Left Behind*, many educators have chosen to focus solely on the tested areas that determine Adequate Yearly Progress (AYP), reading and mathematics, and have unnecessarily abandoned efforts to educate children in the multi-disciplinary ways of thinking that success in a that global society will require—and that a true liberal arts education can provide. Employers and postsecondary faculty alike have begun to eschew a narrow educational focus on reading and math. Instead, they increasingly support a well-rounded liberal arts education as a way to help students become nimble, creative, and collaborative problem-solvers.⁸ As CCPCS we will ensure that our students are well-prepared for living in our complex global society, through the integration of a curriculum with a global perspective and an ethical foundation that builds citizenship and character.

We also believe that it is a mistake to sacrifice history, science, the arts, and foreign languages in elementary school curricula in order to achieve proficiency in basic reading and math. Our educational focus will therefore continue to be on developing students' abilities to apply reading and math skills *in all liberal arts content areas: reading/language arts, mathematics, science, history, civics, geography, art, music, foreign language, and physical education*. Although we know that providing a standards-based liberal arts education in an urban environment - within a culture of high-stakes accountability - is hard work, research and our own experience suggest that this is not an either/or educational proposition. In fact research by the Center for Comprehensive School Reform and Improvement has been clear about the negative effect "curriculum narrowing" has on students,⁹ particularly low income students in high poverty schools. These students rely on the school to provide essential background knowledge about the arts, geography, history, and the natural world. In a narrowed curriculum these students become increasingly bereft of knowledge of the broader world outside their own communities with a greater possibility for exclusion from opportunities for employment and participation in the sociopolitical sphere.

CCC schools have always supported high academic standards and rigorous accountability for achievement in all core content areas. All of our schools are fully accredited by the Middle States Association of Colleges and Schools. This exhaustive process requires that the entire school community – parents, teachers, and administrators – participate in a self-study to evaluate the effectiveness of each component that contributes to having an effective school. This includes an evaluation of plant facilities, school curriculum, resources, instruction, and parent/community relations. In addition to this intense scrutiny the CCC proactively adopted academic content standards for the schools five years ago to ensure an added level of rigor, alignment, and accountability. As CCPCS we will continue to strengthen our ability to hold ourselves accountable for success. We have been refining our curriculum so that integration across content areas is, in fact, more seamless, because we have seen that interdisciplinary learning engages students and helps them make connections that broaden their knowledge and deepen their understanding. Therefore, literacy and numeracy skills have been and will continue to be developed and applied in all content areas in our schools. For example, students develop and apply their basic reading skills while reading and writing about compelling narrative history. They realize the application of basic math skills in the context of engaging science experiments, in art projects, or in lessons about basic music theory.

Finally, learning in Center City schools is not limited to the classroom. Through partnerships with local cultural institutions, we build on core classroom instruction by expanding students’ opportunities for applied and service learning. Our pledge to community service is therefore an important aspect of the liberal arts education we will continue to offer as public charter schools. Taking learning beyond the classroom in these ways can help students develop the critical reasoning and communication skills that are necessary to the free exchange of ideas—and, by extension, to true liberal learning and productive citizenship. The broad liberal arts education we offer also helps our students understand their individual rights and obligations as citizens. They learn to exercise those rights responsibly, both within our school communities—where adults and students express mutual intellectual and personal respect for one another—and as citizens in their larger communities. We stress the importance of parents and family as partners with educators to accomplish our mission successfully.

A.1.d Performance Goals

In the last ten years, our students have consistently improved on standardized, norm-referenced and criterion-referenced, formative and summative assessments. Frequently cited as a model of successful urban school reform, our schools have provided lessons for many schools—both public and private—on how to succeed in an environment of high stakes accountability. We take great pride in the fact that, as the CCC, all of our schools became fully accredited by the Middle States Association of Colleges and Schools, and as CCPCS all schools will remain fully accredited.

Our organizational culture is grounded in accountability and is characterized by a commitment to continuous improvement. Accountability is built into every aspect of operations. Beginning with the use of the *Correlates of Effective Schools* (see pg. A-45), our schools have been increasingly driven by performance goals, and all faculty and staff in CCPCS—at the schools and at the central office—will be evaluated based on performance and will be eligible for bonuses. We will use a transparent, performance-based evaluation process that includes self-, peer-, and management-evaluation components. (See Section C page C-15 for a discussion of the evaluation process.)

Our performance goals, as described in our accountability plan, are carefully devised to align with our school’s mission and educational philosophy. The goals, divided into “Academic,” “Non-Academic” and “Organizational” goals are listed below. Each goal is delineated in the Accountability Plan by specific

performance indicators, assessment tools, and annual- and five-year targets. We have also identified specific strategies for attaining each goal. *See section D for our Accountability Plan draft.*

Academic Goals

CCPCS has identified clear, simple, and measurable academic goals, with an emphasis on four core content areas (reading/language arts, mathematics, science, and social studies) because the acquisition of these basic skills will provide our students with the foundation necessary to be independent learners ready for the next educational challenge and prepared for success in our global society.

Reading Students will read and comprehend grade-level appropriate text in the core content areas.

Written and Oral Communication Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.

Mathematics Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.

Science Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.

Social Studies Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.

Readiness for High School Students will be equipped with the academic skills needed to be accepted into the competitive high schools of their choice.

Non-Academic Goals

Our non-academic goals reflect our desire to establish thriving communities of lifelong learners of both children and adults, inside the classroom and beyond the school walls. Our emphasis on parental and community involvement has helped shape and support our values- and service-based philosophy. These goals have been designed to ensure that our students and teachers are actively engaged citizens in their communities and ready to learn from each other and the world around them; that parents are vital participants in that learning process and satisfied with the results; and that our commitment to service is a natural extension of learning in the classroom.

Character Education

1. Campuses will be thriving communities of respectful and responsible learners.
2. Students will perform regular and reflective community service consistent with the core values.

Parent Involvement/Satisfaction

3. Parents will see themselves as partners in their children's education. Parents will view the school positively and express satisfaction with their choice.

Professional Development

4. Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.

Organizational (Management Effectiveness) Goals

Our organizational goals reflect our desire to create school communities that are focused on teaching and learning, grounded in performance-based accountability, and committed to being models of informed leadership.

1. Principals and Academic Deans will be instructional leaders.

2. Campuses will provide a safe and healthy environment that is conducive to learning.
3. The CCPCS Board will provide effective policy guidance, governance, and support to school leaders.

A.2.a. Student Content and Performance Standards

The development of a set of content standards for the Center City Consortium (CCC) schools began five years ago with the adoption of the Indiana Academic Standards. The Indiana Academic Standards were selected because they have been cited consistently as one of the best sets of standards in the nation.¹⁰ As the result of an extensive curriculum mapping process, curriculum and instruction staff and CCC teachers were able to refine the Indiana Academic Standards and create a set of comprehensive CCC content standards for the four core content areas (Reading/Language Arts, Mathematics, Science, and Social Studies) as well as the non-core content areas (Foreign Language, Physical Education, Music, and Art).

In preparation for our conversion to public charter schools, we conducted a “side-by-side” analysis of DCPS standards and CCC standards in reading/language arts and mathematics. The majority of the DCPS English language arts standards correspond well to the CCC reading/language arts standards and, in many cases, the CCC standards are more detailed and/or address literacy content in earlier grades than the DCPS standards. Both sets of standards exhibit similar (or even verbatim) language. The alignment between the DCPS math standards and the CCC math standards is also generally strong, revealing that the CCC standards require similar, and in some cases more rigorous, academic expectations. The DCPS math standards exhibit a stronger conceptual focus, but the CCC standards have strong foci on procedures and problem solving skills.

In order to maintain our current level of rigor and coverage of essential content, CCPCS will continue to use the CCC content standards for all subjects and grade levels. Gaps and redundancies between the DCPS and CCC standards can be addressed easily by a) adding the content and skills in the DCPS standards that are currently missing from the CCC standards and b) addressing the conceptual focus of math content and skills in professional development sessions with teachers. In addition, the *DC-CAS Teacher Resource Guide* will be used to augment our reading/language arts, math, and science power standards to include standards that will be assessed on DC-CAS. CCPCS will use the World-Class Instructional Design and Assessment (WIDA) ESL instructional standards.

Performance Standards

Achievement of the standards is determined through the use of several kinds of formative and summative assessments, including classroom assessments evaluated with common scoring rubrics (e.g., writing assessments, performance-based and capstone projects, benchmark portfolios, and oral presentations), standards-based diagnostic assessments three times yearly, teacher-made benchmark assessments, and end-of-the-year summative assessments yielding standards-based performance data. *See Section A3a. on pg. A-36 for details for more information about our formative and summative assessments.*

Our school-based Special Education and ESL teachers will work closely with classroom teachers to facilitate accommodations and to provide sheltered instruction for limited English proficiency ELL students and for students with special needs, so that all students may achieve the standards.

A.2.b Curriculum

Considering Robert Hutchins’s admonition that “the best education for the best students is the best education for *all* students,” CCPCS will offer a true liberal arts curriculum that is often offered in elite private schools. It is a curriculum characterized by rigorous expectations in content areas “beyond the

basics”, with a focus on a global perspective, values, and ethics in each of our content areas. Our curriculum uses an integrated instructional approach to hold students accountable for specific content and skills included in all liberal arts content areas, as defined by CCPCS: reading/language arts, mathematics, science, history, civics, geography, art, music, foreign language, and physical education.

Our curriculum is designed to teach our students that different academic disciplines address intellectual problems and approach new information differently, and that each of these disciplinary approaches is valuable. We want our students to be adept in all of them, knowing when and how to apply and/or combine them to gather and convey information and solve problems, especially in the context of our core values. For example, a scientist might approach the topic of clear-cutting trees in the rainforest with hypotheses about its effect on the integrity and sustainability of this important eco-system. An historian might address the economic causes and effects of the policy, placing it in its historical context. A poet might recognize and want to communicate a personal reaction to the loss of a beautiful landscape. In our grade-by-grade curriculum, we attempt to integrate the content and skills of core content areas into thematic units that allow students to explore the different ways of approaching a topic, making learning more meaningful and enduring, while also strengthening the application of essential basic skills across content areas.

Prioritizing Standards for Curriculum Development

Through a year-long professional development process, Center City Consortium teachers identified power standards for each grade level, using their analyses of formative and summative assessment data. The power standards have been revised for the CCPCS and were selected based on their importance to the learner (i.e., skills and concepts with longevity and relevance and/or essential for critical thinking or communication), rigor and difficulty, grade-level impact to the K-12 scope and sequence, and representation in DC-CAS. CCPCS power standards are designated according to these four criteria:

- **M** Most important expectations in the grade level
- **S** An expectation with which past students have struggled
- **G** An expectation critical to success in the next grade level
- **T** An expectation that is tested

Some standards will have more than one designation. These designations help maximize teacher effectiveness in prioritizing the standards for instruction. The power standards are highlighted (i.e., underlined and emboldened) in our pacing guides and were used to develop our curriculum framework. Following is a sample of third grade Reading/Language Arts standards.

Standard 2 – Reading: Comprehension

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. In addition to their regular school reading, at Grade 3, students read a variety of grade-level appropriate narrative (story) and expository (information and technical) texts, including classic and contemporary literature, poetry, children’s magazines and newspapers, reference materials, and online information.

- 3.2.1** Use titles, tables of contents, chapter headings, a glossary, or an index to locate information. T
- 3.2.2** Ask questions and support answers by connecting prior knowledge with literal information from the text. T
- 3.2.3** Show understanding by identifying answers in the text. T
- 3.2.4** Recall major points in the text and make and revise predictions about what is read. T
- 3.2.5** Distinguish the main idea and supporting details in text. T
- 3.2.6** Locate appropriate and significant information from the text, including problems and solutions. M G T
- 3.2.7** Follow simple multiple-step written directions. M T
- 3.2.8 Distinguish sequence of events chronologically in a story or around a major event.
- 3.2.9** Distinguish between cause and effect and between fact and opinion in informational text. M G T

Curriculum Framework

CCPCS central office has constructed a curriculum framework with the necessary components to ensure strong alignment between the curriculum resources and content standards, vertical grade alignment, and clear directions for planning and pacing instruction based on the differentiated needs of our students. The framework for each content area is organized into curriculum units, which include groups of power and supporting standards as well as sample objectives, essential questions, differentiated learning activities, formative and summative assessments, and instructional resources. We have also included sample Instructional Planning Tools (IPTs) to provide teachers with guidance on lesson planning and delivery. We connect teacher coaching and professional development to our framework, understanding the ways in which our curriculum is intimately connected to instructional practice, assessment, and professional development. *See Appendix A page 1 for a sample of the CCPCS Curriculum Framework.*

Resources and Materials

We are emphatic about the importance of using textbooks as an important resource rather than as a curriculum. In most, but not all, of our content areas we have textbooks and basals, which we supplement with other relevant materials in order to provide teachers with the resources needed to deliver an effective standards-based instructional program. Because making data-driven decisions and using research-based best practices are the keys to our success we will evaluate our materials on a regular basis, using a cyclical process to maintain the alignment of our core and supplementary texts with our curriculum.

Reading/ Language Arts

The Reading/Language Arts (R/LA) curriculum is based on reading research that identifies balanced literacy as the most effective model of language instruction for urban students. Our goal is to develop life-long readers who are able to read for information and pleasure--and confident communicators who can express ideas effectively and creatively, both orally and in writing. We are keenly aware that effective communicators are also careful and active listeners, so our R/LA curriculum also contains specific expectations for all these essential components of a successful R/LA program. To address all aspects of the R/LA program, our schedule contains a full 100 minutes for a morning literacy block in grades K – 5 and 100 minutes in grades 6 – 8.

Reading, Writing, and Language

We use authentic literature such as novels and trade books, along with high-interest leveled readers, to complement our basal reading program, including Open Court Reading and Language of Literature. The core of our literacy program emphasizes the essential components of successful early reading programs that are prioritized in our standards and identified in *Reading First* guidelines (i.e., phonemic awareness, phonics, fluency, vocabulary instruction, and comprehension). At the same time, we have established literature-rich classroom environments, allowing students to apply those components to high-interest literature while also building content knowledge.

Using the Reading and Writing Workshop approach to structuring the literacy block we have also intentionally identified a Language component to ensure the prominent role of vocabulary, grammar, and spelling instruction in our elementary and middle school classrooms.

Pre-K Reading

Comprehensive literacy is the foundation of our early education program. This involves building oral language skills so that students can better name their experiences and world as well as strengthen their listening skills. Because many of our youngest students come with great deficits in oral language and have little or no print awareness, we provide a language rich environment in the classroom. Students have the opportunity to build vocabulary and other emergent literacy skills in the context of creative activities and play that engage a child's multiple intelligences.

Through explicit language and reading activities students work with letter identification, phonemic awareness, and vocabulary. Using programs, such as *The Letter People*, teachers use a multi-sensory approach to building letter and word knowledge. Big books and picture books are a daily part of each day's activities and provide multiple opportunities for reading and print exposure. Using themes such as *Bugs and Butterflies* and *Community Helpers*, teachers introduce important topics for students to explore through read-alouds and reflective questions. Reading activities also help students learn print conventions, such as visually tracking from left to right; recognizing picture cues, word patterns, and rhymes; and understanding and retelling a story. Students extend their work in these themes through dramatic play, rhyming songs, and movement to reinforce comprehension and exploration.

Elementary Reading

Students are exposed to a wide range of genres, both narrative and expository, from the earliest grades. They work with high-quality picture books, poems, fiction, and non-fiction, both literary and informational, including essays, speeches, biographies, periodicals and narrative histories. Rather than tracking students, teachers use reading groups as part of the *Reading/ Writing Workshop's* differentiated grouping, so that all students can work at their appropriate levels, no matter where they may be on the reading spectrum. Reading-for-meaning activities allow students to build their comprehension strategies through analysis of text, including character, setting, plot, and story conflicts. Classroom libraries establish a print-rich environment and ensure that students have access to a wide array of cultural experiences through books, including Coretta Scott King medal winners. Summer reading is required for all students in all grades.

Through the use of technology, we have enhanced our basal reading programs in order to help struggling readers and provide enrichment for accelerated students who can benefit from further challenges. In all schools we strategically augment our early reading program with the computer-based *Waterford Early Reading* and/or direct instruction-based *Reading Mastery* to help focus on the unique needs of emergent and beginning readers, strengthen their literacy foundations, and enhance their potential for future academic

success in kindergarten and first grade. In grades two through five, struggling students are supported through technology-based intervention programs such as *Failure Free Reading*, which is also used with Middle School students.

Middle School Reading

In grades 6 – 8, we use a literature-rich basal program, McDougal Littell’s *Language of Literature* and the accompanying *Language Network*, as resources for delivering the standards. We begin to focus on genre studies at this level to help students identify the author’s purpose and strengthen comprehension strategies. We emphasize these aspects of reading in middle school because of the increasing amount of expository text that students are exposed to in the content areas and to help students be well prepared for the amount and variety of reading that competitive high schools demand. Students also read a series of novels as part of the *Reader’s Workshop* model. The novels are selected for universal themes that inspire reflection on our core values, students’ own identities, their connection to others, and their relationship with the natural world. The novels allow students to make connections between literary themes and historical events and provide a richer context for literary analysis.

In both elementary and middle school grades students have the opportunity to work with novels through shared reading, with teachers and in smaller book clubs (or literature circles) consisting of 6 to 8 students, for the purpose of reading, analyzing, and discussing of the texts. These smaller groups allow a deeper level of differentiated instructional support and remediation for students needing guided reading, while at the same time allowing for greater independence for students who are working at or above grade level. A classroom may have three or four book clubs working simultaneously with varying levels of independence. Teachers spend some time with each group, but dedicate a greater increment of time to those needing the greatest support. This process allows teachers to rotate through each group providing support in use of strategies modeled during whole class mini-lessons. Students implement these strategies working in books matched to their levels of accessibility and difficulty. Students are also encouraged to select ‘just right’ or leveled books chosen for content interest and readability. As students become more confident in their reading fluency and comprehension they are able to move into longer and more difficult texts and to more independent reading groups.

Students working below grade-level will benefit from the additional support of the Literacy Specialist.

PK Writing

In PK we help students make the connection between oral language and writing. Working with writing in the form of a storybook, a recipe, or an advertisement students can “read” and begin to understand how language can convey meaning. Students work with teachers dictating their ideas as well as using invented writing/spelling to write and illustrate their own stories. Students also work on letter formation and become familiar with upper and lower case letters, and use sight words for writing cards, notes, shopping lists, and other types of writing.

Elementary Writing

Our teachers “pair” writing instruction with reading and consistently provide time for students to write-- always in conjunction with reading. Students need to write often and well, and during SY 2007 – 2008, we have begun using the *Writing Workshop* approach to writing instruction to emphasize the importance of the writing process across all content areas. Students work with story framing and mapping, reading response logs, and engage in expository and narrative writing. Particular attention is paid to organizational skills, grammar, and mechanics. Students write in reading journals, use themes as reflective writing prompts, and

learn from authors about the development of their own writer's voice and ability to communicate. Writers create authentic pieces ranging from letters to the President to stories for the school literary magazine with the help of rubrics to guide expectations. Students work reflectively, editing their own work and collaborating with one another on peer edits. As CCPCS we will continue to have students apply the writing process to develop their own fictional and non-fictional compositions and will enhance this process with additional insights and resources from Irene Fountas and Gay Su Pinnell.

Much like in the reading workshops, instruction begins with a mini-lesson to model a writing strategy. Through this focused modeling teachers guide students through each component of the writing curriculum, including process writing and the application of language strategy. Teachers 'write-aloud' demonstrating the process with the whole class, scaffolding with some students, to create a sample composition. During this time teachers provide samples of exemplary compositions and score these with a writing rubric to help students understand and apply these guidelines with their own composition. Rubrics are used at all grade levels and become successively more complex with student mastery. They can be adapted for all learners, with greater depth and more details as students become more proficient or tailored for differentiation with struggling writers or ELL students new to the English language.

Students then proceed to guided and independent practice, with the teacher supporting students according to the level of assistance they require. This can be done as a small group and/or individually. Teachers also build in time to conference with students on their written compositions providing one-on-one support for struggling writers on a more frequent basis, but also assisting the accelerated students with independent investigations. During this time students are able to use technology for both research purposes and for writing and revising their drafts.

At this level students work on narrative and expository writing that can include letters, poetry, recipes, book reviews, news articles, and response to literature in their journals. Rather than use a packaged writing program or text to guide the students' writing, teachers use Lucy Calkins *The Art of Teaching Writing* and Scholastics' *Teaching With Writers* to help frame the curriculum and guide classroom activities. Teachers will continue to receive support in this process through professional development from trainers who will participate in Columbia University's Teachers' College Writing Workshop this summer.

Middle School Writing

Students in the middle school work with the writing process building on what has been learned in the elementary grades. Students begin to use pre-writing, drafting, editing, and revising to publish a series of writing compositions that employ writing conventions and strong sense of purpose connected to a genre.

While students continue to work on assigned sketches, essays, poems, stories, and plays with the use of dialogue, at this level they are required to use more precision with language. Students are asked to employ their growing knowledge of vocabulary to create richer mental images in their writing, modeling their own voice on the authors they study. They are required to organize their writing in a logical and sequential way. Precision is also necessary for exceedingly rigorous themes connected to inquiry and research. Students are asked to research and write on selected topics and employ footnotes and citations. Assignments, assembled in Writing Folders, will also include news articles and opinion pieces as well as resumes and application essays, which will be required of all eighth graders as they apply to high schools.

Teachers employ resources, such as Sadlier-Oxford *Vocabulary Workshops*, which are used as a tool for working with vocabulary, allowing students to more intensively focus on multi-meaning words and

analogies. Teachers also use resources, such as Nancy Atwell's *In the Middle: A New Understanding About Writing, Reading, and Learning*, to help frame instruction.

Language in the Reading/Writing Workshop

Language and word work is an important part of the reading and writing process. We include this word work as a part of our Reading/Writing Workshop but believe it is so important that it merits greater focus and more direct instruction. Our teachers guide this work through whole group mini-lessons, focusing on the study of spelling, grammar, word study, and writing conventions, which build students' knowledge and ability to accurately and creatively use language. While our teachers have traditionally relied on spelling lists and Dolch word lists as a foundation for word knowledge, we have also begun to incorporate the use of additional hands-on activities that build on the cognitive learning process. Teachers have students work with strategies, from such resources as *Words Their Way*, to help students "examine, discriminate, and make critical judgments about speech sounds, word structures, spelling patterns, and meaning" by grouping words based on their similarity and differences. Rather than just memorization of a set of spelling or vocabulary words, students also use derivations and patterns to help them become better at retaining what is learned and applying it while reading and writing.

Thus students are able to explore vocabulary and meaning through explicit language work and through connection to different reading and writing genres and apply this to their own work. Teachers work with students on process writing to develop students' writing skills beginning with brainstorming and organization, helping to develop drafts for self-peer-teacher edits, and helping to make choices about readiness of drafts to become final pieces that are publishing quality. Opportunities for writing in the content areas support application across the curriculum.

In all grades, we emphasize the connection of reading and writing to speaking and listening. Oral presentations are frequent, even in the earliest grades, and teachers use standards-based scoring rubrics to assess performance relative to the standards. Both speaking and active listening skills are addressed through the use of oral presentations and reader's theater. Students are guided in how to ask thoughtful questions and evaluate the speaker's performance. Our learning environment promotes communication, whether it takes place in whole or small groups or one-on-one. We help students develop oral language by intentionally building it into the learning activities. Active and purposeful discussions form an important part of learning, whether the discussion centers on predicting what comes next in a book or on how to organize a task.

Because of the increasing influence of media as communication students learn to view media critically. Classroom discussions focus on the role of different media and on how the media presents images and messages. Students integrate their analytical and communication skills to produce their own multimedia presentations and later on apply these skills to produce commercials in the middle school.

Assessment

Ongoing formative assessments and periodic summative assessments help to evaluate academic programs. Each grade level has a writing portfolio to ensure that students are able to successfully work through the writing process. Students are expected to master writing genres at an appropriate level, from basic letter writing in the primary grades to more advanced research papers in the middle school. Students' writing proficiency will be evaluated once each semester on a system-wide writing benchmark assessment. Students will also use research and writing skills on the yearly performance-based/capstone projects

required in all grades. The use of rubrics and teacher conferencing forms ensures that students are invested in their own performance and that parents remain well informed.

We will also be expanding our implementation of the Fountas and Pinnell Benchmark Assessment System, currently being piloted in several of our schools, and running records to help assess students' independent and instructional reading levels.

The following is a sample of literature for various grade levels with some corresponding virtues, values and associated themes – making direct links with our SOJOURNERS program and social studies content - that each can address.

Grade Level	Book and Author	Values	Theme
PK- 2 nd Grade	<i>The Rainbow Fish</i> – Marcus Pfister <i>Hush</i> – Minfong Ho <i>Mama Goose</i> – Alma Ada & Isabel Campoy <i>The Pigeon Has Feelings Too</i> – Mo Willems <i>Stone Soup</i> – Marcia Brown <i>Night Shift Daddy</i> – Eileen Spinelli <i>Abuela</i> – Arthur Dorros <i>Dear Juno</i> – Soyung Pak <i>Tar Beach</i> – Faith Ringgold <i>The Complete Hans Christian Anderson Fairy Tales</i> <i>Amazing Grace</i> – Marry Hoffman	Cooperation Peacemaking Compassion Curiosity	Self, Family and Community
3 rd – 5 th Grade	<i>James and the Giant Peach</i> – Roald Dahl <i>Only Passing Through: The Story of Sojourner Truth</i> – Anne Rockwell <i>Roll of Thunder Hear My Cry</i> – Mildred Taylor <i>Sadako and the Thousand Paper Cranes</i> – Eleanor Coerr <i>Faithful Elephants: A True Story of Animals, People and War</i> – Yukio Tsuchiya <i>Call Me Maria</i> – Judith Ortiz Cofer	Creativity Compassion Justice Perseverance	Heroes and Heroines
6 th – 8 th Grade	<i>The House on Mango Street</i> – Sandra Cisneros <i>Just Give Me a Cool Drink of Water</i> – Maya Angelou <i>The Diary of a Young Girl</i> – Anne Frank <i>To Kill a Mockingbird</i> – Harper Lee <i>The Children's Homer</i> – Padraic Colum <i>The Breadwinner</i> – Debra Ellis <i>The Talking Earth</i> – Jean Craighead George <i>Hoot</i> – Carl Hiaasen	Integrity Discipline Justice Peacemaking	Building a Global and Sustainable Community

The following is an overview of our instructional R/LA block. This block provides a brief summary of the Reading/Writing/Language Workshop.

Reading Workshop	Language and Word Study	Writing Workshop
<u>Independent Reading</u> Students independently read leveled books and apply strategies taught during the mini-lesson.	<u>Interactive Language & Literacy</u> - Letter formation - Letter names - Phonemic awareness - Phonics	<u>Independent Writing</u> - Students write on self-selected topic using stages of writing process. - Students make use of appropriate strategies modeled in mini-lesson.
<u>Guided Reading</u> - Small groups of students (4-6) work with a teacher on instructional level text. - Students working below grade level work receive intervention and support from teacher/IA and Literacy Specialist	<u>Language Conventions</u> - Grammar - Mechanics - Editing/Proofreading	<u>Guided Writing</u> - Students needing more intensive support from teacher work in small groups (4-6) with teacher. - Students may work with writing prompts.
<u>Shared Reading</u> - Teacher reads to students. - Includes Big Books, Trade Books, and Novels.	<u>Word Study & Analysis</u> - Vocabulary - Spelling - Dictionary Skills - Word Wall	<u>Modeled & Shared Writing</u> - Teachers “think aloud” with students to move through the writing process. - Whole class participates with teacher acting as scribe.
<u>Literature Study</u> Teacher and students work with authentic literature/novels.	<u>Multimedia</u> - Technology - Media analysis - Dramatization	<u>Research & Investigation</u> Connects writing skills to content areas.

Please see Appendix A page 1 for a sample reading/language arts curriculum unit.

Mathematics

Our mathematics curriculum is designed to help students appreciate that the language of mathematics is a precise one--used to communicate quantitative information. Since scientists have adopted the conventions of mathematics, it is important that our students become confident mathematicians as well as good writers if they want to be able to communicate ideas and information effectively in a rapidly changing, technology-driven society. We therefore stress the development of skills that are fundamental to mastery, application, and communication of mathematical concepts. Our schedule for grades K- 5 devotes roughly 90 minutes per day for math instruction. At grades 6 – 8, 50 minutes per day three days per week and 90 minutes per day twice per week will be devoted to a mathematics block.

We use the research-based math program, Saxon Mathematics, as a resource for teaching the content and skills described in our mathematics standards in grades K – 8. In the elementary program, new concepts are developed through hands-on activities. In middle school, the program gives students time to learn and practice skills throughout the year, develop higher-order thinking skills, become more confident problem solvers, and integrate manipulatives for hands-on learning experiences. At all levels, concepts are developed, reviewed, and practiced over time. Rather than following the sequence of lessons in Saxon math in the order in which they appear in the textbooks, our teachers have developed standards-based

curriculum units, identifying the lessons and additional activities from Saxon that are appropriate for teaching the targeted standards. Students work in small groups to help teachers differentiate and allow for the different paces of learners. Schools will have advanced classes for accelerated instruction for 8th grade students ready to begin Algebra. Accelerated learners also have the opportunity to participate in mixed age groupings to allow them to work at an accelerated pace.

Grade Levels	Key Concepts		Materials
PK - K	Number relations Counting Patterns Sorting & Classifying	Measurement Geometry Graphs Estimating	<i>Everyday Math</i> (PK) <i>Saxon Math</i> (K) Blocks & Counters Geo Boards Cuisenaire Rods Board Games
1st - 5th Grade	Basic Operations Problem Solving Measurement Graphs	Geometry Patterns, Algebra, Functions Data Analysis Mathematical Reasoning	<i>Saxon Math</i> Manipulatives Games
6th - 8th Grade	Number Operations Measurement Statistics and Data Analysis Probability Graphing	Algebra Geometry Problem Solving Mathematical Reasoning	<i>Saxon Math</i> Manipulatives

In an effort to integrate more technology into our math and science programs, we are piloting Explore Learning's *Gizmos Interactive Math and Science Program*. The program is used to supplement elementary and middle school mathematics and science instruction at several of our schools. *Gizmos*, which is based on Robert Marzano's 1998 meta-analysis research, provides teachers with a ready-made path for harnessing the power of visual imagery manipulatives in instruction. ExploreLearning.com also contains hundreds of interactive visual models for topics in both math and science.

Science

As resources for delivering the elementary science standards, we use Abrams and Company's *The Letter People* (PK) and the Scott Foresman *Science* series (K-5), and for middle school we use the Glencoe *Science* series. We supplement both programs with a variety of hands-on learning resources. Our science curriculum emphasizes for students the mind/body connection by reminding them that we receive much of our information through our physical senses. Students in the earliest grades use their senses to explore the natural world. They learn early about the scientific process and are asked to apply this process of disciplined inquiry and experimentation to a yearly science project of their choosing. Grades PK - 2 will work on whole class projects and grades 3 - 8 will work on group or individual projects. These projects are then showcased for parents and visitors on selected Science Nights as well as juried for participation in the yearly CCPCS Science Fair.

In our ongoing effort to integrate the acquisition and practice of basic skills in math and reading/language arts, as well as give a context that includes ethics and values, teachers will create interdisciplinary lesson and units plans. These plans will also identify hands-on activities that make use of readily available materials to perform experiments that make their learning more purposeful and engaging.

The CCPCS Science curriculum is based on six standards at the primary and elementary levels and seven standards in middle school. The following is an overview of the Science program.

GRADES	SCIENCE – STANDARDS/KEY CONCEPTS	
PK – 8th Grade	<i>The Nature of Science and Technology</i> - Scientific exploration, discovery, observation, and investigation <i>Scientific Thinking</i> - Using computation, observation, communication, and critical thinking skills and techniques to answer questions and solve problems <i>The Physical Setting</i> - Changes in the Earth and the sky - Composition of the solar system and universe - Motions and forces - Matter and energy	<i>The Living Environment</i> - Characteristics, cycles, and environments of organisms - Plants and animals - Human body systems/personal health - Ecosystems and conservation of the environment <i>The Mathematical World</i> - Shapes and symbolic relationships - Measurement - Predictions and logical reasoning <i>Patterns in Science/Common Themes</i> - Parts of systems - Models and scale - Constancy and change
6th Grade (incl all above)	<i>The Physical Setting</i> - Relationships between physical objects, events, and processes in the universe <i>The Living Environment</i> - Plant and animal structures for obtaining energy	<i>Historical Perspectives</i> Historical background of the development of the modern science of chemistry
7th Grade (incl all above)	<i>The Physical Setting</i> - Relationships between physical objects, events, and processes in the universe <i>The Living Environment</i> - Flow of matter and energy through ecosystems	<i>Historical Perspectives</i> - Historical scientific contributions - Germ theory
8th Grade (incl all above)	<i>The Physical Setting</i> - Relationships between physical objects, events, and processes in the universe <i>The Living Environment</i> - Flow of matter and energy through ecosystems	<i>Historical Perspectives</i> - Historical scientific contributions - Chemistry/Nuclear Chemistry

Social Studies

Social Studies' courses present our students with the unique opportunity to engage in thoughtful reflection and problem solving as they link past to present. It also allows students to view historical events critically and through the lens of caring citizens who are called to be socially responsible. To avail students of a broad perspective, our curriculum includes resources, such as texts, combined with supplementary materials, including periodicals and newspapers, such as *The Washington Post*. Novels and leveled readers also help unify learning through thematic humanities units that reinforce our focus on the human

experience. These units feature stories in which the best of the human character eclipses the worst, another way we reinforce our core values. This humanities aspect of the social studies curriculum also allows us an opportunity to develop our students' cultural literacy. Students visit local museums, libraries, and human, capital, and natural resources to make the exploration of social studies as hands-on as possible. Sites of local and national historic significance serve as living resources for our standards-based social studies curriculum, particularly for the study of American history.

CCPCS Social Studies standards are organized around five content areas (History, Civics and Government, Geography, Economics, and Individuals, Society, and Cultures). In our ongoing effort to maintain curricular alignment with core resources as well as integrate social studies instruction with the acquisition and practice of basic skills in math and reading/language arts, we have selected new texts for all grades this year -- Houghton Mifflin's *Social Studies* series for grades K-5, McDougal Littell's *World History* and *World Cultures and Geography* series for grades 6-7, and McDougal Littell's *Creating America* series for grade 8. Students begin in the earliest grades by exploring their own school and local communities, as well as the greater community of the city of Washington, and the broader global community. They expand to more intensive study of American History, Ancient History, World Cultures, and contemporary events as they progress through the grades.

By involving students in building community in their classrooms, we aim to ensure that our students will understand how societies develop institutions and why the participation of informed citizens in the political process is essential in a democracy. As students contribute to the well being of their own communities through applied service learning, linked in particular to the social studies curriculum, they understand the need for rules and values, as well as the necessity of caring for resources and being responsible citizens. In addition, each grade level will be assigned a theme-based performance-based project for which they will conduct research and create a product that will benefit a particular region, people, cause, etc. The following is an overview of the Social Studies program.

GRADES	SOCIAL STUDIES – STANDARDS/ KEY CONCEPTS
PK – K	<i>Living and Learning Together</i> Students learn about their environment as they begin to distinguish events of the past from the present and begin the development of citizenship, thinking skills, and participation skills.
1st	<i>The Home, School, and Nearby Environments</i> Students examine changes in their own communities over time and explore the way people live and work together. They begin to understand their rights and responsibilities as citizens as they interact with home, school, and nearby environments.
2nd	<i>The Local and Regional Community</i> Students will describe their basic rights and responsibilities as citizens as they examine local and regional communities in the present and past and how these communities meet people's needs.
3rd	<i>The Local Community and Communities Around the World</i> Students study continuity and change in their local community and in communities in other states and regions of the world. They also learn how people have created and shaped their communities over time; the roles of citizens and functions of government in the community, state, and nation; and how people in communities interact with their environments, develop and use technology, and use human and natural resources.

4th	<i>District of Columbia in the Nation and the World</i> Students study the District of Columbia and its relationships to regional, national, and world communities, including the influence of physical and cultural environments on the District's growth and development as well as principles and practices of citizenship and government.
5th	<i>The United States – The Founding of the Republic</i> Students study the United States focusing on the influence of physical and cultural environments on national origins, growth, and development up to 1800. Emphasis will be placed upon the study of Native American cultures, European exploration, colonization, settlement, revolution against British rule, the founding of the Republic, and the beginnings of the United States.
6th	<i>People, Places, and Cultures in Europe and the Americas</i> Students study the regions and countries of Europe and the Americas, including geographical, historical, economic, political, and cultural relationships. The areas emphasized are Europe and North and South America, including Central America and the Caribbean.
7th	<i>People, Places, and Cultures in Africa, Asia, and the Southwest Pacific</i> Students study the regions and nations of Africa, Asia, and the Southwest Pacific, including historical, geographical, economic, political, and cultural relationships. This study includes the following regions: Africa, Southwest and Central Asia, South Asia, Southeast Asia, East Asia, and the Southwest Pacific (Australia, New Zealand, and Oceania).
8th	<i>United States History – Growth and Development</i> Students focus on US history, beginning with a brief review of early history, including the Revolution and founding era, and the principles of the of the United States constitution, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction.
PK – 8th	<i>Core Values and Character Education</i> Students will focus on building community in the classroom, school, and neighborhood; understanding the need for rules and values; and the importance of caring for resources, being responsible citizens, and contributing to the community through service and stewardship.

The Arts

We believe it is essential that students have access to quality arts instruction. The arts enrich students' understanding of culture and society and are an important part of inquiry into the natural world. We will strengthen our instructional program by providing weekly instruction in music, art, and foreign language.

The abundance of world-renowned cultural institutions in our city, including National Geographic, the Smithsonian Museums, Imagination Stage, and the Kennedy Center, adds another dimension to the study of the arts in our schools. We believe that experiencing works of art builds background knowledge essential for students who may not otherwise have the opportunity to spend weekends and summers engaging in arts activities. Our curriculum provides opportunities to see the arts in action. Students participate in master classes with artists and attend musical performances. Whether working with a book illustrator or a professional dancer, these real world experiences offer unparalleled opportunities to enhance classroom learning for our students.

Art. In the elementary grades, students work with elements of design to produce their own art. In middle school, we emphasize art history integrated with social studies. We include studio time to allow students to create their own work using different media. We emphasize cross-curricular projects that integrate the arts with other content areas. For example, students produce “museum exhibits” to demonstrate their

understanding of important themes. Past projects have included a photography exhibit titled “City Still Life,” “Mummies in Ancient Egypt,” and “A Renaissance Banquet.”

Music. Music instruction includes the study of different musical genres, important composers, and basic reading of music through the use of recorders. Several schools have choirs, and two schools offer instruction in playing musical instruments, including percussion, woodwind, and strings. We will increase this option through an after school enrichment program to address the need for students at all campuses to have access to instruction in playing musical instruments. Music will also play an important role in illuminating historical and cultural experiences. The role of important musicians, from Beethoven to Duke Ellington, as well as compositions that raise the human spirit will be explored.

Applied Arts. Students participate in a yearly art exhibit that showcases students’ work from all the schools. Students also participate in yearly performances of plays, musical presentations, and dance recitals, along with field trips to cultural institutions, including the Kennedy Center and the Smithsonian Institution. Our partnership with the Lab School of Washington has helped us explore ways to integrate the arts into core curricular subjects through teacher collaboration and interdisciplinary projects.

Foreign Languages

Our students are privileged to live in a city with representatives from most nations in the world. In our own schools, student demographics indicate that our families speak more than 20 different languages. As multicultural communities, our students are proud of their heritages as well as curious about and appreciative of the cultures of fellow students. While we value all languages CCPCS has chosen to teach Spanish because of the growing use of this language in our community and nation. We have taken the opportunity to begin the process of ensuring that all students work towards competency in the Spanish language in our schools and receive instruction in Spanish at least once a week. At one campus, we have started to pilot a FLES (Foreign Language in Elementary School) program with daily intensive Spanish instruction in Kindergarten. CCPCS will continue this program at that school adding a grade each successive year.

Instruction methodology and learning activities will make use of Dr. James Asher’s research on the brain’s ability to acquire a second language in a manner mimicking first language acquisition. Through Total Physical Response (TPR) students will use a multi-sensory approach to learning Spanish. Students will begin with basic vocabulary, simple conversation, songs, and art and movement activities to help learn and remember new words. Cultural activities, celebrations, and field trips will help students connect language to culture and provide a rich context. We will concentrate instruction on PK to 2nd grades, believing that younger students are able to learn a language more easily with repeated instruction.

Students from 3rd to 8th grade will receive instruction in vocabulary, basic conversations, grammar – including verb tenses and article agreement – and work on writing. They too will participate in cultural enrichment activities, field trips, and in a pen-pals program with students who are native speakers, including some in Spanish-speaking countries. Middle school students will be encouraged to work on service projects initiatives involving the local Latino community.

Physical Education

Students will continue to have at least one period of physical education per week. Our physical education program includes basic calisthenics and aerobics, as well as team and individual sports. Physical conditioning and health education—integrated with our science curriculum—are important aspects of the

physical education curriculum. We emphasize the importance of exercise, fitness, and healthy habits to help students develop a positive body image. We build teamwork and good sportsmanship and stress this in the context of several of the core values, including collaboration, compassion, cooperation, discipline, and respect.

We are in the process of expanding the physical education curriculum to include dance instruction and yoga conditioning. Our own experience and published research, such as Eric Jensen's work on brain research, point to the value of yoga in helping students, particularly those with ADD/ADHD center themselves and deal with anxiety, frustration, and anger that can often lead to conflict. We also believe in the value this practice has when taken as a component of body image and physical wellness. Our goal is to hire teachers with specific training in physical education/kinesiology to ensure movement is a creative pathway for learning PE and other content areas.

Technology

Because technology allows us to access knowledge, solves problems, and facilitates communication, we integrate technology into all the content areas rather than teach it as a stand-alone course. The computer-based Waterford Early Reading Program integrates explicit instructional activities, guided practice, and embedded assessment to encourage systematic instruction in the five essential components of the *Reading First* initiative – phonics, phonemic awareness, fluency, vocabulary, and text comprehension. The Waterford Early Math & Science Program works very similarly to the Waterford Early Reading Program, but focuses on basic math facts and operations, methods of exploration, and fostering curiosity in students of all abilities. The Waterford programs are only two examples of the types of educational technology programs that are used to supplement CCPCS curricula. *See pg. A – 30 for more information about technology integration.*

Study Skills

Explicit instruction in study skills is integrated into the curriculum at each grade level. This begins with identifying the preferred learning style of each student to determine how each student learns best. Basic skills such as organization, time management, reading strategies, problem solving, test taking, and active listening all form part of daily instruction.

Integrated Character Education: Academic and Social Curriculum

Dr. Martin Luther King, Jr. said that “intelligence plus character is the true goal of education.” Our character education program is intended to honor his words and the need to provide a holistic education that successfully addresses the cognitive, social, and emotional needs of our students. To educate the “head, heart, and hand”¹¹ we have created a program that includes an explicit curriculum to help instill *good* character in our students and strengthen their ability for “knowing the good, loving the good, and doing the good.”¹² Knowing that our program can only be successful if students have strong role models, we count on the strength of all adults in the school to model strong character, provide great leadership, and help students live our core values. Our emphasis is on having students and teachers highlight, recognize and reinforce good decision-making and good works.

Content and Character Education

Throughout the curriculum our academic subjects will be infused with a character education component drawing on our core values to provide students with mindful and context-rich learning. By doing so we take advantage of the inevitable connection between these disciplines and help students gain a more critical insight that can be applied towards their own decision-making. For example, our literature program will

feature works that exhibit the best of the human spirit (i.e., courage, compassion). Science and technology programs will enable students to evaluate the complex relationship between technology and humanity. Students will analyze history with an ethical lens and pay particular attention to issues of compassion and social justice. They will learn about the lives of the great heroes of history, such as America's founders as well as Sojourner Truth, Martin Luther King, Jr., and living heroes such as Aung San Suu Kyi and Dolores Huerta.

Good Character in Action

We believe that intentional instruction in character and virtues will help to engender the values essential for good citizenship and life-long preparation for the challenges of a contemporary society, so the CCPCS created SOJOURNERS, our comprehensive character education curriculum named after Sojourner Truth. This program encompasses aspects of successful programs, such as the *Responsive Classroom* and *Origins*, and resources, such as those from *Educators for Social Responsibility* and *Teaching Tolerance*, which serve as the inspiration for our ten point school-wide program. This character education program will be a conduit for building and sustaining community, explicitly modeling and engaging students in the discussion of and reflection on current issues – whether they involve personal decision-making or larger socio-political issues – through a structured framework that reflects the school's mission. Important community rituals, such as morning meetings and celebrations, are catalysts for gathering students together as a community and celebrating values in action. For our middle school students, an advisory program will be an integral part of helping to demonstrate and sustain a positive school climate and to support students as they transition through one of the most challenging developmental stages. As part of our commitment to peacemaking, all students will be trained in conflict avoidance and resolution strategies, and select students will receive peer mediation training. The following illustrates the ten components of our character education program:

SOJOURNERS - Character Education/Values Program

1. CCPCS School Policy High expectations and accountability Adults as role models Rights and obligations Ethical environment	2. Our Diverse Community Celebrate diversity Affirm human dignity	3. Practices Conflict Resolution Peer Mediation Peace Walk Feelings Box “ I “ messages Yoga	4. Student Leadership Student Government Peer Mediators PK-8 th Grade Buddies Students-of-the-week Students-of-the-month
5. School Rituals & Celebrations Morning & Afternoon Meetings Monthly Assemblies Multicultural Celebrations	6. Honor Roll Academic Excellence Citizenship Achievement Peacemaking	7. Core Values Collaboration Compassion Curiosity Discipline Integrity	Justice Knowledge Peacemaking Perseverance Respect
8. Service and Stewardship School beautification and classroom chores School chores and service projects Community service projects	9. Content Area Connections Reading/Language Arts Social Studies Science The Arts	10. Programs Advisory Extracurricular activities Parent workshops	

A.2.c Methods of Instruction

Our instructional focus reflects our belief that education must affirm human dignity and that students must therefore become independent learners: curious, engaged, and confident in their own abilities to use what they already know to construct new knowledge and acquire new skills. This is embedded in the *Correlates of Effective Schools* that identify the critical importance of designing instruction around a student-centered approach and in Howard Gardner's and David Perkins' work on *Teaching for Understanding*. We believe that, rather than merely passing knowledge from textbooks, teachers must model and help students apply that knowledge using multiple entry points. Through a careful combination of strategies defined below, our teachers design purposeful activities for students—both inside and outside the classroom—that require students to take intellectual risks and exercise judgment in order to solve problems.

A student-centered approach to instruction requires that teachers be reflective practitioners, capable of differentiating instruction, in order to help all children meet our rigorous standards. We therefore focus on including students in the learning experience as thoughtful participants in their own learning. We want them to understand what they learn, why they learn it, and how they can best access the learning. We do so in order to help students remain challenged and avoid frustration or ennui. Our belief that students must be invested in their own learning requires that teachers use a full range of instructional strategies to activate prior knowledge and engage all students. Our teachers therefore combine the best of *direct instruction* where appropriate (i.e., the teaching of early reading skills), *independent practice* (i.e., the provision of accelerated challenges for advanced learners), *cooperative learning* practices appropriate to the task, and the opportunity for children to learn to work together to achieve a common goal.

The ability to work with flexible groups is important and used in all content areas, including literacy instruction with Reading/Writing Workshop. Flexible grouping allows teachers to make choices on whether heterogeneous or homogeneous groups will be used during instruction and it allows teachers to differentiate instruction for accelerated learners and students requiring more support, including ELL learners.

To develop our teachers' skills in these various instructional methods we require that they plan with the end in mind, identify how plans will be adapted for different learners, and engage in the plan-teach-assess-reflect model, using the reflections to plan for the future. In so doing, our teachers strive not just to ensure students' mastery of the standards, but also their abilities to apply their understanding.

Instructional Planning Tool (IPT)

As described in the previous two sections (A.2.a and A.2.b), our teachers will use CCPCS's curriculum framework, which contains and identifies pacing guidelines and identifies the power standards for each quarter to create curriculum units. The framework provides the content from which teachers create their lessons and develop **Instructional Planning Tools (IPTs)** for designing smaller units of instruction. The IPTs require teachers to identify:

- the pre-assessment data
- the standards to be addressed
- the learning experiences or activities used to convey the standards
- the resource materials
- a time management plan
- strategies for individual, small, and whole group instruction (differentiation)
- assessments
- reflection by teachers to evaluate how well the lesson worked

Our teachers appreciate the planning tools, which have been refined over several years. Many teachers remark that although they used to work *harder* in isolation—without always achieving results—they are

now working *smarter* and are gratified to see that the work is resulting in better student achievement. *Please see Appendix A, pages 2-4 for a sample IPT.*

Data-Driven Instruction

Many of our instructional decisions are based on student achievement data. We will continue that practice as public charter schools so that we are constantly aware of each child's strengths and weaknesses and actively address them so that children can reach their full potential. Our formative assessments, in particular, allow teachers to use real-time data to gauge the effectiveness of their instruction and to individualize that instruction, especially for our ELL and special needs students.

Teachers use the previous year's standardized test results and student portfolios to develop goals for each student in reading and math. Each quarter teachers examine student data using formative assessment results, including classroom-based assessments, to evaluate performance growth. Teachers use this data to plan instruction and classroom activities that address specific whole class, small group, and individual student needs.

Several Friday Professional Developments are dedicated to data analysis and subsequent grade level meetings. This allows teachers at each level - primary, elementary, and middle school – to work together to ensure alignment with goals in the Campus Action Plan (*see pg. A-39*). It also allows classroom, ESL, and SPED teachers, and Literacy Specialist to share data and develop more comprehensive plans for addressing instruction.

Methods for Students Needing Intensive Academic Support

The most consistent research on successful special education programs mirrors Robert Hutchins' admonition. Current research indicates that special education students succeed in schools driven by an unwavering commitment from the school's founders and leaders to hold the highest expectations for the success of all students. CCPCS leaders understand that special education students succeed within a school-wide culture in which all staff embraces all students and is responsible for the academic progress of all students. Our curriculum affords all students, including those with special needs, opportunities to learn in different ways through cross subject thematic units; connecting reading, writing and speaking; small group work; computer-based reinforcement; and multi-sensory hands-on activities. Classroom teachers will work in partnership with special education and ESL teachers to ensure successful inclusion of students.

We will continue to address the needs of students who require support and intervention programs and instruction that will help to address remediation needs. One such specialized program, *Failure Free Reading*, will continue to be used to support literacy acquisition for struggling students in elementary and middle school. Other programs such as *Waterford Early Reading* and *Reading Mastery* will be used with students in the pre-school and elementary grades. *Please see section A.2.e pg. A-34 for a more detailed discussion of planned strategies for students needing intensive academic support.*

English Language Learners (ELL)

The foundation of our program is our conviction that our ELL students can be successful, given a supportive educational environment, research-based programs, and comprehensive instruction. As CCPCS we will work to address our students' needs in a manner consistent with our educational philosophy and with the English Language Acquisition, Language Enhancement, and Academic Achievement Act under Title III. In doing so we will:

- Meet the annual measurable achievement objectives.

- Make adequate yearly progress for Non- and Limited English Proficiency students.
- Assess English proficiency of LEP students to ensure student progress in both language and content standards.

ESL Program Design

In designing our ESL program, we have worked with the George Washington University's Center for Equity and Excellence in Education (CEE), and are using their research-based recommendations to build a program that promotes a coherent, connected, and systemic approach to educating our English language learners. The following research-based guiding principles will form the core of our program:

- Learners are held to high expectations.
- Learners develop full reading, writing, and spoken English language proficiency.
- Learners are taught challenging core content.
- Learners receive appropriate instruction.
- Learners are assessed using valid assessments aligned to standards.
- Responsibility is shared between educators and parents for learners' academic success.

CCPCS will ensure the delivery of appropriate ESL instruction and services through a collaborative team that includes administrators, Literacy Specialists, ESL and classroom teachers, school counselors, parents, and students. We will make sure that each individual will play a vital role in the success of the ESL program. We will work with administrators to provide for the implementation of and adherence to the guiding principles. We will empower principals to help them create a school environment that welcomes and supports ELL students and their families, and promotes diversity and respect for all. Principals will work with the ESL teacher and Academic Dean to facilitate a partnership between the ESL and classroom teachers. They will also provide professional development on the stages of language acquisition, strategies for instruction and cultural understanding for all staff members.

Classroom teachers will play an important role in this process and work closely with the ESL teacher to help students develop English language and core content skills. They will closely support the students, understanding the level of sensitivity and care a student will require as they acclimate to a new language and cultural experience. Our teachers know how fundamental they are to creating an inclusive classroom environment where ELL students feel accepted and integral to the community. This is critical since social interactions are a key ingredient for language development in all students, particularly ELL students.

The ESL teachers will work closely with the classroom teacher to ensure program and instructional quality. This begins with the use of data collection and dissemination to develop student's language and core content goals. The ESL teachers will implement a program consistent with research-based language acquisition models and employ best practices for instruction. They will use a variety of materials and resources, including technical support and instructional best practices, including Total Physical Response (TPR), to improve language and core content instruction. Classroom teachers will employ a similar repertoire of strategies to adapt the learning for students. They will also be provided with opportunities for professional development and participation at yearly conferences to strengthen and improve the academic success of ELL students.

Identification of ELL Students

The process for identifying a student begins with administering a Home Language Survey to all students in each of the schools. Once returned the forms will be used to help to determine whether a student's English language skills need to be tested. They will also identify the families who need translation services and

other support services. These surveys will be disseminated to each student upon registration and returned to the school office. School administrators will work with parents to help explain the purpose of the forms, knowing that some parents may be reluctant to identify themselves as non-native speakers and/or need clarification on what ESL services may entail. Once the determination is made, the surveys will be placed inside the cumulative file of all students.

Student identification may also come through referrals by classroom teachers who may recommend students for possible placement testing. Referrals would go to the Student Teacher Assistance Team (STAT), comprised of principal, academic dean, literacy specialist, classroom and ESL teacher, literacy specialist, and counselor. Once a student is identified and referred for testing, a WIDA-ACCESS Placement Test (W-APT) placement test will be given to the student. This placement test will assess the listening, speaking, reading, and writing abilities in the English language, as well as assess some core content area knowledge. Based on the outcomes of this assessment a student may be found eligible for ESL services. Parents will receive notification of their child's eligibility prior to the start of services, via an ESL services form and a face-to-face meeting with the ESL teacher. This will serve to ensure that parents understand services that will be provided and the support their child will receive. Additionally, they will be offered suggestions for supporting their child at home and at school.

ESL Support Services and Instruction

Providing an ESL environment that promotes active learning and that is academically challenging is paramount to meeting the goals that we have for our ELLs. The CCPCS will use an ESL model Sheltered Instructional Observation Protocol (SIOP) as our core approach with the goal of helping our students to acquire the English language as quickly as possible. This will include using sheltered English methodology and ESL instructional approaches within a full inclusion ESL model or within a pull-out ESL model. The services offered to ELL students will vary based upon language proficiency needs. Once a proficiency level has been identified, the certified ESL teacher will assess the academic language needs of the ELL student and work alongside classroom teachers to develop an instructional plan and deliver instruction. Where needed more individualized support will be provided to students by the ESL teacher, who can tailor instruction for students who may require a greater level of support and/or intervention.

The ESL teacher will also work with our academic deans to assist teachers with integrating World-Class Instructional Design & Assessment (WIDA) standards with our standards, curriculum, instruction, and assessment. As a part of the STAT team, the ESL teachers will collaborate with others on the team to ensure the continuous monitoring and support throughout a student's duration in the program. In cases where ELL students may also need SPED services and/or counseling, the ELL teacher will work closely with the special education teacher and school counselor to allow for cohesive planning and support for students and their families.

We anticipate that the ESL programs at each school will vary depending upon the number of ELL students enrolled at the school. We understand that each school will need to be flexible in the approach that is chosen so that each ELL student will have access to an education that best meets his/her academic and language needs. Sheltered instruction will be used - rather than a bilingual program – because the current student population represents diverse language backgrounds. This approach allows classroom and ESL teachers to accommodate and instruct students without being proficient in the students' own languages. While full inclusion is the preferred model, the methodology used must be dictated by the needs of the students. This model of providing ESL instruction, including sheltered instruction within the regular classroom by an ESL endorsed teacher, will be employed whenever possible. To ensure both intensity of

instruction in English language skills and content coverage we will also use a pull-out model and/or a co-teaching approach between the classroom and ESL teachers when it serves the best interest of the student. The amount of ESL time allotted to each ELL learner will be specified in an individualized educational plan that is monitored periodically and reviewed on an annual basis.

CCPCS will work toward having at least one ESL endorsed teacher at each school that has ELL students. Itinerant ESL endorsed teachers will be assigned to multiple sites when ELL populations do not warrant the provision of a full-time ESL teacher. We will also encourage all teachers at each school to work towards an ESL endorsement and will ensure that all staff members receive intensive training on ELL issues and teaching practices. This may include sending specified staff members to workshops and trainings associated with known experts and organizations in the ESL field such as TESOL (Teachers of English to Speakers of Other Languages) conferences and CAL (Center for Applied Linguistics) workshops.

Monitoring and Evaluating Student Growth

The CCPCS will use the W-APT with students for identification of services and entrance into the ESL program. Once the student has been identified he/she will be given the WIDA ACCESS annually to monitor his/her language proficiency and progress. The CCPCS will adhere to *No Child Left Behind* (NCLB) requirements and ensure that students, who are eligible, take the DC-CAS. ELL students who have lived in the United States and been in school for less than one year will be required to take only the mathematics portion of the DC-CAS. ELL students who have lived in the United States and been in school for two years or more will take the full DC-CAS with appropriate accommodations if necessary.

The progress of ELL students on the acquisition of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) will be monitored regularly by their ESL and classroom teachers using classroom-based assessments. Ongoing monitoring and measurement of students' growth will also occur using data from performance on the DC-CAS, standardized language proficiency tests, English oral, reading, and written language skills, teacher observation, parental observations and feedback, records on length of time from entry to transition and/or exit from program, and grades in core classes. Tools such as Rigby-Steck-Vaugh's *English in My Pocket* and *On Our Way to English* will be used alongside other classroom resources.

Once a student exhibits proficiency in all modalities of language including, reading, writing, speaking, and listening, and is able to gain a composite score that shows the child has successfully passed each test battery of the ACCESS, the student will be placed on monitor status for at least two years. While under monitor status, the ELL student's language, academic, and social growth progress will be consistently evaluated. After the two-year monitoring period, if the student continues to show growth in Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), and has been identified as a level six on the WIDA ACCESS, otherwise referred to as the Reaching stage, he/she will be eligible to exit the ESL program. In the period following the two years, a student may at any time be referred for re-admittance into the ESL program if deemed necessary by the STAT.

Use of Technology in Instruction

Teachers will use *PowerSchool* to maintain grades, communicate with parents, post assignments, access school- and system-wide documents, view professional development calendars, develop campus action plans, and share lesson plans.

We have also recently implemented three technology-based instructional aids for teachers: *edClass*, *Gizmos*, and *nettrekker, d.i.*. SchoolKit's *edClass* program is a web-based, technology integration program for instruction in computer applications. It includes hundreds of classroom-ready packages designed to make meaningful use of technology to enhance students' understanding of our standards, while also providing an opportunity for students to practice higher-order thinking and problem-solving, which are essential components of 21st-century learning. Each activity is presented as an interactive electronic book that opens on the teachers' and students' computers to guide them through effective, standards-based lessons.

New to our schools this year, *netTrekker, d.i.* is an educational search engine that connects our teachers, media specialists, students, and parents to more than 180,000 hand-selected, educator-approved sites, organized by readability level and aligned with our standards. Teachers use *netTrekker* to locate resources that specifically address individual student and whole class instructional needs. Timelines, biographies, image searches, references, and lesson plans are all easy to access. Middle school teachers are also using Explore Learning's *Gizmos*. Based on Robert Marzano's 1998 meta-analysis research, this web-based program provides teachers with hundreds of interactive visual models for topics in both math and science. Explore Learning has added an elementary component to their *Gizmos* program, which we will incorporate into our science and math programs.

Integrating the use of technology to enhance instruction is an essential part of our academic program. Students acquire digital-age literacy and research skills as well as learn how to use the internet responsibly. Teachers deliver more engaging lessons that advance students' learning experiences and equip them with fundamental workplace and life skills.

Enrichment for Accelerated Students

Knowing the profile of each learner allows teachers to differentiate instruction to ensure that each student works at an appropriate level. In our Middle School we offer advanced math classes for students who need mathematical challenges and give advanced readers the opportunity to work in more challenging texts. Advanced students in our elementary grades are similarly given the opportunity to work at an accelerated pace. Our yearly grade level "capstone" projects will be a new opportunity for advanced students to explore an area of interest in-depth each year, using resources that challenge them to excel. Finally, flexibility in our schedule allows students to spend part of a class in an advanced grade during small group instruction slots. Students with an accelerated-level plan, work with small groups in reading or math class in the advanced grade, allowing them to remain at a challenging level. This flexibility serves as an incentive for advanced students to continue challenging themselves and produce accelerated work. It also allows our eighth grade students the opportunity to apply to competitive high schools and place in Advanced Placement and Honors classes in high school.

The computer-based *Failure Free Reading* program has a component for accelerated learners which may be used to enhance students' language and test taking skills in preparation for the *PSAT/SAT*.

A.2.d Students with Disabilities

Teachers in our schools have always avowed that students are more often "instructionally disabled" than "learning disabled." Our teachers believe that all students can learn. They do not allow students' disabilities or previous educational deficits to stand in the way of their academic achievement.

The goal of instruction for students with disabilities is therefore consistent with our educational goal, which is to support students in becoming independent learners, acquiring the standards-based knowledge and skills they need to become curious, confident lifelong learners. We support the education of students with disabilities using an inclusion model, allowing students to interact with their peers within the regular classroom setting.

CCPCS leaders will promote school-wide understanding that special education students have the same cognitive potential their general education peers do and can and should meet or exceed academic standards. General education teachers will be expected to take ownership of the academic success of both general and special education students without discrimination. CCPCS's special education instruction program will be structured as an inclusion model with focus on educating a diverse student population in the least restrictive setting through direct instruction, independent learning and cooperative learning strategies.

CCPCS will wrap special education services around both low and high need students with disabilities in support of academic progress in the general education classroom according to the hours of instruction mandated on IEPs. Special education teachers at each site will work closely with general educators as technical experts and adhere to general education curriculum standards and content in developing IEP goals for special education students. Special educators will co- and team-teach in general education classes as needed, consult to school staff, train and empower general education teachers to modify lesson plans, advise staff on behavior management techniques, and ensure that accommodations are implemented and adjusted as students become more proficient. Most importantly, special educators will monitor student achievement through benchmark assessment analysis, monitor attendance and discipline incidents and teacher input, and proactively call for additional support when a student's needs are not being met.

In addition to supporting students in general education classes to maximize special education student access to the curriculum, CCPCS is developing a continuum of instructional options that includes both plug-in and pull-out support in core subject areas. Both special education and general education students who struggle with basic skills will attend pull-out resource classes that emphasize building compensatory strategies, mastering effective study and organization skills, and developing skills using alternative scientifically-based instructional methods and tools, such as Fast Forward, Kaplan SpellRead, Lindamood Bell, Wilson, Start Making a Reader Today, and/or Stepping Stones to Literacy, as well as computer-based tools.

Identifying Students with Disabilities

CCPCS will conduct Child Find through a Student-Teacher Assistance Team (STAT) established in each of the schools. Each STAT, chaired by a general educator, will be comprised of a variety of staff members including teachers, the academic dean, literacy specialist, the school counselor, the Principal, consulting special education clinicians as needed, parents, and students, as appropriate. The STAT members will work cooperatively to empower teachers to support struggling students in school by implementing a two-tiered intervention process promoting healthy cognitive, social and emotional development and resiliency. If the STAT determines that the second tier interventions and strategies have not been sufficient to promote improvement, the STAT will forward the case to the special education team for referral for special education evaluation. The special education team will convene a meeting with the parents, review STAT information, and develop a Student Evaluation Plan to ensure assessment in all areas of a suspected disability, and forward the referral to a third-party provider to conduct the evaluations. CCPCS is electing to be its own LEA for special education purposes.

The STAT's primary task is to review student referrals, help teachers implement appropriate interventions in the classroom or through adjunct educational and therapeutic services, and monitor the implementation and updating of 504 Plans. The STAT, guided by well-designed referral forms, will oversee a problem-solving process that facilitates the identification and analysis of student concerns presented by teachers, administrators, or parents; the cooperative development and implementation of individualized intervention strategies outlined in a written student support plan; and the effective documentation and evaluation of results. The support plans will serve as an easy-to-interpret summary of individual student strengths and needs and offer workable interventions and cues that can be consistently and systematically reinforced by all staff interacting with the student.

If a STAT review indicates that the support plan has not been effective, the STAT will amend the plan to implement more targeted, intensive interventions in compliance with IDEIA's *Response to Intervention* mandate for students suspected of having a possible learning disability including, but not limited to, clinical screenings, participation in scientifically-based remedial programs, medical exams, and observations by consulting experts.

Managing the Special Education Program

Special education in each school will be managed by a fully certified special education teacher/coordinator (SEC) who will serve on the school's management team and be responsible for making decisions about special education services, advocating for special education students, and promoting academic achievement. The SEC will be expected to drive compliance and adherence to federal and local special education laws, review assessment data at the beginning and end of the school year, oversee the delivery of instruction, oversee administrative functions, monitor requisite documentation, report program progress to the principal, track academic data, implement data-driven program enhancements, and coordinate evaluations and related services. The SEC will establish a collegial and positive working relationship with the third-party special education services provider in order to collaborate during the student evaluation/re-evaluation process.

The SEC will chair the Multi-Disciplinary Team (MDT) and convene meetings for Student Education Plan (SEP) development, 30-day, annual, triennial and requested reviews, and initial cases (and initial 504 Plans) in collaboration with assigned clinicians. As MDT chair, the SEC will expect the highest standard of practice for school-based multi-disciplinary teaming and ensure the inclusion of parents as equal partners in all phases of the special education process. The SEC will work closely with both special education teachers and related service providers to ensure an integrated, school-based special education service delivery system. If a school enrolls fewer than 16 special education students, the SEC will also serve as the special education teacher until an increase in the population warrants additional staff.

The SECs will be directed by a central office Dean of Special Education, responsible for supporting school-based service delivery, keeping abreast of best practices, planning and accessing professional development, administering contracts, overseeing compliance monitoring and Charter Board and SEA reporting requirements, managing due process actions, monitoring special education student performance on city-wide tests, and providing general ombudsman services as needed.

Delivery of Services

CCPCS is developing a special education operations model designed to provide holistic, integrated and seamless service delivery for special education students. The CCPCS operations model will be outlined in a comprehensive *Special Education Operations Manual*. The model centers on the special education

coordinator who, in addition to providing inclusion and pull-out support, also serves as the case manager directly responsible and accountable for ensuring the academic progress, individual case compliance and file maintenance, and the provision and documentation of Families and Advocates Partnership for Education (FAPE) for no more than 16 special education students. Special education teachers will be fully certified or participating in a grant-funded training and certification program at Catholic University.

The teacher/case manager, supported by the special education coordinator, will be expected to implement and update meaningful IEPs based on accurate and qualitative Present Levels of Performance (PLOPS), indicators of classroom success, and learning strengths supporting continuing progress in the least restrictive setting. The teacher/case manager monitors benchmark testing, reports progress quarterly, maintains a portfolio of student work demonstrating achievement of IEP goals, monitors and adjusts accommodations/modifications, communicates regularly with parents, provides technical expertise for general education teachers, interacts with the educational specialists, and seeks advice and support from the clinicians when needed.

CCPCS will contract with a third party organization for related services during the start-up year with the intention of hiring clinicians as the special education population increases and/or stabilizes. Contract and employed clinicians will be expected to abide by the highest standards of clinical practice, apply established entry/exit criteria, work collaboratively with special and general education staff, write meaningful IEP goals and attend meetings, write progress reports that meet both IDEIA and Medicaid standards, and ensure that interventions are transferred into classroom application.

A.2.e Strategies for Providing Intensive Academic Support

We believe all students can successfully realize their potential given the right academic environment and instruction. Our experience indicates, however, that many of our students come to school needing some form of support to ensure the closing of any existing learning gaps. Whether learning is impeded by a physiological or academic obstacle, our goal is to work with parents and students to address these obstacles and better prepare students to come to school, ready and able to learn.

Health Screening

Each year, with the help of nurses from the Georgetown School of Nursing team, our schools are able to assess whether students are current on health screenings, including hearing and vision examinations. When there is evidence that a student may be having difficulties in class because of a health-related issue, these nurses and our clinical social workers/counselors will work with the parents to help facilitate access to medical and mental health services.

Our CCPCS schools will also continue to work with the Georgetown nurses to facilitate workshops and lessons for families around dietary issues and the importance of balanced meals. Interactive workshops for parents on affordable and healthy alternatives to fast food and other foods high in calories but low in nutritional values, and the links between diet and hypertension, diabetes, and other illnesses have been welcomed and successful. We anticipate building on these resources and have budgeted for a school nurse by our fourth year of operation.

Support for Literacy and Math

In order to provide appropriate literacy support every student entering our school is given a diagnostic literacy assessment that may include the DIBELS, the Peabody Picture Vocabulary Test (PPVT), and the AGS Reading-Level and Math-Level Indicators. Once the level of readiness is identified, a learning plan is

created by the academic dean in concert with the classroom teacher, literacy specialist, counselor, and principal. If it is determined that the student may require SPED or ESL services, the special education and ESL teachers are included in the support team.

This plan of support becomes a part of daily classroom instruction. Teachers intentionally incorporate good strategies that benefit all students, but that are particularly successful in helping struggling learners grow in ability and confidence. Our teachers are trained to identify individual student needs and differentiate instruction as necessary. Both the literacy and math blocks build in time for small group instruction and provide more focused support for students working below grade level. Inclusion in these ability groups should not be confused with tracking of students. These groups allow teachers to guide students in the use of skills that will eventually lead to mastery and transition to more independent groups. Ongoing assessments, including running records, help teachers, students, and parents evaluate weekly progress towards goal. sample literacy block with intervention:

Instructional Focus	Length of Time	Class Grouping	Teacher Activities
Mini-lesson	10-15 minutes	Whole Group	Teacher Models
Independent Practice Guided Reading Small Group Rotations (3 to 4 groups)	15 - 20 minutes 15 - 20 minutes each, 3 times a week	Individual student Small Groups for more targeted instruction geared to student level, includes book clubs and literature study centers	Teacher and Instructional Assistant provide support.
Intensive Intervention (one group)	15 to 20 minutes, 3 times a week	Small Group (Students may work with supplementary programs or classroom materials.)	Teacher works provides intervention support and conducts individual student conferencing.
Wrap-up activities	10 – 15 minutes	Whole Group Sharing out/Review.	Reflection on application of strategies with all students.

Because we believe that early intervention reduces the possibilities for future achievement gaps, students in grades PK to 2 will be provided with more intensive instruction through the use of programs such as *Reading Mastery* and *Waterford Early Reading*. Additionally, SPED and ELL resources will be available to these students for intensive support. They will also benefit from the presence of an instructional assistant that will work closely with the classroom teachers to deliver both small group instruction and individualized instruction as well as support from the literacy specialist.

Focused Professional Development

Support for students is made possible through professional development that increases teachers' instructional repertoire, particularly in literacy development. Our ongoing professional development for all teachers will continue to focus on the use of high yield instructional strategies in the classroom as well as on the importance of reading and writing across the curriculum. We have also selected a cadre of teachers from each school for more specialized training in the areas of reading and writing. These teachers will take part in training at Columbia University Teacher's College Writing Workshop with Lucy Calkins. Their participation in the program will allow them to train other classroom teachers in best practices that support all learners.

Each Friday students are dismissed at 12:30 pm so that teachers can participate in professional development, collaborative planning, mentoring, and other professional learning community activities. Some of these Fridays will be specifically earmarked for intensive literacy support strategies.

Additional Support

Understanding that the CCPCS school community provides many of the enrichment and extra-curricular activities that our students may be able to receive, we have created an enriched curriculum that scaffolds learning and enhances each student's own background and experiences. We have taken care to create a yearly schedule with more instructional days and longer hours than many public schools. Students will attend school for 183 days (Mondays-Thursdays from 8:00 am to 3:30 pm and Fridays from 8:00 am to 12:30 pm). Starting in our second year, we will offer a summer program for students who need more intensive preparation and support for the next school year.

Even at capacity, our schools will remain purposefully small, and our teachers and staff expect to continue to work together in our small learning communities to help each other help our struggling students. Through a low teacher to student ratio in the early elementary grades, flexible grouping that allows multi-age instruction when prescribed, and the use of good instructional strategies, we will continue to support all our students so that their needs are specifically addressed.

The academic dean and literacy specialists both play a critical role in coordinating support services for all students and teachers. Each of our schools receives the services of an academic dean who:

- monitors and assists teachers with aligning standards/curriculum, instruction, and assessment
- helps teachers identify, develop, and collect resources and materials for aligned instruction
- analyzes data and assists with the implementation of data-driven instruction
- supports teachers by providing best instructional and classroom management practices (e.g., Marzano's High-Yield Strategies, differentiated instruction, small group instruction)
- works with SPED and ELL teachers to assist classroom teachers with the identification of intervention strategies for ELL and special needs students
- works with teachers to identify strategies and support for struggling and accelerated learners
- collaborates with the literacy specialist to ensure the use of effective literacy practices in all classrooms by all teachers

Our academic deans, many of whom have worked as teachers in our schools, work closely with classroom teachers to tailor and intensify instruction—as warranted—to serve students who are in need of intervention services.

A.3.a Student Assessment

CCPCS has established a comprehensive assessment program that is extensively aligned with our curriculum framework and instructional programs. Student performance data is used to inform decisions regarding the development of school improvement initiatives, professional development opportunities for teachers, and lesson plans that strategically address students' needs. The following diagnostic, formative, and summative assessments will be administered routinely in order to monitor students' mastery of content standards and report progress to families and essential stakeholders:

Center City PCS

SUMMATIVE ASSESSMENTS			
Assessment	Purpose	Grade Levels	Timeline
District of Columbia Comprehensive Assessment System (DC-CAS)	To measure the academic proficiency of students in reading language arts, mathematics, science, and writing	R/LA & Math: 3 rd -8 th grade Science: 5 th & 8 th grades Writing: 4 th & 7 th grades	April
WIDA ACCESS for ELLs	Used to evaluate the progress of ELLs	K – 8 th grade	Spring
High School Placement Test (HSPT)	Comprehensive placement test administered to all eighth-grade students; used for placement in competitive area high schools	8 th grade	October
CCPCS Writing Benchmark Assessment	Used to evaluate students' writing proficiency	K – 8 th grade	Once each semester
Summative Classroom-based Assessments	Developed by teachers using common scoring protocols (including unit tests and quizzes, performance-based assessments, and capstone projects)	All grades (PK – 8 th)	Routinely throughout the school year
FORMATIVE/DIAGNOSTIC ASSESSMENTS			
Assessment	Description	Grade Levels	Timeline
Scantron's Performance Series or NWEA's Measure of Academic Progress (MAP)	Used to identify standards-based learning objectives to target students' specific instructional needs in Reading, Language, Math, and Science	2 nd – 8 th grade	Three times/year (September, January, May)
Phonological Awareness Literacy Screening (PALS)	Used to evaluate students' early literacy skills	PK – 2 nd grade	Twice/year (September and May)
Test of Early Mathematics Ability - 3 rd ed. (TEMA-3)	Used to evaluate students' early numeracy skills	PK – 2 nd grade	Twice/year (September and May)
WIDA ACCESS Placement Test (K-WAPT & W-APT)	Used for the identification and placement of students for ELL instruction	K - 8 th grade	Upon enrollment
Formative Classroom-based Assessments	Developed by teachers using common scoring protocols (including traditional classroom tests and quizzes, oral assessments, learning journals, running records, and portfolio evaluations).	All grades (PK – 8 th)	Routinely throughout the school year
Peabody Picture Vocabulary Test (PPVT)	Used to evaluate the instructional needs of new registrants	PK – 8 th grade	As needed
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Used to evaluate the instructional needs of new registrants	2 nd - 8 th grade	As needed
AGS Reading-Level and Math-Level Indicator	Used to evaluate the instructional needs of new registrants	3 rd – 8 th grade	As needed

Using the Assessment Data

The criterion-referenced **DC-CAS** data will be used to measure students' proficiency in reading and math and progress toward Adequate Yearly Progress (AYP). In addition, data will be used to measure students' proficiency in science and writing for the grades to which the assessment is administered. This high-stakes

assessment will be an essential component of our summative assessment program and our ability to gauge progress on our short- and long-term academic performance goals.

The ***High School Proficiency Test*** data will be used to as a part of our enhanced high school and career counseling services at each school. We will analyze student performance data to identify trends that will help students maximize performance on this assessment tool, which is commonly used by competitive high school students to award scholarships and place students in appropriate classes.

Scantron's Performance Series and **NWEA's Measure of Academic Progress (MAP)** are web-based, computer-adaptive tests. One will be selected as our formative and summative assessment and used to evaluate student performance in reading, language, mathematics, and science. Students in grades 2 - 8 will be administered an individualized test that adjusts automatically to their ability levels to evaluate their mastery of standards-based learning objectives. Teachers will use the real-time assessment data to identify students' instructional needs and modify short- and long-term lesson plans to address individual students' and/or groups of students' areas of weakness. The assessment will also be used school- and system-wide to track longitudinal academic growth and evaluate instructional and curricular alignment.

The ***Phonological Awareness Literacy Screening (PALS)*** was developed to help teachers assess and interpret information about the five essential components of reading (Phonemic awareness, phonics, fluency, vocabulary, and comprehension). The assessment is a phonological awareness and literacy screening that measures students' developing knowledge of important literacy fundamentals, reflects skills that are predictive of future reading success, identifies students at risk of reading difficulties, and offers guidance to teachers for tailoring instruction to children's specific needs. Teachers use fall and spring benchmark scores to aid in establishing small instructional groups, identify target skills that can be practiced at school and at home, and measure student achievement growth.

The ***Test of Early Mathematics Ability – Third Edition (TEMA-3)*** will be used to measure the early numeracy skills (numbering skills, number-comparison facility, numeral literacy, mastery of number facts, calculation skills, and, understanding of concepts) of our primary students. The diagnostic assessment will be used by teachers to determine students' individual strengths and areas in need of improvement in order to inform instructional decisions regarding strategies, grouping, intervention, remediation, and acceleration. In addition, *TEMA-3* data will be used to evaluate our mathematics curriculum and instructional programs.

The ***World-Class Instructional Design and Assessment (WIDA)*** program for ***Assessing Comprehension and Communication in English State-to-State (ACCESS)*** will be used to inform decisions regarding our instructional programs for English-Language Learners (ELLs). ***K-WAPT*** and ***W-APT*** assessments will be administered upon enrollment to students identified by the Home Language survey as having a home language other than English. The ***WIDA ACCESS for ELLs*** will be administered each Spring to meet *NCLB* requirements regarding ELL instruction as well as evaluate students' instructional levels.

A battery of diagnostic assessments will be administered to all new students as a part of the registration process. The assessment package will include the ***Peabody Picture Vocabulary Test (PPVT)***, the ***Dynamic Indicators of Basic Early Literacy Skills (DIBELS)***, and the ***AGS Reading-level and Math-level Indicators***. These diagnostic assessments will be used to obtain a snapshot of newly enrolled students for the purpose of identifying students' specific learning needs and/or needs for intervention.

Various **classroom-based formative and summative assessments** are used to inform instruction and evaluate students' mastery of standards-based objectives. Teachers assess students in a variety of formal and informal ways, using multiple formats (e.g., learning journals, end of chapter tests, hands-on activities, writing samples, etc.), to gauge student progress, identify skill/concept areas in need of improvement, and gain valuable insight regarding concept attainment.

Teachers use **Benchmark Portfolios** to analyze and reflect on student performance by collecting samples of authentic student assessments. The assessments in the Teacher Benchmark Portfolio will be aligned with content standards and Campus Action Plan goals, will provide evidence of students who are below, on, and above grade level as well as their quarterly growth, and will be accompanied with evidence of teacher and student reflection.

Students at every grade level will be assigned a yearly **performance-based assessment project** as an extension of the Social Studies curriculum. Our philosophy is that students must be given the opportunities to experience education with a global perspective. Through these inquiry-based thematic projects, students will be able to examine the various geographical, economical, technological, historical, political, and cultural aspects of the world and how they impact individuals, communities, and nations. Each grade level will be assigned a theme on which to conduct research and create a product that will benefit a particular region, people, cause, etc. A significant component of the final grade will be a writing composition that is aligned to the writing content standards. Students' completion of this yearly project will be used as one of the factors to determine promotion to the next grade.

Monitoring Student Progress

Campus Action Plans (CAPs) are developed each year by principals, academic deans, and teachers in order to outline schools' instructional improvement plans. Using summative assessment data, schools identify content area goals and develop plans for their achievement. Expected student outcomes are evaluated each quarter through the collection of quantitative and qualitative artifacts and evidence that is used to measure student performance and instructional quality.

Teachers use individual student assessment data to develop **Individual Student Profiles (ISPs)** and **Data Analysis Action Plans (DAAPs)**. These forms help teachers target instruction for individuals (ISPs) and groups of students (DAAPs) who need modified instruction to address weaknesses in skills and concepts. Once the teacher has developed ISPs and DAAPs for students, the lesson-planning process can include strategies and activities for students based on their performance and abilities. *ISPs* and *DAAPs* are routinely updated based on current student performance data and instructional pacing guidelines.

Managing and Reporting Data

CCPCS will use Pearson's **PowerSchool** as its student information system (SIS). *PowerSchool* will be used to store all assessment data, which will be easily accessible for data analysis and district- and state-wide reporting requirements. In addition, parents will have access to the web-based SIS and be able to access real-time information (e.g., grades, attendance, standardized test scores) about their children.

The management and reporting of student performance data will be the primary responsibility of the Student Assessment and Curricular Alignment Specialist. This central office staff member will work closely with the Dean of Instruction to analyze student assessment data in order to evaluate the quality and effectiveness of CCPCS curricula and instructional programs.

A.3.b Basis for Promotion and Graduation

Our goal is for all students to graduate successfully from our school attaining mastery of grade-level content. Knowing many of our students come to CCPCS below grade level, however, demands support/intervention plans from the beginning to ensure that students can make successful progress. On entry all students are assessed for appropriate placement and support through use of the Peabody Picture Vocabulary Test (PPVT), DIBELS, and AGS in both Reading and Math. Based on these results and conversations with parents and students, a learning plan is developed. It will include a plan of support that may contain recommendations for small group intervention and added instructional and social/emotional support, as well as referral to the STAT. The goal is to ensure support and intervention to prevent retention.

Student progress is measured through classroom assessments and benchmark testing. Student work samples are shared with parents on a regular basis to ensure communication between home and school. At the half-way point of each quarter a written interim/progress report is also shared with parents to inform them of current academic standings of their children.

The strongest consideration for promotion is that students are equipped with the necessary skills to work at each successive grade level. Successfully completing all courses of study with a final grade of C or better, accompanied by evidence from the standardized test, student portfolio, yearly project, and teacher recommendations, indicate readiness for the next grade. Students who receive a D or F and /or score below basic on the DCCAS *may* be promoted if they successfully complete summer school, participate in tutoring for intensive remediation, and receive the principal and teacher recommendation for promotion. A student cannot receive failing grades (D or F) unless an interim progress report has been received, signed, and returned to the school by his/her parent and a conference is held to discuss intervention.

Pre-K. Students must show social, emotional and appropriate academic readiness for Kindergarten work. This includes evaluating each of the learning domains through the Work Sampling Portfolio as well as examining TEMA and PALS data. The principal and teachers consider developmental factors in collaboration with parents to determine the appropriate placement of students into Kindergarten.

Elementary and Middle School. Promotion in the elementary grades is dependent upon satisfactory development in the core subjects of reading, language arts, and mathematics. Student knowledge is measured through performance on the DC-CAS (grades 3 to 8th), and through mastery demonstrated on classroom-based summative assessments. Students will also be required to demonstrate the integration and application of skills through a required final yearly performance-based assessment or capstone research project. The project will include both written and oral presentation components. Projects will be scored using scoring rubrics used uniformly across campuses.

Failure in one of the core subjects (e.g., reading/language arts and math) *or* in another academic subject (e.g., social studies or science) may be a basis for retention. Failure of a course is evidenced by a final grade of D or F. Our principals conduct a retention conference with appropriate staff members and the parents, in addition to the quarterly conferences, before the final decision regarding pupil retention is made.

Students who do not pass a core/academic subject for the year are required to attend an approved academic summer school and receive satisfactory marks in order to be promoted. The decision to retain a special education student will be made by the IEP Team per IDEIA mandate after careful consideration of all applicable factors. Should the possibility of retention be suspected at the closing of the second marking period, a conference will be held with parents, that includes the classroom teacher (and instructional

assistant if appropriate), counselor, academic dean, and SPED and ELL teacher if applicable. This group will reconvene at the end of the third quarter to review progress.

Eighth graders must have successfully attained mastery in core classes and completed all yearly projects and assignments in order to graduate.

A.3.c Student Intervention

Although we do not expect our student population to change significantly, we recognize that increased enrollment may bring larger numbers of students in need of intensive academic support. In particular, we will need to enable students who are older—and who may have missed the opportunity to acquire foundational reading, writing and mathematics skills—to be successful on grade level in all content areas.

Several components will be in place to ensure that the school can adequately address student intervention needs. These are listed below with a brief explanation of their function.

Student-Teacher Assistance Team (STAT)

Academic deans (currently education specialists) work at each of our campuses, primarily to monitor and assist teachers with aligning standards, curriculum, instruction, and assessment. Academic deans, many of whom have worked as teachers in our schools, also work closely with classroom teachers to tailor and intensify instruction to serve students who are in need of intervention services. In the context of serving students in need of special intervention, academic deans also work closely with each school's ***Student-Teacher Assistance Team (STAT)*** to assist students with emotional, physical or educational needs.

Comprised of teachers, the counselor, the principal, the SPED, literacy specialists, and ELL teachers, the STAT evaluates the student's and teacher's needs, observes the student and teacher in the classroom, develops recommendations, and identifies instructional strategies and resources to support the student and the teacher in inclusive classroom settings. The STAT meets with parents to provide feedback and support, and parents are invited to share resources and to collaborate on home/school interventions.

The STAT develops an individualized student plan and monitors the effectiveness of the support and student's progress via ongoing classroom assessments. The STAT determines if any additional referrals, including SPED and/or ESL, are necessary. Our "many eyes and ears" approach to addressing individual students' needs, reinforces our commitment as small school communities to work together to help those who are struggling.

Use of Student Data

Quantitative and qualitative data provide a comprehensive picture of a student's strengths and challenges as well as measures of longitudinal growth. This data includes information from assessments, such as Scantron's *Performance Series*, for students in grades 2 to 8, and the Phonological Awareness Literacy Series (PALS) and Test of Early Math Achievement (TEMA) for students in PK to 1st grade. We also bring classroom assessments and work samples to ensure a more complete picture rather than a snapshot. Principals, academic deans, literacy specialists, and teachers work collaboratively in interpreting this data and developing student intervention plans. The central office plays a critical role in analyzing student data to identify trends through longitudinal analysis.

Plans identify interventions that complement classroom support already in place. These include added small group instruction with supplementary materials, including technology assisted resources. Plans may

also identify the need for SPED and/or English language services when appropriate. Many teachers also provide regular before- and after-school tutoring when students are struggling.

Data is also used to assess the ability of classroom teachers and instructional assistants to implement the necessary intervention strategies. Where weaknesses are found, the team can incorporate this information to design professional development plans that better support classroom instruction. PD may take place for all teachers or be differentiated for smaller groups of teachers according to need.

Parents will be kept informed of students' progress through school progress reports, report cards, the *PowerSchool* website, and parent- teacher conferences. Should students fail to show growth, parents will be asked to participate in a status meeting to evaluate the plan, outcomes, and further recommendations.

A.4.a Parental Involvement

Parents are the primary educators of their children and will continue to be treated as such at CCPCS. Parents will continue to be actively engaged in the educational team to ensure consistency between home and school environment. Additionally two parents will serve on the CCPCS Board of Directors as parent representatives.

Many of our parents are already involved in the day-to-day activities of our schools. Parents volunteer in classrooms when the opportunity presents itself and act as chaperones for classroom field trips. Parents also help with special school activities including book fairs and special celebrations, such as Black History and Hispanic Heritage Month assemblies. We will continue to expect our parents to participate in the academic and social life of the school in an effort to nurture a whole school community dedicated to student success.

We will communicate regularly with parents through the use of:

- Quarterly CCPCS Newsletters
- Weekly School Newsletters
- Annual parent satisfaction survey
- Parent-Teacher Conferences
- Quarterly Progress Reports
- Good News Notes
- Parent Volunteer Hours
- Academic and Parenting Workshops

We will collaborate with parents through:

- Volunteer opportunities in the school
- School sponsored events – international dinner, school fairs, fund-raisers
- Service projects
- Student performances and awards ceremony
- Home and School Association

As charter schools, we hope to continue and enhance these practices by more systematic monitoring and surveying of parents to ensure that these vehicles are effective.

As we have contemplated conversion, we have been meeting regularly with parents to solicit input on the school's mission, core values, and enhanced services. While the core of our academic program will stay intact—and even improve—we recognize that potential changes to important procedures and policies in the new charter schools are of paramount concern to parents. We have therefore taken great care to involve and inform parents along the way about important issues like enrollment qualifications, high-stakes testing, meal service, special education services, and other day-to-day issues that will affect their children's education. Even an issue as deceptively simple as school uniforms has been uppermost in parents' minds, and we are addressing these issues proactively as we go through the conversion process so that parents remain confident that the charter school option is one they can embrace.

CCPCS recognizes the importance of establishing positive interactions and encouraging active involvement in educational planning with the parents and families of special education students. Based on questions and comments from community representatives, CCPCS leaders are aware that parents interested in enrolling students with disabilities have been disillusioned with ineffective special education services and the lack of academic success within DCPS. The central office dean of special education and special education coordinators will develop a Parent Guide to Special Education that outlines the special education service delivery components and integration within an inclusion instruction model. The special education coordinators and teachers will be responsible for keeping parents informed, communicating positive student performance (and not just negative behavior reports), and encouraging parents to participate in all aspects of student program planning and implementation.

This same effort and care will be in place to engage and inform parents who do not have English as their primary language. The CCPCS has administrative staff in place to facilitate communication with parents whose first language is Spanish. Although we do not have personnel currently in schools who can speak all languages that parents and students speak, we will ensure that all communications will be conveyed in a manner that can be understood by all parents. Additionally, since our curriculum is one that places great emphasis on a global perspective, we will engage these parents as partners in bringing first-hand experiences to our students and other parents.

NCLB and Parent Information

Consistent with NCLB, we will communicate our AYP so that parents are well informed of the school's performance. Parents will receive written communication with this information. We will also provide parents with information relative to teacher qualifications.

A.4.b Community Participation

As charter schools, we will continue our current practice of forming strategic partnerships with local cultural and civic organizations as an enhancement to our academic and social curriculum.

Partner	Activity	Purpose
American Ballet Theater Contact: Dennis Walters	Dancers, choreographer, and teachers work with middle school students to develop a short ballet.	Program uses kinesthetic activity as a basis to model listening skills, organization, and cooperation to produce a ballet based on a work of literature. Past works have included Hamlet. Students are given the opportunity to participate in all phases of creating dance.
Commonweal Foundation Contact: Peg Blake	Special education teachers work with students and teachers both in school and in a summer program.	Supports students with learning disabilities.
Dance Institute of Washington Contact: Mary Bonnoles	After-school ballet instruction for students in grades K- 4.	Provides opportunity for students to study dance and perform at no cost to families.

Center City PCS

Gallaudet University Contact: Antoinette Allen	Speech and Language therapy for students with identified needs.	Supports students with speech and language issues at nominal cost to parents.
Georgetown School of Nursing Contact: Judy Baegis	Doctors and Nurses develop health and wellness units, health screenings, and co-teach students.	Emphasizes healthy eating and other good health habits and choices for students.
Imagination Stage Contact: David Markey	Imagination Stage staff work in conjunction with school staff to teach standards through an arts-based approach.	Instructs teachers how to incorporate arts into the curriculum.
Lab School of Washington Contact: Dana Margulies	Professional Development for teachers and principals in the servicing of IEPs and integration of the arts in core curriculum.	Builds in-house capacity of all faculty and staff to address the needs of special education students. Builds teachers' repertoire of strategies to ensure the use of multiple intelligences and the arts in delivery of instruction and in planning and assessing student work.
Living Classrooms Contact: John Dillow	After school enrichment program for students.	Extends learning opportunities for students in an engaging after school program.
National Maritime Heritage Foundation Contact: Kevin Traver	Partnership to offer a one-week summer program for middle school students on the water, learning to sail.	Builds creativity, self-esteem, discipline, and skill through a maritime educational experience.
The GWU Center for Equity and Excellence in Education Contact: Maria Elena Malagon	Provide Needs Assessment, Program Evaluation and Recommendations for our ELL program.	Provides program design, program evaluation, and internal and external accountability measures.
Center for Applied Linguistics Contact: Betty Smallwood	Provide Needs Assessment, Program Evaluation and Recommendations for our ELL program.	Provides program design, program evaluation, and internal and external accountability measures.
Winner Lacrosse Contact: John Kornfeld	After school program to introduce middle school boys and girls to lacrosse.	Improves physical fitness and introduces students to a skill that can transfer to high school.

As public charter schools, we will be able to take advantage of many other programs designed for use in public schools, such as the National Symphony and the D.C. Arts and Humanities Collaborative, which will be used to strengthen and integrate our visual and performing arts curriculum and instruction.

A.4.c School Organization and Culture

Effective Schools

We have organized our schools around a set of educational principles that guide our decision-making processes and complement our mission and educational philosophy. If a program or an activity does not comport with these principles, it is not considered for inclusion.

The *Correlates of Effective Schools* model, developed and refined in over 30 years of research by Dr. Larry Lezotte¹³, recognizes individual schools as effective units of change. The common sense educational approach maintains that all students can learn, regardless of their socioeconomic status or family background. As CCPCS, our effective schools will open with a strong track record in each of the seven correlates:

Instructional leadership: Principals in CCPCS are instructional leaders who work collaboratively with a central office staff that assumes primary responsibility for operational and administrative functions. In this way, principals work closely with teachers, academic deans, and families to concentrate on effective instruction and student achievement.

Clear and Focused Mission: Our mission has been and will continue to be clearly defined. It is focused on nurturing excellence in the areas of scholarship, character, and service.

Safe and Orderly Environment: Our schools are safe and orderly and will continue to be.

Climate of High Expectations and Frequent Monitoring of Student Progress: Having adopted rigorous academic standards, standards-based formative and summative assessments, and data-driven decision-making practices, we will continue to maintain high expectations and monitor student achievement closely to help inform instruction.

Positive Home-School Relations: We work closely with our families in both academic and non-academic areas to nurture each child's individual strengths and address their challenges. Parents will continue to be partners in ensuring that their children will be successful learners and citizens of great integrity through regular conferences, open-door classroom policies and frequent family events.

Opportunity to Learn and Student Time-on-Task: Teachers plan and pace activities that facilitate bell-to-bell instruction, incorporating a variety of instructional strategies.

In addition to maintaining these practices, we will focus on promoting and practicing our core values, designed to enable the achievement of our mission. Our core values complement these correlates of effective schools well.

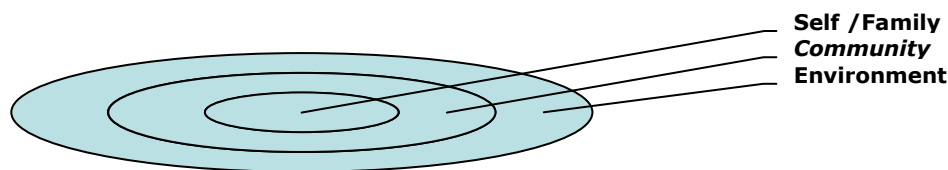
School Culture

As described in section A.1.b, the school's core values have been identified as being those qualities that if practiced, will enable teachers, staff and students in our schools to achieve the school's mission:

Collaboration Compassion Curiosity Discipline Integrity	Justice Knowledge Peacemaking Perseverance Respect

In their classes students will be able to focus on the study of individuals whose own lives embody these values and challenge students to live principled lives in service to others. Outside of class, we will reinforce the school's mission and values by helping students take a broader perspective in understanding

how their actions impact other individuals and the environment. The importance of acting compassionately, fairly, responsibly, and with humility for what they do not yet know will enable self-discipline and moderation. We hope to instill in our students the interconnectedness among themselves, with members of their communities, and the environment to guide them into a life of reflective action and purpose.



In our schools we will prioritize time for regular reflection, meditation, and rituals that help build community. This will be part of the implementation of our values-centered curriculum SOJOURNERS. The school day will begin and end with an all-school gathering for this purpose. School administrators and faculty will continue to emphasize building a peaceful community. In addition to providing time for peaceful reflection, we anticipate using this time to discuss our core values and highlight student and faculty efforts to practice the values within and beyond the school community.

In particular, we plan to enhance our middle school culture by incorporating the principles and practices of the National Middle Schools Association (NMSA) Middle School Model, including an Advisory, which is consistent with our overall school culture of a values-based, standards-driven curriculum. We will identify student mentors for other students and establish regular advisory periods that allow teachers to provide ongoing communication and support for small clusters of students in weekly meetings. These meetings will support self-examination and responsibility, as well as facilitate discussions on issues such as racism, violence, substance abuse, and body image.

Community Service

Students are currently asked to perform community service hours and to engage in activities that promote social justice. This commitment will remain a vital element of the CCPCS curriculum. Students will be asked to share their community service experiences at school-wide meetings and explain what they have learned from them. To the extent possible, the service opportunities will be integrated with the academic curriculum and extracurricular activities so that students may come to understand the relationship between learning and living.

School and community stewardship involves caring for the classrooms space through a daily “chore.” Students also plant friendship gardens at schools and local institutions, including libraries.

Grade	Organization	Activity
PK- K	CCPCS So Others May Eat (SOME) Fannie Mae	Daily Stewardship Friendship Gardens Holiday Shoeboxes Walk-for-the-Homeless
1st - 5th Grade	CCPCS SOME Heifer Project Fannie Mae	Daily Stewardship Friendship Gardens Holiday Shoeboxes Fund raising Walk-for-the-Homeless
6th - 8th Grade	CCPCS SOME National Park Service Amnesty International My Sister’s Place Fannie Mae	Daily Stewardship Holiday Shoeboxes Dinner Program Rock Creek Park Clean-up Letter Writing Campaign Books and Art Supplies for children Walk-for-the-Homeless

A.4.d Extracurricular Activities

Extracurricular activities are an opportunity for enrichment for students. We will offer the following sports as extra-curricular activities: *basketball, flag football, lacrosse, cheerleading competition, soccer, ballet and contemporary dance*. We also sponsor the following clubs: *art, science, choir, drama, chess, yearbook, literary magazine, arts & crafts, yoga, safety patrol, student government, peace & justice, debate and oratory competitions*.

As charter schools, our goal is to develop more after school clubs patterned after the Lab School's to provide some of our students with an opportunity to enhance and apply standards-based classroom instruction and have fun. Each semester, students will be able to choose from a series of clubs that enable them to apply content knowledge and skills in a fun, productive way, such as:

- Explorer's Club
Use science and problem-solving skills to gather clues and solve real-life problems. Visits to Rock Creek Nature Center and the Smithsonian will be part of this after-school activity.
- On With the Show
Each semester students will work with featured artists – painters, sculptors, photographers, dancers, musicians, and actors – to explore and strengthen their own artistic talents.
- Teams, Games, and Tournaments
Chess and other board games are the entry for engaging students into using logic, mathematical abilities, and creativity.

A.4.e Safety, Order and Discipline

Our CCPCS schools will continue to be recognized as safe, peaceful, and productive environments, where respect, compassion, justice, integrity, peacemaking, curiosity, discipline, and collaboration are in evidence every day. We will assume particular responsibility and special care for building a community that is governed by these core values. Each member of our school community – students, teachers, parents, administrators, and staff members – will be asked to adhere to these values and to demonstrate their commitment through application in their own lives. Everyday interactions and choices will be guided by the call to live virtuous and purposeful lives and to be catalysts for positive change in our school and home communities. We are thus expected to treat one another with justice and compassion, to exhibit intellectual curiosity and value learning, and to resolve conflicts that may arise with civility and respect. We believe that a commitment to peacemaking, self-discipline, and accountability is necessary to ensure that all students can engage in the task of learning.

Our core values have led to the establishment of our school honor code and a set of policies and procedures that ensure that everyone in the community will contribute to a positive school climate where students and teachers feel safe, where hard work is valued, and where all members are focused on academic growth.

We intend to adhere to these policies and procedures that guarantee a safe, orderly, and drug-free school. These policies and procedures will be published in the *CCPCS Student-Parent Handbook* and will be reviewed with faculty, staff, parents/guardians and students during the opening week of school. Parents/guardians and students will be asked to sign this handbook as their acknowledgement that they understand and actively support our mission, philosophy, honor code, policy and procedures. We are unequivocal about our Zero Tolerance policy and will not tolerate drugs, weapons, or violence, including threats of violence.

Our teachers, students, parents/guardians and administrators will collaborate to develop a specific, rewards-based system for consistent classroom management practices across campuses, and opportunities will be provided for exemplary students to participate in special activities as the result of good behavior.

Celebration and Rewards

Our schools emphasize good character and good manners and believe students deserve recognition for exhibiting this behavior. We are proud to recognize our students through a variety of activities that take place daily, weekly, and monthly. Some examples include:

Morning meetings

- Students-of-the day, week, and month – students who make good choices, from peacefully solving a conflict with another student to sharing a compliment, will be highlighted.
- ‘Good and New’ events including birthdays and new siblings in families are celebrated.
- Yoga and deep breathing practice to help students transition into the school day.

Hallway Heroes

- The heroic acts of our school heroes and heroines are celebrated in hall displays throughout.

Good News and STAR Notes

- Notes are shared with the principal, parents, and school community to highlight those students who were “caught being good” and exemplify the values code. These notes can be given to a student by any teacher who sees notable behavior.

Values Assemblies

- Skits, songs, and celebration of outstanding works by students and classes

Honor Roll Boards and Assemblies

- Celebrates Sojourner Truth, Martin Luther King, Oscar Romero, and Dorothy Day Scholars, honoring students who excel in citizenship, academics, hard work, and peacemaking respectively.

CCPCS Honor Code

We believe that as students we are responsible for building and maintaining a positive school community where all are valued and can learn. Each one of us is called to be responsible for our actions. Through these statements we commit ourselves to living and working in a manner consistent with our core values:

I will arrive at school each day on time and ready to work.

I will treat all with respect and dignity.

I will solve any conflicts that arise peacefully.

I will care for and protect our environment.

Disciplinary Policy

The disciplinary policy is aimed at helping students entrusted to our care to make responsible choices about their behavior. It also addresses the need to maintain a school environment that is conducive to learning and where all community members are safe. Our policy seeks to establish disciplinary measures that a) create, support, and celebrate positive choices, b) are preventative and corrective rather than simply punitive, and c) engage the entire community in being responsible at all times for maintaining a safe and values-centered environment.

We believe most students want to make good choices and will thrive with positive reinforcement. It is our belief that with a combination of modeling positive behavior, delivering explicit instruction in character

development and values, and applying daily practice of techniques that help diffuse anger and hostility, students will be successful. We strongly believe success will occur when parents/guardians, teachers, and students work together as a team to develop good citizens.

There are consequences in place in the event that students fail to comply with the honor code, school rules, and/or school policies. These consequences escalate depending on the seriousness of the offense. It is important to note that the highest expectations for appropriate student behavior are in place and enforceable when a student is on school grounds, traveling to or from a school event, and during all school-related/school-sponsored extracurricular activities. The Parent-Student Handbook includes the complete code of conduct for parent and student reference.

Level A Infractions

These infractions interfere with a safe and orderly school environment and/or compromise a student's ability to learn and develop. Behavior considered level A infractions include, but are not limited to:

- Failure to complete homework or class assignment
- Non-defiant failure to carry out instructions
- Lack of participation in class activities
- Dress code violation
- Chewing gum
- Tardiness
- Disrespectful behavior that is non-threatening

Consequences

Level A infractions carry consequences designed to ensure that the student understands why the behavior is inappropriate. Likewise, CCPCS believes that parents are partners in implementing the code of conduct; therefore, we notify and involve parents promptly whenever there is an infraction.

1st Infraction

Verbal warning/corrections

Notice to parent/guardian explaining the behavior

2nd Infraction

Phone call home to parent/guardian

Parent invited to meet with teacher and/or principal to discuss corrective action

Referral to the principal for discussion and reflection assignment

Written discipline slip with detention

3rd Infraction

Phone call home

Referral to principal

Parent required to meet with teacher and principal to discuss corrective actions

Contract generated with parent and student detailing corrective action

Continued Infractions

In-school suspension where student conducts self-study and reflection (see suspension below)

Parents must meet with principal to discuss corrective action.

Level B Infractions

Misconduct that disrupts classroom instruction and interferes with the safety and well being of the school community requires that the student be removed from his/her community. This is done to reinforce the need for adherence to rules in order to remain a responsible member of the community. Misconduct includes but is not limited to:

- Repeated lack of preparedness, including homework
- Excessive tardiness to school or class
- Skipping class
- Repeated dress code violations
- Disrespecting a fellow student, teacher, school personnel, parent, or visitor in a way that is threatening or verbally abusive
- Insubordination

- Use of inappropriate language or profanity (oral or written)
- Inappropriate displays of student affection
- Bullying (includes teasing and exhorting money, possessions, and/or favors)
- Plagiarism
- Truancy
- Fighting
- Use of tobacco at the school or school-sponsored functions
- Minor inappropriate computer use and internet access
- Violation of fellow student privacy rights (e.g., records, files, report cards)

Consequences

Level B infractions merit the suspension of a student. This consequence for inappropriate behavior choices will remove a student from the classroom for a period of time. This is done with great care since it will result in loss of instructional time and participation in classroom and school activities.

Procedure for suspension

The principal will call a parent/guardian to inform them of the reason(s) and the decision to suspend the student, as well as provide the details of the suspension. Suspensions may take the form of in-school suspension, particularly for issues such as truancy or failure to complete homework, or out-of-school suspension, and may last from a day up to a week.

- Students who are suspended will be given school work for the duration of time they are out of the classroom. This work will include a reflection assignment. It is, however, the responsibility of the student and his/her parents/guardians to ensure the timely completion of any additional assignments that are missed during the time of suspension.
- During the period of suspension the student may not participate in school activities such as field trips or after school clubs/sports.
- The parent/guardian of a student returning to the classroom after a suspension must first meet with the Principal for a collaboration meeting. The school counselor and the classroom teacher(s) are also asked to be in attendance. The purpose of the meeting is to develop a plan of action or student contract that identifies desired behavior and how the student will be supported in this plan both at home and at school. Parents and students are also asked to review and affirm their commitment to the school discipline policy.

Level C Infractions

Serious misconduct that disrupts classroom instruction, threatens the safety of the school environment, or threatens or causes harm to members of the school community are cause for severe consequences.

Examples of this misconduct would include, but not be limited to:

- Possession of a weapon
- Possession, distribution, and/or use of illegal drugs or controlled substances in a non-prescribed manner
- Assault or threat of assault on another student, teacher, or school personnel
- Violence or threat of violence
- Sexual harassment
- Severe, persistent, or pervasive bullying – either verbal, written, or physical behavior
- that results in another student's physical or emotional duress
- Willful destruction of property (e.g. arson)
- Bomb threats
- Theft
- Consistent and repeated Level B infractions can be considered Level C infractions
- Egregious inappropriate computer use and internet access

Policy of Zero Tolerance

We have a Zero Tolerance policy in effect and will not tolerate drugs, weapons, or violence, including threats of violence. This policy applies to in-school and extracurricular activities on each of our campuses, as well as off-campus school or extracurricular activities.

Consequences

Level C infractions merit expulsion. Expulsion is an action taken as a last resort. It is a consequence used for repeated offenses by a student who shows an inability to correct his/her behavior after repeated measures and options have been exhausted. It is also the consequence for behavior outside the acceptable norms identified in the school values code. Expulsion of a student may also be a consequence for a parent/guardian's repeated failure to adhere to and/or respect the school code.

Once the decision has been made to expel a student the principal calls the parent/guardian for a meeting to review the offending conduct and consequences. Expulsion is irrevocable and the student may not return to school once the decision has been made. **The decision to suspend or expel students will be made by the principal in consultation with the Academic Dean, School Counselor, teacher(s), and parent/guardian. The final decision lies with the Principal.**

Appeal Process

Parents may appeal the decision to expel a student through a formal appeals process that includes a hearing before a three person disciplinary hearing committee consisting of a Board member, the Executive Director, and the Head of Schools. The appeal must be made within two business days of expulsion. Once the appeal is received a hearing is scheduled no more than two weeks after the parent is notified of intention to expel. The teacher, principal, and parent/guardian prepare a written and oral statement for presentation at the hearing. The student presents an oral statement. The Disciplinary Hearing Committee will consider the testimony of all participants and render a decision within two business days of the hearing.

Special Provisions for Students with IEPs

CCPCS will follow IDEIA 2004 revised regulations on disciplining special education students. Special education students will be expected to follow the School's Code of Conduct. CCPCS administrators will consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who has violated Code of Conduct stipulations. The special education coordinator, in collaboration with the dean of special education and clinicians, will convene an IEP team meeting for any student demonstrating serious and/or ongoing behavior problems to ensure that appropriate services are in place and a Behavior Intervention Plan is implemented.

The special education coordinator, in collaboration with the Principal and dean of special education and MDT members, will convene a Manifestation Determination Hearing for students suspended more than ten days (collectively) to review the student's file, IEP, teacher input, and other relevant information to determine if the conduct violation had a direct/substantial relationship to the student's disability or if the conduct violation was a direct result of a school's failure to implement the IEP. Irrespective of the manifestation determination, CCPCS will provide educational services for students removed from school for short-term suspensions if it is so determined by the IEP team "so as to enable the student to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP". CCPCS will follow IDEIA 2004's guidelines for special offenses and work with District officials to place students in alternative settings in expulsion cases.

References from our Handbook

Prohibited Items

- Illegal Drugs or Illegal use of Prescription Drugs
- Tobacco, Alcohol
- Lighters or matches
- Weapons, including pen knives, Swiss Army knives, or toy weapons
- Pornography and any other sexually explicit material
- Laser pointers
- Electronic games

*The following items may be brought to school but must be **turned in to the office before the start of the day**. Students with these items in class or on field trips will have them confiscated and returned at the end of the school year.*

- Cell phones
- Pagers
- IPOD/Music players
- Cameras

Further information on the following will be provided in our *Student-Parent Handbook*:

- Internet Use Policy
- Uniform Dress Code
- Jewelry
- Hair, nails & make-up

School Health and Safety

The safety of our students is a preeminent concern in all our schools. All schools have a School Safety and Emergency Preparedness Plan that addresses a quick and safe response to emergencies. Included in our planning and preparation is the training of all school personnel on handling school, health, and safety emergencies. Preparation for emergencies includes how to handle issues relating to bloodborne pathogens, lice and contagious illnesses, and other health emergencies. Each campus will have at least three individuals trained on administering CPR should the need arise. The Preparedness Plan specifically addresses important emergency safety procedures including the practice and frequency of fire drills, sheltering-in-place, and school evacuations. These plans also detail necessary policies and procedures for responding to the presence of non-authorized personnel or intruders in the school.

Necessary records, including those of fire drills and other procedural practices as well as emergency reports will be up-to-date, in accordance with requirements, and kept in the school office. All adult staff and volunteers working in the schools and with students will undergo national background check, which will include fingerprinting.

A.4.f Professional Development for Teachers, Administrators and Other School Staff

The core of our professional development philosophy is supporting teachers as life-long learners and reflective practitioners. As such, we will continue the ongoing, standards-based instruction professional development program that has been so successful over the last few years. In CCPCS, teachers will continue to schedule common planning time. Systematic professional development goals for both schools and individuals will continue to emphasize data-driven decision-making and differentiated instruction, as well as new priorities such as:

- Interdisciplinary planning and instruction
- Developing individual learning goals and plans for each student
- Expanding opportunities for experiential learning
- Intensive focus on reading and writing, including integration of activities across the curriculum

Our academic deans will work with the Head of Schools to:

- Plan and facilitate system-wide professional development trainings for teachers (e.g., data analysis, assessment, instructional strategies, lesson planning);
- Mentor teachers and provide instructional coaching;
- Assist principals with using weekly Classroom Walk-Throughs (CWTs) to develop site-based professional development for teachers (i.e., pairs or triads of schools working together on specific areas in need of improvement);
- Identify training needs for individual teachers
 - Model appropriate instructional and management strategies
 - Arrange observation opportunities in other classrooms and at other schools
 - Identify third-party courses or workshops tailored to interest and need (e.g., through the National Endowment for the Humanities, content-area associations, etc.)
- Work with a third-party provider to structure professional development for cohorts of teachers as well as the entire CCPCS teaching staff on various instructional strategies, educational programs, and school improvement initiatives.

Our academic deans, in conjunction with our education taskforce members (i.e., teacher leadership team), will continue to help plan and facilitate weekly and monthly team meetings for teachers to discuss unit and lesson plans, exchange ideas, plan activities, and examine progress on Campus Action Plan (CAP) goals. In addition, teachers will provide input on the selection of professional development topics through the analysis of student performance data, surveys, and the identification of their individual quarterly and year-long professional goals.

Schools will continue to pair with other school(s) on our weekly early-dismissal Fridays for shared professional development on areas of common interest and need. These sessions usually begin with a focus on data analysis and provide teachers with the opportunity to meet with other teachers of their same grade level or in vertical teams. We will designate special cohorts of teachers, as necessary, to address focused areas of concern that arise including school discipline, differentiated strategies for students with disabilities, English language learners, and students in need of increased remediation.

A Professional Learning Community of Reflective Practitioners

Our teachers are not isolated in their classrooms. They willingly share responsibility for student learning and will continue to do so as public charter school teachers. More than anything else, our teachers are successful because they belong to a reflective community of practitioners, engaged in continuous inquiry and improvement. Our teachers will continue to:

- share a common vision that all students can learn
- engage in collaboration and support
- share leadership and accountability
- focus on student learning outcomes
- share common professional best practices

They regularly plan, teach, assess students, and then analyze the efficacy of their teaching as matter of course: individually—with school-based academic deans—and collaboratively with other teachers at the schools and across campuses. Some common planning periods are built into the daily schedules to facilitate the process for teachers to work together.

Individually, our teachers work closely with our school-based academic deans who mentor teachers and provide elbow-to-elbow coaching, as well as regular feedback, to help teachers become confident professionals. Our principals and academic deans will continue to use the “Classroom Walk-Through” method to help teachers identify gaps in their instruction and in student learning. This process will be expanded to include teachers’ abilities to observe one another and develop “critical friends” groups, building on the teacher teams already in place.

At each school, our teachers work in grade level teams that meet monthly for common planning time. Teachers also meet in quarterly grade-level team meetings with teachers from other campuses. They work together to understand what works and what does not work—and why. They share strategies and lesson plans. They have embraced our intensive ongoing professional development as an opportunity to improve their instructional repertoires, particularly the use of Robert Marzano’s “high yield instructional strategies” to ensure that all students – including those with special education and ESL needs - are included in the learning process:

1. Cooperative Learning
2. Cues, Questions, and Advanced Organizers
3. Generating and Testing Hypotheses
4. Homework and Practice
5. Identifying Similarities and Differences
6. Non-linguistic Representations
7. Reinforcing Effort and Providing Recognition
8. Setting Objectives and Providing Feedback
9. Summarizing and Note-taking

Particular care is taken to successfully integrate new teachers and provide on-going support during the first year. In a climate of high expectations, much is expected of teachers. Our mentoring and professional development programs specifically target new teachers’ needs. They receive help building their instructional repertoires (i.e., classroom management and organization) and discuss issues relating to orientation into the school community. These activities have proven critical for both success and retention of teachers.

Shared leadership is an important part of building instructional leadership and we cultivate leadership from within our school teams in our system-wide “Education Taskforce.” These teachers are leaders of grade level teams in their schools, in goal-setting and accountability procedures for the system, and particularly in the Campus Action Plans (CAPs), school-based academic goal-setting plans required of each campus. Taskforce teachers are key in facilitating communication, teacher participation, and support for new policies; curriculum mapping; selecting instructional materials, and developing common scoring rubrics. Their role as important change agents with the principals is also key.

Teacher Mentoring

Particular care is taken to integrate new teachers successfully and to provide on-going support for them during the first year. In a climate of high expectations, much is asked from new teachers. We provide support for all teachers but are specifically aware of the vulnerability of new teachers and are responsive to their needs. New teachers begin the school year with an intensive session with our New Teacher Coordinator (NTC) and master teachers. Together they review basic knowledge of policies, academic programs, and classroom basics to help them get a good start to the year. Teachers have the opportunity to see a well structured class as a model for how to set up their own classroom so it facilitates student interaction and learning. A special *New Teacher Survival Handbook* is shared for reference during the year.

The NTC continues this initial mentoring relationship and works with new teachers throughout the year. Workshops for yearly cohorts provide support and the opportunity to share and learn from each other. Visits by the NTC to teachers' classrooms allow for observations and feedback. Each school identifies teacher mentors to help new teachers build their instructional repertoire (classroom management and organization) and address issues relating to orientation into the school community. These activities are critical for both the success and retention of new teachers. New teachers and their mentors are brought together in workshops to help facilitate a productive and supportive relationship.

Our mentoring program, however, is not limited to new teachers but structured to provide support for all teachers, each of whom works with a mentor/critical friend. A key aspect of our Professional Learning Community (PLC) model, the Critical Friends protocol, will continue to allow our educators to form collegial relationships to encourage reflective practice and embrace new approaches to instructional leadership. Critical friends offer support, as well as opportunities to engage in discussion that fosters challenging inquiry. For example, teachers who currently serve as mentors to each other will regularly visit each other's classrooms, continue to share their expertise, and offer constructive suggestions. This collaborative culture is essential to the successful sustainability of our professional development efforts.

Additional Professional Development

We will augment our ongoing professional development with special workshops to address SPED and ELL issues. We will continue our partnership with The LAB School of Washington to provide additional professional development for our teachers to a) familiarize principals and teachers with special education programs and procedures and b) work with teachers on using the arts to enhance their instructional programs. We will also continue to use university partnerships, including resources such as The George Washington University.

CCPCS will provide training on special education not only for special educators but for general education staff as well. CCPCS will provide leadership training for the special education coordinator that includes, but is not limited to, case analysis and management, eligibility determinations and testing in all areas of suspected disabilities, writing comprehensive meeting notes, developing IEPs aligned to curriculum standards and content, tracking academic data, developing plans to attain SPED subgroup AYP, building a data driven continuum, selecting secondary scientifically-based remedial programs, and compliance with federal and local special education laws. At a minimum, CCPCS will train special education teachers on case management, holistic and integrated service delivery and instructional strategies. CCPCS will provide ongoing professional development for general educators on the special education service delivery model, related service outcomes and application in the classroom, Behavior Interventions Plans and management, strategies for diverse learners, accommodations/modifications, and collaboration with special educators.

A.4.g Structure of the School Day and Year

Our school year will be 183 days. The school day will run from 8:00 am to 3:30 pm on Mondays-Thursdays, consisting of seven periods--plus home room/morning meeting time and lunch/recess. Students will be dismissed at 12:30 pm on Fridays so that teachers can attend professional development. It is important to note that we are designing our extra-curricular time to enhance and complement standards-based instruction in the classroom.

The schedule for year one as charter schools removes the daily period formerly devoted to religious instruction and designates some of the time for the inclusion of enhanced programs in foreign language, studio arts, and vocal music.

The teachers' schedules will include an additional three weeks before the start of school and two additional weeks at the closing of the school year. These weeks are intended to provide time for professional development.

Please see Appendix A pages 5-7 for 2008-2009 sample school calendar and schedules.

¹ Valerie Lee and David T. Burkam, *Inequality at the Starting Gate*, http://epi.org/content.cfm/books_starting_gate#exec

² Lisa Klein and Jane Knitzer, *Promoting Effective Early Learning*, http://www.nccp.org/publications/pub_695.html

³ G. Lyons and L. Moats, *Teaching Children to Read*, Nat'l Institute of Child Health & Human Development, Nat'l Reading Panel Report 2002

⁴ Fran Lehr, Jean Osborn, and Elfrieda H. Hiebert, *Research-Based Practices in Early Reading Series: A Focus on Vocabulary*

⁵ Valerie Lee and David T. Burkam, *Inequality at the Starting Gate*, http://epi.org/content.cfm/books_starting_gate#exec

⁶ D.C. Willingham, *Cognition* (Upper Saddle River, NJ: Prentice Hall, 2001)

⁷ Dana Gioia, "Liberal Learning: Its Value and Future" in *Beyond the Basics: Achieving a Liberal Education for All Children*, p. 12. See http://www.edexcellence.net/doc/Beyond_The_Basics_Final.pdf

⁸ See <http://www.aacu.org/advocacy/leap/index.cfm> and <http://www.rescorp.org/leonsis.php>

⁹ Craig D. Jerald, *The Hidden Costs of Curriculum Narrowing*, <http://www.centerforcsri.org/files/CenterIssueBriefAug06.pdf>

¹⁰ See reviews of state and national standards at www.aft.org (American Federation of Teachers) and www.edexcellence.net (Thomas B. Fordham Institute).

¹¹ Kevin Ryan and Karen Bohlin, *Building Character in Schools*, (San Francisco: Jossey-Bass, 1999)

¹² *ibid*

¹³ See <http://www.effectiveschools.com/default.asp>

C1a. Timetable for Registering and Admitting

The Center City Public Charter Schools will give priority enrollment to DC resident students and their siblings who currently attend the seven schools applying for conversion to public charter. The priority enrollment period for existing students and siblings of these students is January 17th – February 29th. To indicate their desire to enroll students in the charter school, parents must complete an application. The application states that actual enrollment is contingent upon Center City Public Charter Schools receiving a charter from the DC PCSB. After the priority enrollment period, CCPCS will conduct open enrollment. Applications, again stating that actual enrollment is contingent upon CCPCS receiving a charter, will be available March 1st through June 6th. The application timeline is summarized as follows:

January 17 th	Application available to families who have a student or students enrolled in one of the seven schools applying for conversion
January 17 th to February 29 th	Contingent applications accepted from existing families
March 1 st	Application available to public
March 1 st to June 6 th	Contingent applications accepted from new families/students
June 11 th	Lottery (if necessary)
June 16 th	Public announcement from DC PCSB re: charter approvals
June 17 th & 18 th	Letters to all applicants informing them of the PCSB decision, student status (accepted or waitlisted) and instructions for student registration
June 19 th to August 15 th	Student registration (parents/guardians must submit additional paperwork to confirm enrollment of student, including proof of residency only after July 1 st ; new students complete placement assessment)
CONCURRENT to Registration	CC PCS would re-open application window to public if there are still seats available
September 2 nd	First day of School
2 nd week of school	Parent orientations at each campus

C1b. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension and Expulsion of Students

Eligibility for Enrollment & Policy for Non-DC-resident Students. Enrollment will be open to all students of appropriate grade levels who are residents of the District of Columbia and, if space is available, to nonresident students who pay the tuition as specified by OSSE each year. Limits on enrollment will be placed in accordance with the education model, staffing plan and building capacity of the schools. CCPCS will not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

Application and Lottery Process. Every applicant will be required to (1) submit a signed, completed application and (2) complete additional registration forms prior to the first day of school. Applications will be made available in both paper-based and electronic formats where possible. Each application will be manually or electronically marked with the date of receipt. At the close of the open enrollment period, the school will count the number of applications received compared to the number of open seats at each

campus and in each grade. If there are more applications than seats available, then the school will invoke the priority rules first:

- Returning students have first priority (during conversion, students at the seven conversion campuses have first priority)
- Siblings of returning students have second priority

After the priority rules have been applied, the school will perform a random lottery to fill the remaining seats. Applicants who do not receive offers of admission based on the priority rules or the lottery will be offered spots on a wait list. If there are fewer DC resident applications than seats available, then admission will be offered to non-DC resident applicants. Non-DC resident applicants will be required to pay OSSE mandated tuition, based on the grade level of the student. All applicants will be notified of their application status (admission or waitlist) within 7-10 days of the close of the open enrollment period.

Registration and Enrollment Process. During the registration process, applicants must complete additional forms to formally enroll students. The following information will be provided to students who are offered seats:

1. Formal notice of the Family Educational Rights and Privacy Act (FERPA)
2. Information on the National Free & Reduced Lunch program
3. Residency verification guidelines for students claiming to reside in the District of Columbia
4. Parent & Student Handbook

The following completed forms and documents will be required to complete registration and formally enroll the student:

1. Proof of child's birth date
2. Complete immunization records
3. Acknowledgement of receipt of the FERPA notice & release of student records (if parent consents to the release)
4. For student wishing to claim residency in the District of Columbia, original documents as proof of residency, per the guidelines for such
5. Signed Parent & Student Contract

The following forms are optional, but strongly encouraged:

1. Completed Free & Reduced Lunch application (optional)
2. Copy of a child's existing Individual Education Plan or 504 plan (optional)
3. Home Language Survey

The school will publish an official deadline for registration that is no more than three weeks prior to the first day of school. If completed registration forms and documentation are not received prior to the registration deadline, then admission can be offered to students on the waitlist up to the capacity of the grade and campus. The forms that are required enable the school to meet local and federal program regulations. The parent contract will be a critical document that enables CCPCS to clearly communicate its discipline policies, student expectations and school culture to parents upfront. The parent contract will stress the important role that parents play in guiding and supporting their children's education and development.

Withdrawal. Parents may withdraw students from CCPCS at any time. Parents will be asked to complete and sign a withdrawal form. The form will officially document the parent's intention and will also solicit feedback as to the cause of the withdrawal.

Suspension, Expulsion & Other Disciplinary Policies & Procedures

Level A Infractions

These infractions interfere with a safe and orderly school environment and/or compromise a student's ability to learn and develop. Behavior considered level A infractions include, but are not limited to:

- Failure to complete homework or class assignment
- Non-defiant failure to carry out instructions
- Lack of participation in class activities
- Dress code violation
- Chewing gum
- Tardiness
- Disrespectful behavior that is non-threatening

Consequences

Level A infractions carry consequences designed to ensure that the student understands why the behavior is inappropriate. Likewise, CCPCS believes that parents are partners in implementing the code of conduct; therefore, we notify and involve parents promptly whenever there is an infraction.

1st Infraction

Verbal warning/corrections

Notice to parent/guardian explaining the behavior

2nd Infraction

Phone call home to parent/guardian

Parent invited to meet with teacher and/or principal to discuss corrective action

Referral to the principal for discussion and reflection assignment

Written discipline slip with detention

3rd Infraction

Phone call home

Referral to principal

Parent required to meet with teacher and principal to discuss corrective actions

Contract generated with parent and student detailing corrective action

Continued Infractions

In-school suspension where student conducts self-study and reflection (see suspension below)

Parents must meet with principal to discuss corrective action.

Level B Infractions

Misconduct that disrupts classroom instruction and interferes with the safety and well being of the school community requires that the student be removed from his/her community. This is done to reinforce the need for adherence to rules in order to remain a responsible member of the community. Misconduct includes but is not limited to:

- Repeated lack of preparedness, including homework
- Excessive tardiness to school or class
- Skipping class
- Repeated dress code violations
- Disrespecting a fellow student, teacher, school personnel, parent, or visitor in a way that is threatening or verbally abusive
- Insubordination
- Use of inappropriate language or profanity (oral or written)
- Inappropriate displays of student affection
- Bullying (includes teasing and exhorting money, possessions, and/or favors)
- Plagiarism
- Truancy
- Fighting
- Use of tobacco at the school or school-sponsored functions
- Minor inappropriate computer use and internet access
- Violation of fellow student privacy rights (e.g., records, files, report cards)

Consequences

Level B infractions merit the suspension of a student. This consequence for inappropriate behavior choices will remove a student from the classroom for a period of time. This is done with great care since it will result in loss of instructional time and participation in classroom and school activities.

Procedure for suspension

The principal will call a parent/guardian to inform them of the reason(s) and the decision to suspend the student, as well as provide the details of the suspension. Suspensions may take the form of in-school suspension, particularly for issues such as truancy or failure to complete homework, or out-of-school suspension, and may last from a day up to a week.

- Students who are suspended will be given school work for the duration of time they are out of the classroom. This work will include a reflection assignment. It is, however, the responsibility of the student and his/her parents/guardians to ensure the timely completion of any additional assignments that are missed during the time of suspension.
- During the period of suspension the student may not participate in school activities such as field trips or after school clubs/sports.
- The parent/guardian of a student returning to the classroom after a suspension must first meet with the principal for a collaboration meeting. The school counselor and the classroom teacher(s) are also asked to be in attendance. The purpose of the meeting is to develop a plan of action or student contract that identifies desired behavior and how the student will be supported in this plan both at home and at school. Parents and students are also asked to review and affirm their commitment to the school discipline policy.

Level C Infractions

Serious misconduct that disrupts classroom instruction, threatens the safety of the school environment, or threatens or causes harm to members of the school community are cause for severe consequences.

Examples of this misconduct would include, but not be limited to:

- Possession of a weapon
- Possession, distribution, and/or use of illegal drugs or controlled substances in a non-prescribed manner
- Assault or threat of assault on another student, teacher, or school personnel
- Violence or threat of violence
- Sexual harassment
- Severe, persistent, or pervasive bullying – either verbal, written, or physical behavior
- that results in another student's physical or emotional duress
- Willful destruction of property (e.g. arson)
- Bomb threats
- Theft
- Consistent and repeated Level B infractions can be considered Level C infractions
- Egregious inappropriate computer use and internet access

Policy of Zero Tolerance

We have a Zero Tolerance policy in effect and will not tolerate drugs, weapons, or violence, including threats of violence. This policy applies to in-school and extracurricular activities on each of our campuses, as well as off-campus school or extracurricular activities.

Consequences

Level C infractions merit expulsion. Expulsion is an action taken as a last resort. It is a consequence used for repeated offenses by a student who shows an inability to correct his/her behavior after repeated

measures and options have been exhausted. It is also the consequence for behavior outside the acceptable norms identified in the school values code. Expulsion of a student may also be a consequence for a parent/guardian's repeated failure to adhere to and/or respect the school code.

Once the decision has been made to expel a student the principal calls the parent/guardian for a meeting to review the offending conduct and consequences. Expulsion is irrevocable and the student may not return to school once the decision has been made. **The decision to suspend or expel students will be made by the principal in consultation with the academic dean, School Counselor, teacher(s), and parent/guardian. The final decision lies with the principal.**

Appeal Process

Parents may appeal the decision to expel a student through a formal appeals process that includes a hearing before a three person disciplinary hearing committee consisting of a Board member, the Executive Director, and the Head of Schools. The appeal must be made within two business days of expulsion. Once the appeal is received a hearing is scheduled no more than two weeks after the parent is notified of intention to expel. The teacher, principal, and parent/guardian prepare a written and oral statement for presentation at the hearing. The student presents an oral statement. The Disciplinary Hearing Committee will consider the testimony of all participants and render a decision within two business days of the hearing.

Special Provisions for Students with IEPs

CCPCS will follow IDEIA 2004 revised regulations on disciplining special education students. Special education students will be expected to follow the School's Code of Conduct. CCPCS administrators will consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who has violated Code of Conduct stipulations. The special education coordinator, in collaboration with the Dean of Special Education and clinicians, will convene an IEP team meeting for any student demonstrating serious and/or ongoing behavior problems to ensure that appropriate services are in place and a Behavior Intervention Plan is implemented.

C2a. Key Leadership Roles

It has been important to fill the key leadership roles so that schools are ready to open in fall 2008. The key administrative roles and personnel at the central office and their bios are as follows. Resumes are included in Section G.

Mary Anne Stanton, Executive Director. Serving as Executive Director of the Center City Consortium until 2006, Ms. Stanton spearheaded research based improvements to the reading and math curriculum, adopted the rigorous Indiana standards and put in place critical principal and teacher accountability measures. She hired a nationally recognized third-party to provide support and training to teachers around the new academic standards and created the current team of Education Specialists to provide critical instructional coaching to teachers. These efforts yielded significant improvement in student outcomes. Ms. Stanton retired from the Center City Consortium in 2006, but has returned to lead this conversion effort and to serve as the Executive Director of the new charter organization. She has the respect and admiration of the staff and knows the students and parents at these schools on a personal level. Born, raised and current resident in the District, Ms. Stanton's mother actually went to grade school at St. Gabriel's. Ms. Stanton has over 25 years experience as a leader, administrator and teacher in DC area schools.

Juana Brown, Head of Schools. Juana Brown is the current co-Executive Director at the Center City Consortium. She leads the curricular programs, standards, student assessment and staff professional development programs. She has been working in these schools for over 17 years as a teacher, principal and now executive leader. The current principals, Education Specialists, teachers and parents respect Ms. Brown and many have been persuaded to embrace this conversion process through her example. Post conversion, Ms. Brown will continue to provide leadership around all aspects of the academic program and student services as the new Head of Schools.

Brenna Copeland, Chief Operating Officer. Ms. Copeland joined the team to examine the operational and financial impacts of converting to a public charter school. Ms. Copeland previously served as CFO and Director of Real Estate for the nationally recognized KIPP schools in DC. While at KIPP, Ms. Copeland was responsible for developing the back office structure and processes for accounting, audit, procurement, budgeting and IT. In addition, she developed and began implementation of a strategic expansion and growth plan to lease, purchase and develop over 250,000 square feet of school space. In her prior job, Ms. Copeland provided commercial loans for facility purchase and renovation to charter schools in DC, NC, TX and FL. She holds an MBA with a focus in Finance. Post conversion, Ms. Copeland will lead the operations and finance work of the central office as the Chief Operating Officer.

In addition to these three individuals, CCPCS expects to ensure continuity in schools by working with existing principals and Education Specialists to keep as many highly qualified individuals as possible.

Center City Public Charter Schools has employed more than one law firm during the conversion planning process to provide legal expertise. Our lawyers include:

Ford & Harrison, LLP, Kevin Kraham and Alison Davis. Mr. Kraham and Ms. Davis have assisted CCPCS in developing all of our human resources policies and procedures. Of particular note, these attorneys have advised in the technicalities of ensuring full separation from the Archdiocese in all matters of hiring and governance. Additionally, these attorneys assisted in the development of the employment application, the student application, employment contracts and various other documentation. We expect to continue to use this firm going forward. Both attorneys currently serve on public charter school boards and have extensive knowledge in the field.

Covington & Burling, LLP, D. Tod Ackerly. Mr. Ackerly and his firm advised CCPCS in the preparation and filing of articles of incorporation, by-laws and similar organizational documentation. We used Mr. Ackerly to confirm certain technicalities about the conversion process and the procedures to follow to ensure success.

C2b. Qualifications of School Staff

The standards to hire principals, academic deans, literacy specialists, and teachers are outlined below in the duties and qualifications for each respective position. CCPCS will use both content and behavioral interviewing techniques to ensure that potential employees have the ability to perform all the required duties and the qualifications necessary for the positions. These hiring standards will meet NCLB regulations for highly qualified teachers because each teacher will have at least a bachelor's degree and will have passed grade and subject level Praxis exams, as applicable. All personnel are expected to model strong character and the CCPCS core values.

The Role of the Principal

The principal has the key role in building and maintaining a strong professional learning community. His/her role is to provide strong leadership, guidance, and accountability for the school community. Through his/her governance s/he helps shape the vision, goals, and direction the school takes to insure students are successful. The principal plays the key role of instructional leader while ensuring the effective administration of all school programs and maintaining a safe and productive school environment. While being a strong leader, the principal understands the importance of collaboration and good communication with all stakeholders in the school community. The principal is a part of the leadership team of CCPCS.

Duties of Principal (abbreviated)

- Creates community around the CCPCS mission, vision, values, and goals
- Maintains high expectations for students and believes all students can achieve
- Works as a “leader of leaders,” collaborating with the academic dean and instructional staff to implement short and long term school goals
- Leads the development of the campus action plan in collaboration with all faculty members
- Engages the instructional staff in data analysis and use of data to improve student performance
- Supervises the instructional programs ensuring that the needs of all students, including ELL and special education, are successfully addressed
- Designs and helps implement ongoing teacher professional development aligned to CCPCS goals
- Interviews and hire school staff with support from CCPCS Head of Schools
- Supervises and evaluates staff on a quarterly basis through a variety of performance measures
- Provides ongoing feedback to teachers through goal setting and frequent classroom observations
- Creates and maintains a safe and productive school climate that maximizes student learning
- Maintains collaborative partnerships with parents built on open communications
- Ensures compliance with local and federal regulations

Qualifications for Principal

- Has classroom teaching experience
- Demonstrates excellent knowledge of educational theories and pedagogy
- Demonstrates knowledge of and ability to align standards, curriculum and assessment
- Able to work with data to improve student achievement
- Understands and values teaching for understanding and assessment for learning
- Able to multitask and remain well-organized
- Possesses excellent oral and written communication as well as listening and interpersonal skills
- Is passionate about the right of each child to have the highest quality education and be personally committed to and accountable for making it happen
- Understands urban education
- Has a strong work ethic, sense of humor, and ability to remain optimistic
- Has knowledge of NCLB, national, and local legislation and policies
- Has a master’s degree

The Role of the Academic Dean

The academic dean will serve a critical ongoing function in schools as primary instructional coach. Several years ago, the Consortium added education specialists to schools to provide instructional

coaching and literacy intervention and to disseminate best practices to teachers. The education specialists supported principals in creating an environment of high academic achievement while also conducting specialized intervention guidance and support to teachers with students of special needs. Due to financial constraints, schools had to share education specialists. Going forward as public charter schools, each campus will have their own education specialist who will be renamed the academic dean.

Duties of Academic Dean (abbreviated)

- Supports principal in implementing high standards for classroom instruction
- Regularly reviews lesson plans, observes teachers in the classroom, and provides feedback
- With guidance from the Dean of Instruction, provides teachers with best practices and support in role as primary instructional coach for these teachers
- Uses peer group of academic deans to improve skills and work product
- Ensures that student performance data is used to customize and improve instruction
- Collaborates with Literacy Specialist to provide literacy-based instructional coaching for teachers
- Coordinates with the campus-based special education instructor to implement customized intervention, as appropriate
- Monitors collaboration of classroom teachers with campus-based ELL teacher to deliver services
- Coordinates with the Dean of Student Services to ensure that after school programs afford opportunities for additional learning and support for children who need it

Qualifications for Academic Dean

- Has strong knowledge of research-based instructional strategies with emphasis on literacy
- Understands standards-based instruction and student performance feedback process
- Approaches teachers in a collaborative fashion; able to provide school-based training on a variety of PK-8 educational topics
- Is an expert in classroom management
- Possesses excellent oral and written communication skills
- Has working knowledge of NCLB and SPED policy, procedures, and instructional methods
- Able to work well with students, teachers, administrators, and other professionals
- Has absolute respect for children and believes that all children can learn
- Has talent for maintaining school schedules and supports principals
- Has a minimum of three-years teaching experience (preferred)
- Has a bachelor's degree in an applicable field (master's preferred)

The Role of the Literacy Specialist

The role of the literacy specialist is an essential component of our emphasis on literacy instruction. Literacy specialists will be used strategically throughout CCPCS to provide literacy-based professional development and coaching for teachers as well as resource support for individual and/or groups of students.

Duties of Literacy Specialist (abbreviated)

- Models literacy strategies in core content area classrooms
- Observes classes and meets regularly with teachers to review data, guide planning, and ensure that literacy strategies are used effectively in classroom instruction
- Coordinates intervention and support programs for students reading below grade level

- Provides small group literacy-based intervention instruction for students below grade level
- Collaborates with the Dean of Instruction and academic deans to provide quality literacy-based professional development and standards implementation guidance to teachers
- Collaborates to provide literacy-based instructional support for ELL students

Qualifications for Literacy Specialist

- Has a minimum of three-years teaching experience (preferred)
- Has strong knowledge of research-based literacy instructional strategies
- Understands standards-based instruction and student performance feedback process
- Approaches teachers in a collaborative fashion; able to provide school-based training on a variety PK-8 educational topics
- Possesses excellent oral and written communication skills
- Has working knowledge of NCLB and SPED policy, procedures, and instructional methods
- Able to work well with students, teachers, administrators, and other professionals
- Has absolute respect for children and believes that all children can learn
- Has a bachelor's degree in an applicable field of education (master's preferred)

The Role of the Teacher

Our schools will continue to use the careful process for recruiting, interviewing, and hiring qualified teachers that has resulted in the employment of a staff of committed and excellent staff of teachers who will form the core of CCPCS. As CCPCS schools we will help all teachers meet NCLB highly qualified classification and certification. We believe having the highest standards and expectations for teachers creates results in the classroom. All teachers are supported by a highly systematized development and feedback process. The teachers currently in these schools have received hundreds of hours of professional development and instructional coaching through the regular Friday afternoon professional development sessions and the additional support provided by vendors such as Teachscape.

Duties of Teacher (abbreviated)

- Under the direction of the principal and academic dean, provides a standards-based instructional program that is appropriate for all students
- Develops, selects, and modifies instructional plans and materials to meet the needs of all students
- Provides an atmosphere and environment that is conducive to the intellectual, physical, social, and emotional development of all students
- Collaborates with and supports itinerant and classroom-based SPED and ELL teachers in the provision of support to students with special instructional needs
- Communicates, interacts, and collaborates with students, parents, staff, and the community
- Participates in professional development trainings and instructional coaching partnerships
- Demonstrates the successful application of techniques, strategies, and programs learned through professional development trainings and/or instructional coaching partnerships; strives to maintain and improve professional competence

Qualifications for ALL Teachers (includes Special Education & ESL designated teachers)

- Demonstrates classroom leadership (observation or practice teaching during interview)
- Possesses knowledge of CCPCS goals and objectives, recent teaching trends and research
- Demonstrates proficiency with curriculum and materials of instruction in field of specialization

- Able to work effectively with students, parents, administrators, colleagues, community, and other school system staff
- Able to infuse technology into curriculum
- Possesses excellent oral and written communication skills
- Has a grade level and subject area Praxis, as applicable
- Has a bachelor's degree in an applicable subject area, as appropriate

Duties of Special Education Teacher (abbreviated)

- Assumes responsibility for demonstrating achievement of Individual Education Plan (IEP) goals
- Develops an individual profile for each student using existing assessment data and informal testing and observation; ensures general education staff have copies of the IEP and/or IEP-at-a-Glance document
- Provides special education instructional opportunities for students to work one-on-one with the teacher, in small groups, and as a class as appropriate
- Employs multi-sensory teaching strategies based on an understanding of student strengths, weaknesses, and learning styles
- Monitors and supports implementation of goals and objectives in inclusion classes; monitors Behavior Intervention Plans (BIPs); provides accommodation/modification support
- Works in collaboration with regular education teachers and school counselors
- Refers students to the Student-Teacher Assistance Team (STAT) to develop interventions for students demonstrating disciplinary concerns, truancy, and/or academic failure
- Encourages parent partnerships and maintains positive communication with parents/caregivers regarding student progress, successes, and difficulties
- Keeps IEPs updated as to the achievement of goals and objectives at the end of every advisory period and issues quarterly progress reports
- Administers end-of-the-year academic testing I preparation for the annual IEP meeting
- Maintains a portfolio of student work, anecdotal data, and classroom observation information
- Participates in professional development trainings and instructional coaching partnerships
- Demonstrates the successful application of techniques, strategies, and programs learned through professional development trainings and/or instructional coaching partnerships; strives to maintain and improve professional competence

Additional Qualifications for Special Education Teacher (supplementing list above)

- Has extensive knowledge of IDEA and NCLB policies
- Has state-issued certificate in Special Education instruction

Duties of English as a Second Language (ESL) Teacher (abbreviated)

- Plans for and provides English language instruction for ESL students
- Develops a profile for each English-language Learner (ELL) student using assessment data and informal testing and observation; distributes copies of the profiles to appropriate staff
- Provides instructional opportunities for students to work one-on-one with the teacher, in small groups, and as a class as appropriate
- Employs multi-sensory teaching strategies based on an understanding of student strengths, weaknesses, and learning styles
- Monitors and supports implementation of goals and objectives in inclusion classes

Center City PCS

- Works in collaboration with regular education teachers co-teaching and coaching
- Works with school counselors to support ELL students and their families
- Refers students to the Student-Teacher Assistance Team (STAT) to develop interventions for students demonstrating disciplinary concerns and/or academic difficulties
- Acts as a liaison between ELL students, parents/caregivers, and schools; encourages parent partnerships and maintains positive communication with parents/caregivers regarding student progress, successes, and difficulties
- Keeps students' individual profiles updated as to the achievement of goals and objectives at the end of every advisory period and issues quarterly progress reports
- Administers and scores W-APT and WIDA ACCESS testing
- Maintains a portfolio of student work, anecdotal data, and classroom observation information
- Participates in professional development trainings and instructional coaching partnerships
- Demonstrates the successful application of techniques, strategies, and programs learned through professional development trainings and/or instructional coaching partnerships; strives to maintain and improve professional competence

Additional Qualifications of English as a Second Language Teacher (supplementing list above)

- Has state-issued teacher certification with ESL endorsement
- Exhibits fluency in another language, in addition to English (preferred)
- Employs specific second language teaching/learning methods and techniques
- Possesses knowledge of WIDA standards

Background Checks

Each person who fills out an employment application grants CCPCS the right to complete a national background check prior to employment. CCPCS will outsource background checks to either Edge Information Management or Stewart Business Information. Both companies provide national background checks that can include criminal and credit histories. Volunteers will complete a volunteer agreement form that authorizes a background check. Their background check will be performed by the same company. All background checks will be funded by CCPCS.

C2c. Staffing Plan

There are two key components of our staffing plan: 1) central office and 2) campus staffing. In both components, staffing would grow over time with enrollment.

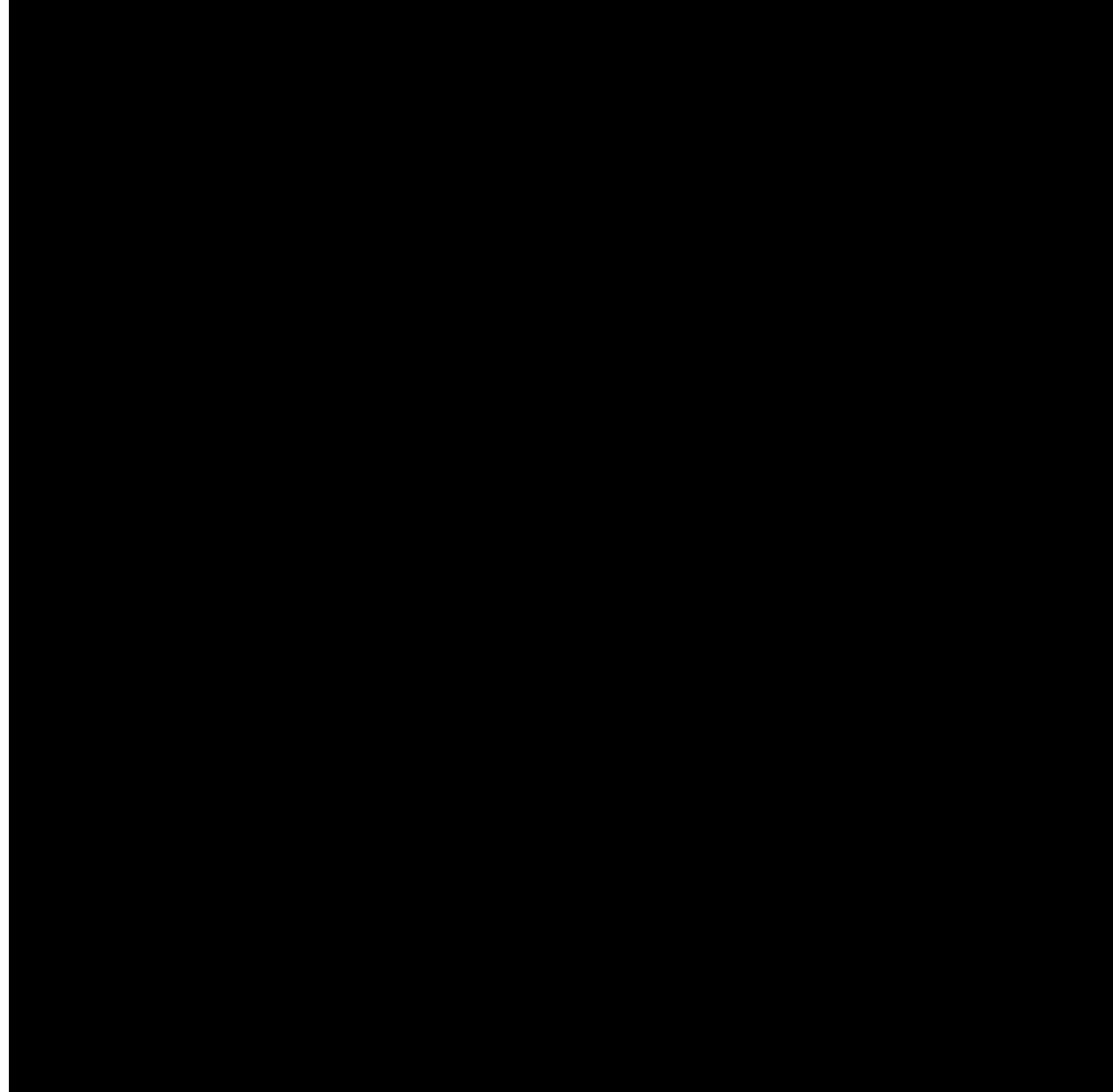
Central Office

If the schools convert with approximately 1,100 students spread among seven campuses, the central office staffing goal will be 20 full-time employees. Not all employees will need to be in place as of July 1st and a significant number will transition from the Center City Consortium. If enrollment meets expectations and expands to 2,000 across eight campuses, then the central office may grow to 29 full-time employees. The staffing model for the central office has been benchmarked to other successful multi-site charter schools in Connecticut, Pennsylvania, New York, DC, Texas and California through the assistance of New Schools Venture Fund and through the direct experience of the Chief Operating Officer.

The central office will adhere to the principles of service-leadership: 1) it will serve the campuses by handling all business, operational, real estate, HR, academic coordination and similar functional

Center City PCS

responsibilities, and 2) it will provide leadership and implement accountability in each of the campuses by guiding all academic, curricular and operational decisions. The central office will be successful if it removes administrative burdens from principals and teachers while also ensuring that each campus delivers a consistent and high-quality education to its students. An annual survey will evaluate the success of the central office in providing high-quality services to the campuses (all teachers and staff will be invited to submit anonymous surveys). The staffing plans for the central office are as follows:



Campus Staffing

The focus of campus staffing is on delivering the best possible education for all students. In PreK to 1st grade, there is a grade level teacher and teaching assistant for each grade (maximum 21 PreK students and 25 Kindergarten or 1st grade students in each grade). This staffing model ensures that students receive individualized attention and also helps the organization cultivate lead teachers over time from the existing teaching assistants. Grades 2nd through 5th are taught by grade level teachers who provide instruction in

Center City PCS

the core subject areas. Middle school grades 6th through 8th are taught by four subject area teachers with deep content knowledge (e.g., Reading, Math, Science and Social Studies). All grades are supported by elective teachers (e.g., subjects like physical education, art, music and foreign language), special education teachers and English as a second language teachers. Student service professionals provide high school counseling, social counseling, media and library assistance as well as nursing. At capacity, the campus staffing model would be:

Core Teaching	Supplementary Teaching & Support	Student Services	Leadership & Admin
Pre-K Teacher	Pre-K Instructional Assistant	½ High School Placement Counselor	Principal
Kinder Teacher	Kinder Instructional Assistant	Social Worker/Counselor	Academic Dean
1 st Grade Teacher	1 st Grade Instructional Assistant	½ Nurse	Operations Associate
2 nd Grade Teacher	SPED Teacher(s)	½ Media & Technology	Secretary
3 rd Grade Teacher	ESL Teacher(s)	4 PT after school staff OR 3 rd party program	1 PT Cafeteria Coordinator
4 th Grade Teacher	Literacy Specialist		
5 th Grade Teacher	Spanish Teacher		
MS Language Arts	PE Teacher		
MS Math	Music or Art Teacher (or half of each)		
MS Science			
MS Social Studies			
11 Full-time	9 Full-time	2.5 Full-time, 4 PT	4 Full-time, 1 PT
		Grand Total	26.5 Full-time, 5 PT

At capacity, there would be approximately 27 adults in the building to serve a maximum of 255 students. Campus staff would be supplemented by a floating staff of highly specialized special educators like speech therapists, occupational therapists and psychologists. The ratio of students to staff would be 9 to 1. Looking just at teachers, there would be 12.75 students per 1 teacher. The educational model of small grades and personalized attention has worked for these schools in the past and is an important component of future plans. Staffing plans reflect a commitment to quality instruction and appropriate intervention or acceleration where necessary.

The campuses will share some supplementary teachers and elective teachers in year one. The high school placement program will develop over time, as will the school counseling program. Not all campuses have physical space to serve pre-K students. If demand for pre-K is high, CCPCS will investigate options to renovate or lease additional space from the Archdiocese.

Staff collaboration has been an important part of the success of these schools in the past. Student outcomes improved dramatically as the Consortium rolled out clear professional development and team-based teaching models. Teachers meet every Friday for joint planning sessions, professional development and/or administrative discussions. Time is set aside to ensure that teachers can discuss specific children's needs and coordinate intervention services as necessary. As charter schools, teachers would continue to

collaborate with colleagues not only at their own campuses, but also at other campuses in the system. Professional development will include opportunities for lateral cohorts to work together (e.g., all seven 3rd grade teachers would meet to discuss developmental goals and challenges for their students). It will also include ongoing new teacher support through targeted professional development and mentoring.

A task force exists at each campus with lead teachers from the three grade-level groupings (e.g., PreK to 2nd, 3rd to 5th and 6th to 8th) as well as the principal and academic dean. These task forces would continue to provide a mechanism not only for teacher input into school policies and curriculum, but also for teacher collaboration in developing new instructional approaches. Teachers will continue to observe fellow teachers and receive feedback through peer review.

C2d. Employment Policies

Equal Opportunity & Drug-free Workplace

During and after the conversion process, Center City Public Charter Schools will adhere to a strict non-discrimination policy in hiring. CCPCS has developed an employment application that clearly states our non-discriminatory policies. National background checks will be completed for all CCPCS campus personnel. CCPCS adheres to a strict policy prohibiting the use and possession of illegal drugs by employees. Employees who violate this policy are subject to disciplinary action that includes suspension and/or dismissal by their supervisor.

Salaries

At present in these seven schools, most teachers earn between 25% - 35% less than their comparable colleagues in DCPS. CCPCS commissioned a salary benchmark study to establish a salary scale that would be more competitive with DCPS. At the same time, new performance bonuses and re-signing bonuses were designed to reward high performing teachers. A mix of base pay, bonus pay, benefits and professional development will afford teachers, principals and other school personnel the opportunity to earn as much as or more than their colleagues in DCPS. Increases to the existing teacher salary scale will be phased in over two years. By 2009-2010, the teachers' scale should be approximately:

2009-2010

% Inc	Step	Bach	Master's	Aide
	1	\$ 41,500	\$ 45,300	\$ 31,125
1.5%	2	\$ 42,123	\$ 45,980	\$ 31,592
2.0%	3	\$ 42,985	\$ 46,921	\$ 32,239
3.0%	4	\$ 44,275	\$ 48,329	\$ 33,206
3.5%	5	\$ 45,825	\$ 50,021	\$ 34,368
3.5%	6	\$ 47,429	\$ 51,771	\$ 35,571
3.7%	7	\$ 49,183	\$ 53,687	\$ 36,888
3.7%	8	\$ 51,003	\$ 55,673	\$ 38,252
3.5%	9	\$ 52,788	\$ 57,622	\$ 39,591
3.0%	10	\$ 54,372	\$ 59,351	\$ 40,779
2.0%	11	\$ 55,459	\$ 60,538	\$ 41,595
1.5%	12	\$ 56,291	\$ 61,446	\$ 42,218

This scale is subject to inflation adjustment and/or changes reflecting actual enrollment levels. Careful consideration was given to every aspect of the scale. The starting point is at or slightly above that of DCPS so that CCPCS can compete for talented young teachers. Step increases vary over time, reflecting the "burnout" trends in teachers with 6-10 years experience and likewise reflecting the value that these experienced teachers bring to the classroom. There are

12 total steps (compared to 10 for DCPS and 12 for Fairfax County) reflecting CCPCS's belief that teachers are more valuable with experience, but there is a balance among factors contributing to high performance teaching. Regardless of step level, all staff will receive inflation-indexed payroll adjustments each year.

Bonuses

Reinforcing its culture of accountability, CCPCS will implement a performance bonus system that applies to all full-time staff. Teachers, administrators, administrative personnel and central office staff will all be eligible for performance bonuses. The scoring rubrics for these bonuses will be established prior to the start of the year. Each position will have between six and ten criteria that can be measured by a supervisor. Emphasis will be placed on student outcomes in developing the evaluative criteria for teachers and administrators. Administrators will also be evaluated based on parent satisfaction surveys and metrics like staff and student retention. Evaluative criteria for central office staff will be based on defined metrics like bill payment efficiency for accounts payable or student recruitment success for the Community Outreach Manager. Bonuses of up to \$2,000, paid at the end of the fiscal year, will be available in year one. The board of directors will determine the bonus for the Executive Director. Bonuses will be earned and will not be treated as an entitlement. Re-signing bonuses will also be offered to returning campus personnel. Though smaller in dollar amount on average, but also ranging up to \$2,000 for 20 years of service, these bonuses will reinforce our appreciation for high performing teachers. Only campus personnel who receive appointment letters each year will be eligible for re-signing bonuses. The process to receive an appointment letter will ensure that only high-quality personnel are retained in schools.

Evaluations & Dismissal of Staff

We believe in the value of a review process that provides frequent and varied measures for evaluating principals, academic deans, and teachers. The process includes goal setting, identifying measures and benchmarks, and providing feedback connected to strategic objectives, goals, and performance. Informal observations, including peer-to-peer observations, allow for professional growth through feedback and support for common goals. This comprehensive review process establishes a model of shared accountability through individual and school action plans that foster continuous improvement.

Principals will be evaluated yearly by the Head of Schools. The evaluation will focus on assessing the degree to which the accountability plan, campus action plan, and professional goals have been successfully achieved. This is done by using a series of measures including the Principal Portfolio and the Performance Evaluation used to assess evidence of yearly growth. In addition, the Correlates of Effective Schools will be used to measure student achievement, the quality of academic programs and instruction, as well as the level of collaboration within the school, and with parents and extended community. Principals will meet on a quarterly basis with the Head of Schools for review and feedback of overall goals.

Academic deans will be evaluated yearly in a two-part process. The school principal will use a series of measures including the academic dean Portfolio and the Performance Evaluation to assess the academic dean's ability to provide effective instructional coaching and lead and support school improvement initiatives. Academic deans will also meet with the Dean of Instruction twice a year for goal setting, review, and feedback regarding system-wide and site-based professional development initiatives as well as the successful implementation of various academic programs.

Teachers are evaluated yearly by the principal and academic dean through frequent informal observations and formal evaluations. Formal performance assessments are used to measure the teacher's level of success in using effective planning, instruction, and assessments for student growth. These occur three times a year following an initial meeting to evaluate data and set goals. Informal observations provide the

ongoing opportunity for teacher visits by the principal, the Dean of Instruction, and colleagues. Likewise, through weekly Classroom Walk Through, the principal and academic dean are able to observe instruction, the level of student engagement, and the overall classroom environment. Informal observations provide the opportunity for teachers to reflect on various aspects of their practice in feedback discussions with administrators and/or peers.

Timetable for Goal Setting, Reviews and Evaluations

Date	Instrument	Evaluated by
August	Teacher Goal Setting and Feedback	Prin & AD
October	Campus Action Plan (CAP) Review and Feedback * CAP Grade Level Reviews * CAP School Level Review	Prin & AD HOS & DOI
January	Teacher Evaluation and Feedback * Teacher Self Assessment * Portfolio and Performance Evaluation Academic Dean Portfolio and Performance Evaluation	Teachers Prin & AD Prin and DOI
February	Campus Action Plan Review and Feedback * CAP Grade Level Reviews * CAP School level review Principal Portfolio Review and Feedback Principal Performance Evaluation and Feedback	Prin & AD HOS & DOI HOS HOS
April	Campus Action Plan Review and Feedback * CAP Grade Level Reviews * CAP School Level Review	Prin & AD HOS & DOI
June	Teacher Portfolio and Performance Evaluation Academic Dean Portfolio and Performance Evaluation Principal Performance Evaluation Principal Portfolio Principal Performance Appraisal by Faculty Final Campus Action Plan Evaluation & Feedback Reflection and Goal Setting for next academic year * Principal * Academic Dean	Prins & AD Prin & DOI HOS HOS & DOI

Legend: Prin= Principal, AD= Academic Dean, HOS= Head of Schools, and DOI= Dean of Instruction

Central office staff receive annual evaluations from their supervisors, documented in the annual evaluation tool. Staff are required to complete a self-evaluation in May, prior to their annual review which is delivered in June. Senior staff (e.g., Executive Director, Head of Schools and Chief Operating Officer) are required to obtain at least two feedback surveys from people who report to them. The surveys are collected by supervisors (or the board in the case of the Executive Director) and comments are integrated into a report that protects confidentiality. Supervisors set annual performance goals in conjunction with the annual review and in collaboration with the employee. Supervisors and employees are encouraged to meet informally at mid-year to discuss progress and areas for improvement.

Benefits

As part of the conversion process, CCPCS has had to evaluate the current benefits offered to Archdiocesan employees and consider matters of continuity. Health insurance will likely be provided through CareFirst. A dual option plan will provide two levels of coverage. Employees will choose the level of coverage for themselves, dependents and spouses as appropriate. CCPCS expects to cover the full cost of individual coverage for the lower level insurance option. In addition, CCPCS will offer a FLEX plan that enables employees to set aside pre-tax earnings to pay health expenses and/or child care expenses, per the IRS regulations around these FLEX plans. CCPCS will offer a 401k or 403b plan that is independently managed by a nationally recognized financial institution. The employer contribution will likely range between 3% and 6% of annual base salary. The board of directors will evaluate competitive proposals for the management of the 401k or 403b plan in April or May of 2008. Teachers coming from DCPS will be allowed to continue to participate in their pension plans, per the requirements of all public charter schools. CCPCS would make the annual contribution necessary to enable these teachers to participate. Employees will be free to contribute up to IRS determined annual limits for these plans. CCPCS will offer a base level of life insurance for all employees in an amount between \$50,000 and \$100,000. The life insurance will be at no cost to the employee. We are in the process of evaluating options for short-term and long-term disability insurance.

Conversion Employment Notes

CCPCS is in the unique position of “hiring” a staff of teachers, principals and other staff numbering approximately 125 that is already in place at these schools. Because CCPCS is an independent 501c3 organization, we must extend employment offers to all staff on the basis of merit and qualifications. Currently, staff are employed by the Archdiocese of Washington; however, the Archdiocese will not make decisions about who will receive offers to continue with CCPCS. Each teacher will submit a current resume and completed employment application to the CCPCS. Teachers who wish to continue in these schools are asked to submit these materials no later than March 31st. Offers of employment, conditioned upon receipt of a charter, will be issued in April. Our legal counsel has advised us to extend these conditional offers and then request conditionally binding acceptance from staff. Staff who conditionally accept offers of employment are expected to return to the schools in the event that a charter is awarded. Current principals and administrators will make recommendations to the CCPCS Executive Director about who should receive offers of employment, consistent with our policy regarding highly qualified teachers. The Executive Director will review these recommendations and issue offers at her discretion. Timing is critical and the issuance of conditional offers will help CCPCS retain its talented teachers. Already, many teachers and principals have received unsolicited offers from other schools who have read about the planned transition.

Concurrent to extending conditional offers to current Consortium staff, CCPCS will post for new or open positions. At a minimum, CCPCS will be looking for several highly qualified special education professionals as well as new operations associates at each campus. Several current Consortium employees are actually trained and qualified to teach special education, so open positions may include grade level positions that are vacated by transferring teachers.

C2e. Use of Volunteers

Volunteers make up an important part of our school community, and we welcome their participation. They bring much valued experience and talents that enhance our academic programs, enrich learning, and support the mission of the school. Potential volunteers are asked to complete a volunteer form that

includes a checklist of possible areas of interest and availability. Because student safety is paramount at CCPCS we require volunteers to undergo a national background check including fingerprinting, something that is required of all adults working in our schools.

Sample volunteer activities

- Reading to students or working with small groups of students
- Tutoring or leading an after school club or activity
- Chaperoning field trips
- Helping to coordinate school-sponsored events (book fairs, school plays or fundraising events)

Volunteers are required to attend an orientation/training session to help them better understand basic expectations and provide important information. Included in this session is useful health and safety information, such as regulations for dealing with blood borne pathogens, as well as issues including ethics and confidentiality. Volunteers will also be provided with a short handbook with these details for use as a reference. All volunteers are asked to sign a waiver releasing CCPCS from any liability in case of accident.

C3a. Health and Safety

CCPCS will ensure that all entering students meet immunization requirements laid out by the District of Columbia. At present these requirements include evidence of immunization against measles, rubella, poliomyelitis, tetanus, diphtheria and mumps. Students who are unable to provide certification of these immunizations will be referred to the student's physician or to public health authorities. CCPCS campus buildings do not currently meet the specifications for participation in the free nurse program through the DC Health Department. In lieu of this program, CCPCS intends to hire part-time nursing staff in its schools.

C3b. Safety and Fire Codes for Buildings

CCPCS will comply with all safety and fire codes included in the District of Columbia Fire Prevention Code. We will facilitate regular inspections by the fire department as requested, and will prepare affirmative reports on compliance for the DC Public Charter School Board.

C3c. Transportation

Contact and program information on Metrobus and Metrorail discounts for students will be made available to all parents during student registration. CCPCS will not offer regular transportation to students, though will on occasion arrange for special transportation required for field trips and extracurricular activities. We will maintain accident liability and injury insurance coverage. Transportation will only be arranged through certified and properly insured companies. We will assist parents of students with disabilities by arranging for transportation through DCPS.

C3d. Enrollment Data

CCPCS staff will maintain accurate daily attendance data for all registered students during the school year. Reports on attendance will be submitted to the Public Charter School Board or other government authorities of the District of Columbia, as required.

C3e. Maintenance and Dissemination of Student Records

CCPCS will maintain student records in an electronic database that is regularly backed-up to a secondary file server. These records will include basic student information in accordance with the DC School Reform Act. Original copies of registration forms will be kept in locked file drawers at each campus. Student records will only be released with appropriate consent from the parent or guardian.

C3f. Compulsory Attendance Laws

CCPCS will comply with compulsory attendance laws of the District of Columbia and will ensure that accurate attendance records enable school staff to track each student each day.

C3g. Subchapter B of IDEA and Section 504 of Rehabilitation Act

CCPCS will comply with subchapter B of IDEA and Section 504 of the Rehabilitation Act.

C3h. Title I

CCPCS will comply with Title I legislation and develop a plan to support students as well as provide professional development for teachers serving these students. We will comply with legislation to ensure funds responsible management of these funds.

C3i. Compliance with Civil Rights Statutes and Regulations

CCPCS will comply with all federal and local legislation regarding educational services for our students including but not limited to:

- 1964 Title VI of the Civil Rights Act
- 1964 Title VII of the Civil Rights Act
- 1968 Bilingual Education Act
- 1974 Lau v. Nichols U.S. Supreme Court Decision
- 1974 Equal Opportunity Act
- 1985 Office of Civil Rights (OCR): Title VI Language Minority Compliance
- 1991 OCR Policy Update
- The DC School Reform Act

C3j. Any other requirements

Relying on the guidance of counsel, CCPCS will strictly adhere to legal requirements set forth in the First Amendment. Precedents set by prior court rulings make clear that public schools cannot be governed by a church and the church will have no decision-making or programmatic authority over these schools.

C4a. Timetable and Tasks for Implementation of the Charter

Category	Time Period	Task
Marketing	Apr	Design & rollout new public web-site
	Apr - May	Media campaign to reach new students
	May	Open houses at each campus for new students
	Jun – Jul	Additional marketing & recruitment activities to support enrollment
Enrollment Application	Jan 1 – Feb 29 th	Receive & process priority enrollment applications from current Consortium students

Center City PCS

Category	Time Period	Task
	Mar 1 – Jun 6 th	Receive & process open enrollment applications
	Jun 11 th	Lottery for open spaces, if necessary
	Jun 16 th	Public announcement about charter awards
	Jun 18 th	Notices to applicant parents/guardians
Registration	Jun 19 th – Aug 15 th	Registration period for parents/guardians to complete forms, students to take placement tests if necessary, etc. ALSO – re-open enrollment if necessary
	Aug 16 th	Notice to parents/guardians who have not completed registration
	Aug 22 nd	Notice to waitlist parents/guardians if applicable
	Aug 22 nd – Sep 2 nd	Re-open enrollment if necessary
Student Information System (SIS)	May	Competitive bidding & vendor selection for SIS
	Jun	Design custom reports, templates and other build out for SIS
	Jul – 1 st & 2 nd weeks	Training for central office staff + Operations Associates + principals on SIS
	Jul – 2 nd & 3 rd weeks	Student data upload to SIS from existing Access DB
	Aug – 2 nd week	Training for teachers on SIS
	Aug – 3 rd week	Testing of student data accuracy in SIS
Personnel	Apr	Conditional employment letters to conversion staff
	Apr 25 th	Competitive bidding & vendor selection for health insurance, 401k and other benefits
	Apr 30 th	Draft of Employee Handbook (to be approved by board in May)
	May/Jun	Interviews and employment offers for new staff
	May/Jun	Volunteer registration & consent for background checks
	Jun	Background checks for all employees & volunteers slated to start July 1 st and beyond
	Jul	Employee orientation for central office & select campus personnel
	Aug	Employee orientation & professional development for remaining campus personnel
Budgeting & Audit	May 15 th	Revise FY09 budget based on student application levels and available contract information
	May 30 th	Deadline for Board of Directors to approve detailed operating budget for FY09
	June 16 th	Submit board approved FY09 operating budget to PCSB if charter is awarded
	Jul 1 st	Start of fiscal year 2009
	Jul	RFP & contract negotiations for FY08 independent audit of pre-opening year financial activities
	Aug	Financial audit of FY08

Center City PCS

Category	Time Period	Task
Foundation Relations	Apr	Work with Charter School Growth Fund to revise/edit list of milestones and plan for execution
	May & Jun	Application to New Schools Venture Fund and Walton Family Foundation to supplement CSGF commitment
	FY09	On-going reporting and monitoring of the CSGF grant
Facilities	Apr	DCRA committed to decide on Certificates of Occupancy for the seven current school sites
	Apr	Find central office space to lease
	May	Competitive bidding & vendor selection for janitorial & maintenance services contract(s)
	Jun 30 th	Move central office into leased space
	Jul	Final walk through to confirm condition of leased facilities
Student Services	Apr	Competitive bidding & vendor selection for student counseling & special education as applicable
	May	Competitive bidding & vendor selection for food service

C4b. Major Contracts Planned

SERVICES	POSSIBLE VENDORS	COST INFO/ESTIMATES
PROGRAM & STUDENT SERVICES		
Web-based diagnostic assessment used to track student progress and target students' instructional needs	Scantron Corporation MWEA	\$40,000
Waterford Early Reading Program – computer-based program used in Kindergarten and 1 st grades to supplement the literacy curriculum Waterford Early Math and Science Program – computer-based program used in Kindergarten and 1 st grade to supplement mathematics curriculum	Pearson Digital Learning	\$42,000 *Purchased new equipment this year for 2 schools; will need to maintain current equipment and purchase new equipment for remaining 5 schools
Student data information system (Powerschool) - Implementation, training & licensing	Pearson	\$50,000
Social Studies Textbooks (K-8)	Houghton Mifflin McGraw Hill Oxford University Press (Joy Hakim)	\$60,000

Center City PCS

SERVICES	POSSIBLE VENDORS	COST INFO/ESTIMATES
ELL Services/Foreign Language Instruction	Center for Applied Linguistics Hampton Brown Sonrisas English in My Pocket George Washington University	\$50,000 - \$100,000
Special Education Services & School Counseling	End-to-End Conoboy	\$300,000 - \$450,000
Meal service at seven campuses (lunch + some breakfast)	Sodexo	\$400,000 - \$500,000
FACILITY & MAINTENANCE SERVICES		
Building janitorial & maintenance services for seven campuses	Complete Building Services	\$500,000 - \$650,000
PERSONNEL & RELATED EXPENSES		
Professional development workshops and instructional coaching for admin and teachers	Teachscape	\$175,000
401k and corporate retirement account management	TIAA-Cref AIG Valic	Depends on mgmt fees
Health insurance contract for employee benefits	CareFirst United Aetna	\$700,000 - \$750,000
OFFICE & GENERAL EXPENSES		
Independent Financial Audit of FY08 pre-opening year	PCSB list	\$25,000
Legal counsel for HR	Ford & Harrison	\$25,000 - \$30,000
Legal counsel for Real Estate & Corporate Matters	Hunton & Williams Covington & Burling Linowes & Blocher	\$25,000
Security equipment & monitoring services for schools	American Security Capitol Alarm Security Brinks	\$45,000
IT support contract	Dynamic Network Solutions	\$50,000
Telecommunication including mobile phone & data service for certain staff + DSL service	Verizon Sprint	\$75,000 - \$90,000
Upgraded IT infrastructure, cabling and other network systems	Dynamic Network Solutions	\$100,000
Copier rental & maintenance	UBM Capitol Office Solutions	\$100,000 - \$125,000
General liability, educator's liability, business property and D&O insurance	The Hartford	\$100,000 - \$125,000

C4c. Orientation of Parents, Teachers, and Other Community Members

Parent Orientation & Ongoing Communication

Parents learn about CCPCS through a variety of informal and formal mechanisms. As part of the student registration process, each family receives a copy of the Parent & Student Handbook. This handbook provides detailed information about the following:

- Student registration documentation & requirements
- School mission and culture
- Contact information for campus and central office leadership
- Attendance, excused absence & tardy policies with specific details about school hours
- Campus drop-off and pick-up procedures
- Procedures for safe evacuation and fire drills
- Information about discounted metro fares for students
- Student dress code and order information for uniforms
- Meal service overview and requirements to qualify for free or reduced lunch service
- Grading scales and testing schedules
- Description of frequency and purpose of parent-teacher meetings
- Expectations of parents around checking homework and supporting learning
- Policies for student records and maintenance of privacy
- Student discipline policy, including procedure for appeals
- Technology & personal electronic devices policy
- Information about and contact information for the Home & School Association
- Volunteer opportunities for parents and other community members
- Guidelines for visiting the school & registering with the school secretary

At the end of the Parent & Student Handbook, there is a Parent & Student Contract. This contract lists several summary statement affirming that parents and students have read the handbook and that they agree to the policies and procedures in the handbook. A signed Parent & Student Contract must be submitted prior to the start of school to complete the student registration process.

In addition to the handbook, each parent or guardian receives a welcome letter from the school two weeks prior to the first day of school. The welcome letter highlights specific information about drop-off and pick-up procedures, the student dress code and materials required for the first day of class. The welcome letter has contact information for the student's homeroom teacher, for the principal and the academic dean. Parents are invited to email, phone or visit the school in advance of the first day if they have questions. The school year calendar is attached to the welcome letter.

Approximately two weeks into the start of the school year, each campus hosts a Back to School Night. All parents and students are invited to attend. Parents meet with homeroom and subject-specific teachers while walking through the student's schedule. Information is distributed about the Home & School Association and the first fall meeting date is advertised. If possible, parents can schedule their first round of parent-teacher meetings during the Back to School Night.

Throughout the school year, notices are sent home every Thursday in a plastic envelope. Parents are asked to review the information each week and sign-off that they have received it. Parents are invited to log-on to the Powerschool web interface to review graded assignments completed and upcoming for their students. Parents can elect to receive email updates about testing, quizzes and other assignments.

Staff Orientation

Each year, staff return to campuses at least three weeks prior to the first day of school. Through a mix of structured meetings, professional development, and planning blocks, the school staff prepares for the school year. The staff orientation includes a review of school policies, community building activities and the creation of a Professional Learning Community (PLC). Staff are trained on educational programs, instructional practices, and classroom preparation. Time is allotted to analyze student data and develop lesson plans for the year. New teachers, including those new to teaching as well as new to CCPCS, will engage in professional development to ensure they are well-prepared to work with students. The leadership team, comprised of principals, academic deans, and the school task force is organized at the start of each year.

Community Orientation

As part of the outreach to the community (Section B5a.) and student recruitment (Section B5b.) activities, CCPCS will offer community members a number of opportunities to visit the school during evening open houses and/or other activities hosted in the buildings. The marketing plans include numerous public announcements and advertisements designed to invite community members to these schools. Visitors will be greeted and signed-in by school secretaries. Visitors will also be offered tours and literature that explain the school's mission and program. Community members will be invited to special school events like concerts and student performances.

C4d. Services Sought from the District of Columbia Schools

CCPCS does not expect to contract with DCPS for services other than coordinating transportation for special education students requiring transportation. We will be our own LEA and will therefore contract for evaluations through service providers. We will outsource meal preparation to a certified food service provider.

Center City Public Charter Schools Accountability Plan - School Years 2008–2009 to 2013–2014

The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

I. Academic Goals

Performance Indicators	Assessment Tools	Baseline Data	Annual Targets	Five-year Targets	Strategies for Attainment
<u>Performance Goal:</u> <u>Reading</u> Students will read and comprehend grade-level appropriate text in the core content areas.					
Students will increasingly improve Reading scores on formative/summative assessments.	Phonological Awareness Literacy Screening (PK – 1 st) Benchmark Assessment ¹ (2 nd – 8 th) DC-CAS (3 rd – 8 th) Teacher-created criterion-referenced assessments	Fall 2008 PALS data Fall 2008 Benchmark data Spring 2009 DC-CAS data Fall 2008 data gathered through teacher observation and teacher-created assessments	Students will meet or exceed Spring PALS benchmark scores. Students' annual Reading scale score gains will equal or exceed projected growth targets established by the Benchmark Assessment. In SY 09-10, our schools will make AYP by either reaching proficiency targets or by obtaining a 10% increase in the number of students that score proficient or advanced in R/LA (whole school avg). Each subgroup will make sig. gains toward its AYP goal.	Students will meet or exceed Spring PALS benchmark scores. Students' annual Reading scale score gains will equal or exceed projected growth targets established by the Benchmark Assessment. In SY 09-10, our schools meet AYP goals of proficient or advanced in R/LA (whole school avg and each subgroup).	Reading instruction will occur during a structured daily 100-min literacy block. Interdisciplinary planning and instr. delivery. R/LA Power Standards aligned to DC-CAS. Routine use of formative and summative assessment data to inform instructional decisions and target individual student needs. Small group instruction, use of authentic literature & technology integration Student intervention and academic support programs Campus Action Plans
<u>Performance Goal:</u> <u>Written and Oral Communication:</u> Students will be effective communicators, clearly expressing ideas both orally and in writing, and applying appropriate language conventions.					
Students will increasingly improve Language scores on formative/summative assessments and performance on bi-annual writing benchmark assessments.	Benchmark Assessment (2 nd – 8 th) CCPCS Bi-annual Writing Benchmark Assessments (K – 8 th) Teacher-created criterion-referenced assessments	Fall 2008 Benchmark data 1 st Semester Writing Benchmark Assessment data Fall 2008 data gathered through teacher observation and teacher-created assessments	Students' annual Language score gains will equal or exceed projected growth targets established by the Benchmark Assessment. Students will score proficient or higher on CCPCS Writing Benchmark Assessment rubric.	Students' annual Language score gains will equal or exceed projected growth targets established by the Benchmark Assessment. Students will score proficient or higher on CCPCS Writing Benchmark Assessment rubric.	Language and Writing instruction will occur during a structured daily 100-min literacy block. Interdisciplinary planning and instructional delivery. Routine use of formative and summative assessment data to inform instructional decisions and target individual student needs. Small group instruction, use of authentic literature & technology integration Student intervention and academic support programs Campus Action Plans

Center City PCS

Performance Goal:

Mathematics Students will master and apply grade-level appropriate computational skills and concepts; they will use mathematical reasoning to solve problems.

Students will increasingly improve Mathematics scores*on formative/summative assessments.	Test of Early Mathematics Ability (PK – 1st) Benchmark Assessment*(2nd – 8th) DC-CAS (3rd – 8th) Teacher-created criterion-referenced assessments	Fall 2008 TEMA data Fall 2008 Benchmark data Spring 2009 DC-CAS data Fall 2008 data gathered through teacher observation and teacher-created assessments	Students will meet or exceed the 50th percentile on TEMA. Students' annual Math score gains will equal or exceed projected growth targets established by the Benchmark Assessment. Beginning SY 09-10, our schools will make AYP by reaching proficiency targets or by obtaining a 10% inc. in the number of students that score proficient or advanced in Math (whole school average). Each subgroup will make significant gains toward its AYP goal.	Students will meet or exceed the 50th percentile on TEMA. Students' annual Math score gains will equal or exceed projected growth targets established by the Benchmark Assessment. Beginning SY 2009-10, our schools meet AYP goals of proficient or advanced in Math (whole school average and each subgroup).	Mathematics instruction will occur during a 90 min. math block. Interdisciplinary planning and instructional delivery. Math Power Standards that are aligned to the DC-CAS. Routine use of formative and summative assessment data to inform instructional decisions and target individual student needs. Small group instruction & technology integration Student intervention and academic support programs Campus Action Plans

Performance Goal:

Science Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.

Students will increasingly improve Science scores on formative/summative assessments. Students at all grade levels will submit class, group, or individual projects for <i>Science Fair</i> exhibitions.	Benchmark Assessment (2nd – 8th) Science Fair Project Scoring Rubrics Teacher-created criterion-referenced assessments	Fall 2008 Benchmark data Winter 2009 Science Fair Project Scoring data Fall 2008 data gathered through teacher observation and teacher-created assessments	Students' annual Science scale score gains will equal or exceed projected growth targets established by the Benchmark Assessment. Students will score proficient or higher on a Science Fair Project scoring rubric.	Students' annual Science score gains will equal or exceed projected growth targets established by the Benchmark Assessment. Students will score proficient or higher on a Science Fair Project scoring rubric.	Interdisciplinary planning and instructional delivery. Science Power Standards Routine use of formative and summative assessment data to inform instructional decisions and target individual student needs. Small group instruction & technology integration Student intervention and academic support programs Campus Action Plans

Performance Goal:**Social Studies** Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.

Students at all grade levels will complete yearly inquiry-based, thematic, research-oriented performance-based assessment projects.	Project Scoring Rubric Teacher-created criterion-referenced assessments	Spring 2009 Project Scoring data Fall 2008 data gathered through teacher observation and teacher-created assessments	Students will score proficient or higher on the performance-based assessment scoring rubric.	Students will score proficient or higher on the performance-based assessment scoring rubric.	Interdisciplinary planning and instructional delivery. Social Studies Power Standards Routine use of formative and summative assessment data to inform instructional decisions and target individual student needs. Small group instruction & technology integration Student intervention and academic support programs Campus Action Plans

Performance Goal:**Readiness for High School** Students will be equipped with the academic skills needed to be accepted into the competitive high schools of their choice.

Students will matriculate into selective public, private, or charter high schools of their choice.	High school acceptance letters High School Placement Test (HSPT)	2009-10 High School Acceptance Statistics Fall 2008 HSPT data	85% of 8 th grade students will be accepted into one of their top five high school choices.	95% of 8 th grade students will be accepted into one of their top three high school choices.	Establish student-centered high school counseling with families. Coordinate with competitive area high schools to understand acceptance criteria. Assign capstone projects to help students prepare for high school. Conduct the HSPT and other entrance exam preparation for students.

II. Non-Academic Goals					
Performance Indicators	Assessment Tools	Baseline Data	Annual Targets	Five-year Targets	Strategies for Attainment
Performance Goal: <u>Character Education</u> Campuses will be thriving communities of respectful and responsible learners.					
Students will attend school daily and arrive on time. Students, staff, and parents will express their satisfaction with the school environment on climate surveys. Students will independently implement strategies learned through our Character Education programs.	Daily monitoring of student attendance Climate Surveys Administrative Disciplinary Action Summary Reports	2008-09 Student Attendance data Spring 2009 Climate Survey data 2008-09 Administrative Disciplinary Action Summary Report data	Student attendance data will improve one-half a percentage point each year toward 5-year target. 75% of responses on the climate survey will indicate an overall positive view of CCPCS. The number of incidents requiring disciplinary action will decrease yearly.	CCPCS will achieve an average attendance rate of 95%. 95% of responses on the climate survey will indicate an overall positive view of CCPCS. The number of incidents requiring disciplinary action will decrease yearly.	Conduct professional development on the <i>Sojourners</i> Character Education program as well as classroom management and organization strategies for all staff members. Staff will serve as models of respectful and responsible learners. Reinforce core values through implementation of the Character Education curriculum and regular communication with parents/community. Daily recitation of the Student Honor Code. All students sign a CCPCS Student Contract. Emphasize and teach conflict resolution strategies. Strengthen STAT Team's ability to implement to early intervention and support programs for students and families.
Performance Goal: <u>Character Education</u> Students will perform regular and reflective community service that is consistent with the schools' core values.					
Students will collaboratively research and select community service projects that are consistent with the schools' core values.	Documentation of the completion of service projects (letters, photographs, presentations, etc.) Student journals	2008-09 Service Project documentation Spring 2009 student journals	100% of students will participate in at least one group-organized community service projects.	100% of students will participate in quarterly group-organized community service projects.	Community service will be an essential component of the <i>Sojourners</i> Character Ed. Partnerships with community organizations. Soc. Stu. curriculum will include the study of current community, national, and global events with a values-based perspective. Students will be asked to write about and/or share orally their service experiences and explain how they relate to one or more of the school's core values.

Center City PCS

<u>Performance Goal:</u> <u>Parent Involvement/ Satisfaction</u> Parents see themselves as partners in their children's education. Parents will view the school positively and express satisfaction with their choice.					
Parents will participate in school activities, both academic and extra-curricular. Each year a parent representative will be asked to serve on the school-based management team (SBMT). Parents will re-enroll their children at CCPCS.	Parent Volunteer/ Attendance Logs School-based Management Team Meeting Minutes Parent Surveys Student re-enrollment statistics	2008-09 Parent Volunteer/Attendance Logs 2008-09 School-based Management Team meeting minutes 2008-09 Parent Surveys 2009 Re-enrollment data	75% of parents will attend parent conferences. 75% of parents will attend school-wide meetings and events. 75% of students will volunteer at the school. One parent will serve on the (SBMT) for the entire school year. 75% of parents will express and overall positive view of CCPCS. 80% of eligible families will re-enroll at CCPCS.	95% of parents will attend parent conferences. 95% of parents will attend school-wide meetings and events. 95% of students will volunteer at the school. One parent will serve on the (SBMT) for the entire school year. 95% of parents will express and overall positive view of CCPCS. 85% of eligible families will re-enroll at CCPCS.	Formal Parent Conference opportunities will be scheduled each quarter and advertised in the school calendar and newsletters. Enhance communication with parents through increased opportunities (i.e., newsletters, website) to visit/volunteer at the school for conferences, events, field trips, service projects, etc. Parents will be able to obtain real-time updates on their child's performance using PowerSchool. Home-School Associations
<u>Performance Goal:</u> <u>Professional Development</u> Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.					
Teachers' lesson plans and instructional delivery show evidence of the implementation of strategies and programs learned through PD sessions.	Teacher Evaluations Classroom Walk-Throughs (CWTs) Teacher Surveys Instructional Planning Tools (IPTs) Teacher Portfolios	Jan 2009 Teacher Evaluations 1 st Qtr. CWT data Jan 2009 Teacher Surveys Spring 2009 IPTs and Teacher Portfolios	70% of IPTs and portfolios will reflect evidence of professional development. 75% of teachers will express satisfaction with the level of learning support provided.	85% of IPTs and portfolios will reflect evidence of professional development. 85% of teachers will express satisfaction with the level of learning support provided.	Academic Deans will serve as instructional coaches for teachers. Teachers will participate in ongoing professional development. Teachers will be encouraged to take ownership of their learning experiences by establishing individual performance goals. Principals and Academic deans will provide routine constructive feedback on lesson plans and observations.

III. Organizational Goals

Performance Indicators	Assessment Tools	Baseline Data	Annual Targets	Five-year Targets	Strategies for Attainment
<u>Performance Goal:</u> Principals and Academic Deans will be instructional leaders.					
Principals and Academic Deans will: 1) Collaborate with the teacher leadership team to develop yearly Campus Action Plans. 2) Use the Correlates of Effective Schools to guide school improvement efforts. 3) Provide routine feedback on lesson plans and classroom observations.	Campus Action Plan (CAP) Review Correlates of Effective Schools Rubric Principal and Academic Dean Portfolio Reviews and Evaluations	2008-09 Campus Action Plans June 2009 Correlates of Effective Schools Evaluations Winter 2009 Portfolio Review and Evaluation data and feedback	Schools will implement a comprehensive evaluation of CAP goal attainment to determine successes and challenges. 80% of Principals and Academic Deans will receive at least a “Satisfactory” rating on the Correlates of Effective Schools rubric. 80% of Principals and Academic Deans will receive at least a rating of “Developing” or “Accomplished” on their Portfolio Review.	Schools will attain 90% of their CAP goals 95% of Principals and Academic Deans will receive at least a “Satisfactory” rating on the Correlates of Effective Schools rubric. 90% of Principals and Academic Deans will receive at least an “Accomplished” rating of on their Portfolio Review.	Central office staff will ensure the principals have the resources needed to be instructional leaders. Principals and Academic Deans will participate in professional development. Central office staff will provide guidance through routine CAP Review meetings. Central office staff will conduct mid-year portfolio reviews and evaluations. Each school will establish Professional Learning Communities, which will include Teacher Leadership Teams and Critical Friends protocols.
<u>Performance Goal:</u> Campuses will provide a safe and healthy environment that is conducive to learning.					
School buildings will be safe, orderly, and well-maintained environments.	Correlates of Effective Schools Rubric Building Inspections Evacuation & Fire Drill Procedures	June 2009 Correlates of Effective Schools Evaluations Certificate of Occupancy inspection notes from 2008 Safety Procedures Manual	80% of Principals and Academic Deans will receive at least a “Satisfactory” rating on the Correlates of Effective Schools rubric. Schools will maintain current certificate of occupancy & receive regular inspections from fire & health officials. Schools will conduct quarterly fire drills.	95% of Principals and Academic Deans will receive at least a “Satisfactory” rating on the Correlates of Effective Schools rubric. Within 5 years, all campuses will have access to at least part-time school nurse.	Teachers will create “Talking Wall” with displays of student work. Student lunch programs will provide healthy and nutritious meals. Schools will post evacuation routes and conduct regular drills. Designated staff will assume leadership of evacuation procedures on each floor. Qualified 3 rd parties will conduct independent building inspections for mechanical, electrical and structural safety.

Performance Goal:

The CCPCS Board will provide effective policy guidance, governance, and support to school leaders.

The Board of Directors conducts regular open meetings and provides sound oversight to the business and programs of CCPCS. The Board commissions an independent financial audit that is completed unqualified.	Board meeting minutes. Annual self-assessment conducted by Board. PCSB review concerning governance. Financial audit.	'08-09 Board minutes. Board assessment completed in summer 2009. 1st year review from PCSB. '08-09 financial audit.	In the first year, the Board will meet monthly. Board agendas will be distributed at least five days prior to meetings. Board meetings will have a quorum. Board will review financial audit, annual report, and all reviews conducted by PCSB or other agency. The financial audit will be delivered without qualification from an independent auditor.	Board will meet quarterly. Board positions will not remain vacant for more than six months.	The CCPCS Board will respond to the interests of all constituencies (administrators, parents, community members, business professionals, PCSB) in a timely manner. The Board will create and maintain appropriate committees. The Board will always have an odd number of members. The Board will complete an annual review of the Executive Director. The independent auditor will be selected from the pre-approved list from PCSB.

¹ Either using Performance Series or another tool to assess students intra-year.

B1a. Profile of the Founding Group

Our founding group includes a mix of current and former employees from the Consortium (the Consortium), experts in standardized student assessment, the former CFO for KIPP DC, two legal teams specializing in public charter schools and three parents of students in the converting schools. Biographies for our founding group are as follows:

Mary Anne Stanton, Executive Director. Before retiring from the Consortium in 2006, Ms. Stanton spearheaded improvements to the reading and math curriculum, adopted the rigorous Indiana standards and put in place critical principal and teacher accountability measures. She hired a nationally recognized organization to provide support and training to teachers and created a team of education specialists to provide consistent instructional coaching to teachers. These efforts yielded significant improvement in student outcomes. Ms. Stanton has returned to lead this conversion effort because she has the respect and admiration of the staff and knows the students and parents at these schools on a personal level. Born and raised in the District, Ms. Stanton is a current DC resident. She has over 25 years experience as a leader, administrator and teacher in DC area schools.

Juana Brown, Head of Schools. Ms. Brown is the current co-Executive Director at the Consortium. She leads the curricular programs, standards, student assessment and staff professional development programs. She has been working in these schools for over 17 years as a teacher, principal and now executive leader. The current principals, education specialists, teachers and parents respect Ms. Brown and many have been persuaded to embrace this conversion process through her example. Post conversion, Ms. Brown will continue to provide leadership around all aspects of the academic program and student services as the new Head of Schools, a position which will oversee all seven campuses for CCPCS.

Bridget Coates, Academic Dean. Ms. Coates currently serves as an education specialist for the Consortium. In this role, Ms. Coates has provided instructional coaching and leadership to a team of 15 teachers and 3 support personnel. She has six years of middle school teaching experience and 3 years service as an Assistant Principal to St. Thomas More in Ward 8. Ms. Coates has worked on the vertical alignment of content standards for the schools up for conversion and will continue to provide instructional leadership as an academic dean after the conversion. Ms. Coates is a DC resident.

Brenna Copeland, Chief Operating Officer. Ms. Copeland joined the team to examine the operational and financial impacts of converting to a public charter school. She previously served as CFO and Director of Real Estate for the KIPP schools in DC. At KIPP, Ms. Copeland was responsible for developing the back office structure and processes for accounting, audit, procurement, budgeting and IT. In addition, she developed a growth plan to lease, purchase and develop over 250,000 square feet of school space. In her prior job, Ms. Copeland provided commercial loans for facility purchase and renovation to charter schools in DC, NC, and TX. She holds an MBA with a focus in Finance. Post conversion, Ms. Copeland will lead the operations and finance work of the central office as the COO.

Michon A. Floyd, Dean of Instruction. Ms. Floyd has worked at the Consortium for the past four years as an education specialist and now as the assessment and data coordinator. She taught middle school for seven years in Prince George's County and is still certified to teach elementary and middle school in MD. She completed her master's of education at Howard University in 1997 and is working towards a doctorate of education & educational leadership that is focused on curriculum and instruction.

Ms. Floyd has been deeply involved in creating the education plan and will serve as the Dean of Instruction for CCPCS.

Mauricio A. Garay, Parent. Mr. Garay has had children at Immaculate Conception for many years. His son Walter is in the 7th grade and has attended Immaculate since Kindergarten. Mr. Garay is active in the Home and School Association and often volunteers his time and resources to provide food for student events. He plans to re-enroll his son once Immaculate converts to CCPCS Shaw campus. He has provided critical input to the parental involvement plans for CCPCS. He is a chef at the Hotel Lombardy responsible for operations in the food and beverage department and lives in Ward 7 of the District of Columbia.

Ted Gloster, Parent. Mr. Gloster is a graduate of St. Gabriels, one of the schools up for conversion. His children have attended Nativity, another one of the schools up for conversion. He has been an active parent volunteer and member of the Nativity community. During the conversion process, he has volunteered his time to organize events and open houses that have provided critical discussion forums for other parents. He is a program analyst for the DC Department of Employment Services and a long-time DC resident.

Phyllis Hedlund. Dr. Hedlund is the founder and former Executive Director of City Collegiate Public Charter School in DC. She led all components of hiring, management and curriculum development at City Collegiate. Prior to founding the school, she was an adjunct assistant professor at the Univ. of Colorado who taught SPED 5111: Teaching for the Success of All Adolescents. She taught high school English for six years and obtained a Doctorate of Education in Curriculum and Instruction from George Washington University. Dr. Hedlund also has a Masters of Arts in Educational Administration and Supervision.

Dominique M. Foulkes Johnson, MD, Parent. Dr. Johnson is a parent of four children (one current student and three future students) and a pediatric physician. During the charter application process, Dr. Foulkes has served as a resource for refining the student discipline policy and the parental involvement plans for the schools. She has volunteered her time to help coordinate parent events and design effective parent communication materials. She has an MD from Johns Hopkins and a BS from Morgan State University. She lives in the District of Columbia.

D. Tod Ackerly. Mr. Ackerly is a partner at Covington & Burling and has advised CCPCS in the creation of articles, by-laws and other corporate documents. He has also researched charter application and conversion issues on our behalf.

Alison Davis & Kevin Kraham. Ms. Davis and Mr. Kraham are partners at Ford & Harrison who specialize in school human resources law. They have provided invaluable input to a number of areas including hiring, personnel evaluation, application of first amendment and enrollment.

Center City Public Charter Schools, Inc. submits this charter application. Our mailing address:
910 17th Street NW Suite 1150
Washington, DC 20006

Members of our founding group are not directors or officers of any other organizations. CCPCS was formed in October of 2007 and therefore has no prior annual reports to include in this application. No

specific organizations have served as partners in the preparation of this application, although the Consortium currently contracts with over 50 vendors in annual amounts exceeding \$10,000. Select vendors may continue to partner with the schools going forward, depending on the outcomes of a formal public bidding process to be held this spring.

Our founding group includes three parents to help represent the interests and concerns of parents in this process. These three parents have provided critical feedback in the drafting of the parent & student handbook and the overall structuring of the charter school to ensure that it preserves the best elements of the current programs and enhances the weaker elements. Our founding group includes three current or former teachers from the Consortium schools (Ms. Brown, Ms. Coates, and Ms. Stanton). Teacher input has been an important part of developing the education plan so that it reflects best practices already in place and new initiatives that will roll out after the conversion. A majority of the founding group resides in the District of Columbia and all members of the group are 100% dedicated to sustaining high quality public education in the District.

Specific expertise from the founding group has been critical to drafting several key components of the charter school plans. Ms. Floyd has provided critical expertise in standards alignment, program development and curriculum planning. Dr. Hedlund has provided special education staffing and program experience, a new perspective on instructional coaching and specific knowledge of the DC Public Charter School Board academic requirements. Ms. Coates has been involved in reviewing and providing input to the education plan, particularly around teacher development and scheduling. Ms. Copeland has applied direct experience managing finance and operations for a multi-site DC charter school to the business and operational planning of CCPCS. The parents involved have advised us throughout the conversion process, served as spokespeople and offered insight into the areas of the program that parents consider most critical to continued success for the children.

Position titles are included for members of the founding group who will assume leadership positions at CCPCS if the charter is approved. The three parents will be considered for board positions, pending input from other parents in these schools. Other members of the founding group will be invited to join our volunteer advisory board. There are no plans to expand the founding group at this time.

B1b. Planning Process

An evaluation of the plan to convert these schools to public charter commenced early in the spring of 2007. At that time, the board of the Consortium recognized that the twelve Catholic schools in the inner city of DC simply could not sustain themselves on tuition and private fundraising, despite the impressive academic results and grassroots support for these schools.

Spring & Summer 2007. A team of individuals formed to examine the possibility of converting these schools to charter. The team included two members of the Consortium board, two members of the Archdiocesan staff, a parish priest, a school principal, a teacher, a parent, three consultants and two staff members from the Consortium. This team created the first planning documents around the conversion and prepared a report for the Archbishop stating the case for conversion. During the process, the team studied operational issues, parent and staff concerns, financial projections, staffing implications, compliance with the U.S. Constitution and program design. The team was led by Jack Griffin, Chair of the Consortium board at the time. The recommendations from the study team were presented to a steering committee that carefully examined all the options and synthesized a final recommendation for the Archbishop in late

July. The steering committee sought to keep schools open, preserve the strong academic programs and enable even more students to attend these schools by converting them to public charter.

Fall 2007. In September, the Archbishop began a consultation process with parish churches and schools. The recommendations were presented to the parents, students, teachers and staff in a series of open house meetings where parents were encouraged to ask questions and actively participate in the process. Parishes were invited to develop a counter-proposal, should the parish prefer to operate their school as a Catholic school rather than support the public charter conversion. The consultation process lasted several months and only two schools presented counter-proposals to the Archdiocese. On Monday November 5th, the Archbishop formally announced the seven schools that would have the option to apply for and convert to public charter, or face closure in the summer of 2008.

Concurrent to the consultations process, the Archbishop requested proposals from non-church organizations to serve as the “charter operator”. The RFP indicated that a charter operator would need to draft the charter application and subsequently provide all back office support and leadership necessary to operate the schools if awarded a charter. Furthermore, the charter operator would need to raise all private funds necessary. Our founding team delivered our proposal to the Archdiocese on October 24th. On December 6th, the Archdiocese announced that our team would become the charter school operator for these schools.

Our founding group organized around five key areas of expertise & commitment:

- Academic best practices, standards and student assessment
- Knowledge of these particular schools, staff & parents
- Business and operational best practices for DC public charter schools
- Financial commitment to support conversion
- Legal expertise

Starting with the financial commitment, our board Chair, Jack Griffin, brought a willingness to support our efforts by raising funds from local and national foundations, corporations and individuals. Mr. Griffin also brought firsthand experience funding and overseeing renovation projects in these specific school buildings. Several years ago, Mr. Griffin had organized monetary and in-kind donors to complete over \$6 million in basic renovations to these schools.

Mr. Griffin recruited Joseph Bruno, President of Building Hope, to join the board. Mr. Bruno brought in-depth knowledge of business & operational best practices for DC public charter schools. Building Hope has helped over a dozen DC charter schools obtain, renovate and finance facilities. Likewise, Building Hope has provided countless hours of technical assistance in accounting support, operational and facility management. Lastly, Building Hope brings financial resources to these schools in the form of potential future loans or credit enhancement. To supplement the financial strength and legal expertise of the board, Mr. Griffin recruited Ralph Boyd, President of the Freddie Mac Foundation and former Senior Counsel to Freddie Mac Co. Mr. Boyd not only leads one of the most active local foundations, but also brings nearly twenty years of legal experience to the CCPCS board.

For staff, the board recruited Mary Anne Stanton to return from retirement and lead the charter organization. Ms. Stanton brought not only an impressive track record implementing academic reform, but also an intimate knowledge of these teachers, parents and students. A well known leader prior to her retirement from the Consortium, Ms. Stanton brings tremendous respect and leadership capacity to the

charter organization. Of the 120 existing teachers and principals in these schools, nearly all remember the remarkable impact Ms. Stanton had on student outcomes by creating a system that focuses its resources in the classroom. The board also recruited Brenna Copeland, the former CFO and Director of Real Estate at KIPP DC, to join the management team. Ms Copeland brought intimate knowledge of building and operating a multi-site public charter school in the District from her work at KIPP DC. Ms. Copeland had also been a lender to charter schools around the country, and therefore had a wealth of information on charter management best practices. This team grew the founding group to include a number of specialists and experts that further enhanced our knowledge of the charter application process, best practices in student assessment, teacher professional development and special education.

In December, this team was allowed to enter schools and begin to involve teachers, parents and students in the process. Within 48 hours of the Archdiocesan announcement, the founding team had met with 95% of the principals, academic deans and teachers in these schools. The series of meetings provided information about the conversion process and asked teachers and principals to volunteer their time and opinions. Each staff member was surveyed about the mission and core values of the organization. Results were tabulated and synthesized into a revised mission and values statement in late December. A staff founding committee of over 25 professionals was organized to meet regularly and discuss issues such as enrollment, conversion endorsements, staffing, job descriptions and program design.

In December and January, parents and community members were invited to a series of open houses. Parents were asked to list their primary concerns about the conversion process and to rank the program components that most needed improvement in schools. Sign-in sheets and volunteer forms showed that over 450 parents attended at least one of the meetings. A parent volunteer committee was organized to provide explicit feedback on mission, vision and core values for the organization. Plans for student uniforms, meal service, after school programs and student discipline were revised based on parent input.

Due to the nature of this conversion process, the primary focus of efforts to-date has been existing staff, parents and students. Unsolicited, CCPCS has received dozens of inquiries from DC residents who have read the media coverage and are interested in sending their children to these schools in the fall of 2008. Outreach to the community will continue throughout the spring while this application is under review.

The board and the management team will continue to lead these schools if the charter is approved. A majority of the staff on the founding committee want to return to these schools in August 2008. Parents will continue to provide input and feedback to the schools through parent organizations and the two board positions reserved for parents.

B1c. Corporate Structure and Nonprofit Status of the School

CCPCS filed articles of incorporation and bylaws with the District of Columbia on October 12th, 2007 with legal review and assistance from Covington & Burling, LLP. An application for tax-exempt status was filed November 9th, 2007 with tax and accounting assistance from Argy, Wiltse & Robinson P.C. The IRS notified CCPCS of its tax-exempt status in March 2008. Copies of the articles of incorporation, bylaws, and tax-exempt notice are supplied in Section J of this application.

B2a. Board of Trustees

The board of directors for CCPCS will have an odd number of members that is at least seven and no more than fifteen. Members will serve three-year terms, though terms are staggered between one and three years for the initial board to ensure that only one-third of the board members are completing service in the

Center City PCS

same year. Board members are eligible for one additional term on the board. Prospective board members can be recommended by current board members, staff or parents. Prospective parent members can be recommended by the home and school associations or directly by any parent of a current student or by principals. All prospective board members must be interviewed by the board Chair and must meet with the Executive Director. New board members are nominated by the Chair and approved by 2/3 vote of the then current board members.

CCPCS is committed to building a board that has a balance of skills, experience, financial resources, political and community relationships. An outline of our board members is as follows:

Area Expertise or Resource	Description	#	Current Person
Legal	Employment, HR, or real estate experience is preferred	1	Darrin Glymph
Accounting & Finance	A CPA who can chair the Audit Committee and/or a corporate financial officer w/ experience budgeting/forecasting	1-2	S. Joseph Bruno
Real Estate	A developer, general contractor or project manager w/ experience obtaining permits and renovating facilities is preferred	1	John F. Griffin
Education	An individual who has experience with primary and middle school education and can provide oversight of program leadership is preferred	1	Beverly Wheeler
Local Philanthropist	A generous donor with local relationships and time/willingness to host events	1-2	Ralph F. Boyd
Foundation Representation	A donor/foundation partner who has access to best practices for multi-site charter schools is preferred	1	TBD
Neighborhood Leaders	Well-liked neighborhood leaders who can help recruit students and provide community perspective	1	George W. Brown
Parents	Parents who can represent parent concerns and who want to help with student recruitment	2	TBD & TBD
Policy & Government Connection	A person with relationships in the mayor's office, council chair's office and/or agencies like DC CFO, DCPS and OSSE is preferred.	1-2	Kevin P. Chavous

In addition to recruiting a board with diverse skills and experience, the founding team will present each board member with a statement of his or her role and responsibilities as regards to governance. The role of the board includes the following:

- **Mission.** Serve as the keeper of the mission for CCPCS.
- **Vision.** The board will review and provide input to the vision for schools' programs and activities. The board is considered a resource for organizational planning.
- **Staff Leadership.** The board will select and supervise the Executive Director. The board, or a designated board committee, will conduct an annual review and determine compensation for this individual. The Executive Director will hire and supervise the management team and staff.
- **Financial Oversight.** The board will review and approve the annual budget, as prepared by the management team of the organization. The Finance & Audit Committee shall review the budget first, provide feedback as necessary, and then present the budget to the overall board. The Executive

Director, or a member of his/her management team as appointed, will present periodic financial reports of expenditures against the annual budget. The board will review these reports to ensure that management is utilizing resources effectively and within the intent of the non-profit corporation. The board will approve the internal controls policy to be implemented by CCPCS.

- **Development.** The board will ensure that the CCPCS has the financial resources necessary to conduct its educational programs and otherwise fulfill its mission. The board will review development plans presented by the Executive Director and will lead efforts to raise private funds as necessary. The board will set targets as appropriate for fund-raising and will individually support fund-raising efforts with time and/or monetary gifts.
- **Program.** The board will regularly review academic performance data, including scores on tests mandated by the District of Columbia. The board will review and approve the Accountability Plan for the school.
- **Board Membership.** The board and the Executive Director will cooperate to identify board candidates and will accept recommendations for parent members from current parents. All candidates must supply resume documents (or equivalent) and sign a conflict of interest statement. The board will vote on new members. The Executive Director does not have a board vote.

The board will include three standing committees that will be authorized to conduct specific business:

- **Academic Programs & Accountability.** This committee will closely monitor the academic performance of the school. This committee will interface with the DC Public Charter School Board on all matters of curriculum, standards, methods of instruction and general operations of the school. This committee will review quarterly academic performance data, support curricular decision-making and monitor adequate yearly progress (AYP) data as part of NCLB.
- **Audit & Finance Committee.** This committee will engage an independent auditor to evaluate annual accounting, transparency, internal controls, etc. The audit is prepared and addressed directly to the Audit & Finance Committee, rather than being addressed to a paid employee of the corporation. In addition, the Audit & Finance Committee will review budgets, interim financial reports, the internal controls processes of the organization and the banking/money management strategy.
- **Marketing & Development.** This committee will provide volunteer time, financial resources and personal relationships to support the development and marketing initiatives of the school. Not every member needs to be wealthy, but all need to be spokespeople who are excited about the mission and success of the school. In addition, this committee shall implement any “give or get” policy on the board, directly soliciting other board members and/or supporting those members in raising funds from others.

To date, we have seven board members. Full resumes are included in Section G. Biographies are:

John F. Griffin, Chair. Mr. Griffin has served on the Consortium board since 2000 and was the Chair for the past six years. Through his leadership, The Griffin Foundation has given tremendous financial support to these schools and has been their strong advocate to others in the philanthropic and civic communities. Mr. Griffin brings 45 years of professional experience in real estate development as well as decades of community leadership and commitment. In 2008, Jack will receive the Humanitarian Award from So Others Might Eat (SOME), a non-profit dedicated to the welfare of homeless and low-income individuals in the District. He has held several other non-profit board positions, including leadership at Victory Housing and SOME. Mr. Griffin will serve as the Chairman of the board for CCPCS.

Ralph F. Boyd, Jr. Secretary and Vice-Chair. Mr. Boyd is currently the Executive Vice President for Community Relations at Freddie Mac in addition to serving as the Chairman and CEO of the Freddie Mac Foundation. As such, he oversees generous grant-making and volunteer programs that benefit DC area charities and causes. Mr. Boyd has served on the Consortium board for several years and has provided exceptional counsel and leadership in this role. Mr. Boyd has over twenty years experience as a lawyer working not only in the US District Courts but also in the litigation departments for nationally respected law firms.

S. Joseph Bruno, Treasurer. Mr. Bruno has been a respected leader within the DC public charter school movement for many years and has served as the President of Building Hope since 2003. Building Hope provides financial support to DC charter schools through subsidized loans and grants and develops real estate for school use. In addition, Building Hope provides back office expertise and service to schools including Arts & Technology Academy, KIPP DC and Thurgood Marshall Academy. Mr. Bruno has served on the Consortium board for several years and was instrumental in providing the Consortium a loan to renovate facilities. Mr. Bruno is a CPA with over 35 years of experience, including 13 years as a partner in two of the biggest public accounting firms, specializing in corporate accounting, audit, mergers, and acquisitions.

George Brown, Member. Mr. Brown is a native and current Washingtonian who has worked in the community for many years. He currently serves as the Senior Vice President for the DC office of Self-Help and the Center for Responsible Lending. In this capacity, he is responsible for community lending and investment in DC as well as policy initiatives on the national level to protect low-income individuals and families. Mr. Brown is the President of the Far SW-SE CDC and has led key revitalization efforts in Ward 8. Mr. Brown's civic roles have included Deputy Mayor for Economic Development in the early '80's and COO for the Office of the People's Counsel for DC. He also serves on the boards of Thurgood Marshall Academy and the DC Public Charter School Association.

Kevin Chavous, Member. Mr. Chavous has been a long-time supporter and advocate for public charters. He practices law at Sonnenschein, Nath & Rosenthal LLP, specializing in education, corporate diversity counseling and public law and policy strategies. Mr. Chavous served three terms on the Council of the District of Columbia and was the Chair of the Council's Committee on Education, Libraries and Recreation. He is well-known to the charter community and brings a wealth of experience to CCPCS. Mr. Chavous received his JD from Howard University and is a current DC resident.

Darrin Glymph, Member. Mr. Glymph is a lawyer with Orrick, Herrington & Sutcliffe, focusing on public finance, securities law and legal issues for local government. His work includes bond financing for charter school facilities, hospitals, and housing authorities. He is a current DC resident and has practiced law in the area since 1993. He is Chairman of the Small and Local Business Opportunity Commission and a Director of EdBuild.

Beverly Wheeler, Member. Dr. Wheeler is the Executive Director for the District of Columbia State Board of Education. Other recent professional positions include Chief of Staff to Councilmember Phil Mendelson and Executive Director for DC's Neighborhood Action initiative. She has several years of management consulting experience and service to the District government. She completed a Masters and subsequent Doctorate of Education in Administration, Planning & Social Policy at Harvard University. She is a current DC resident.

In the coming months, the board is expected to grow from seven people to approximately eleven people. Two of the new board members will be parent representatives, nominated by parents or staff and confirmed by 2/3 vote of the board.

B2b. Rules and Policies

The board of directors is responsible for establishing the policies of and providing oversight to the affairs of the corporation. The board committee structure was presented in section B2a. Committees will establish particular policies in the areas of academics, finance and development. The conflict of interest forms signed by board members are included in Section H. The corporation will obtain liability insurance in accordance with PCSB stated minimums, pending a competitive bid process for these contracts. The founding group is in the process of assembling suggested policies for governance, personnel, financial management, student discipline and parental involvement. The founding group is obtaining sample handbooks from other charter organizations, comparing these to existing handbooks for these schools and consulting with legal counsel vis-à-vis revisions. These policies will be documented in the following:

- Employee Handbook
- Student and Parent Handbook
- Board of Directors Handbook
- Internal Controls Manual

The board will review and approve these documents prior to the start of the school year. The board of Directors Handbook will clearly delineate the roles and responsibility of the board and will contain a suggested evaluation tool to perform and document the annual review of the Executive Director.

B2c. Administrative Structure

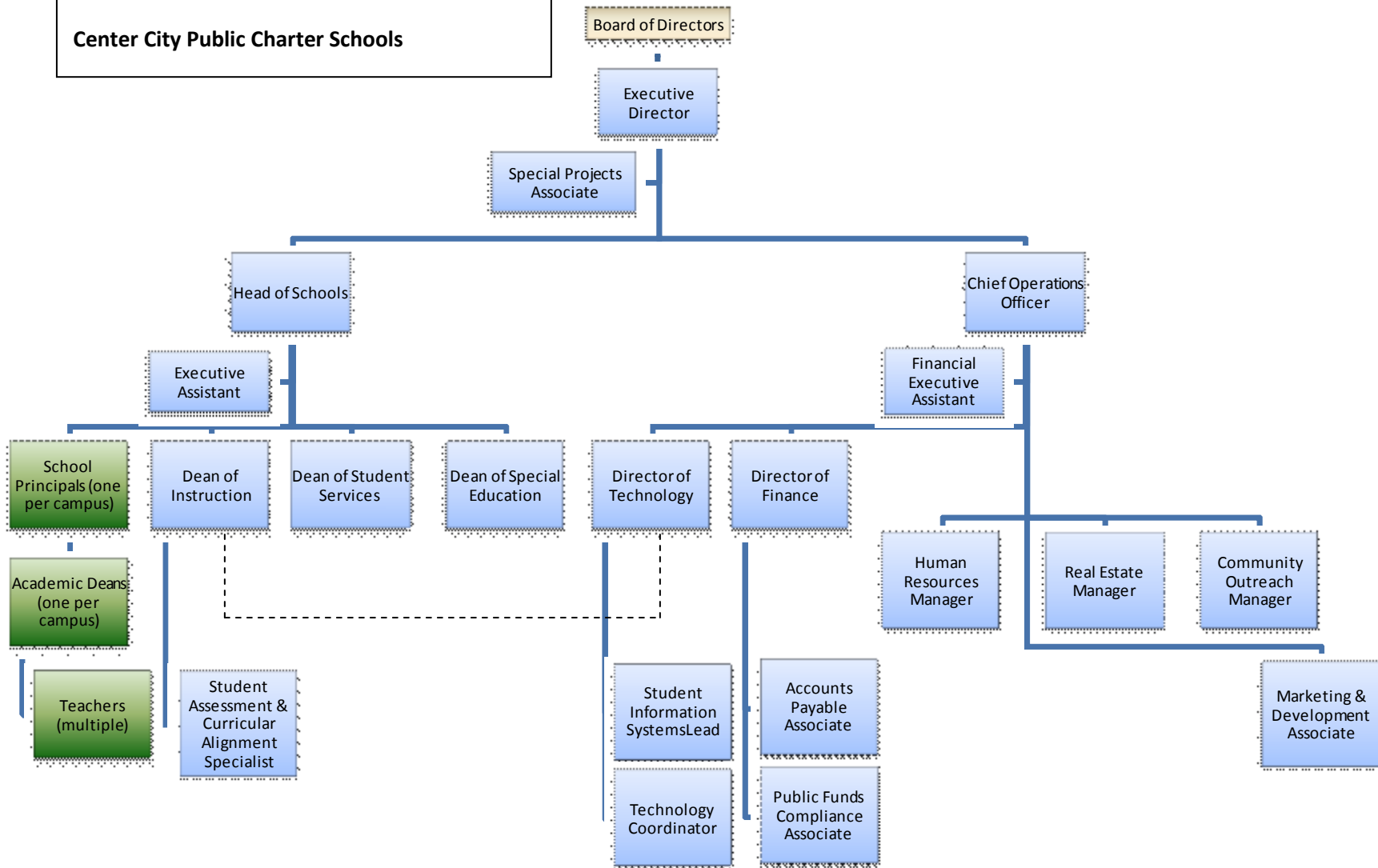
CCPCS will build upon the administrative structure already in place at these seven schools. For the past eight years, these schools have been managed by a central office that provided business management and academic leadership to the campuses. The central office will continue to perform these functions while also investing resources in new roles like special education coordination and public funds reporting and compliance. The staffing model for the central office has been benchmarked to other successful multi-site charter schools in Connecticut, Pennsylvania, New York, DC, Texas and California through the assistance of New Schools Venture Fund and through the direct experience of the Chief Operating Officer.

The personnel in the central office will provide critical services to make sure that this \$18 million dollar organization serving students at seven campuses operates smoothly and consistently. A number of the personnel in the central office will transition over from similar roles at the Consortium. Personnel will sign contingent offer letters in April and May; the contingency is defined as the receipt of charter approval from the DC PCSB. Three positions are already filled as of January 1st 2008: Executive Director, Chief Operating Officer and Special Projects Associate. Summary duties for each position are included in Appendix B, pages Appdx B-1 through B-3. The organization chart for the central office is included below:

Center City PCS

Organization Chart

Center City Public Charter Schools



Each campus has an administrative staff that oversees day-to-day activities and ensures quality teaching in the classroom. The key campus leaders are the principal and the academic dean. The division of duties between these two positions is as follows:

Principal

- Oversee all programs and services and provide instructional leadership at the campus
- Hire, evaluate and fire teachers and other campus personnel
- Provide feedback and facilitate professional development for personnel
- Serve as lead contact for student discipline and all parent appeals
- Take responsibility for academic and operational accountability at campus
- Coordinate with central office on policies & personnel

Academic Dean

- Work with principal to hire and evaluate teachers
- Observe teachers and provide instructional coaching on regular basis
- Ensure student assessment data is used to inform teaching
- Create and maintain professional development plans with teachers
- Provide best practices on standards-based instruction to teachers
- Ensure that curricular directives from Head of Schools and Dean of Instruction are consistently implemented in the campus

Teachers provide input to the curriculum, program and basic school processes through the campus task force. Each campus has a task force that includes the principal, academic dean and three teachers. The teachers are selected to represent primary (PreK to 2nd), intermediate (3rd to 5th) and middle school grades (6th – 8th) respectively. Program changes and improvements are vetted by the task force prior to rolling them out to the campus. The task force also evaluates operational concerns at the campus and receives feedback from the Home and School Association (see below).

Parents are invited to join the Home and School Association (HSA) at each campus. These associations meet quarterly to discuss school events, programs, extracurricular activities and parent concerns. At the first meeting of the school year, the HSA elects a president and a secretary. The president is responsible for setting meeting agendas, forming committees as necessary for special projects and communicating concerns to school leadership. The secretary is responsible for publicizing the meeting schedule, taking minutes, and making minutes available to all other parents at the school (with help from the school staff). Both officers must be parents. The principal and the academic dean are both members of the HSA. Principals are encouraged to deliver a report on programs, test results and/or other matters at the start of the meeting. Issues or concerns highlighted at a meeting should be addressed in a timely manner by the principal. Regular HAS reports will be sent to the Head of Schools for review.

Each year, parents are asked to complete a parent satisfaction survey. The survey is a qualitative assessment of teachers, principals, staff, academic curriculum, extracurricular activities, after school programs, meal service, special education and overall school organization. The survey is a mix of questions that require a ranked response (e.g., “Rate your satisfaction with X on a scale of 1 to 5) and questions that provide space for comment. Surveys are coded for tracking purposes and data is reviewed first by the central office. Comments and feedback are passed back to principals in a manner that protects confidentiality.

Students are encouraged to participate in student government councils at the intermediate and middle school level. The student council includes two representatives from each grade, plus a President, Vice-President and Secretary. The council helps sponsor student events during the year and creates student publications. Students can provide feedback on areas of concern, including everything from the color of the student uniform to the availability of certain subjects like foreign language. Students in the primary grades participate in this process through the use of classroom suggestion boxes shared with representatives. Teachers develop a close mentoring relationship with their students since each grade level has the same teacher for most of their core subjects. Teachers are able to collect input from students and funnel concerns through the campus task forces.

B2d. School Management Contracts

CCPCS has no plans to enter into a school management contract with another organization.

B3a. Anticipated Sources of Funds

Public Funds

We will receive the bulk of our operating funds from local and federal sources. We expect to receive a combined \$15.7 million in public funding in year one. We are not eligible to receive Title Vb start-up assistance because we are a conversion school. We will be eligible to receive entitlement funding and we project that 70% of our school population will be Title I eligible. Our per-pupil funding estimates use \$8,488.52 as the base per pupil rate for SY08-09 which is a 2% increase over SY07-08 (OSSE has requested a 5% increase for SY08-09). If the mayor accepts the proposed 5% increase, then revenue in SY08-09 will increase by over \$300,000. Our weightings for grade level, special education, English language learners and summer school are all the same as the published weightings in SY07-08. The five-year projections for public funds are as follows:

Per pupil payments	\$ 10,970,000	\$ 14,870,000	\$ 18,090,000	\$ 20,820,000	\$ 22,450,000
Per pupil facilities fees	\$ 3,401,000	\$ 4,455,000	\$ 5,245,000	\$ 5,792,000	\$ 6,053,000
Federal Entitlements	\$ 865,700	\$ 1,152,000	\$ 1,376,000	\$ 1,543,000	\$ 1,636,000
NSLP & Other Public Funds	\$ 508,000	\$ 684,000	\$ 804,000	\$ 894,000	\$ 945,000

We have been conservative in our enrollment forecasts and thus our revenue forecasts because we know that charter schools compete for enrollment starting in February and March and some parents will be reluctant to enroll students until a charter approval is announced in June.

Private Funds

We will supplement public funding with private funds. At present, we have received \$600,000 in private funds; funds were contributed in equal parts by the Walton Foundation, the Freddie Mac Foundation and the Griffin Foundation (letters in Appendix B pages Appdx B – 4 to B - 8). This money was contributed to cover start-up salary, benefits, legal and administrative expense.

The Charter School Growth Fund has committed to provide a loan of up to \$3.3 million to cover operating deficits in the first two years. The loan will be at a below-market interest rate and will be unsecured. The terms of the agreement provide that approximately half of the loan can convert to a grant upon satisfaction of certain milestones (letter in Appendix B page Appdx B - 9).

To limit our draws on the loan, we will pursue grant funding from the following list of likely donors:

- New Schools Venture Fund – an estimated \$1.8 million over two years
- The Walton Family Foundation – an estimated \$500,000 over two years

Center City PCS

- Individuals already supporting these schools (e.g., Jay Powell and Don Graham)
- Local corporations with whom we have connections (e.g., PNC Bank, Bank of America)

We have only included \$200,000 in our projections as private funding that is not currently committed. We have very strong indications from a foundation that we will receive this amount in July. The need for private funding is short-term and results from the fact that we are converting schools in a year where 35% of the students are non-DC residents.

In-Kind and Other Support

By the terms of our lease with the Archdiocese, all the desks, chairs, computers books, chalkboards and other supplies and materials that are currently employed in these seven school buildings will be made available to CCPCS at no cost. CCPCS will be responsible for replacement of furniture due to normal wear and tear. The capital budget submitted in Appendix F reflects an estimated useful life of 7-10 years for furniture and of 3-5 years for computers. Additionally, the Archdiocese is discounting the rent rate in years one, two and three to assist CCPCS. The effective per square rent rate is as follows:

	Year One	Year Two	Year Three
PSF Rent	\$11.67	\$12.97	\$13.63

These rates are far below market standard rent rates that most charter schools pay.

Financial Goals and Objectives for Five-Year Budget

CCPCS will operate solely within public funds by year three. Furthermore, CCPCS can support itself financially with only 84% of the capacity enrollment. Capacity enrollment for the seven schools that are converting plus the expansion campus at Benning Heights (Our Lady Queen of Peace) is 2,000 students. This enrollment cushion ensures that the schools will be financially stable even if competition becomes more intense in certain neighborhoods.

CCPCS will increase teacher pay over the next three years. Current teachers in the Consortium schools make 35% less than similarly qualified teachers in public schools. Through a mixture of base and merit bonus pay, CCPCS will bring teacher salaries to within +/-5% of published DCPS salaries for comparable education and experience. Though this increase will cost money, it is critical to ensuring a steady supply and retention of talented and qualified teachers.

Contingency Plans

If enrollment is significantly lower than forecast, CCPCS will reevaluate hiring, pay increases and FF&E. The following costs could be cut from the budget in an emergency:

- Capital purchases of approximately \$250,000 per year in the 1st two years could be deferred
- Operations personnel could split time between campuses to save \$250,000 in salary and benefits per year in the 1st two years
- Salary scale changes for teachers, principals and academic deans could be modified so that salaries become market comparable over a three-year period rather than a two-year period (estimated total savings of \$500,000 - \$750,000 over the course of the 1st two years)

As of March 12th, 700 students and siblings of current students have applied to return to these schools if they are converted. For the past ten years, these seven schools have recruited an average of 150 new kindergarteners and first graders to enroll. This recruitment occurred in spite of the fact that families were required to pay \$4,500 in annual tuition plus fees. With the tuition hurdle removed, it's hard to imagine that the schools would recruit fewer students. Many former students and families who left because they could no longer afford to attend have already contacted the school to get information about applying. All

these positive indicators suggest that CCPCS will enroll at least 1,100 students for SY08-09 as a public charter school.

B3b. Planned Fundraising Efforts

CCPCS has raised \$600,000 in start-up funds to-date.

- Walton Family Foundation, \$200,000 received in February 2008
- Griffin Foundation, \$200,000 received in March 2008
- Freddie Mac Foundation, \$200,000 commitment received in March 2008

Additionally, CCPCS has a commitment from the Charter School Growth Fund to supply a subsidized loan of up to \$3.3 million to cover operating deficits. Part of this loan will be forgiven once CCPCS meets certain milestones. To date, CCPCS has incurred no development expense. The board Chair donates his time and has led many of our development activities. The budget includes a full-time staff person at the central office to report on grants and ensure compliance with foundation gifts. This FTE can arrange any other grant work necessary to fund unforeseen deficits. The finance team will apply for competitive federal grants as appropriate to meet program needs.

B3c. Financial Management and Accounting

The Consortium has been operating schools in the District for many years. Last year the Consortium operated 14 schools in various locations throughout the District and managed a budget of over \$20 million. For the past several years, Raffa has provided independent auditing of the Consortium books and has delivered unqualified audits each year. Many policies and procedures will be preserved and enhanced in this conversion process. Principals, teachers and administrators are used to a set of internal controls that supports detailed financial reporting, absolute financial integrity and strong accountability to funders.

The management of the CCPCS has reviewed the DC Public Charter School Board fiscal policy handbook and compared it to existing internal controls in place at the Consortium. Formerly serving as the CFO at KIPP DC, the Chief Operating Officer has direct experience creating and implementing comprehensive fiscal policy at a multi-site DC public charter school. The primary accounting and audit policies are as follows (pending board review and approval):

1. All financial statements will be prepared and presented according to GAAP for not-for-profits, inclusive of FASB 116 & 117 which provide specific guidance on accounting and reporting revenue and net assets.
2. The fiscal year for CCPCS will begin July 1st and end June 30th.
3. The board finance and audit committee will engage an independent certified public accountant (or accounting firm) to conduct an annual audit of the corporation's financials.
4. Interim financial statements will be prepared and presented to the board, or the finance and audit committee if the board so delegates, in a periodic and timely manner. In the first two years of operation, the board expects such reports on monthly basis in keeping with the stated monitoring policies of the DC Public Charter School Board.
5. Financial statements will be prepared on an accrual basis.
6. The corporation, or its consultants, will prepare all reports and forms as required by the Internal Revenue Service to document revenue and expense in accordance with laws governing tax exempt organizations. Such reports will include but not be limited to the Form 990.
7. Any related party transactions will be evaluated and reviewed, per the conflict of interest policies of the board.
 - a. Such transactions will be disclosed in the course of the annual audit.

Before July 1st, 2008, the board will have approved an internal controls manual that is expected to include the preceding accounting and auditing policies as well as those listed below in summary form only.

Significant Policies to be Reviewed for the Internal Controls Manual

- 1) Budgeting and Financial Planning
 - a. Prior to the start of each fiscal year, the board will review and approve an operating budget for the corporation.
 - b. The annual budget will detail expected revenue and expense and will be prepared by management in consideration of prior year actuals and forecasted program changes.
 - c. The budget will be prepared, reviewed, revised as necessary and approved prior to the deadline for submission to the PCSB.
- 2) Cash Flow Management
 - a. The annual budget will include a cash flow forecast by month.
 - b. The forecast will include beginning and ending monthly cash balances and will illustrate sufficient cash reserves, as determined by the board.
 - c. An interim and annual report on the actual cash position versus the forecasted position will be provided to the board with all interim and annual financial reports.
 - d. The board will determine whether there is a need for a line of credit with a financial institution to serve as additional working capital reserves.
- 3) Banking
 - a. The board will review and approve authorized individuals to conduct retail banking transactions on behalf of the corporation.
 - b. The board will never delegate the authority to approve signatories on a corporate account. All such approvals will require a majority vote of the board.
 - c. The board or the finance and audit committee will agree to policies and procedures governing who signs checks or otherwise transmits funding on behalf of the corporation.
 - d. All banking and cash management duties will be segregated where appropriate to ensure that more than one employee is familiar with each significant transaction (receipt or payment).
 - e. Bank accounts will be reconciled with internal financial records on a monthly basis.
- 4) Fixed Assets
 - a. The board will select an appropriate financial hurdle to capitalize assets for the organization, in consultation with a CPA.
 - b. Fixed assets will be tracked and managed by the corporation, in consultation with accountant, and in accordance with GAAP.
 - c. Management will be responsible for creating and maintaining fixed asset inventories, for review by the board or the finance and audit committee.
- 5) Procurement
 - a. The board will determine appropriate guidelines for the procurement of goods and services.
 - b. At a minimum, staff will be required to clearly document orders for goods and services, confirmation of receipt and billing in a process that is clearly outlined.
 - c. For purchases in excess of \$25,000 in a single fiscal year (either goods or services), the board will review and approve such purchases.
 - i. Procurement for such items will adhere to PCSB published guidelines.
- 6) Record-keeping
 - a. Management will be responsible for careful and accurate record-keeping in all financial matters.

- b. Original invoices and receipts will be maintained in accordance with federal program requirements and/or the advice of independent auditors or other regulatory agencies.
- c. Key corporate documents will be maintained in files or posted on the premises as necessary (e.g., certificates of occupancy).

Additional policies and procedures will be documented in the internal controls manual. The policies listed above are in draft format.

B3d. Civil Liability and Insurance

CCPCS has reviewed the recommended minimum insurance coverage levels provided by the DC Public Charter School Board and will obtain at least as much insurance as follows:

- General Liability (\$1,000,000 per occurrence, \$2,000,000 aggregate)
- Directors and Officers Liability (\$1,000,000)
- Educator's Legal Liability (\$1,000,000)
- Umbrella Coverage (\$3,000,000 or \$5,000,000 if providing transportation)
- Business Property (100% of replacement cost)
- Boiler and Machinery Insurance (\$1,000,000 if applicable)
- Auto Liability Insurance (\$1,000,000)
- Worker's Compensation – as required by law

CCPCS already has in place a general liability, business property and worker's compensation policy with The Hartford. Our current policy covers start-up operations in our office location. A new policy will be competitively bid in April and May of 2008. The budget for FY09 includes approximately \$160,000 in insurance across the expected categories: general liability, directors' and officers' liability, other liability, property and lease insurance and worker's compensation.

B3e. Provision for Audit

The Board of Directors for CCPCS will commission an annual audit by an independent certified public accountant, or accounting firm, in accordance with government auditing standards and GAAP. The board and/or the audit and finance committee will commission the audit.

- The audit firm will be selected from the Approved Auditor List provided by the DC Public Charter School Board in consultation with the DC Chief Financial Officer.
- The finance and audit committee will provide the audit objectives to the accounting firm in advance and will receive any and all formal reports and opinions prepared by the accounting firm.
- The audit will be submitted to the DC Public Charter School Board for review prior to the deadline provided by the PCSB (currently set at 90 days from the end of the fiscal year).

CCPCS will solicit bids on the audit in April and May of 2008. Our first audit will review all financial and business activities conducted in our pre-opening year of FY08 and will be conducted in August/September. Subsequent audits will review operations of a much larger scale. It is estimated that our auditing fees will approximate \$50,000 once auditors are reviewing full scale operations.

B4a. Identification of a Site

The seven initial campuses will be located in the following buildings:

Campus Name	Ward	Address	Sq. Feet
Congress Heights Campus (formerly Assumption)	Ward 8	220 Highview Place SE Washington, DC 20032	24,408

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Campus Name	Ward	Address	Sq. Feet
Capitol Hill Campus (formerly Holy Comforter/St. Cyprian)	Ward 6	1503 East Capitol St SE Washington, DC 20003	19,459
Trinidad Campus (formerly Holy Name)	Ward 5	1217 West Virginia Ave NE Washington, DC 20002	21,384
Shaw Campus (formerly Immaculate Conception)	Ward 2	711 N Street NW Washington, DC 20001	18,939
Brentwood Campus (formerly St. Francis de Sales)	Ward 5	2019 Rhode Island Ave NE Washington, DC 20018	17,000
Petworth Campus (formerly St. Gabriels)	Ward 4	510 Webster St NW Washington, DC 20011	28,080
Brightwood Campus (formerly Nativity)	Ward 4	6008 Georgia Ave NW Washington, DC 20011	25,000
TOTAL			154,270 sf

The Archdiocese and parish churches have been operating schools in these sites for 50-100 years, depending on the facility. The buildings were originally built to be schools and are characterized by a consistent rectangular, long-hall floor plan where classrooms are on either side of the hall and administrative offices are located near the entrance. Most buildings are two-story with a finished basement that typically has additional classroom space and a larger assembly room. The basic lease terms are as follows (see Letter of Intent in Section J):

- Initial term: July 1, 2008 to June 30, 2013 (five years)
- Optional extension: three extensions of five years each (total of 15 additional years)
- Base rent
 - \$1,800,000 year one (\$11.67 psf)
 - \$2,000,000 year two (\$12.96 psf)
 - \$2,103,328 year three (13.63 psf)
 - \$2,166,428 year four (\$14.04 psf)
 - \$2,231,421 year five (\$14.46 psf)
- Other tenant financial obligations
 - Pro rata share of taxes, utilities, property insurance
 - Basic maintenance (excluding maintenance of HVAC & roof)
 - Janitorial service, trash pick-up, snow & ice removal
- Other significant provisions
 - Tenant may use parking at no cost
 - Tenant has right to use equipment and furnishings including desks, chairs, tables, computers, chalkboards and other school furnishings currently in the sites
 - Tenant has option to lease Our Lady Queen of Peace beginning in '09-'10
 - Tenant has right of first offer to consider taking control of any other PreK to 8th grade campus that the Archdiocese has identified for closure

Concerning certificates of occupancy, the Archdiocese has accepted responsibility to petition for and obtain certificates of occupancy in the name of CCPCS for school use at each site. A coordinating meeting was held in mid-December with Archdiocesan staff, legal counsel, CCPCS staff and board representatives, two architects, a permit expeditor and the deputy zoning administrator, Matt LeGrant. Mr. LeGrant and his structural inspections counterpart, Mr. Chen, agreed that the Archdiocese would submit all seven certificate of occupancy applications together and that DCRA would not view the switch from private to public school as a change in use. Mr. LeGrant suggested we keep load factors at their current

levels; these levels are perfectly acceptable to CCPCS because they generally exceed our enrollment projections. Applications were submitted to the DC Office for Regulatory Affairs in February of 2008. To the extent that inspections reveal necessary upgrades, particularly to life safety equipment such as fire alarms, the Archdiocese is committed and prepared to make upgrades.

B4b. Site Renovation

At present, no renovations are planned for the facilities. Should the Archdiocese need to complete any renovations as part of obtaining the certificates of occupancy, then the Archdiocese will plan, fund and execute any such improvements. Otherwise, CCPCS has accepted the buildings as-is. Significantly, these buildings have been in continuous use for over 50 years serving as school buildings. A number of large scale capital improvements projects were completed in the last seven years due to efforts by the Consortium. Roofs and boilers were replaced, brickwork was sealed, flooring was refinished, etc. After a careful walk through with a team including an architect, mechanical engineer, contractor, board member and staff leader, CCPCS feels comfortable that no significant renovation is necessary to occupy the schools in August. Painting, patching and repairs will be conducted over the summer by the Archdiocese, in keeping with existing maintenance schedules.

B4c. Financing Plans for Facilities

CCPCS has no financing need to execute the lease and occupy the space. The only deposit required is \$150,000, and the deposit can be funded in cash or with a letter of credit from a lending institution. Any repairs required through the certificate of occupancy process will be conducted and funded by the Archdiocese.

B4d. Building Maintenance

For the past five years, all the janitorial services and basic maintenance has been handled by Complete Building Services (<http://www.completebuildingservices.com/>). This company is the building service division of the Donohoe Companies, Inc. The company provides on-sight day porters and partial evening coverage at each campus. A single point of contact manages the maintenance work for all the buildings. Maintenance is either completed by CBS employees or contracted out to providers.

Complete Building Services has worked with the Archdiocese over the years to ensure that buildings pass regular fire and safety inspections. They have excellent firsthand knowledge of the buildings and have overseen a number of upgrades in the past five years. CCPCS plans to solicit bids for janitorial and maintenance services. At the time of the public RFP, CCPCS will outline needs and coverage requirements. CBS has already indicated a desire to submit a proposal for this work. If their proposal compares favorably to other proposals received, according to a matrix of criteria, then CCPCS would consider executing a contract for continued service.

B5a. Outreach to the Community

The entire conversion process has been deeply rooted in community outreach. CCPCS has conducted significant outreach to staff, students, parents and the community. Our public website went live the day after the Archdiocesan announcement, December 6th 2007. Senior leadership have been responsive to press inquiry and have consistently invited community members to phone us, email us or visit us with questions and concerns. A series of staff meetings have been held and will continue to ensure that the staff has a significant voice in this process. Open houses have been held at each campus for existing parents and students. Newsletters have been sent home with frequently asked questions, summary documents describing the CCPCS charter application and letters from leadership. A new round of open

houses will be held in April for the broader community. Leadership and board representatives have been at every open house and every large staff meeting.

In the coming months, CCPCS will continue to publicize these schools through a series of press releases, newspaper advertisements, direct mailing, METRO bus advertisements and other similar means. Each church adjoining one of the conversion schools will run announcements about the new public charter schools, starting in May and June. A parent volunteer committee will be asked to send spokespeople to other non-profit and community organizations to discuss the conversion and to promote these schools.

The buildings that these schools will occupy will continue to serve the community afterschool and on weekends. Assembly space will be made available to church and community groups as it always has been. Classrooms will be available for parish programs in the evenings, so long as parish use does not disrupt the regular afterschool programs. Examples of evening programs could include GED classes, counseling for unwed parents, social service coordination and outreach, etc.

CCPCS will leverage its access to parents to provide public service information that is valuable to them. We plan to coordinate with the DC Earned Income Tax Credit Campaign to distribute materials about free tax preparation assistance available in the neighborhoods near each of schools. These schools will have pamphlets available to parents concerning public health care clinics, health providers and services that are free or low-cost in the neighborhoods.

B5b. Recruitment of Students

Student recruitment will include a series of public events designed to reach parents of current students as well as prospective students and families in the community:

- Open houses in Dec '07 and Jan '08 for current parents
- Parent-to-parent phone campaign to answer questions about conversion and encourage completion of enrollment forms in February
- Conversion Endorsement Party & "Bring a Friend" campaign roll-out in mid-March
- Outreach by parents to parents – various activities in March/April
- Spring media campaign with various publicity activities April/May/June
- Campus open houses in April/May for the community
- "Bring a Friend" barbeque in June where all families who have submitted applications are invited to attend and are asked to bring a friend, neighbor, family member or colleague who may be interested in CCPCS
- Back to School social & final recruitment event in August

These events have been and will continue to be organized by staff, parent volunteers and CCPCS leadership. Public events will feature parent speakers who serve as champions of the schools. Events will be highly publicized through letters home, the website, flyers, newspaper advertisements, METRO bus advertisements, direct email and phone calls. Current teachers will help current students understand the conversion process and guide students in contacting peers who might be interested in enrolling in the new public charter school. Student-to-student outreach and fun, free public events are both particularly important to reach students whose parents are not as proactive in learning about schools.

Enrollment Process and Procedures

Per the DC School Reform Act, and as soon as it receives a charter, CCPCS will begin open enrollment. As a conversion school, CCPCS is entitled to give preferential enrollment to existing students and their

Center City PCS

siblings. The enrollment application asks students to identify a) if they currently attend one of the seven schools up for conversion, b) whether they are the sibling of a student at one of the seven schools up for conversion, and c) whether a sibling is also applying to CCPCS. These questions will facilitate the planned student recruitment and enrollment process as follows:

January 17 th	Application available to families who have a student or students enrolled in one of the seven schools applying for conversion
January 17 th to February 29 th	Contingent applications accepted from existing students and siblings of existing students
March 1 st	Contingent application available to public
March 1 st to June 6 th	Contingent applications accepted from new families/students
June 11 th	Lottery (if necessary). Random numbers assigned to applicants by grade level by campus. Random number generator determines which applicants are offered admission. If an applicant is offered admission, that applicant's sibling would then receive a priority offer and would not be subject to a lottery process for the sibling's grade level. Applicants could enter the lottery at another campus if their preferred campus is full.
June 16 th	Public announcement from DC PCSB re: charter approvals
June 17 th & 18 th	Letters to all applicants with PCSB decision, student status (accepted or waitlisted) and instructions for student registration
June 19 th to August 15 th	Student registration (parents/guardians must submit additional paperwork to confirm enrollment of student, including proof of residency only after July 1st; new students complete placement assessment)
CONCURRENT to Registration	CCPCS would re-open application window to public if there are seats available
September 2 nd	First day of School
Week of Sept 2 nd	Parent orientations at each school

CCPCS has completed a competitive analysis by campus for each of the seven schools proposed for conversion. In the data compiled in Appendix F for the Demographic Analysis Form, it is evident that some campuses face stronger neighborhood competition from existing public and public charter schools. In particular, the planned Brentwood campus is near to Friendship Woodbridge and the DCPS Langdon Elementary School which are both fully enrolled and academically sound. For our Brentwood campus, we will double efforts to encourage existing parents to recruit friends and other students through direct calling campaigns. We have also included our most conservative enrollment forecast for the Brentwood campus. Our recruitment strategy does not include approaching parents of students who already attend schools with strong academic programs. We do not intend to recruit students at the expense of other high-achieving schools. Our program offers a small, safe, high quality academic option for interested students.

Approximately 760 DC resident students are eligible to return to these schools upon conversion to public charter. We plan to recruit 165 students into PreK and Kindergarten and expect to do so based on past success recruiting into these grades every year as a private school. We plan to recruit 155 new students

spread across the remaining eight grades in seven campuses. This amounts to two or three new students per grade per campus in 1st through 8th grades. This recruitment target is manageable and conservative given the level of interest in these schools. If we are unable to enroll the 155 new students spread across 56 effective grade levels, then we will adjust expenditures down to make-up the difference. Each year for the past seven years we have received an average of over 100 new transfers that were paying tuition. In a worst case scenario, the minimum number of transfers is 50% of 155, or 78 students. If the average student brings \$12,000 - \$15,000 in public funds depending on SPED and ELL statuses, then we would face a budget variance of approximately \$1 million. This variance could be managed by cost controls on FF&E purchases, deferring new personnel and slowing the teacher salary scale increases that have been planned.

B5c. Future Expansion and Improvements

The enrollment projections by campus and by grade are as follows:

1a. Students by Grade		SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
	Pre-K	40	76	103	111	111
	K	125	183	212	216	216
	1	132	187	208	215	216
	2	104	146	191	204	208
	3	109	118	159	192	199
	4	138	123	132	165	195
	5	106	149	136	144	171
	6	126	179	207	216	216
	7	118	140	187	205	208
	8	96	132	152	195	207
Total Enrollment		1094	1433	1687	1863	1947
New Students Per Year		183	339	254	176	84

1b. Students by Site		SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
	Congress Heights	128	161	192	219	231
	Capitol Hill	185	224	244	255	261
	Trinidad	166	213	244	254	255
	Shaw	130	164	203	223	234
	Brightwood	178	229	248	255	255
	Brentwood	127	158	189	221	233
	Petworth	180	225	251	253	255
	Benning Heights	0	59	116	183	223
Total Enrollment		1094	1433	1687	1863	1947
Avg Students per Site		156	179	211	233	243

These projections include an eighth campus, discussed further below. We estimate that approximately 10% of our students will have Individual Education Plans through special education programs. Since the majority of our students will be returning, our estimate is based on our present knowledge of existing students as well as consideration of prevalent rates of special education.

Center City PCS

2. Special Education

Level 1	5.0%	54	71	84	93	97
Level 2	3.5%	38	50	59	65	68
Level 3	1.5%	16	21	25	27	29
Level 4	0.0%	0	0	0	0	0
<i>Subtotal SPED</i>	10.00%	108	142	168	185	194

Approximately 9% of our students will be classified as Limited English Proficiency or No English Proficiency. These 98 children are most likely evenly divided among three of our campuses: 1) Brightwood, 2) Petworth and 3) Shaw.

3. English as a Second Language

LEP/NEP	9.0%	98	128	151	167	175

Building modifications will not be necessary to accommodate these students. The maximum campus enrollment is either 234 or 255 students, depending on whether the campus has Pre-Kindergarten. Historically, the buildings have easily accommodated between 250 - 275 students. An architectural review of building capacity conducted by DeLizzio Architects verified building capacities of 300 or more, inclusive of staff.

The staffing model has one primary instructor per grade level, so all of the essential teachers are already in place even though the classes are not full in year one. CCPCS does plan to add teachers in foreign language and other areas, as described in the Education Plan. Recruitment strategies for new hires will continue to include career fairs, public advertisement and referral programs.

CCPCS plans to open an eighth campus in Ward 7 in year two if demand warrants expansion and if the program is meeting academic expectations. The educational facility at Our Lady Queen of Peace church has been offered to CCPCS by the Archdiocese. The rent and lease terms would match the leases at the seven other sites. The school at Our Lady Queen of Peace closed approximately 4 years ago because neighborhood parents could no longer afford tuition. The facility is in excellent working condition, as reviewed by an independent architect. There are many school-aged children in Ward 7 and competition with nearby charter schools and DCPS schools is estimated to be moderate at most.

CCPCS
Five-Year Estimated Budget

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	10,970,000	14,870,000	18,090,000	20,820,000	22,450,000
Per Pupil Facilities Allowance	3,401,000	4,455,000	5,245,000	5,792,000	6,053,000
Federal Entitlements	865,700	1,152,000	1,376,000	1,543,000	1,636,000
Other Government Funding/Grants	508,000	684,000	804,000	894,000	945,000
Private Grants and Donations	200,000	0	0	0	0
Activity Fees	362,500	484,250	582,000	655,500	699,000
Loans	1,893,000	1,385,000	0	0	0
Other Income (please describe in footnote)	12,500	18,750	25,000	37,500	50,000
TOTAL REVENUES	\$18,212,700	\$23,049,000	\$26,122,000	\$29,742,000	\$31,833,000
EXPENSES					
Personnel Salaries and Benefits	12,021,000	15,433,000	17,506,000	19,251,000	20,290,000
Direct Student Costs	962,348	1,202,973	1,328,150	1,417,673	1,476,677
Occupancy	3,105,000	3,785,000	3,931,000	4,023,000	4,117,000
Office Expenses	736,011	892,099	1,005,013	1,075,009	1,120,655
General Expenses	1,384,478	1,732,090	1,930,377	2,132,629	2,247,760
EMO Management Fee					
TOTAL EXPENSES	\$18,208,837	\$23,045,162	\$25,700,540	\$27,899,312	\$29,252,092
MAJOR ASSUMPTIONS					
Student Enrollment	1,094	1,433	1,687	1,863	1,947
Facility Size (saquare footage)	161,270	183,270	183,270	183,270	183,270
Average Teacher Salary	\$ 51,687	\$ 56,120	\$ 57,804	\$ 59,538	\$ 61,324
Student/Teacher Ratio	9.8	10.4	10.8	10.7	11.1

For each of the five years, project the expected revenues and costs per pupil

	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Indicate projected student enrollment:</i>	1,094	1,433	1,687	1,863	1,947
Per Pupil Revenue (all sources, excluding loans)	14,917	15,118	15,484	15,965	16,350
Per Pupil Expenditures	16,644	16,082	15,234	14,975	15,024
Personnel Salaries and Benefits	10,988	10,770	10,377	10,333	10,421
Direct Student Costs	880	839	787	761	758
Occupancy	2,838	2,641	2,330	2,159	2,115

NOTES:

CCPCS
Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
		501(c)3 School Applicant	Education Management Organization (if applicable)	Total Revenues by Funding Source
REVENUES				Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	10,969,462		10,969,462
2	Per Pupil Facilities Allowance	3,401,246		3,401,246
3	Federal Entitlements	865,743		865,743
4	Other Government Funding/Grants	507,977		507,977
5	Total Public Funding	15,744,428		15,744,428
6	Private Grants and Donations	200,000		200,000
7	Activity Fees	362,696		362,696
8	Loans	1,893,000		1,893,000
9	Other Income (please describe in footnote)	12,500		12,500
10	Total Non-Public Funding	2,468,196		2,468,196
11	EMO Fee or Transfer (= line 73, col. G) *			0
12				
13				
14	TOTAL REVENUES	\$18,212,623		

		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES					
Personnel Salaries and Benefits					
15	Principal/Executive Salary	882,221		882,221	6%
16	Teachers Salaries	5,081,239		5,081,239	32%
17	Teacher Aides/Assistance Salaries	540,979		540,979	3%
18	Other Education Professionals Salaries	926,416		926,416	6%
19	Business/Operations Salaries	887,956		887,956	6%
20	Clerical Salaries	348,701		348,701	2%
21	Custodial Salaries	0		0	0%
22	Other Staff Salaries	280,100		280,100	2%
23	Employee Benefits	1,153,131		1,153,131	7%
	Payroll Taxes	877,843		877,843	6%
24	Contracted Staff	542,100		542,100	3%
25	Staff Development Costs	499,550		499,550	3%
26					
27	Subtotal: Personnel Costs	\$12,020,235		\$12,020,235	76%
28					
29	Direct Student Costs				
30	Textbooks	232,444		232,444	1%
31	Student Supplies and Materials	218,800		218,800	1%
32	Library and Media Center Materials	42,000		42,000	0%
33	Computers and Materials	65,800		65,800	0%
34	Other Instructional Equipment	91,800		91,800	1%
35	Classroom Furnishings and Supplies	184,600		184,600	1%
36	Student Assessment Materials	50,324		50,324	0%
37	Contracted Student Services			0	0%
38	Miscellaneous Student Costs **	76,580		76,580	0%
39					
40	Subtotal: Direct Student Costs	\$962,348		\$962,348	6%
41					
42	Occupancy Expenses				
43	Rent	1,975,331		1,975,331	13%
44	Mortgage Principal Payments			0	0%
45	Mortgage Interest Payments			0	0%
46	Building Maintenance and Repairs	238,131		238,131	2%
47	Renovation/Leasehold Improvements			0	0%
48	Utilities	405,104		405,104	3%
49	Janitorial Supplies	61,057		61,057	0%

CCPCS
Two-Year Operating Budget Worksheet: Year ONE

50	Equipment Rental and Maintenance			0	0%
51	Contracted Building Services	425,895		425,895	3%
52					
53	Subtotal: Occupancy Expenses	\$3,105,518		\$3,105,518	20%
54					
55	Office Expenses				
56	Office Supplies and Materials	180,616		180,616	1%
57	Office Furnishings and Equipment	127,520		127,520	1%
58	Office Equipment Rental and Maintenance	123,200		123,200	1%
59	Telephone/Telecommunications	101,400		101,400	1%
60	Legal, Accounting and Payroll Services	90,875		90,875	1%
61	Printing and Copying	14,400		14,400	0%
62	Postage and Shipping	30,000		30,000	0%
63	Other	68,000		68,000	0%
64					
65	Subtotal: Office Expenses	\$736,011		\$736,011	5%
66					
67	General Expenses				
68	Insurance	157,582		157,582	1%
69	Interest Expense	30,000		30,000	0%
70	Transportation	71,110		71,110	0%
71	Food Service	855,508		855,508	5%
72	Administration Fee (to PCSB)	71,854		71,854	0%
73	EMO Fee or Transfer			0	0%
74	Other General Expense	198,425		198,425	1%
75					
76	Subtotal: General Expenses	\$1,384,478		\$1,384,478	9%
77					
78	TOTAL EXPENSES	\$18,208,590		\$18,208,590	116%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$4,033			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS

Student Enrollment	1094
Facility Size (square footage)	161,270
Average Teacher Salary	\$ 51,687
Student/Teacher Ratio	9.8
Other Major Assumptions	

* "EMO Fee or Transfer" should include **all** funds remitted to an education management organization by the school. Expenses paid by the EMO on behalf of the school should be reflected in Column B.

CCPCS
Two-Year Operating Budget Worksheet: Year TWO

DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
		501(c)3 School Applicant	Education Management Organization (if applicable)	Total Revenues by Funding Source
REVENUES				Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	14,873,387		14,873,387
2	Per Pupil Facilities Allowance	4,455,197		4,455,197
3	Federal Entitlements	1,152,111		1,152,111
4	Other Government Funding/Grants	683,756		683,756
5	Total Public Funding	21,164,452		21,164,452
6	Private Grants and Donations	0		0
7	Activity Fees	484,230		484,230
8	Loans	1,385,000		1,385,000
9	Other Income (please describe in footnote)	18,750		18,750
10	Total Non-Public Funding	1,887,980		1,887,980
11	EMO Fee or Transfer (= line 73, col. G) *			0
12				
13				
14	TOTAL REVENUES	\$23,052,432		

		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES					
Personnel Salaries and Benefits					
15	Principal/Executive Salary	1,067,626		1,067,626	5%
16	Teachers Salaries	6,659,195		6,659,195	31%
17	Teacher Aides/Assistance Salaries	827,395		827,395	4%
18	Other Education Professionals Salaries	1,260,437		1,260,437	6%
19	Business/Operations Salaries	1,034,447		1,034,447	5%
20	Clerical Salaries	395,166		395,166	2%
21	Custodial Salaries	0		0	0%
22	Other Staff Salaries	289,302		289,302	1%
23	Employee Benefits	1,425,397		1,425,397	7%
	Payroll Taxes	1,131,909		1,131,909	5%
24	Contracted Staff	726,189		726,189	3%
25	Staff Development Costs	615,698		615,698	3%
26					
27	Subtotal: Personnel Costs	\$15,432,760		\$15,432,760	73%
28					
29	Direct Student Costs				
30	Textbooks	265,650		265,650	1%
31	Student Supplies and Materials	322,425		322,425	2%
32	Library and Media Center Materials	48,000		48,000	0%
33	Computers and Materials	67,116		67,116	0%
34	Other Instructional Equipment	153,000		153,000	1%
35	Classroom Furnishings and Supplies	188,292		188,292	1%
36	Student Assessment Materials	43,850		43,850	0%
37	Contracted Student Services			0	0%
38	Miscellaneous Student Costs **	114,640		114,640	1%
39					
40	Subtotal: Direct Student Costs	\$1,202,973		\$1,202,973	6%
41					
42	Occupancy Expenses				
43	Rent	2,465,597		2,465,597	12%
44	Mortgage Principal Payments			0	0%
45	Mortgage Interest Payments			0	0%
46	Building Maintenance and Repairs	272,149		272,149	1%
47	Renovation/Leasehold Improvements			0	0%
48	Utilities	490,184		490,184	2%
49	Janitorial Supplies	69,779		69,779	0%

CCPCS
Two-Year Operating Budget Worksheet: Year TWO

50	Equipment Rental and Maintenance			0	0%
51	Contracted Building Services	486,737		486,737	2%
52					
53	Subtotal: Occupancy Expenses	\$3,784,447		\$3,784,447	18%
54					
55	Office Expenses				
56	Office Supplies and Materials	215,672		215,672	1%
57	Office Furnishings and Equipment	154,867		154,867	1%
58	Office Equipment Rental and Maintenance	141,372		141,372	1%
59	Telephone/Telecommunications	114,708		114,708	1%
60	Legal, Accounting and Payroll Services	126,280		126,280	1%
61	Printing and Copying	31,200		31,200	0%
62	Postage and Shipping	36,000		36,000	0%
63	Other	72,000		72,000	0%
64					
65	Subtotal: Office Expenses	\$892,099		\$892,099	4%
66					
67	General Expenses				
68	Insurance	176,094		176,094	1%
69	Interest Expense	30,600		30,600	0%
70	Transportation	100,310		100,310	0%
71	Food Service	1,143,018		1,143,018	5%
72	Administration Fee (to PCSB)	96,643		96,643	0%
73	EMO Fee or Transfer			0	0%
74	Other General Expense	185,425		185,425	1%
75					
76	Subtotal: General Expenses	\$1,732,090		\$1,732,090	8%
77					
78	TOTAL EXPENSES	\$23,044,369		\$23,044,369	109%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$8,063			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS

Student Enrollment	1433
Facility Size (square footage)	183,270
Average Teacher Salary	\$ 56,120
Student/Teacher Ratio	10.4
Other Major Assumptions	

* "EMO Fee or Transfer" should include **all** funds remitted to an education management organization by the school. Expenses paid by the EMO on behalf of the school should be reflected in Column B.

** Please explain in the Notes section all "Miscellaneous" costs which exceed \$25,000.

NOTES:

RALPH F. BOYD, JR.
Professional Profile
Spring 2008

Employment

- **Executive Vice President, Community Relations, Freddie Mac, and Chairman, President and Chief Executive Officer, Freddie Mac Foundation (2005 - present)**

Currently oversee the national capitol region's largest philanthropic program, including corporate and Foundation grant-making, corporate and employee community investments, and employee volunteer activities.

Member of Freddie Mac (corporate) Business Executive Committee.

Member of Foundation's **Investment Committee**. Oversee management of the Foundation's investment portfolio, including Foundation's investment advisor and money managers, and formulation of new asset allocation plan and portfolio rebalancing strategies.

Member of corporate **Retirement Investment Committee**. Oversees the investment and management of Freddie Mac employee pension and 401(k) plans' portfolios.

Lead corporate division and Foundation reorganization and operational upgrades, including implementation of enhanced financial and operating controls, and improved financial management expertise and capacity through restructuring of Foundation's accounting, finance, and IT functions.

Oversaw strategic planning process and reallocation of the Foundation's strategic investments focusing on high-impact priorities in the new strategic plan.

Implemented enhanced diligence and review processes for corporate grant and funding support requests from tax exempt organizations.

Oversaw implementation of new general ledger software for Foundation enhancing accuracy and accessibility of financial data, fluency of accounts payable modules, and transparency of Foundation and corporate grant-making processes.

Oversaw implementation of new critical data management quality control and security compliance plan.

Previously served as Freddie Mac's **General Counsel** (2004 – 2005). Supervised the Company's legal regulatory, government, and industry relations functions; concentrated on implementing enhanced controls and improving administrative functions and operations in these external-facing areas of the Company.

Represented Freddie Mac before **House Financial Services Committee** during the Committee's review of public, private, and nonprofit sector responses to hurricanes Katrina and Rita. Presented Freddie Mac's comprehensive business and philanthropic responses,

which included substantial mortgage payment relief for homeowners in affected areas, multi-billion dollar purchases of mortgage revenue bonds to help subsidize reconstruction, and multi-million dollar corporate and Foundation grants in effected areas.

- **Assistant Attorney General of the United States (2001 – 2003)**

Nominated by President George W. Bush, and confirmed by the U.S. Senate to serve as chief of the U.S. Justice Department's **Civil Rights Division**, a 400-lawyer division with 9 litigating sections and a \$106 million annual operating budget.

Lead investigation of alleged voting improprieties during **2000 presidential election in Florida**. Oversaw negotiations over the agreement that resolved disputed issues in aftermath of the **civil unrest in Cincinnati** involving: the U.S. Justice Department; City of Cincinnati; Cincinnati branch, NAACP; National Urban League of Greater Cincinnati; and the Fraternal Order of Police. Drafted, with senior staff, the U.S. Government's **Guidance to Federal Law Enforcement Regarding the Use of Race and Ethnicity** prohibiting racial profiling in routine federal law enforcement operations in the United States, which President Bush signed as an Executive Order in June 2003. Headed **national task force** that investigated and prosecuted backlash hate crimes in the aftermath of the September 11 attacks.

Served as executive member of the **United States Architectural and Transportation Barriers Compliance Board**, which establishes guidelines and standards under the Americans with Disabilities Act, Rehabilitation Act, and Architectural Barriers Act.

Lead U.S. delegation representing the United States before Geneva-based **United Nations** human rights treaty compliance body in connection with the United States' record of compliance with its international human rights treaty obligations. (August 2001, and February 2008).

Represented the United States before the **United Nations General Assembly** (New York) regarding new international convention on the rights of people with disabilities. (2002).

Member of U.S. State Department delegation to the **Organization for Security and Cooperation in Europe** (Vienna, Austria) meetings regarding counter-terrorism strategies, international human rights obligations, and racism and xenophobia in the aftermath of September 11th. (Sept. 2003).

Member of U.S. State Department delegation to Beijing as part of **U.S./China Human Rights Dialogue**; while in China, and during subsequent dialogue and negotiations in Washington, negotiated with representatives of the Peoples' Republic of China (PRC) over human rights and democratization issues, including release of political prisoners and PRC's re-education through labor system (forced labor camps). (2002 – 2004)

Served as Co-Chair of the **Brown v. Board of Education Commemorative Commission** (Presidential, statutory appointment, 2002 – 2003).

- **Law Practice – Alston & Bird LLP (Washington, DC) (2003 – 2004); Goodwin Procter LLP (Boston, MA) (1997 – 2001).**

Previously served as senior partner and head of Alston & Bird's Washington, D.C. litigation practice, and as counsel and then partner in the trial and corporate litigation department at Goodwin Procter LLP in Boston. Law practice focused on complex civil and criminal matters, including securities fraud, proxy contests, trade secrets, product liability, and class action defense. Also advised committees and boards of directors on Sarbanes-Oxley and corporate governance related issues, and represented officers, directors and other fiduciaries in government investigations, prosecutions and enforcement actions.

- **Assistant U.S. Attorney, Major Crimes Unit, Criminal Division, U.S. Attorney's Office (Boston) (1991 – 1997).**

Federal prosecutor. Investigated and/or prosecuted cases involving bank fraud, firearms and narcotics trafficking, homicide, and bombings. Lead U.S. Attorney's Office's Operation Triggerlock, and its Urban Anti-Violent Crime Task Force.

Board Service

- **DirecTV Group, Inc. (2004 – present).** Member, Board of Directors, audit committee, and governance and nominating committee.
- **Home Ownership Funding Corporation I, and Home Ownership Funding Corporation II (Freddie Mac REIT affiliates) (2004 – present).** Presiding Director.
- **National Housing Partnership Foundation (2004 – present).** Trustee of national non-profit developer and provider of affordable, multi-family housing and resident services for low- and moderate-income families. Chairman, audit committee; member, investment committee; and former member, compensation committee.
- **American Association of People with Disabilities (AAPD) (2004 – present).** Member, Board of Directors, and executive committee.
- **Easter Seals of Greater Washington (Maryland, West Virginia, Northern Virginia, and the District of Columbia) (2004 – present).** Vice-Chairman and member, Board of Directors; member of finance and development committees.
- **Center City Consortium (Archdiocese of Washington, DC) (2004 – 2007).** Member, Board of Directors of non-profit that provides financial, organizational, management and programmatic support for inner-city elementary schools of the Archdiocese.
- **Freddie Mac Foundation (current).** Chairman, and member of Foundation investment committee.

Other Service

- **United Nations Committee on the Elimination of all Forms of Racial Discrimination (January 2004 – October 2006).** U.S. member of Geneva-based UN human rights treaty compliance body. Rapporteur for post-civil war examination of the government of Bosnia-Herzegovina.
- **Judicial Nominating Council, Commonwealth of Massachusetts (1997 – 2001).** Served two Massachusetts governors on appointed council responsible for recruiting, screening, and nominating candidates for state superior and appeals, and the Supreme Judicial Court of Massachusetts.
- **U.S. Magistrate Judge Review Board (2000).** Appointed by judges of the U.S. District Court, District of Massachusetts to conduct performance reviews of U.S. Magistrate Judges.
- **Governor's Diversity Advisor Board, Commonwealth of Massachusetts (1999-2001).** Appointed by then Massachusetts Governor to advise the Executive Office regarding strategies for achieving sustainable diversity within leadership ranks of state government.
- **Boston Bar Association, Suffolk County Courthouse Task Force (2000 – 2001).** Chairman of joint bar/judicial task force responsible for formulating development plans for construction of new state courthouse in downtown Boston.
- **Boston Bar Association (1998 – 2001).** Council and executive committee member.
- **Massachusetts Bar Association (1997 – 2000).** Co-Chair, Federal Practice Committee.

Representative Publications

- ***Conducting Corporate Internal Investigations***, co-authored with Andrew Lelling, published in *Massachusetts Discovery Practice* (MCLE, Inc. 2002 & 2005 supp.).
- ***Litigation Risk Abatement: A New Option for the Legal Threat Against Health Plans***, co-authored with Vikram Khanna, published in *On Managed Care* (Aspen Publishers, Inc., March 2001).
- ***Jury Selection and Jury Contact Issues in Federal Criminal Trials***, co-authored with the Honorable Patti B. Saris (U.S. District Judge, D. Mass.), published in *Federal Criminal Practice: A Primer* (Massachusetts Bar Institute, October 1996).

Speeches And Lectures

- Given over 150 speeches, lectures, or presentations during the last decade covering a variety of subjects, including but not limited to: fair lending; financial literacy; community investment and development; corporate philanthropy; corporate governance; corporate citizenship and social responsibility; workplace diversity; criminal law and procedure; federal sentencing guidelines; professional responsibility (legal); urban and youth violence; human, civil and political rights; terrorism; education; disability; racism and xenophobia; ethnic cleansing and genocide.
- Served as a guest Instructor in the Harvard Law School Trial Advocacy Workshop.

Education

- **Harvard Law School**, Cambridge, MA (Juris Doctor, 1984)
- **Haverford College**, Haverford, PA (Bachelor of Arts, 1979)
- **Suffolk University**, Boston, MA (Doctor of Laws, *Honorary*, 2001)

Continuing Professional Education

- **Securities Law Investigations** (D.C. Bar CLE, Jan. – Feb., 2005).
- **Accounting Concepts** (D.C. Bar CLE, and D.C. Bar Corp. Fin. Section, Jan. 2005).
- **SEC Accounting Rules and External Reporting Requirements** (SEC Institute, Oct. 2006).
- **Corporate Governance, Financial Reporting and Risk Management for Directors** (The Wharton School, University of Pennsylvania, March 2007)

Family

- Wife Angela, and five children: Katie (19); Jessica (17); Maggie (12); Jamie (12); and Jeremy (11).

GEORGE W. BROWN

5860 Oregon Avenue, NW
Washington, D.C. 20015

202-966-7566
202-966-7605 (Fax)
Email: gwb@rcn.com

EDUCATION

- Juris Doctor Degree, 1973 -- Georgetown University Law Center
- Bachelor of Arts Degree, 1968 -- Howard University, Political Science
- Member, District of Columbia Bar

MAJOR ACCOMPLISHMENTS

- Policy Advisor to Secretary of the U. S. Department of Housing and Urban Development
- Responsible for Executive Recruitment, Federal Job Standards and Procurement for the Administrator of SRS, Department of Health and Human Services
- Policy Advisor to the Mayor, District of Columbia on Economic Development
- Managed the District of Columbia Economic Development agencies and its approximate 3,000 employees
- Developer, Consultant and attorney for major new Sports Arena and Convention Center
- Created the District of Columbia's first Loan Guaranty Program
- Assisted in the development of the MCI Center
- Directed Procurement System within the DC Department of Consumer and Regulatory Affairs. Wrote Procurement policies and procedures.

HONORS

- United States Delegate to the Hague-Nations Conference on Special Housing needs (1976)
- Department of Housing and Urban Development Superior Performance Awards (1975, 1976)
- Distinguished Service Award - District of Columbia Government (1993)

EXPERIENCE

Public Sector

- **Deputy Mayor for Economic Development, District of Columbia. (June 1991 - February 1994)**

Directed the efforts of 11 District of Columbia agencies with appropriated private and federal budget of \$350 million and 3,000 employees. Directed Consumer and Regulatory Affairs. Provided leadership, oversight, and supervision of the Economic Development agencies and established policies to implement economic development program that: promoted and

maintained a favorable business and investment climate; expanded and diversified the City's revenue base; provided retention and expansion of the existing economic base; participated in strengthening and revitalizing neighborhood commercial and industrial areas; promoted increased participation of District based small, minority and women owned enterprises; and promote the expansion of the convention and tourism industry.

- **Deputy Executive Director, Office of Business and Economic Development. (January 1990 - June 1991)**

Responsible for \$300 million Revenue Bond Program. Recommended project funding and established funding priorities; coordinated all OBED activities with related District agencies to ensure smooth implementation of project objectives. Analyzed development project opportunities with input from private developers and city financial and economic planners; structured real estate deals; and reviewed pro forms and credit analysis.

- **Chief Operating Officer and Fiscal Officer, Office of the People's Counsel for the District of Columbia. (September 1983 - June 1986)**

Managed and appropriated budget in excess of \$1 million and an assessment budget of \$2 - \$3 million. Was responsible for administration, personnel, budget, financial systems, and contracts. Coordinated and implemented the Management Information System (MIS) and telecommunications network.

- **Associate Deputy Assistant Secretary, U.S. Department of Housing and Urban Development. (January 1973 - June 1976)**

Managed over 100 central and field office staff members. Responsible for overall management and administration of HUD's neighborhood and development program; program policy evaluation; counseling program and consumer protection activities. During my tenure with HUD obtained an in-depth working knowledge of the following Offices: Neighborhoods and Consumer Affairs; Policy; Program Analysis Evaluation; and Policy Analysis and Program Evaluation. Major work efforts included evaluating and analyzing housing production and mortgage credit programs; developing major HUD regulations and guidelines to implement Section 8 - Low Income Housing and Section 202 - Elderly Housing Programs. Designated departmental liaison to the Architectural and Transportation Barriers Compliance Program. Also planned, implemented and evaluated research development program projects and demonstration activities with HUD. Prepared Community Development program (Model

Cities, Urban Renewal) into Block Grants. Interpreted legislation relating to HUD programs and made recommendations to superiors.

- **Confidential Assistant to the Administrator, U.S. Department of Health, Education and Welfare, Social Rehabilitation Service. August 1968 - August 1971)**

Coordinated executive recruitment and employee development programs and developed a management by objectives system.

Private Sector

- **Senior Vice President, Center for Responsible Lending & Self-Help, Washington, D.C.**

Responsible for the day-to-day operations and management. The Center for Responsible Lending is focused on policy research and advocacy to stop predatory lending practices. An affiliate of Self-Help, the Center was instrumental in helping to pass the country's first comprehensive state statute against predatory mortgage lending. Self-Help has been a leader on national legislative and regulatory efforts to address predatory lending. . Self-Help has provided over \$3.5 billion in financing to help more than 30,000 low-wealth borrowers buy homes, build businesses, and strengthen their communities.

- **Adjunct Professor, University of the District of Columbia, Washington, D.C. (September 2001 to Present)**

Teaching course in Hospitality Law, Business Ethics & Managing the Public Sector.

- **President & Chief Executive Officer, the *far SW-SE* CDC, Washington, D.C. (March 1999 to Present)**

Responsible for the day to day operations and management of this community development corporation that focuses on sustainable community economic development in the most impoverished quadrant of the District of Columbia.

- **Vice President of Marketing, The Edgar Lomax Company, Springfield, Virginia (February 1997 – December 1998)**

Responsible for all marketing activities of this nationally recognized investment management company, with \$1.6 billion million in assets under management. Member of the investment committee and in charge of all legal/compliance issues.

- **Attorney At Law, George W. Brown & Associates, Washington, D.C. (June 1995 - February 1997)**

Engaged in the private practice of law. specializing in economic development, commercial transactions, real estate development and business planning and packaging for small and medium sized businesses.

- **Of Counsel, Davis Wright Tremaine, Washington, D.C. Office. (February 1994 – June 1995)**

Davis Wright Tremaine is a national, full service law firm of approximately 300 attorneys with offices in Los Angeles, San Francisco, Seattle, Portland, Anchorage, Boise, Honolulu, Shanghai and Washington, D.C. The firm specializes in commercial litigation, communications and media law, bankruptcy, labor and employment, international commercial transactions and legislative law.

- **Senior Attorney, George Brown & Associates. (April 1989 - January 1990)**

Practice law in the District of Columbia specializing in real estate and commercial law, utility regulatory matters and community and economic development. Serviced as general partner in the substantial rehabilitation of 113 elderly housing units in Richmond, Virginia. Provided legal and financial guidance to nonprofit community development organizations.

- **Managing Partner, Ellis, King, Brown & Prioleau. (June 1986 - April 1989)**

Managed law firm with a general civil practice. Areas of emphasis included real estate, banking, business and commercial matters.

- **Senior Program Officer, Local Initiatives Support Corporation. (January 1978 - June 1982)**

Established economic development linkages between the Ford Foundation, Fortune 500 companies and community development organizations to ensure financial revitalization efforts in depressed communities. Coordinated the efforts over 100 community groups in major cities throughout the United States which led to the creation of local LISC partnerships in Washington, D.C.; Kansas City, MO.; Philadelphia, PA. and the State of California.

- **Interchange Executive for the President of the United States, Bank of America. (October 1976 - December 1978)**

Selected by the Bank of America to work in its City Improvement and Restoration Program. Negotiated contracts with local units of government for the development of loans made by the Bank. Developed a marketing program and rehabilitation loan financing alternatives. Traveled to Belgium, Paris, Bonn, West Berlin and Dusseldorf to meet with heads of state, NATO representatives, and members of the European Commonwealth to study and discuss the interplay between European economy and the U.S. Economic Policies.

COMMUNITY SERVICE

- Thurgood Marshall Trust Board of Directors
- Chair, Board of Directors, Thurgood Marshall Academy (Charter School)
- Leadership Washington
- Metropolitan Dialogue - Executive Committee
- Former Chair, DC Public Charter School Credit Enhancement Fund Committee
- Board member, Association of Public Chartered Schools

S. JOSEPH BRUNO, C.P.A.

Building Hope

President (November 2003 – present)

- ❑ Identify qualified public charter school programs for investment
- ❑ Purchase/lease properties to construct/renovate as school facilities
- ❑ Negotiate bank financing for school facilities
- ❑ Direct America's Charter Credit Enhancement Program, a US Department of Education grantee

Carey International

Director—International Operations (December 2000 – February 2002)

- ❑ Integrated three affiliate acquisitions (Italy, France and Monaco)
- ❑ Established financial reporting system and European tax structure

United Payors & United Providers (Nasdaq—health care services)

Senior Vice President, Chief Financial Officer & Corporate Secretary (1995 – 2000)

- ❑ Incorporated in 1995; investment of \$10 million; IPO in 1996; sold in 2000 for \$560 million
- ❑ Established all financial reporting and accounting processes
- ❑ Responsible for financial reporting and all legal matters
- ❑ Maintained relationships with analysts and shareholders and board of directors

Coopers & Lybrand

Partner (1989 – 1995)

- ❑ Specialized in auditing and mergers and acquisitions and initial public offerings

Jurgovan & Blair Inc. (health care services and information technology)

Sr. Vice President of Operations & Chief Financial Officer (1986 – 1989)

- ❑ Directed the company's three divisions: management consulting, HMO operations, and software systems development/sales; responsible for finance, legal and administration
- ❑ Negotiated and coordinated the sale of the company to American International Group

KPMG Peat Marwick LLC

Staff to Partner (1971 – 1986)

- ❑ 1971 to 1986 – principally in Washington, DC; from staff to partner in 1980
- ❑ Special executive office (New York) assignment from 1975 to 1976
- ❑ Partner in charge of multi-national clients in Rome, Italy from 1980 to 1984

Certified Public Accountant — State of Maryland — 1972

Board member — Global Telecom & Technology (GTT)

Board member — DC Prep Charter School; DC Association of Chartered Public Schools
Group Dental Service; Intergroup Service Corp.
Center City Consortium



Kevin P. Chavous

Partner, Washington, D.C.

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Practice Area(s)

Corporate Diversity Counseling

Public Law & Policy Strategies

Kevin P. Chavous specializes in education, corporate diversity counseling and public law and policy strategies for the Firm. He provides general legal representation for several universities on a wide range of matters. In addition, he provides counsel to primary and secondary schools on various regulatory and legal compliance matters. He is regularly sought out for his advice regarding emerging charter school development issues in jurisdictions throughout the country. He provides assistance to states in early stages of developing charter schools and other alternative education institutions. His book, "Serving Our Children - Charter Schools and the Reform of American Public Education," explores what Washington D.C. educators and other leaders have learned from the charter school experience and what it means to American public education as a whole.

His diverse legal background ranges from his years of practice for the D.C. Public Defenders Service to a position as in-house counsel for Aetna Casualty & Surety Company. While at Aetna, he represented both commercial and individual insured on various claims, and was responsible for all litigation in D.C. Next, Mr. Chavous spent eight years with a Washington law firm specializing in litigation and trial advocacy. During the course of his career, he has managed over 75 jury trials.

Mr. Chavous served three terms in the Council of the District of Columbia where he was considered a forceful legislative promoter of fiscal restraint and improved city services. As Chair of the Council's Committee on Education, Libraries and Recreation, Mr. Chavous was at the forefront of education reform within the D.C. public school system. His efforts led to over 500 million new dollars being made available to educate children in the nation's capital.

A leading national advocate for school choice, Mr. Chavous helped to shepherd the charter school movement into the District. Under his education committee chairmanship, charter schools grew from zero to more than forty schools and 17,000 students in six short years. That number

Education

Howard University School of Law, J.D., 1981

Wabash College, B.A., 1978

Admitted to Bar

**Colorado
District of Columbia
Maryland
Virginia**

represented twenty percent of the overall public school population in the District of Columbia, the highest percentage of charter schools in the country. His efforts on behalf of charter schools earned him the prestigious MAC award. Mr. Chavous continues to organize and participate in a variety of local charitable activities.

Mr. Chavous is an adjunct professor at American University's Washington College of Law, where he teaches education and local government law. He has also taught trial advocacy at the National Institute for Trial Advocacy (NITA), and participated as a faculty member at the Harvard University Trial Advocacy Workshop. He regularly lectures for the District of Columbia Bar. Prior to joining Sonnenschein, Mr. Chavous served as counsel with Arent, Fox, Kintner, Plotkin & Kahn, where he founded the firm's education law practice and advised clients on government relations, business and technology matters.

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DARRIN LEWIS GLYMPH, ESQ.
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EMPLOYMENT:

Orrick, Herrington & Sutcliffe LLP

2006 – present

1152 15th Street NW
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202.339-8500 (fax)
dglymph@orrick.com (E-mail)

Of Counsel with the firm and primarily a transactional attorney, focusing on public finance, securities law, and legal issues for state and local governments. My public finance practice is diverse, including the representation of issuers or underwriters in long term general obligation and revenue bond financings, including financings for educational facilities (including charter schools), hospitals, housing authorities and water and sewer authorities. I also provide advice to clients on economic incentives, focusing primarily on enterprise zone bonds, tax increment financing (TIF) and payment in lieu of taxes (PILOT) financings.

Hunton & Williams LLP

1998-2006

Washington, D.C.

Worked as Of Counsel focusing on public finance, securities law, and legal issues for state and local governments.

McGuire, Woods LLP

1993-1998

Richmond, Virginia

Worked as an attorney focusing on public finance, securities law, and legal issues for state and local governments.

Chubb Group of Insurance Companies

1986-1990

New York, New York

Worked as a senior underwriter analyzing property, casualty, inland marine and ocean marine insurance risks.

EDUCATION:

Williams College

1981-1985

Williamstown, Massachusetts
Bachelors of Arts, History

Tulane University School of Law

1990-1993

New Orleans, Louisiana
Juris Doctorate

ACTIVITIES:

Small and Local Business Opportunity Commission, Chairman

EdBuild, Director

Gertrude Stein Democratic Club, Vice President

Center for Family and Youth Investment, Vice Chairman

District of Columbia Bar Association and Virginia Bar Association, Member

HOBBIES:

Racquetball
Weight lifting

Running
Tennis

JOHN F. GRIFFIN RESUME

2007

PROFESSIONAL EXPERIENCE

The Griffin Foundation

1998 – Present

Founder and President

The Griffin Foundation was founded in 2000 with primary focuses on the District of Columbia inner city educational and low income and elderly housing needs. Local recipients have included the Center City Consortium, So Others Might Eat (S.O.M.E.), Victory Housing, Victory Youth Centers, Catholic Charities and Archbishop Carroll High School. The Foundation has funded annual awards to outstanding individuals in the above groups which to date has exceeded \$500,000. In addition there continues to be focus on international humanitarian relief. Major recipients have been Catholic Relief Services, Hope for Haiti, and multiple social service groups in Puerto Rico. Charitable awards to date have exceeded \$3.5 million.

Mulligan, Griffin & Associates Inc.

1980 – 1998

Founder and Principal

Mr. Griffin founded Mulligan, Griffin & Associates as a privately held commercial real estate development firm which specialized in the development of large office and research and development facilities for major corporations in the metropolitan area of Washington, D.C. When sold to Boston Properties REIT in 1998, the portfolio consisted of office and R&D facilities in VA and MD totaling approximately 1.3 million square feet.

DANAC Associates, Inc.,

1968 – 1980

Founder and President

As Founder and President of DANAC Associates, Inc., a major commercial and industrial brokerage firm in the suburban Washington, D.C. area, and Vice President of DANAC Real Estate Investment Corporation, Mr. Griffin lead commercial and industrial real estate development at DANAC.

COMMUNITY LEADERSHIP & SERVICE

Center City Consortium, Washington, DC

Board Member & Chairman, Board of Directors

2001 – 2007

Mr. Griffin has served on the Board of the Center City Consortium since 2001 and was Chairman of the Board from 2001-2007. Under his leadership, the Consortium has served thousands of children in the District's inner city with an excellent education. The Center City Consortium was formed in 1997 to provide leadership and support to 8 Catholic schools in DC; this support was critical to keep the schools open. Between 2002-2007, the number of schools in the Consortium grew to 12 with an annual budget of \$19 million. Mr. Griffin has championed innovative solutions to the challenging question of how to sustain these schools.

So Others Might Eat (SOME), Washington, DC

Current Committee Volunteer & Former Trustee, Board of Trustees

1985 – 2007

Mr. Griffin served on the Board of Trustees as SOME and provided seed money, leadership and professional advice in the development of their Single Room Occupancy facilities and in their other

JOHN F. GRIFFIN RESUME

2007

low-income housing initiatives. He continues to serve on the Finance and Housing Committees of the Board. SOME provides a broad range of assistance to homeless individuals including meals, medical care, counseling, drug and alcohol rehabilitation, job training, emergency housing and a variety of services to the elderly, including low-income housing.

Victory Housing, Washington, DC

Former Director and Chairman, Board of Trustees

Mr. Griffin served as one of the founding Directors at Victory Housing and as Chairman of the Board for several years. He donated money and provided leadership in the expansion of Victory Housing, a well-respected 501c3 with a unique model to provide assisted living for the elderly and independent living opportunities for low-income individuals.

Archbishop Carroll High School, Washington, DC

Former Director, Board of Directors

Mr. Griffin served on the Board for six years and continues to support the school, which provides an excellent high school education to many students in the District of Columbia.

Our Lady of Mercy Church, Potomac, MD

Former President of the School Board & Member of Finance Committee

AWARDS & RECOGNITION

Humanitarian of the Year Award, So Others Might Eat (SOME)

To be awarded in December 2007.

Hall of Honor, Archbishop Carroll High School

Presented in June 2007.

Caring Award, So Others Might Eat (SOME)

Presented in June 2004.

Leadership Award, Archbishop Carroll High School

Presented at the Business Champions Luncheon in October 2000

EDUCATION & MILITARY SERVICE

Georgetown University, Washington, DC

Bachelor's of Science in Business Administration, May 1962

United States Army, Transportation Corp 1962-1964

First Lieutenant with honorable discharge in 1964

Beverley R. Wheeler, Ed. D.
3527 Tenth St., N.W.
Washington, D.C. 20010
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Executive Summary

An innovative Senior Executive with a background in corporate and public sector process development, crisis resolution, community/economic development and planning as well as policy development and implementation. Over 25 years of progressive experience in all phases of public and private sector policy development. Recognized as a dynamic proactive problem solver who readily identifies business problems, formulates solutions, and initiates change and implements new processes in challenging and diverse environments.

Business Acumen

Organizational Management	Policy Formulation	Civic Engagement
Community & Economic Development	Strategic Planning	Team Management
Policy Implementation	Capital Planning	Executive Board Leadership
Resident/Citizen Liaison	Training	Organizational Change Agent

Professional Experience

District of Columbia State Board of Education Executive Director November 2007 – Present
Washington, D.C.

As the Executive Director, I am responsible for managing communication for the State Board; performing regulatory responsibilities related to the Board's regulations; providing general assistance to the State Board President and Board Members in the performance of their responsibilities; coordinating Board task forces and/or feedback from external stakeholders on issues for the State Board of Education's consideration. In addition, the Executive Secretary serves as the parliamentarian to the State Board of Education.

Council of the District of Columbia Chief of Staff August 2005 - November 2007
Washington, D.C.

As the Chief of Staff to Councilmember Phil Mendelson (D -At-Large, Chairman of the Judiciary Committee), I am responsible for the general management of both his personal office and the Judiciary Committee office. In that capacity I assist in the hiring and training of staff; respond to press calls and public inquiries; field constituent services concerns; review committee reports; complete payroll; assist in policy development; staff the councilmember on the Committee on Education, Libraries & Recreation and review Committee reports.

The Pendleton Group President December 2003 On-going
Washington, D.C.

The Pendleton Group is a small, woman-owned consulting firm providing professional services to local governments, community groups, non-profit organizations and small businesses in the areas of strategic planning, civic engagement, facilitation, and asset mapping. The mission of the group is to build equitable communities through outreach, education and training. TPG has provided community group facilitation services for the DC Public Schools through the DC Educational Compact and to the DC Office of Planning as part of the Comprehensive Plan development process. TPG provided a strategic review of literacy programs for the DC State Education Office.

Executive Office of the Mayor Executive Director March 2000– December 2003
Washington, D.C. Neighborhood Action

Neighborhood Action is the signature initiative of Mayor Anthony A. Williams. Its mission is to rebuild citizen trust in government by ensuring citizens a voice in setting city and neighborhood priorities, delivering high quality services in every neighborhood through multi-agency collaboration and maintaining sustained civic engagement. The Executive Director responsibilities included:

- Conducting bi-annual Citywide Citizen summits to gain resident feedback on priorities and budget
- Monitoring the development of Strategic Neighborhood Action plans for all neighborhoods in the city
- Coordinating the activities Neighborhood Services, Neighborhood Planning and Community Outreach
- Developing, publishing and monitoring the Citywide Strategic plan

- Supervising the Office of Partnerships & Grants Development, DC Commission on National & Community Service and the DC Youth Advisory Council
- Co-Chairing the Neighborhood College Program
- Delivering a number of presentations on civic engagement, participatory democracy, neighborhood strategic planning to delegations from the Ukraine, Russia, the Netherlands, Germany, Mexico, Brazil, Canada, and Poland
- Participating in a protocol agreement with South Africa on civic engagement.

KPMG Consulting, LLP

Senior Consultant

March 1997- March 2000

Public Services Consulting Practice in Washington, D.C.

Provided consultative services in the areas of business management improvement, training and strategic planning for federal services clients that included: the Department of Housing and Urban Development, Department of Education, U.S. Congress, Office of the Inspector General, and the Department of Commerce. Provided similar services to the Higher Education, Research and Not-for-Profit practice within the firm.

- Responsible for data collection, management, analysis and monitoring for 26 troubled HOPE VI urban revitalization grantees valued at over \$650 million in support of HUD grant managers. This information was used to develop critical program status reports to HUD officials, Congress, GAO, and other program stakeholders. This effort resulted in the program being recognized as one of the top five managed federal programs.
- Prepared and delivered training sessions for all 129 Public Housing Authority (PHA) grantees on the correct reporting processes and program management issues surrounding their HUD HOPE VI grants. As a result, PHAs improved their reporting and day-to-day program management.
- Assisted in the development of the disaster recovery plan for the Howard University Y2K PMO Event Management Center. The center was the command center for all University-wide systems. Interfaced with emergency service and other crisis response teams. Refined implementation processes that resulted in a smooth transition to the year 2000.
- Conducted a comprehensive organizational performance audit of the U.S. House of Representatives for the Office of the Inspector General. The audit allowed the OIG to close several previous audit findings.

BRW and Associates

Principal

November 1995- March 1997

Provided independent business consulting services to small businesses, non-profit community groups and foundations in the areas of strategic planning, economic development, community revitalization and grants management.

- Developed a strategic plan and business-operating plan for the newly formed Ronald H. Brown Foundation that was interested in developing an educational institution using distance learning, corporate/university collaboration, and executive education.
- Produced a post-election seminar for students at four universities and colleges using distance-learning technology for the Ronald H. Brown Center for Politics and Commercial Diplomacy.
- Teamed with MCSI Technologies, Inc. to conduct a comprehensive agency business process review using a Joint Application Design process and staff interviews to support software development for the District of Columbia Department of Human Services -Child Welfare Information Systems (CWIS) Project. Conducted detailed risk assessment analysis and modeling to quickly identify at-risk youth.

Executive Office of the Mayor
Washington, D.C.

Assistant Project Manager
MCI Arena Task Force

February 1995 - November 1995

- Responsible for the District of Columbia's day-to-day support of the public-private agreement between the Abe Pollin Organization and the government in the construction of the downtown sports arena. Conducted oversight and construction management guidance for all participating city government agencies.
- Monitored contracts, performed financial management reviews, negotiated contracts and land acquisition, monitored relocation of employees, Metro connection oversight, Congressional charter amendments, environment impact statement and all regulatory reviews and changes. This resulted in the project becoming a model for municipal public-private partnerships by being completed on time and on budget.
- Interfaced with community organizations, businesses and developers to craft a redevelopment strategy that resulted in much of the revitalization of the East End business district.

Office of Policy, Planning & Evaluation
Washington, D.C.

Administrator
Department of Recreation & Parks

November 1992- November 1995

- Responsible for all safety and security issues, policy development, legal requirements, contract reviews, information systems development, public-private partnerships, project development and oversight for capital projects, staff training, and the development of the agency operating budget.
- Developed the user fee policy and created an Enterprise Fund to manage private donations and activities
- Raised and/or leveraged over \$2 million for agency infrastructure and program development through federal grants, public-private partnerships and community involvement.

Special Assistant for Economic Development Office of the City Administrator November 1989- November 1992
Washington, D.C.

- Primary staff advisor to the City Administrator on economic development issues and represented the City Administrator at specific public engagements.
- Provided guidance to ten economic development agencies as well as the Department of Public Works and the Office of Productivity Management Services.
- Planned, developed and coordinated special projects, conducted fact-finding investigations, reviewed contracts, budget requests and legislative testimony. Developed background papers for use by the City Administrator and the Mayor in presentations to Congressional committees, national organizations, community groups and the media.

Other Relevant Experience

Founding Board Member, Excel Academy Public Charter School (Opening September 2008)

Member (Former), State Advisory Panel on Special Education (State Education Office)

Member (Former)-Parent Advisory, State Enforcement and Investigation Division, DCPS-Office of Special Education

Member, Steering Committee, CollaborationDC (civic engagement, collaboration, partnerships)

Board Member (Former), Washington Parks & People (park revitalization)

Board Member, Save the Tivoli (historic preservation)

Campaign Chairperson, Phil Mendelson for DC Council (1998)

Development Corporation of Columbia Heights (DCCH) (Washington, DC)

Former Member, Board of Directors

Former Chairperson, Housing & Economic Development Committee

Carnegie Mellon University

Member, Alumni Executive Board, CMU Alumni Association

Member, Andrew Carnegie Society

Member, Carnegie Mellon Black Alumni Association

H. John Heinz III School of Public Policy and Management, Carnegie Mellon University

Member, Alumni Executive Board

Member, Strategic Planning Committee

Member, Dean's Circle

Stone Ridge -School of the Sacred Heart (Bethesda, Maryland)

Former Member, Board of Trustees (1994-2000)

Former Co-Chair, Stone Ridge Alumnae Board

Former, Member, Buildings and Grounds Committee

Committee of 100 for the Federal City (Washington, D.C.) (Land- use planning organization)

Lifetime Member,

Board of Trustees (1998-1999)

Former Chair, Housing and Economic Development Committee

Member, Zoning Committee

Former Board Member, Comprehensive Economic Development Strategy committee

Former Commissioner, DC Commission on National & Community Service

Advisory Neighborhood Commissioner (Washington, DC) (elected to office 1994-1996)

Ward One Council, Former Member (Washington, DC)

Member, St. Augustine's Catholic Church

Education

Doctor of Education (Ed. D.) - Administration, Planning & Social Policy, Harvard University, 1989

Master of Education (Ed. M.) - Administration, Planning & Social Policy, Harvard University, 1985

Master of Science (M.S.) - Management & Public Policy, H. John Heinz III School of Public Policy & Management, Carnegie Mellon University, 1978

Bachelor of Science (B.S.) - Social and Decision Sciences, Carnegie Mellon University, 1976

H. S. Diploma, Stone Ridge - School of the Sacred Heart, 1972

Presentations

Civic Engagement and IT, Heinz School - Carnegie Mellon panel discussion (October 2003)

Institute for the Study of Information Technology and Society (InSITEs) CMU, Luncheon speaker *Technology & Civic Engagement* (September 2002)

Northeastern Presbyterian Church, Men's Day, Guest speaker, *The Role of Religion in Building Community* (January 2002)

National Democratic Institute (NDI), Serbia Guest lecturer, *Civic Engagement in Washington, DC* (April 2002)

NDI, Washington, DC Guest speaker, *Neighborhood Action & Civic participation* (Summer 2002)

JUANA BROWN

5002 AURORA DRIVE
KENSINGTON, MD 20895
PHONE (301) 933-4605
E-MAIL BROWNJ@CENTERCITYCONSORTIUM.ORG

PROFESSIONAL EXPERIENCE

6/06 to present

Center City Consortium- ADW

Executive Director of Academic Programs

- Lead and supervise a team of Principals, Education Specialists, and teachers in twelve city Catholic schools.
- Collaborate with teams on development of School Improvement Plans (SIP) and Campus Action Plans (CAP) using data to identify yearly performance goals.
- Monitor and evaluate SIP and CAP implementation, providing feedback and support to Principal and School Leadership Teams.
- Analyze student data to target areas of growth and need of support
- Develop ongoing professional development for principals, school task force, and classroom teachers to insure school, teacher, and student continuous improvement goals are met
- Collaborate with consulting coaches on train-the-trainer professional development
- Work collaboratively with DCPS to insure effective delivery of Title 1, 2, and 3 services to teachers and students and compliance with DOE guidelines.
- Facilitate development, implementation, and monitoring of pilot programs including Dual Language Immersion, Balanced Literacy, and Educational Technology.
- Assist the Development Team in grant writing, marketing, and public relations.
- Formed and maintain partnerships with institutions, including the Lab School of Washington, Commonweal Foundation, and Dance Institute of Washington, to provide remedial and enrichment opportunities for students.
- Work with District of Columbia Public Schools non-public school team to insure appropriate identification of students, resources, and implementation of federally funded Title Programs.

Sacred Heart School/Escuela del Sagrado Corazon

Principal

6/97 to 6/06

- Developed and facilitated the implementation of a dual language English/Spanish curriculum working with the Center for Applied Linguistics to insure sound pedagogy. Program is currently in the seventh successful year of operations.
- Led school team in successful implementation of standards-based curriculum and data driven instructional strategies.

- Successfully led school in self-study process resulting in re-accreditation by the Middle States Association of Colleges and Schools.
- Worked with school-based teams to develop values based school program that successfully addressed and built positive school climate, student self-esteem, and a student conflict resolution team.
- Worked with culturally and economically diverse parent and student populations, strengthening parent partnership and involvement.
- Worked on Archdiocese of Washington Catholic Schools Curriculum Committee and Multicultural Education Initiatives, addressing issues of standards-based curriculum and accountability and LEP.
- Partnered with community organizations, such as Dance Institute of Washington, to develop enrichment opportunities for students.

Teacher and Assistant Principal

9/90 to 6/97

- Implemented the first ESOL program in an Archdiocese of Washington
- Developed a team-teaching model to co-teach Language Arts and Social Studies to students in Middle School.
- Middle School level leader guiding collaborative team in interdisciplinary planning, instruction, and assessments.
- Collaborated with other level team leaders on implementation of school initiatives including Slavin's cooperative learning model, assessment rubrics, student self-assessment, student literature circles, and use of thematic units.

10/87 to 6/90

CASA of Maryland

- Volunteer tutor working with adult ELL students and elementary and middle school tutoring program

1/80 to 7/87

**General Electric Americom
Senior Accountant**

9/76 to 10/78

**Princeton Montessori School
Aide**

EDUCATION

Harvard Graduate School of Education, Cambridge, MA
Project Zero Institute 6/03
Trinity College , Washington, DC
 Masters in Education – Curriculum and Instruction 9/93 -6/94
University of Maryland , College Park, MD 12/90
 B.A Government and Politics minor Economics *magna cum laude*
Rider University, Lawrenceville, NJ 9/86 -6/87
 B.A Business

ADDITIONAL EDUCATIONAL AND PROFESSIONAL ACTIVITIES

National Endowment for Humanities Seminar – UCLA 6/94 -8/94
 National Endowment for Humanities Seminars – UC Berkeley 7/95–8/95
 Fulbright-Hayes Scholar – South Africa, Summer 1996
 Archdiocese of Washington Latino Initiatives and Outreach – 1998-2004
 Archdiocese of Washington Board of Education – 2004-2006
 Archdiocese of Washington - Curriculum Committee – 2003-2006
 Archdiocese of Washington – ELL School Support Services Committee
 2006 to present
 Cristo Rey Model Schools – Don Bosco Feasibility Study Committee –
 2006
 Balanced Leadership Institute –McREL – Summer 2006

PROFESSIONAL MEMBERSHIPS AND AWARDS

National Association of Bilingual Educators
 International Reading Association
 Association for Supervision and Curriculum Development
 National Catholic Education Association
 Center City Consortium Leadership Excellence Award 2001
 Washington Post Vincent Reed Leadership Institute - 2001

LANGUAGES

Fluent in Spanish

COMMUNITY ACTIVITIES

Board Member - Garrett Park Music Studios 2005 to present

Charity Works – member 2006 to present

Bridget P. Coates

1420 22nd St. SE.,
Washington, D.C. 20020
(202) 582-8235
coatesb@centercityconsortium.org

PROFESSIONAL PROFILE:

- Diverse, creative instructional leader focused and responsible for the advancement of learning in urban schools.
- Energetic motivator continually primed to drive instructional improvements through an innate ability to motivate, mentor, and nurture a committed instructional and support staff to be the very best.
- Critical analyst engendering a straightforward line of communication, punctuality, and a desire for learning, commitment and empathy which have spearheaded and led the creation of educational hybrids of instruction and systemic reform.
- Effective communicator who possess excellent written and verbal communication skills, with the ability to convey subject material in an accessible and compelling manner.

MAJOR ACHIEVEMENTS:

- ◆ Open Court Reading, *Teacher of Excellence Award* (2004)
- ◆ Center City Consortium, *Teacher of the Year Award* (2005)
- ◆ Archdiocese of Washington, *Teacher of the Year Award* (2006)

EXPERIENCE:

Instruction

- Provided a stimulating learning environment in order to relate effectively to students of diverse cultural backgrounds and tailored instructional methods to suit their individual needs.
- Involved and motivated middle school students of all ability levels to actively participate in class by building self-confidence, developing character, and encouraging creativity.
- Employed a broad range of instructional techniques to retain student interest and maximize individual learning within a group environment which impacted student achievement in reading, and language proficiency on (HSPT, Terra Nova) standardized tests.
- Utilized computer resources, including educational software and the Internet, to maximize learning experiences, to promote interactive learning, and to assess student's knowledge of content standards.
- Created and implemented remediation programs for students requiring instructional intervention.

Administration/Instructional Leadership

- Supervised 15 teachers, 3 support personnel, and 170 students in an urban setting expecting innovation, professional development, and assuring accountability.
- Interviewed prospective teachers for instructional positions.
- Interview prospective students and parents.
- Managed all graduation and high school admissions processes for graduating students.
- Developed Campus Action Plans to develop school-wide incentives that facilitated data-driven instructional models to foster student achievement.
- Maintained up-to-date subject knowledge and researched new topic areas, resources, and teaching methods to effectively coach and provide professional development in order to build capacity of faculty and support staff.
- Evaluated and communicated student progress and liaison with other professionals to discuss and develop a structure to facilitate individual student needs.
- Managed challenging student behavior calmly and effectively.

PROFESSIONAL HISTORY

Center City Consortium Catholic Schools , Washington DC. Education Specialist	2007-Present
St. Thomas More Catholic School , Washington, DC. Assistant Principal	2004-2007
Lead Teacher/Middle School reading/language arts	2001-2007
Failure Free Reading Title I Coordinator/Summer Enrichment Director	2002-2005

QUALIFICATIONS / EDUCATION:

- **College of Notre Dame, Baltimore, MD.**
9 Graduate Credits, M.Ed. Educational Leadership Candidate, 2009
- **University of Pittsburgh, Pittsburgh, PA.**
B.A. Political Science, 1999
- **University of Wales, Aberystwyth, Wales**
International Politics Student Exchange Program, 1997

REFERENCES AVAILABLE UPON REQUEST

BRENNA COPELAND

Education Management Executive

CENTER CITY PUBLIC CHARTER SCHOOLS, Washington, DC

2007 to Present

Chief Operations Officer (former Consultant)

- Lead 7 Catholic schools in inner-city DC through conversion to public charter schools
- Oversee design and implementation of multi-campus finance, operations and real estate processes to ensure program continuity and full public charter compliance
- Fundraise to fill program gaps
- Budget, plan and work with Board of Trustees on mission and vision for organization

KIPP DC, Washington, DC

2005 to 2007

Chief Financial Officer and Director of Real Estate

- Lead long-range financial planning and budgeting for \$9 million non-profit corporation that operates a growing number of public charter schools in DC.
- Oversaw two unqualified financial audits and separate federal government A-133 audits.
- Reported directly to Board of Trustees on cash management, interim budget performance, long-term sustainability projections and debt capacity.
- Created internal controls for growing organization and defined scalable accounts receivable, payable and purchasing processes to support expansion from 34 to 65 full-time employees.
- Identified and implemented integrated bookkeeping and purchasing IT system called NetSuite to link multi-site operations and to provide flexibility for future growth.
- Designed real estate strategy to lease or own six school sites over five-year period to support enrollment increase from 325 students to 2,600 students.
- Managed feasibility, planning, financing and implementation of \$27 million real estate project to build 95,000 square feet of school space, including selecting and managing team of architects, contractors, lenders and other service professionals.

SELF-HELP CREDIT UNION & VENTURES FUND

2002 to 2005

Self-Help is a community development financial institution that manages \$1b in assets to provide business loans, home mortgages, and commercial and residential real estate in low-income areas.

Branch Director, Washington, DC

- Tasked to define lending programs in the DC area for company headquartered in Durham, NC
- Provided over \$15 million in commercial loans to public charter schools, healthcare entities, community development corporations, and housing developers.
- Performed detailed credit risk assessment, prepared cash flow pro formas, analyzed leverage ratios, underwrote business risk and management capacity.
- Coordinated with various sources of subsidy such as the New Markets Tax Credit Program, the USDA Rural Guarantee Program, and the DOE Charter School Credit Enhancement Program.
- Assisted with commercial leasing of 100,000 square foot office building owned by Self-Help.

Financial Consultant, Durham, NC

- Created investment proposal for a \$3m Federal Historic Tax Credits real estate project.
- Coordinated proposal writing to obtain \$350m in funding for Self-Help Ventures Fund's secondary market program that buys Community Reinvestment Act mortgages and packages them as

mortgage-backed securities. Compiled the deal terms, financing structuring, and interest rate risk analysis.

GOLDMAN, SACHS & CO., New York, NY

Summer 2001

Summer Associate, Mergers and Strategic Advisory Group

- Completed financial analysis and pro forma merger plans for large consumer apparel client exploring acquisition of \$700-\$800m companies. Analysis included public market comparisons, discounted cash flow valuation, and earnings accretion/dilution sensitivity analysis.
- Advised on sell-side transaction for \$60m market cap diagnostic testing company. Researched to identify potential buyers, identified strategic alternatives, drafted offering memorandum and performed due diligence to gather performance data.
- Performed merger analysis for \$2b energy client seeking to expand internationally. Contributed to cross-border financial analysis and generated energy industry specific valuation models.

ACCENTURE, Houston, TX

1997 - 2000

Consultant

Helped clients achieve enterprise-wide technology, process and organizational change. Designed training programs, competency models, communication strategies, and system rollout support.

- Helped define the product offering for an e-commerce start-up. Effort included evaluating outsourcing options, outlining end-user training needs, drafting implementation schedules and mapping desired functionality to an internet delivery platform.
- Created and coordinated SAP software training for 600 end-users in the Finance, Sales, and Marketing departments at Astrazeneca during post-merger integration.
- Proposed reconciliation process improvement for large Health Insurance company that addressed inefficiencies among the enrollment, billing and accounts receivable departments with respect to the Medicaid program that would achieve \$4-5 million in cost savings per year.
- Worked for three months in the United Kingdom as an SAP Project Systems module expert to roll-out customized software solution for Royal Dutch Shell.
- Developed software training and communication plan for 9000+ oil industry employees.

SHEPS CENTER FOR HEALTH SERVICES RESEARCH Chapel Hill, NC

Summers '93, '94, '95

Summer Intern & Research Assistant

Supported research initiatives in health care service delivery.

- Managed data collection and indexing for end of life study examining care decisions
- Surveyed Family Practitioners and Pediatricians for compliance with government vaccine project
- Data entry and analysis with SAS for acute back pain treatment and outcomes comparison study
- Created library database cataloging journals and articles for all staff

PROFESSIONAL SKILLS & CREDENTIALS

- GAAP, particularly GAAP for non-profits
- Federal grant reporting and A-133 audits
- Proficiency in NetSuite & Quickbooks
- Expert in Excel & Powerpoint
- Financial modeling & scenario analysis

- ULI Real Estate Finance & Development training

EDUCATION

DUKE UNIVERSITY, The Fuqua School of Business, Durham, NC

2000 - 2002

Master of Business Administration in May 2002. GPA 3.9

Fuqua Scholar (top 10% of class). Dean's Recognition Award for service and excellence. Fuqua merit scholarship. Academic Fellow in Statistics.

RICE UNIVERSITY, Houston, TX

1993 - 1997

Bachelors of Arts degree in Policy Studies and Art History, Cum Laude in May 1997. GPA 3.8

Vice President's Appreciation Award recipient, Hanszen College Senior Service Award for leadership, National Merit Scholarship and designation as a Hanszen College Academic Fellow.

Professional Activities & Interests

Past Treasurer, Cambridge Courts Condominium Association

Volunteer tutor and mentor, Washington DC area youth

Michon A. Floyd
1001 Chillum Road, #402
Hyattsville, MD 20782
240/770.8233 H 240/461.9696 C
E-mail: michon.floyd@comcast.net

OBJECTIVE

I seek a challenging position in the field of education administration, where I am able to use my years of experience as an educator to facilitate and direct various educational programs, and develop and conduct professional development trainings.

PROFESSIONAL EXPERIENCE

August 2004 – present

Center City Consortium, Archdiocese of Washington Catholic Schools

145 Taylor Street, NE, Washington, DC 20017

Assessment and Data Coordinator (August 2006 – present)

- Manage technology based assessments and instructional programs
- Conduct professional development trainings on data-driven instruction and various educational technology programs
- Collaborate with a team of Education Specialists to plan various professional development trainings and school improvement initiatives
- Assist with the implementation of Title I and Title IIA programs
- Collaborate with school administrators to develop tools, align curricula, and guide and monitor implementation of Campus Action Plans, in order to promote student achievement
- Create/edit numerous instructional and planning materials used to assist principals and teachers with organization and planning, as well as delivery of instruction.
- Create reports to analyze student performance data and assist with the implementation of data driven instruction.
- Conduct site visits and observations of technology instruction

Education Specialist (August 2004 – August 2006)

- Work with school administrators to develop tools, align curriculum, and guide and monitor implementation of school improvement plans, in order to promote student achievement in several urban, high poverty schools in a Catholic school system. Directly responsible for providing quality professional development and standards implementation guidance to Consortium teachers and school administrators.
- Assist and support teachers by providing best instructional and classroom management practices.
- Monitor and assist teachers with aligning instruction to curriculum standards.
- Identify professional development training needs for individual teachers.
- Create/edit numerous instructional materials used to assist teachers with organization and planning, as well as delivery of instruction.
- Assist teachers with the identification of intervention strategies for students with special needs.

- Create and conduct professional development trainings/presentations on various instructional practices for individual schools, as well as the entire Consortium.
- Create spreadsheets and graphs to analyze assessment data and assist with the implementation of data driven instruction.
- Serve as member of Task Force for Curriculum Development.
- Assist school principals with the monitoring of classroom instruction and gathering of instructional data by conducting *Classroom Walk Throughs*.
- Create, plan, and facilitate presentations for national education conferences.

June 2004 – August 2005

MD – National Capital Park and Planning Commission

Suitland Community Center, Forestville, MD 20747

Enrichment Camp Coordinator

- Co-created and managed a summer enrichment camp.
- Developed mathematics and reading curriculum for elementary school students.
- Created instructional and assessment materials.
- Instructed courses in elementary reading and mathematics.
- Selected educational software to supplement reading and mathematics curriculum.

November 2004 – April 2005

Kaplan K12 Learning Services

2000 L Street, NW, Suite 406, Washington, DC 20036

Site Coordinator for After-school Tutoring Program

- Supervised teachers.
- Monitored and assisted teachers with aligning instruction to program curriculum.
- Performed administrative duties, including payroll, registration, attendance, etc.

August 1997 – July 2004

Prince George's County Public Schools, Prince George's County, MD

8th Grade Teacher (July 2002 – July 2004)

- Instructed six United States History classes, which included one Gifted and Talented class and one Inclusion class.
- Worked with members of History Department to develop instructional materials to supplement the curriculum guide.
- Used Microsoft PowerPoint to enhance delivery of instruction.

5th Grade Teacher (August 1997 – July 2002)

- Instructed courses in Reading/Language Arts and United States History.
- Maintained/calculated grades using Microsoft Excel and Gradekeeper.
- Served as Chair of the 5th Grade Team. Primary responsibilities included facilitating cross-curricular planning and instruction, and developing class schedules.
- Served as Chair of the Social Studies Department. Primary responsibilities included maintaining department inventory, facilitating department meetings, and developing long-range plans.
- Served as Chair of the School Based Management Team. Primary responsibilities included developing the school instructional improvement plan, facilitating meetings, and assisting with the allocation of budgetary funds.
- Served as a member of the Technology Committee. Primary responsibilities included providing leadership in the planning and integrating of technology into the instructional program.

ADDITIONAL QUALIFICATIONS

- Maryland Standard Professional – 2 Teaching Certificate, Elementary Grades 1 – 6 and Middle School, Valid until July 2008.
- Presenter at the 2006 *Teachscape* Effective Schools Conference, Scottsdale, AZ.
- Experience as a *Cooperative Discipline* course trainer for Prince George's County Public Schools, 2001 – 2002.
- Participation as a mentor for the *Child Growth and Development/Parenthood Education 2 Intern Training Program* at Eleanor Roosevelt High School, 2001.
- Working knowledge of Microsoft Office Suite.

EDUCATION & TRAINING

- University of Phoenix - Online. Doctor of Education, Educational Leadership – Curriculum and Instruction. Anticipated completion – 2010.
- Howard University, Washington, DC. Master of Education, Elementary Education, 1997.
- Central State University, Wilberforce, OH. Bachelor of Science, Business Administration – Finance, Cum Laude, 1993.
- Facilitating Online Professional Development Training - *Teachscape*, 2006.
- *Cooperative Discipline* Trainer Training, Prince George's County Public Schools 2001.
- Teacher Development Training – *Creating a Classroom Web Page*, 2001
- Teacher Development Training – *Teaching in the Performance Based Classroom*, 2000.

REFERENCES

Furnished upon request.

Mauricio A. Garay
1558 41 St. S.E.
Washington, DC 20020
H (202) 248-2729

EMPLOYMENT HISTORY

2006~PRESENT HOTEL LOMBARDY

Reference: Corrado Palenzona 202 828 2600

Chef: Responsible for daily operations of Food and Beverage Department, making budget, ensure that all of Food and Beverage employees produce quality service and food.

2001~2006 MORRISON CLARK INN

Reference: Patrick Grady 202 898 1200

Sous Chef performed duties as acting Chef with plated presentation menu costing and managed, trained new employees, made schedule, monthly inventory and oversee daily operations.

PERSONAL HISTORY

Married to Berty Garay for 14 happy years and a devoted father of two wonderful smart kids Walter and Gaby Garay. Started working

In the Hospitality Industry 18 years ago and enjoy working with different nationality and guest from all over the world. Love to travel; watch sports, and most of all enjoy being with my family.

714 Varnum Street, N.W.
Washington, D.C. 20011

Phone 202-726-3265/202-345-6541
Fax 202-673-8630
E-mail ted.gloster@dc.gov

Theodore P. Gloster

Objective

To progress to senior level management within an employment, social services, and educational organization

Employment

5/1984 – Current Department of Employment Services Wash., D.C.

Program Analyst - Gather and organize information on problems or procedures. Analyze data gathered and develop solutions or alternative methods of proceeding. Confer with personnel concerned to ensure successful functioning of newly implemented systems or procedures. Develop and implement records management program for filing, protection, and retrieval of records, and assure compliance with program. Interview personnel and conduct on-site observation to ascertain unit functions, work performed, and methods, equipment, and personnel used. Document findings of study and prepare recommendations for implementation of new systems, procedures, or organizational changes. Prepare manuals and train workers in use of new forms, reports, procedures or equipment, according to organizational policy. Design, evaluate, recommend, and approve changes of forms and reports. Formulate mathematical or simulation models of problems, relating constants and variables, restrictions, alternatives, conflicting objectives, and their numerical parameters. Collaborate with others in the organization to ensure successful implementation of chosen problem solutions. Analyze information obtained from management in order to conceptualize and define operational problems. Perform validation and testing of models to ensure adequacy; reformulate models as necessary. Collaborate with senior managers and decision-makers to identify and solve a variety of problems, and to clarify management objectives. Define data requirements; then gather and validate information, applying judgment and statistical tests. Study and analyze information about alternative courses of action in order to determine which plan will offer the best outcomes. Prepare management reports defining and evaluating problems and recommending solutions. Break systems into their component parts, assign numerical values to each component, and examine the mathematical relationships between them. Specify manipulative or computational methods to be applied to models.

Education

9/1979 – 4/1983 University of Pittsburgh Pittsburgh, Pa.

Degree - Economics

9/1975 – 6/1979 Archbishop John Carroll H.S. Washington, D.C.

9/1966 – 6/1975 St. Gabriel's Catholic School Washington, D.C.

Phyllis Hedlund, Ed.D.

4820 Alton Place, NW
Washington, DC 20016
phyllishedlund@mac.com
202.492.5391

Experience

September 2007 to present

Educational Consultant

KIPP:DC

Align reading and writing curricula within and among KIPP's four campuses. Conduct research through data collection and interviews to determine program needs. Develop and implement recommendations and action plans with teachers and administrators. Identify professional development needs and coordinate professional development opportunities. Research and evaluate curriculum models. Will coordinate and analyze the vertical and horizontal alignment of curricula across KIPP:DC campuses at the end of the 2007-2008 school year. Provide instructional coaching as requested.

Teachscape

Deliver professional development services for instructional planning and decision-making, high-yield instructional strategies, elementary literacy and classroom walk through and at-elbow coaching in the Archdiocese of Washington: St. Anthony's School, St. Gabriel's School, Assumption School and Holy Redeemer School. Provide leadership training to seven principals in the Archdiocese of Chicago. Support principals with research and evaluation of curriculum materials as requested.

Achievement Preparatory Public Charter School

Researched and evaluated curriculum models for all core content areas. Researched and evaluated school-wide discipline policies and school-community partnership models.

Fall 2004-Summer 2007

Founder/Founding Principal

City Collegiate Public Charter School, Washington, DC

Designed and founded a small public charter school, which is based on the *Turning Points* design.

Achieved Adequate Yearly Progress in reading and mathematics for the 2006-2007 school year.

Produced a budget surplus in the 2006-2007 school year. Developed a professional learning community using data-based inquiry, peer coaching, school-wide professional development objectives and book study. Designed school curriculum in all content areas. Served as a member of all standing committees of the board of trustees. Selected, hired and supervised all faculty and staff. Directed the activities of the entire school with the following scope of responsibilities:

Leadership and Administration

- Embodied and advocated the mission of the school.
- Articulated the vision for the school and its future.
- Built a safe and strong school culture through implementation of *Responsive Designs*, an advisory program and high academic expectations for all students.
- Prepared preliminary and final budgets and monitored income, expenditures, collection, and cash flow.
- Managed the demands of the various constituencies of the school.
- Developed student and personnel policies.

- Created teacher evaluation process and conducted evaluations.
- Selected as a principal assessor by the National Association of Secondary School Principals and the District of Columbia Public Charter School Board.

Curriculum & Instruction

- Developed and implemented school-wide professional development on differentiation of instruction.
- Designed a challenging, engaging student-centered educational program, which included curriculum integration, inquiry-based approaches to social studies and science, a literature-based approach to language arts and implementation of *Connected Mathematics* for all ability groups..
- Designed intensive academic support for students below grade level in mathematics and reading, including tutoring and individual student action plans.
- Create an advisory curriculum that addressed students' social and emotional needs and developed study and organizational skills.
- Monitored and supervised delivery of instruction for English Language Learners and students with special needs.
- Coordinated special education services.
- Coordinated implementation of *Powerschool*.

External Relations

- Submitted compliance reports to the District of Columbia Public Charter School Board and the State Education Agency.
- Recruited and interviewed incoming families.
- Developed marketing materials, i.e. website and brochures.
- Represented the school to all of its constituents, including neighborhood, parents, students, business community, faculty, and staff.
- Developed relationships with the business community, which resulted in an array of pro bon services.
- Co-wrote grant applications for the Walton Family Foundation and the Federal government (Title Vb) and received awards totaling \$700,000.

Adjunct Assistant Professor

University of Colorado at Denver, Initial Professional Teaching Education

September 2001 to June 2004

- Instructor for SPED 5111: Teaching for the Success of All Adolescents 2001-2002
Taught course for beginning teachers that explored the varied aspects of adolescents' learning and development and application of this knowledge for curricular and instructional decisions. Used theoretical and research traditions in adolescent learning and development and to explore both individual differences and sociocultural influences on learning. Trained students to develop observation and assessment abilities while examining how assessment of learner characteristics drives curriculum and instructional decisions.

- School Site Professor

Manual Educational Complex, Denver, CO August 2003-June 2004

Smiley Middle School, Denver, CO, January 2003-June 2003

Northglenn High School, Northglenn, CO August 2002-December 2002

Coached teacher candidates on instructional strategies, classroom management and curriculum design. Led seminars for teacher candidates on assessment; differentiation of instruction; literacy strategies; curriculum and school reform; lesson planning; unit planning; urban education; and

classroom management. Assisted students in the development of performance-based assessments. Served on the School Improvement Committee at Northglenn High School. Designed and led professional development on literacy strategies at Northglenn High School. Developed curriculum with Northglenn High School teachers of English. Designed professional development opportunities with school principals. Researched instructional strategies for Smiley's reform efforts. Served on the School Reform Committee at Smiley. Renewed university partnership at Manual Educational Complex.

Fellow/Graduate Assistant

**The George Washington University School of Education and Human Development
September 1998 to January 2001**

Conducted research and wrote literature reviews on educational topics such as National Board certification; ELLs and high stakes assessment; ELLs and charter schools; standards for higher education; and campus policy decisions on student financial aid. Assisted in curriculum revision of the Master's in Elementary/Secondary Administration and Supervision program.

Teacher of English

Marymount School, New York, NY, 1995-1997

Managed and instructed classrooms of approximately 15 sixth, seventh and eleventh grade students. Researched and designed lesson plans for sixth and seventh grade Language Arts, sixth grade Religious Studies and Honors British Literature. Modeled and facilitated the writing process. Created literary thematic units. Designed collaborative learning activities that developed critical thinking. Organized speaking presentations that enhance speaking, listening, writing and organizational skills. Developed literature-based lessons for short stories, novels, poems and plays. Coordinated revision of English curriculum for grades 6-12.

Teacher of English

Hillside Junior High School, Manchester, NH, 1994-1995

Managed and instructed heterogeneous classrooms of approximately 20 seventh and eighth graders. Devised interdisciplinary units that incorporated English, Math, Science and Social Studies in a team environment.

Teacher of English

Manchester High School West, Manchester, NH, 1992-1994

Managed and instructed classrooms of approximately 25 juniors and seniors. Researched and designed lesson plans for remedial, general, college placement and honors courses. Created and implemented an Orientation Day for incoming freshmen. Advised the class of 1996. Selected students for New Hampshire Scholar of the Month and National Honor Society. Formulated departmental policy for writing.

Teacher of English

Immaculate Conception High School, Lodi, NJ, 1987 -1988

Managed and instructed classrooms of approximately 20 high school juniors and seniors. Researched and created daily lesson plans for four subjects: Creative Writing, British Literature,

World Literature and Advanced Placement English. Directed production of award-winning literary/art magazine.

Selected Publications and Presentations

Hedlund, P. (Aug.2001). Participation of Holmes Partnership institutions in activities of National Board for Professional Teaching Standards. Monograph series of The Institute for Education Policy Studies. Washington, DC: The George Washington University.

Hedlund, P. (Oct. 2000). Literature Review for *A descriptive study of charter schools serving Limited English Proficient Students*. Study conducted by the National Council of La Raza. Sponsored by the U.S. Department of Education of Bilingual Education and Minority Languages Affairs.

Holmes, D., Hedlund, P. and Nickerson, B. (2000). "Accommodating English Language Learners in State and Local Assessments: A Guidebook for Educators." Washington, DC: National Clearinghouse of Bilingual Education.

Presenter, School Administrative Unit 6
Claremont New Hampshire, 1994
The Writing Process, Using Thematic Units to Teach Literature

Presenter, New England Association of Teachers of English Conference
Nashua, New Hampshire, 1994
Teaching Shakespeare through Performance

Education

The George Washington University, Washington, DC
Ed.D. Curriculum and Instruction, May 2003
Dissertation: *The Eight-Year Study Revisited: A Cross-Case Analysis of the Use of Integrated Curriculum in Radnor, Pennsylvania*

The George Washington University, Washington, DC
M.A. Educational Administration and Supervision, 1998

San Francisco State University, San Francisco, CA
Single Subject Secondary Education Credential, English, 1991

Rutgers College, New Brunswick, NJ
B.A. English/Departmental Honors, 1987

Miss Porter's School, Farmington, CT, 1983

Dominique M Foulkes Johnson MD

1601 Van Buren St NW

Washington, DC 20012

E-mail: Dominique@meadowave.com

202-758-2824

Education

Johns Hopkins University, Baltimore, MD

School of Medicine

1995-1999

Morgan State University, Baltimore, MD

Bachelor of Science- Chemistry, Valedictorian

1991-1995

Residency

Johns Hopkins Hospital, Baltimore, MD

Pediatric Residency

1999-2002

Professional Experience

Pediatric Hospitalist

Suburban Hospital Pediatric Center, Bethesda, MD

January 2003- present

Pediatrician

St. Agnes Hospital Pediatric Emergency Department, Baltimore, MD

March 2005- present

Pediatrician

St Agnes Hospital Neonatal Intensive Care Unit, Baltimore, MD

December 2003- March 2004

Certifications and Licensure

State of Maryland medical license

Board Certified in Pediatrics

Professional Organizations

American Academy of Pediatrics

Publications

Foulkes, Dominique, *Chapters: Adolescent Medicine; Fluid and Electrolytes*, Johns Hopkins Hospital Harriet Lane Handbook Sixteenth Edition, Veronica L. Gunn and Christian Nechyba, Mosby 2002

References

Saw Htun, MD
Chairman of Pediatrics
Suburban Hospital
8600 Old Georgetown Rd
Bethesda, MD 20814
301-896-2749

Sam Reiner, MD
Director of Pediatric Emergency Medicine
St Agnes Hospital
900 Caton Ave
Baltimore, MD 21229
410-368-6000

Julia McMillan, MD
Residency Program Director
Johns Hopkins Hospital
Department of Pediatrics
600 N. Wolfe St.
Baltimore, MD 21287
410-955-5000

Mary Anne Stanton

Professional Experience

Center City Consortium

(1999 – 2006)

Executive Director

Managed the staff and schools for the Center City Consortium, a group of Catholic schools in DC. Lead efforts to put in place research-based curricular programs in reading and math. Implemented Indiana standards, a nationally-recognized set of performance standards. Created Principal and teacher accountability measures that were incorporated into performance feedback process. Designed a professional development model for teachers that provided significantly more instructional coaching and a team of dedicated Education Specialists to provide consistent feedback and best practices to teachers. Raised student outcomes on standardized tests by over 20 percentile points. Lead efforts to raise over \$30 million in private funds to support ongoing school operations that enabled families to pay less than half of the cost of their child's education.

Archdiocese of Washington

(1998 – 1999)

Director of Professional Development and Regional Coordinator, Catholic Schools Office

Coordinated professional development across the Archdiocesan schools of nearly 65 sites. Implemented reforms to the professional development process, using tools and approaches that focus on student data.

Saint Anthony Catholic School

(1995 - 1998)

Principal

Managed the daily operations of an inner-city Catholic school serving children in Pre-Kindergarten through 8th grade. Provided spiritual, instructional and educational guidance for school community of over 200 families and students and 24 full and part-time faculty/staff members. Responsible for strategic planning for the school in the following areas: Curriculum Development, Fiscal Policy, Professional Development and Community Relations. Serve as member on the School Advisory Board, Parish Council, Home & School Executive Committee and Technology Committee.

Professional Development - Established a teacher evaluation process that includes evaluation based on six domains including Philosophy & Goals, Planning & Preparation, Classroom Environment, Instruction, Professional Responsibilities and Individual Teacher Goals.

New Teacher Training Program - Designed and implemented a new teacher training program in conjunction with Dr. Rathvon (an educational psychologist). The program, specifically geared for inner-city teachers, includes a three day workshop prior to the beginning of the school year, a meeting each semester, and follow-up provided by principal observation of teacher practice. Assist with preparation and supervision throughout the year.

Saint Anthony/ Trinity College Partnership - Forged a Partnership with Trinity College, announced at President McGuire's keynote speech at the 1996 NCEA convention in Philadelphia. Partnership includes joint grant writing, Trinity College professors conducting professional development for faculty, a computer link to facilitate the use of on-line communication between the school and Trinity faculty and students.

Saint Anthony/Catholic University of America Partnership - Forged a partnership with The Catholic University. Partnership includes serving on the Brookland/CUA Communiversy Committee, 25 student volunteer tutors per semester working as teachers assistants during the school day or in our extended school program, 10-15 educational psychology students working one on one with Saint

Anthony students, special community events (i.e. Halloween haunted house, Easter egg hunt), and joint service projects such as neighborhood clean-up days.

Intervention Assistance Team (IAT) - Implemented the Intervention Assistance Team; a pilot program designed to provide a setting where available resources are placed at the disposal of any child who presents with behavior or academic difficulties. The team includes the principal, the school counselor, and one member of the faculty from each of the three levels. Wrote a grant for this innovative program which resulted in a \$5,000 award and hired an educational consultant to assist in implementing the program.

The Academy of the Holy Cross

(1993 - 1995)

Coordinator, Co-curricular Programs

Responsible for developing an Honors Program for the Academy. Coordinated efforts of the administrative team, faculty members, parents, and students to develop a comprehensive program for above-average students. Developed special programs which enhanced and integrated curricular and co-curricular programs. Introduced a series of four workshops per year devoted to issues of interest to the school community (i.e. Women's Health Issues). Initiated professional development days designed to educate faculty regarding issues affecting young women. Arranged for experts in the field to present information to faculty and parents regarding issues including Attention Deficit Hyperactivity Disorder and eating disorders. Ensured educationally sound opportunities for students to learn outside the classroom through field trips and community service experience. Responsible for developing and maintaining the school calendar. Served as a member on the Academy's Administrative Team, School Advisory Board and the Curriculum Committee/Development Team. Responsible for presenting proposed changes and newly implemented programs within the curriculum and co-curricular programs to the Advisory Board.

Shady Grove Pregnancy Center

(1992 - 1993)

Administrative Director

Developed and implemented formal volunteer training program. Trained and supervised more than sixty volunteer counselors. Initiated training programs in areas including pre-natal care, infant care and financial planning. Worked within the local business communities to encourage support and understanding of our programs. Coordinated with local social service agencies to provide information and services for clients. Supervised two staff members. Managed daily office operations and administered the annual budget. Served as a member of the Board of Directors.

Trinity College

(1989 - 1992)

Assistant Dean, The College of Arts and Sciences

Director, Trinity College Mentor Program - Developed and implemented Trinity College Mentor Program which matched Trinity alumnae and current students interested in exploring various career paths. Organized training sessions for alumnae and students enrolling in program. Coordinated support services which enabled Mentors to work effectively with students. Facilitated mentor/student meetings to ensure annual program evaluations. Served with Mentor Advisory Board made up of faculty, student, and alumnae members. Assisted Public Relations to promote this model program in several articles appearing in the school newspaper, the Alumnae Journal, and *Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Program* (Murray, 1991).

Director, Trinity Experiential Lifelong Learning Program (TELL) - Evaluated and restructured the Prior Learning Portfolio Development Program for adult students. Assisted students in developing professional portfolios to be evaluated by faculty for college credit. Coordinated an annual portfolio development course for all students participating in program. Created faculty workshops to outline procedures for evaluating portfolios and awarding college credit.

Director, Study Abroad Programs - Researched and designed a comprehensive, academically-sound Study Abroad Program. Planned workshops for faculty acquainting them with the benefits of Study Abroad. Compiled current literature and educational research regarding Study Abroad Programs for faculty. Conducted annual orientation and re-entry workshops for students. Evaluated and updated program annually.

Academic Advisor, Public Leadership Education Network - Assisted Trinity students to form mentoring relationships and seek internship opportunities with professional women involved in the public policy field. Worked closely with eight women's colleges to provide experiences for young women in an area traditionally reserved for men. Responsible for student training, faculty support, and quality control for the PLEN Program.

Teaching Experience

St. Elizabeth Catholic School, Substitute Teacher	(1979 - 1986)
St. Elizabeth Catholic School, Full-time Teacher, Grades 7/8	(1975 - 1979)
St. Elizabeth Parish, Confraternity of Christian Doctrine, High School Program	(1973 - 1979)
Head Start Program, Volunteer Teacher	(1967 - 1968)
St. Bernadette Catholic School, Grade 4	(1966 - 1967)

Education

Immaculata College of Washington, A.A. 1966

Trinity College, B.A. History 1990

Honors: Phi Beta Kappa, Alpha Sigma Lambda, Paterson Distinguished Scholar Award

The Catholic University of America, M.Ed. - Educational Administration/Catholic School

Leadership Program

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: COOPER, FRANK G

Teacher Address: 3547 JAY ST NE # 101
WASHINGTON, DC 20019-0000

Teacher Signature: Frank G Cooper Date: 1/18/2008

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

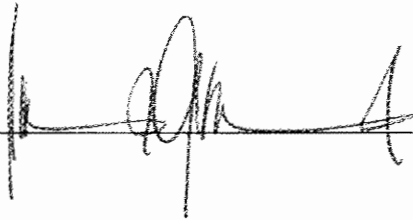
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: GRAVES, JAMES R

Teacher Address: 3201 LANDOVER ST # 922
ALEXANDRIA, VA 22305-0000

Teacher Signature:



Date: 1-17-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: JONES, LARRY B

Teacher Address: 132 SWISS GAP RD
UPPER MARLBORO, MD 20774-0000

Teacher Signature: Larry B Jones Date: 1/23/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

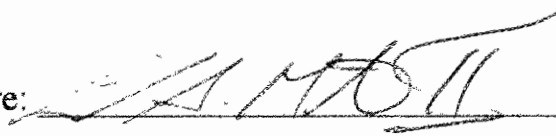
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MARTIN II, LEONARD A

Teacher Address: 3715 WILKINSON DRIVE
SUITLAND, MD 20746

Teacher Signature:



Date:

1/25/08

Please update your address if needed:

5704 Hartwell St.

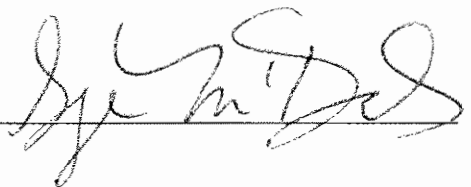
Temple Hills, Md. 20748

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MCDANIELS JR, GEORGE

Teacher Address: 11002 VALLEY BROOK DR.
FT. WASHINGTON, MD 20744-0000

Teacher Signature:  Date: 1-22-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

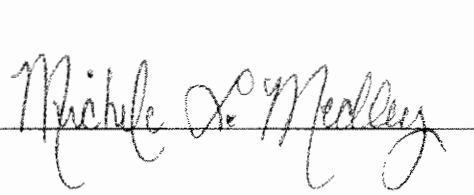
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

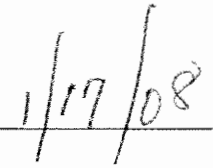
Teacher Name: MEDLEY, MICHELE L

Teacher Address: 3307 5TH ST SE
WASHINGTON, DC 20032-0000

Teacher Signature:



Date:



Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

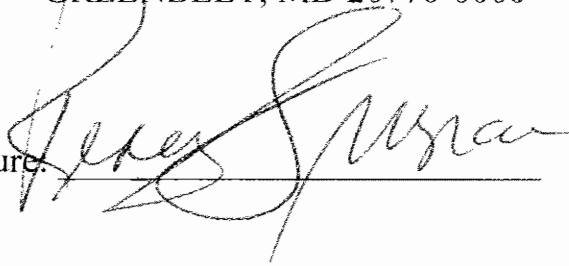
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MOJICA, RENEE S

Teacher Address: 5910 CHERRYWOOD TERR #302
GREENBELT, MD 20770-0000

Teacher Signature



Date:

1/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: NORMAN A. MOORE

Teacher Address: 12073 HALLANDALE TERRACE
MITCHELLVILLE, MD 20721

Teacher Signature: Norman A. Moore Date: 1-25-08

Please update your address if needed:

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MURRAY, DONNA

Teacher Address: 3558 DEAN DR APT N1
HYATTSVILLE, MD 20782-0000

Teacher Signature: Donna E. Murray Date: 11/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: OLIVER, SHANETTA D

Teacher Address: 7300 ^{Flag} ~~HAG~~ HARBOR DRIVE
DISTRICT HEIGHTS, MD 20747-0000

Teacher Signature: Shanetta Oliver Date: 1/18/08

Please update your address if needed:

1030 Dorset Dr.
Waldorf, MD 20602

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PARKER, DENISE L

Teacher Address: 6612 HALLAM DRIVE
UPPER MARLBORO, MD 20772-0000

Teacher Signature: *Denise Parker* Date: 1/24/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PHILLIPS, LILY T

Teacher Address: 8510 GRUBB RD
CHEVY CHASE, MD 20815-0000

Teacher Signature: *Lily Phillips* Date: 1/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HELEN PRITCHETT

Teacher Address: 9004 MILL COURT
FORT WASHINGTON, MD 20744

Teacher Signature: Helen E. Pritchett Date: 1-24-08

Please update your address if needed:

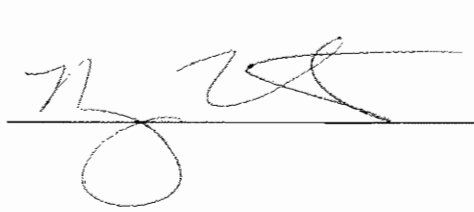
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: WHITE, NIYA F

Teacher Address: 1118 COMMANDERS WAY SOUTH
ANNAPOLIS, MD 21409-0000

Teacher Signature:



Date:

1/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ST. GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: COTA, SHAUNTELLE M

Teacher Address: 710 N WAYNE ST #204
ARLINGTON, VA 22201-0000

Teacher Signature: Shauntelle Cota Date: 2/01/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ Nativity Catholic Academy School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Bridget Coates

Teacher Address: 1420 22nd St. S.E.
Washington, D.C. 20020

Teacher Signature: Bridget Coates Date: 2/1/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BORDEAUX, ANITA Y

Teacher Address: 818 1/2 11TH STREET NE
WASHINGTON, DC 20002-0000

Teacher Signature: Anita Y. Bordeaux Date: 1-29-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION/ST. GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: DUSSAN, ELIZABETH S

Teacher Address: 8484 16TH STREET #703
SILVER SPRING, MD 20910-0000

Teacher Signature: Elizabeth Dussan Date: 1/28/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-ST. CYPRIAN/ ST. FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: EDMONDS, SARA J

Teacher Address: 3016 LAWRENCE DRIVE
FALLS CHURCH, VA 22042-0000

Education Specialist
Teacher Signature: Sara Edmonds Date: 2-4-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/Assumption, Holy Comforter-Saint Cyprian, Holy Name, Immaculate Conception, Nativity, Saint Francis De Sales, and Saint Gabriel Schools converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Michon Floyd

Teacher Address: 1001 Chillum Road #402
Hyattsville, MD 20782

Teacher Signature:  _____ Date: 3/6/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/Assumption, Holy Comforter-Saint Cyprian, Holy Name, Immaculate Conception, Nativity, Saint Francis De Sales, and Saint Gabriel Schools converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Carrie Hillegass

Teacher Address: 3357 Rittenhouse Street NW
Washington DC 20015

Teacher Signature: Carrie Hillegass Date: 3/5/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PARRISH-DEAN, SHERYCE L

Teacher Address: 2218 HOUSTON STREET
SUITLAND, MD 20746-1451

Education Specialist
Teacher Signature: Sheryce Parrish-Dean Date: 2/1/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: AUSTIN, SHIRLEY A

Teacher Address: 2306 W. ROESCROFT VILLAGE CIRCLE
OXON HILL, MD 20745-0000

Teacher Signature: Shirley A Austin Date: 1/17/08

Please update your address if needed:

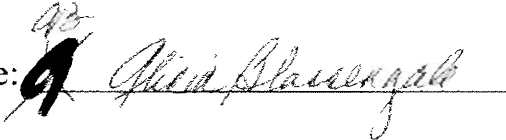
Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BLASSENGALE, ALICIA H

Teacher Address: 1612 OTIS ST NE
WASHINGTON, DC 20018-0000

Teacher Signature:  Date: January 18, 2008

Please update your address if needed:

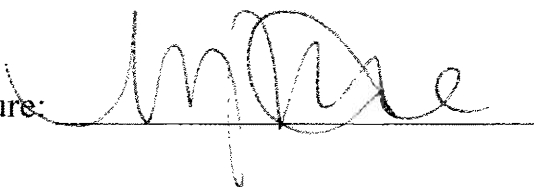
Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BORGELT-MOSE, MIAKODA C

Teacher Address: 231 15 TH ST SE
WASHINGTON, DC 20003-0000

Teacher Signature:  Date: 1-17-2008

Please update your address if needed:

Apt # B2

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: CUNNINGHAM, BRITTANY

Teacher Address: 502 CONSTITUTION AVE NE
WASHINGTON, DC 20002-0000

Teacher Signature:  Date: 1/17/08

Please update your address if needed:

112 E. Howell Ave # 1
Alexandria, VA 22301

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

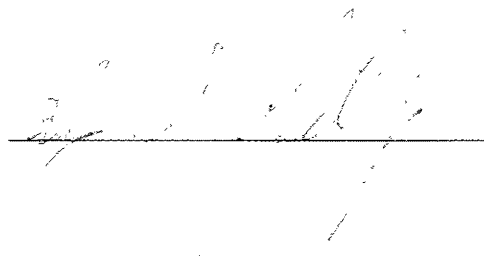
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: GAMBRELL, JR, ROGER S

Teacher Address: 6050 MEADOW CREST CT
CENTREVILLE, VA 20121-0000

Teacher Signature:



Date:

1/23/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: GREEN, NATHANIEL W

Teacher Address: 4147 SOUTHERN AVE T-4
CAPITAL HEIGHTS, MD 20743-0000

Teacher Signature: Nathaniel Green Date: 1/19/2008

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HARRISON, CAMILLE

Teacher Address: 9725 COVERED WAGON DRIVE APT L
LAUREL, MD 20723-0000

Teacher Signature:  Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HOLLEY, VIRGINIA G

Teacher Address: 5204 DEAL DR.
OXON HILL, MD 20745-0000

Teacher Signature:  Date: 1-18-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: JOHNSKINS, SHANDRIKA P

Teacher Address: 1821 MASSACHUSETTES AVENUE ^{SE}~~NE~~
WASHINGTON, DC 20003-0000

Teacher Signature: Shandrika P.R. Johnson Date: 1/17 '08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

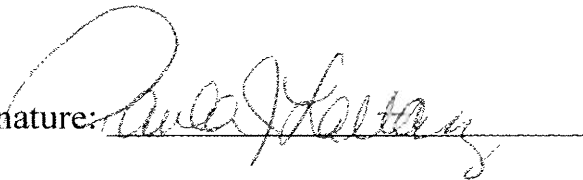
Teacher Conversion Endorsement

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Teacher Name: LATTANZI, PAULA J

Teacher Address: 8081 BUDDING BRANCH RD APT T3
GLEN BURNIE, MD 21061-0000

Teacher Signature:



Date: 1-17-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: LEARNARD, VERNA M

Teacher Address: 3215 10TH NE
WASHINGTON, DC 20017-0000

Teacher Signature: Verna M Learnard Date: 1/17/08

Please update your address if needed:

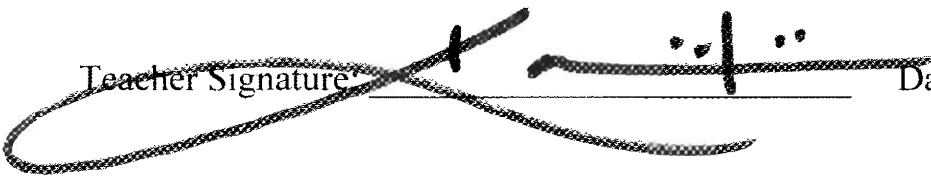
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Teacher Conversion Endorsement

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Teacher Name: LEE, KAMISHIA C

Teacher Address: 450 PARK RD NW
WASHINGTON, DC 20010-0000

Teacher Signature: 

Date: 1.17.08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: MINOR, MARY L

Teacher Address: 215 PEABODY ST NW
WASHINGTON, DC 20011-0000

Teacher Signature: Mary L. Minor Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: PULLEN, COURTNEY M

Teacher Address: 8003 ALCOA DRIVE
FORT WASHINGTON, DC 20744-0000

Teacher Signature:  Date: 1/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: RICE, LISA

Teacher Address: 2805 ARLINGTON BLVD # 301
ARLINGTON, VA 22201-0000

Teacher Signature: Lisa Rice Date: 1/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: SALCEDO, MARINA

Teacher Address: 1314 E. CAPITOL ST NE
WASHINGTON, DC 20003-0000

Teacher Signature: Marina Salcedo Date: 1, 18, 08

Please update your address if needed:

1314 EAST CAPITOL ST. NE
WASHINGTON DC 20003

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: SUMPTER, RUBY L

Teacher Address: 215 OAKWOOD ST. S.E. #303
WASHINGTON, DC 20032-~~0000~~ 1725

Teacher Signature: Ruby Sumpter Date: 1-18-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: WHITE, JR, CHRISTIAN S

Teacher Address: 218 EAST WINDSOR AVE
ALEXANDRIA, VA 22301-0000

Teacher Signature: Chris White Date: 01/22/08

Please update your address if needed:

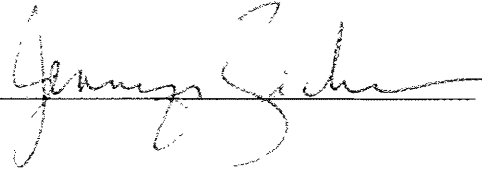
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Teacher Name: ZICHELLI, JENNIFER

Teacher Address: 206 ST. IVES GARTH
SEVERNA PARK, MD 21146-0000

Teacher Signature:  Date: 1.22.08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BOYKINS, KAREN A

Teacher Address: 2726 LANGSTON PLACE SE # T-1
WASHINGTON, DC 20020-0000

Teacher Signature: Karen Boykins Date: 1-18-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: CAIN, MARY A

Teacher Address: 1318 ORREN STREET NE #4
WASHINGTON, DC 20002-0000

Teacher Signature: Mrs. Mary A. Cain Date: 1-18-2008

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: CREEK, DORIS

Teacher Address: 713 MENTOR AVE.
CAPITOL HEIGHTS, MD 20743-0000

Teacher Signature: Doris Creek Date: 1-18-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: EDWARDS, MARY T

Teacher Address: 4219 EADS ST NE
WASHINGTON, DC 20019-0000

Teacher Signature: Mary Edwards Date: 1-18-08

Please update your address if needed:

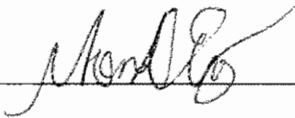
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Teacher Conversion Endorsement

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Teacher Name: EVANS, MONICA D

Teacher Address: 1336 SHALLOW FORD RD
HERNDON, VA 20170-0000

Teacher Signature:  Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HARRIS, TERESA L

Teacher Address: 5700 3RD ST N.E.
WASHINGTON, DC 20011-0000

Teacher Signature  Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HEATH, CHANTAY S

Teacher Address: 11244 EVANS TRAIL #203
BELTSVILLE, MD 20705-0000

Teacher Signature: Chantay S Heath Date: 1/18/2008

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: JOHNSON, TODD

Teacher Address: 1600 FORT DAVIS PL SE
WASHINGTON, DC 20020-0000

Teacher Signature: Todd A. Johnson Date: 1/24/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

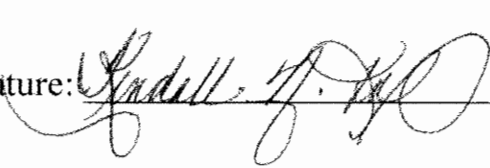
Teacher Conversion Endorsement

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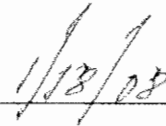
Teacher Name: KNOX, KENDALL N

Teacher Address: 6711 GREENLAND ST
RIVERDALE, MD 20737-0000

Teacher Signature:



Date:



Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MCCREA, VANESSA H

Teacher Address: 3914 S STREET SE
WASHINGTON, DC 20020-0000

Teacher Signature: Vanessa Holm MCREA Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MITCHELL, LATECHIA G

Teacher Address: 19136 STALEYBRIDGE RD
GERMANTOWN, MD 20876-0000

Teacher Signature: _____



Date: _____

1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/Holy Name School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Sister Patricia Ralph, SSJ

Teacher Address: 2017 Rhode Island Avenue, NE
Washington, DC 20018

Teacher Signature: Sister Patricia A. Ralph, SSJ Date: 3/11/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: RICHARDSON, JOHNICE M

Teacher Address: 439 20TH ST NE
WASHINGTON, DC 20002-0000

Teacher Signature:  Date: 1/24/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/Holy Name School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Sharon Shaw

Teacher Address: 2302 Senator Avenue
District Heights, Maryland 20747

Teacher Signature: 

Date: 3.11.08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: TOWSON, JOY B

Teacher Address: 8809 DANGERFIELD RD
CLINTON, MD 20735-0000

Teacher Signature: Joy B. Towson Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

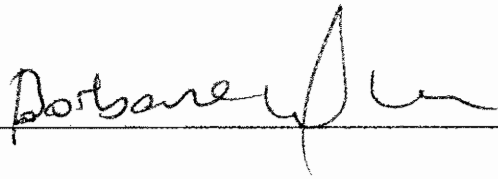
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Barbara Williams

Teacher Address:

Teacher Signature:



Date: 2/13/08

Please update your address if needed:

11617 Cosca Park Dr.

Clinton, MD 20735

240 593 4283 (cell)

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

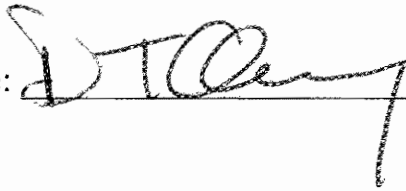
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: ALVAREZ, DARNEL T

Teacher Address: 6733 NEW HAMPSHIRE AVE # 503
TAKOMA PARK, MD 20912-0000

Teacher Signature:



Date: 1-18-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: ASHTON-WILSON, RUTH

Teacher Address: 5605 JANICE LANE
TEMPLE HILLS, MD 20748-0000

Teacher Signature:

Ruth Ashton-Wilson

Date:

1/22/08

Please update your address if needed:

4009 Steeds Grant Way
Temple Hills MD 20748

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BOGUSH, MEREDITH

Teacher Address: 12565 CERROMAR PLACE
FAIRFAX, VA 22030-0000

Teacher Signature:

Meredith Bogush

Date:

1/18/07

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: BOWSER, GLADYS

Teacher Address: 6733 NEW HAMPSHIRE AVE APT 503
TAKOMA PARK, MD 20912-0000

Teacher Signature: Gladys Bowser Date: 1-18-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: DEBAUN, MARK

Teacher Address: 82 U STREET NW
WASHINGTON, DC 20001-0000

Teacher Signature:



Date:

1/18/2008

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

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Teacher Name: ELLIOTT, ANISSIA

Teacher Address: 1604 PORTLAND LANE
BOWIE, MD 20716-0000

Teacher Signature: Anissia Elliott Date: 1-18-2008

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: FERGUSON, PHILANA

Teacher Address: 3514 SUSQUEHANNA DRIVE
BELTSVILLE, MD 20705-0000

Teacher Signature: Philana Ferguson Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: GUNN, ZANETTE M

Teacher Address: 4913 ARKANSAS AVE NW
WASHINGTON, DC 20011-0000

Teacher Signature: Zanette M. Gunn Date: 1-18-08

Please update your address if needed:

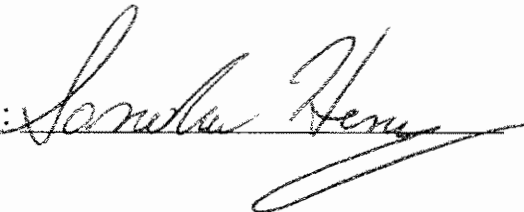
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Teacher Conversion Endorsement

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Teacher Name: HENRY, SANDRA L

Teacher Address: 13226 MISICMASTER DR.
SILVER SPRING, MD 20904-0000

Teacher Signature:  Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

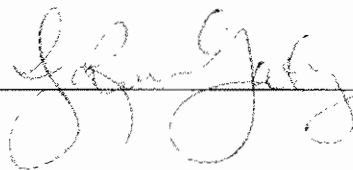
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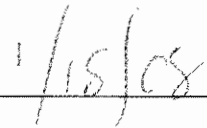
Teacher Name: LATNEY, JARONN C

Teacher Address: 1325 EMERSON ST NW #102
WASHINGTON, DC 20011-0000

Teacher Signature: _____



Date: _____



Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MILEY-JONES, BESSIE

Teacher Address: 4621 WILLOW RUN DRIVE
ANNANDALE, VA 22003-0000

Teacher Signature: Bessie Miley Jones Date: January 18, 2008

Please update your address if needed:

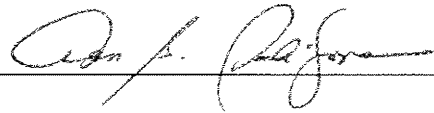
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Teacher Conversion Endorsement

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Teacher Name: PABILONA, ALMA S

Teacher Address: 2122 MASS. AVE. NW #121
WASHINGTON, DC 20008-0000

Teacher Signature:  Date: 1/18/08

Please update your address if needed:

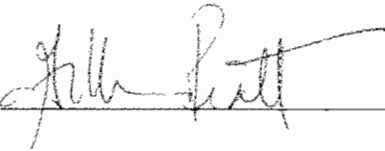
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Teacher Conversion Endorsement

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Teacher Name: PRATT, GILLIAN J

Teacher Address: 31 BUCHANAN ST. NE
WASHINGTON, DC 20011-0000

Teacher Signature:  Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: QUEEN, TAJAUNA C

Teacher Address: 203 16TH ST NE APT 5
WASHINGTON, DC 20002-0000

Teacher Signature: Tajana C. Queen Date: 1-18-08

Please update your address if needed:

203 16th St. N.E.
Washington D.C. 20002

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

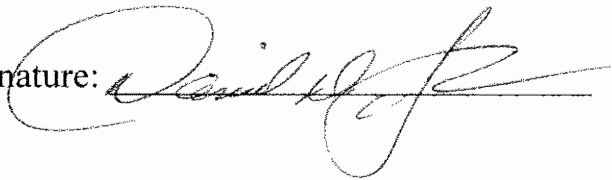
Teacher Conversion Endorsement

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Teacher Name: SPRUILL, DANIEL D

Teacher Address: 1746 LYMAN PLACE NE
WASHINGTON, DC 20002-0000

Teacher Signature:



Date:

1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

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Teacher Name: UGBUT, CHRISTINA

Teacher Address: 769 GIRAD STREET NW
WASHINGTON, DC 20001-0000

Teacher Signature: Christina Ugbut Date: 1/20/08

Please update your address if needed:

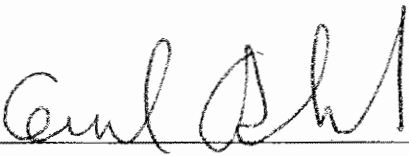
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Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: ALISBAH, CEMIL

Teacher Address: 1131 UNIVERSITY BLVD WEST #1619
SILVER SPRING, MD 20902-0000

Teacher Signature:  Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: COVERT, LAKISHA D

Teacher Address: 2809 NAYLOR ROAD SE # 809
WASHINGTON, DC 20020-0000

Teacher Signature:  Date: 1-22-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

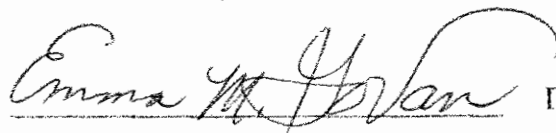
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: GOVAN, EMMA

Teacher Address: 1715 MINNESOTA AVE SE APT 105
WASHINGTON, DC 20020

Teacher Signature:



Date:

2/13/08

Please update your address if needed:

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HALL, MARIA

Teacher Address: 416 NICHOLSON STREET, N.W
WASHINGTON, DC 20011-0000

Teacher Signature: Maria O Hall Date: 1/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: JOHNSON, JR, ANTHONY B

Teacher Address: 1302 EDENVILLE DRIVE
DISTRICT HEIGHTS, MD 20747-0000

Teacher Signature: Anthony Johnson, Jr Date: 1-18-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

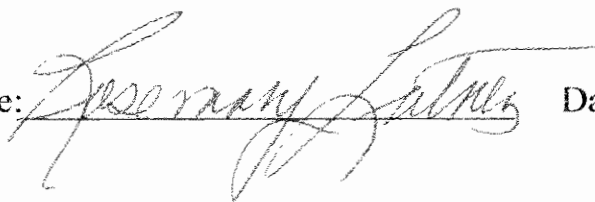
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

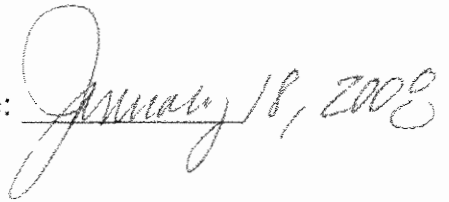
Teacher Name: LATNEY, ROSEMARY

Teacher Address: 4800 RUSSELL AVE
HYATTSVILLE, MD 20782-0000

Teacher Signature:



Date:



Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

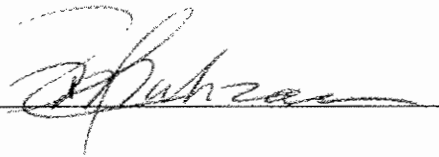
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MULZAC, ROWENA

Teacher Address: 11202 CHAMPION CIRCLE
BOWIE, MD 20720-0000

Teacher Signature:



Date: 11-18-2008

Please update your address if needed:

Rowena Young Mulzac
1332 Longfellow St. NW
Washington DC 20011

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: NOLEN, GEOMONE R

Teacher Address: 14726 MCKNEW RD
BURTONSVILLE, MD 20866-0000

Teacher Signature: Geomone Nolen Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PELTIER, NICOLE J

Teacher Address: 8819 EAST GROVE DRIVE
UPPER MARLBORO, MD 20774-0000

Teacher Signature:  Date: 01/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PETERS, ETHELBERT H

Teacher Address: 4013 31ST STREET
MT RAINIER, MD 20712-0000

Teacher Signature:



Date: 1-22-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: RAWLINSON, GERALDINE

Teacher Address: 7401 HAMCOCK AVE #101
TAKOMA PARK, MD 20912-0000

Teacher Signature: Geraldine Rawlinson Date: 07-18-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: REED, ANGELIQUE

Teacher Address: 12817 BROADMORE ROAD
SILVER SPRING, MD 20904-0000

Teacher Signature: Angelique Reed Date: 1/23/08

Please update your address if needed:

11644 Lockwood Drive #202
White Oak Maryland 20904
(301) 326-2604

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

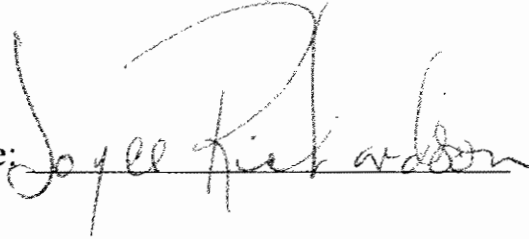
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: RICHARDSON, JOYCE

Teacher Address: 3540 10TH ST NW
WASHINGTON, DC 20010-0000

Teacher Signature:

 Date: 1-18-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: RIDDICK, FANCIE M

Teacher Address: 508 VARNUM STREET, N.W.
WASHINGTON, DC 20011-0000

Teacher Signature: Fannie M. Riddick Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

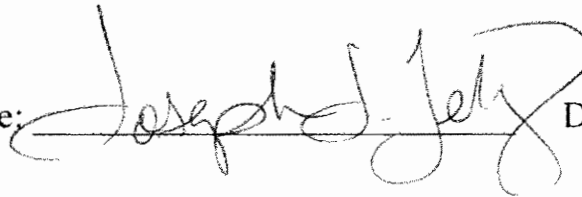
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: TEACHEY, JOSEPH

Teacher Address: 517 T ST NW
WASHINGTON, DC 20010-0000

Teacher Signature:

 Date: 1/30/08

Please update your address if needed:

4233 Barnaby Rd. SE
Apt #102 Wash D.C. 20032

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: TOLNAY, CATHERINE

Teacher Address: 10313 DOUGLAS AVE
SILVER SPRING, MD 20902-0000

Teacher Signature: Catherine Tolnay Date: 1-22-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: TURNER, JANE M

Teacher Address: 7417 OSKALOOSA DR
ROCKVILLE, MD 20855-0000

Teacher Signature: Jane M. Turner Date: 1/23/08

Please update your address if needed:

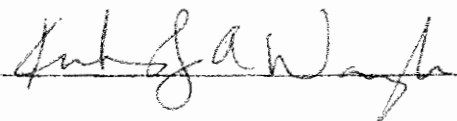
Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: WAMPOLE, KIMBERLY A

Teacher Address: 8306 GARLAND AVE # 1
TAKOMA PARK, MD 20912

Teacher Signature:  Date: 2/13/08

Please update your address if needed:

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: WILLIAMS, OLGA B

Teacher Address: 6218 7TH STREET NW
WASHINGTON, DC 20011-0000

Teacher Signature: Olga Williams Date: 1/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

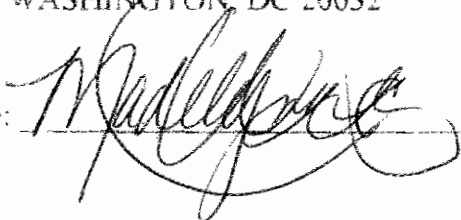
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: WILLIAMS, MADELYNNE C

Teacher Address: 1250 BARNABY TERRACE SE
WASHINGTON, DC 20032

Teacher Signature:



Date:

2/13/08

Please update your address if needed:

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Travis Beauchamp

Teacher Address: 4121 W Street, NW; Apt. 105
Washington, DC 20007

Teacher Signature: 

Date: 1/25/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Amanda Cromer-Snow

Teacher Address: 4219 Begonia Drive
Bowie, MD 20720

Teacher Signature: Amanda Cromer-Snow Date: Jan. 24, 08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Sister Joette Ebert, OSF

Teacher Address: 3916 Queensbury Road
Hyattsville, MD 20782

Teacher Signature: Sister Joette Ebert Date: 1/29/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 20080.

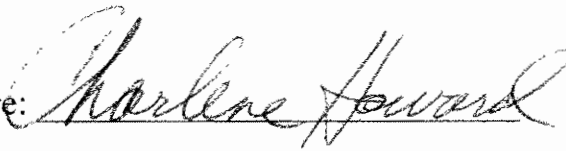
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

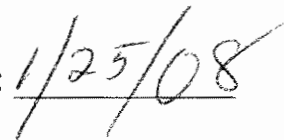
Teacher Name: HOWARD, CHARLENE

Teacher Address: 7013 WOODSIDE DRIVE
LANHAM, MD 20706-0000

Teacher Signature:



Date:



Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Carolyn Johnson

Teacher Address: 9706 24th Street
Adelphi, MD 20783

Teacher Signature: Carolyn Johnson

Date: 1/29/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Nora Joseph

Teacher Address: 1709 Jackson Street, NE
Washington, DC 20018

Teacher Signature: Nora Joseph Date: 1-24-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: KALLENBACH, LISA

Teacher Address: 936 PERRY PLACE NE
WASHINGTON, DC 20017-0000

Teacher Signature: Lisa KalLENbach Date: Jan 23, 2007

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: LEWIS-BLANC, JANESE

Teacher Address: 13820 PARK AVE
BRANDYWINE, MD 20612-0000

Teacher Signature: *Jane M Lewis-Blanc* Date: *Jan. 24, 2008*

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MARTIN, MARRITA

Teacher Address: 6000 42ND AVE # 211
HYATTSVILLE, MD 20712-0000

Teacher Signature: Marrita Martin Date: 2-19-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Jonathan Robertson

Teacher Address: 2709 Webster Street; #2
Mount Rainier, MD 20712

Teacher Signature:  Date: 1/24/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Lisa Rowe

Teacher Address: 7305 15th Place
Takoma Park, MD 20912

Teacher Signature: _____

Date: _____

1/24/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: SARGENT, AILEEN M

Teacher Address: 11946 TWIN LAKES DR # 24
BELTSVILLE, MD 20705-0000

Teacher Signature: Aileen M Sargent Date: 1/23/08

Please update your address if needed:

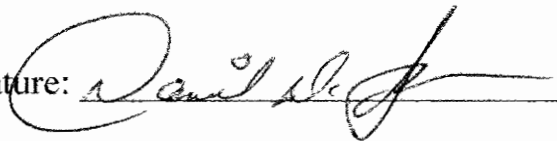
Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Daniel Spruill

Teacher Address: 1746 Lyman Place, NE
Washington, DC 20002

Teacher Signature: 

Date: 1/29/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Starzynski, Florence A

Teacher Address: 5618 North 9th Street
Arlington, VA 22205

Teacher Signature: F. Starzynski

Date: 1-24-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 20080.

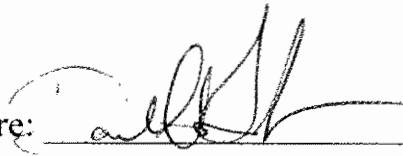
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: TAMASHIRO, DANIELLE C

Teacher Address: 2024 ST. FRANCIS PLACE NE
WASHINGTON, DC 20017-0000

Teacher Signature:



Date: January 23, 2008

Please update your address if needed:

1337 Newton St NE

Washington DC 20017

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

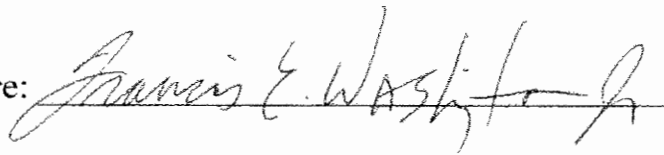
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Francis Washington

Teacher Address: 4407 13th Street, NE
Washington, DC 20017

Teacher Signature:



Date:

01/25/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: ALGARRA, SANDRA P

Teacher Address: 4301 THIRD ST NW
WASHINGTON, DC 20011-0000

Teacher Signature: Sandra P. Algarrá Date: 1/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

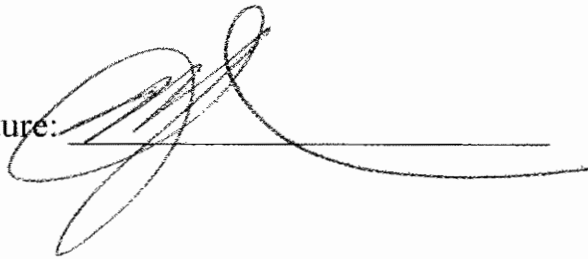
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: ANDERSON, MONTEZ M

Teacher Address: 9631 NONQUITT DRIVE
FAIRFAX, VA 22031-0000

Teacher Signature:



Date: 2/4/08

Please update your address if needed:

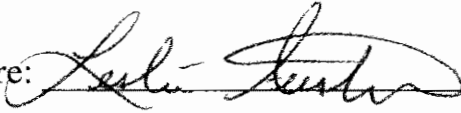
Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Gabriel Catholic School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Leslie Austin

Teacher Address: 2800 13th St. NE
Washington, DC 20017

Teacher Signature:  _____ Date: 2-1-08

Please update your address if needed:

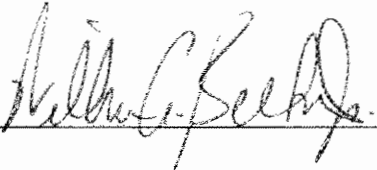
Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BELTON, WILBUR A

Teacher Address: 6306 FARMVIEW CT
CLINTON, MD 20735-0000

Teacher Signature:  Date: 1/22/08

Please update your address if needed:

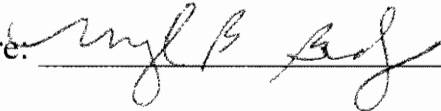
Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

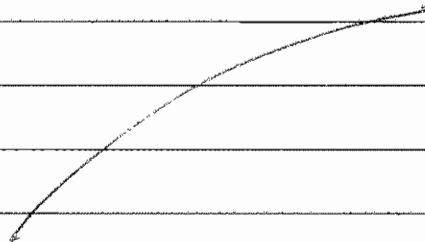
I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BRADY, MERYL B

Teacher Address: 1015 INDEPENDENCE AVE SE
WASHINGTON, DC 20003-0000

Teacher Signature:  Date: 1/22/08

Please update your address if needed:



Please return this form to your school Principal NO LATER THAN February 29th, 2008.

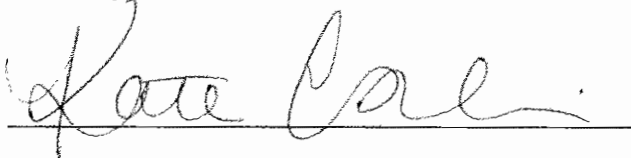
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Gabriel Catholic School converted from a private school into a public charter school and that I support the proposal.

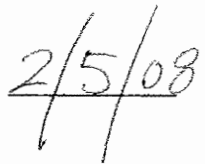
Teacher Name: Kate Corliss

Teacher Address: 1008 Park Road NW
Washington, DC 20010

Teacher Signature:



Date:



Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: CROSSKE, SARAH

Teacher Address: 2101 N. SCOTT ST # 92
ARLINGTON, VA 22209-0000

Teacher Signature: Sarah E Crosske Date: 1/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Gabriel School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Maria Faina, SNJM

Teacher Address: 12007 Bernard Drive
Silver Spring, MD 20902

Teacher Signature: Maria Faina, SNJM Date: 2-1-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: FELIX, JUNE A

Teacher Address: 6803 CHILLUM MANOR RD
HYATTSVILLE, MD 20783-0000

Teacher Signature: June A. Felix Date: January 17, 2008

Please update your address if needed:

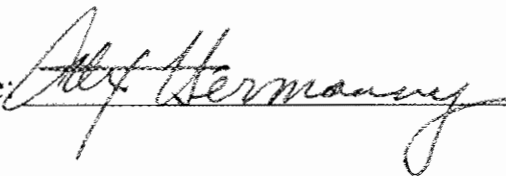
Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HERMANNY, ALEX

Teacher Address: 2123 KEARNEY ST NE
WASHINGTON, DC 20018-0000

Teacher Signature:  Date: 1/21/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: JOHNSON, RANA M

Teacher Address: 5207 11TH ST NE
WASHINGTON, DC 20011-0000

Teacher Signature: Rana H. Johnson Date: 1/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: JONES, JOSEPHINE V

Teacher Address: 3829 KANSAS AVE NW
WASHINGTON, DC 20011-0000

Teacher Signature: Josephine V. Jones Date: Jan. 17, 2008

Please update your address if needed:

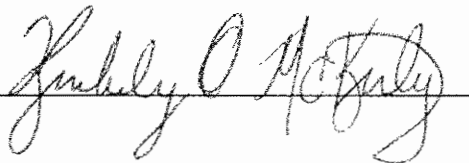
Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MCKINLEY, KIMBERLY O

Teacher Address: 3229 MASSAHUSETTS AVE SE
WASHINGTON, DC 20019-0000

Teacher Signature:  Date: 1-17-08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: NAJERA, ELLYNGTH L

Teacher Address: 1429 COLUMBIA RD NW # 24
WASHINGTON, DC 20009-0000

Teacher Signature: Ellynth L Najera Date: 1/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: NELSON, KATHRYN S

Teacher Address: 516 SEWARD SQ SE BSMT AP
WASHINGTON, DC 20003-0000

Teacher Signature: Kathryn S. Nelson Date: 1/22/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Gabriel School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Sister Judith Parkin

Teacher Address: ~~5715 Emerson St.~~
~~Bladensburg, MD 20710~~

Teacher Signature: Sister Judith Parkin Date: 3/12/08

Please update your address if needed:

Montgomery Towers #306
415 Silver Spring Ave
Silver Spring, MD 20910

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: RILEY, RONALD

Teacher Address: 4316 JAY ST NE
WASHINGTON, DC 20019-0000

Teacher Signature: Ronald R. Riley Date: 1/18/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: WEAVER, ERIKA N

Teacher Address: 4911 KIRBYWOOD ST
CLINTON, MD 20735-0000

Teacher Signature: Erika N. Weaver Date: 11/17/08

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Center City PCS
4th Grade Reading/Language Arts-Framework Sample

Unit	Power Standards	Supporting Standards	Objectives	Activities	Assessments	Resources
Unit One Strategies of Good Readers 3 weeks	4.1.3 Use knowledge of root words to determine the meaning of unknown words within text. T 4.1.6 Distinguish and interpret words with multiple meanings by using context clues. T 4.2.2 Use appropriate strategies when reading for different purposes. Identify main idea and supporting details. G T 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues, and direct quotations. G T 4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine causes for that character's actions. T 4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details. M	4.1.4 Use common roots and word parts derived from Greek and Latin to analyze the meaning of complex or unknown words. M 4.1.5 Use reference materials (thesaurus, dictionary, computer) to find the meaning of unknown words. S G T 4.5.2 Write responses to literature that demonstrate an understanding of a literary work and support judgments through reference to both the text and prior knowledge. Social Studies 4.4.9 Identify entrepreneurs who have influenced the local community throughout history to present day.	❖ I will identify the main idea and supporting details in text. ❖ I will apply reading strategies, such as predicting, asking questions, clarifying, and summarizing to understand the main ideas in text. ❖ I will determine the meaning of new vocabulary words by using context clues and knowledge of roots. ❖ I will analyze characters in text. ❖ I will demonstrate comprehension of text through written and oral responses.	❖ Students will use word identification strategies to define a Word of the Day each day. ❖ Students will keep track of new or unfamiliar words that they encounter in their reading. ❖ Students will read Frindle by Andrew Clements (1998) and employ comprehension strategies. ❖ Students will analyze the characters from Frindle by describing them with adjectives and selecting actions that support or contradict their descriptive adjectives. ❖ Summary Scramble: Students will work in cooperative groups to place plot events in chronological order to summarize text. ❖ Students will read "Arctic Explorer: The Matthew Henson Story", use reciprocal teaching strategies in cooperative groups, and choose methods of summarization. ❖ Students will write Book Reviews.	❖ Word of the Day journals ❖ Character webs ❖ Written and oral summaries ❖ Reciprocal teaching (self-assessment & observation checklists) ❖ Book Reviews ❖ Differentiated summary products ❖ Performance Series/MAP ❖ DC-CAS	Open Court Reading (2000) Root Words – Bk 1, p. 184G Main Idea – Bk 1, Unit 1 Predicting – Bk 1, Unit, Lessons 1, 2, and 7 Character Study – Bk 1, Unit 1, Lessons 2 and 6 Writing Summaries – Bk 1, Unit 1, Lessons 3 and 4 Children's Lit <i>Journey into the Arctic</i> by B. Alexander & C. Alexander (2003) <i>Frindle</i> by A. Clements (1998) <i>Into the Ice: The Story of Arctic Exploration</i> by L. Curlee (1998) <i>Arctic Explorer: The Story of Matthew Henson</i> by J. Ferris (1989) <i>The World of Exploration</i> by P. Wilkinson (2006) Teacher Resources www.teachscape.com <i>Put Reading First: The Research Building Blocks of Reading Instruction</i> (2nd ed.). <i>Creating Literacy Instruction for All Students</i> (5th ed.).
			Essential Questions		Differentiation (SPED, ELL, Advanced Learners)	
			❖ What strategies do good readers use when they can't understand a word in text? ❖ What strategies do good readers use to comprehend text? ❖ Explain how our core values are presented in the traits of the main characters and how these values impact their actions in the stories in this unit.		❖ SPED Interventions <i>Intervention Guide</i> - U1 L7 - <i>Multi. Mean. Words</i> * Restate C & E relationship * Have students visualize setting of story for better comprehension – <i>Summarize</i> * Stop periodically throughout story to make <i>predictions</i> ❖ ELL Interventions <i>ESL Supplement Book</i> - U2 L6 - <i>Root Words</i> - U1 L7 - <i>Multi. Mean. Words</i> * Have students add words and their definitions to the vocabulary section of their Writing Journals ❖ Interventions for A.L. <i>Challenge Book</i> - Page 7 – <i>Cause and Effect</i> - Page 24 – <i>Main Idea/Details</i> * Have students lead small reading groups, modeling <i>predicting</i>.	

Instructional Planning ToolSubject: ReadingGrade: 4Teacher: S. EdmondsDate: 4-15-07

Time: _____

EXAMINE DATA:

☐ Terra Nova (SS/OPI)	☐ PALS	☐ Student Work
☐ Textbook Assessment	☐ Pre-test	
☐ Teacher-made test	☐ Performance Series	
☐ Other: _____		

STANDARD(S):

- 4.1.1 Read grade-level appropriate text with fluency and accuracy.
 4.1.2 Apply knowledge of synonyms and antonyms to determine the meaning of words and phrases.
 4.1.6 Determine the meaning of words by using context clues.

VOCABULARY:

expedition	trek
crevasses	insulation
glacier	

LEARNING OBJECTIVE(S) ALIGNED TO STANDARD(S):

I will determine the meaning of new vocabulary words by using context clues, visual clues, and synonyms and antonyms.

Learning Experience(s):***Teachers will engage in...***

- ☐ Identifying Similarities & Differences
- ☐ Summarizing & Note-Taking
- ☐ Reinforcing Effort & Providing Recognition
- ☒ Nonlinguistic Representations
- ☐ Setting Objectives & Providing Feedback
- ☐ Generating & Testing Hypothesis
- ☒ Questions, Cues & Advance Organizers
- ☐ Cooperative Learning
- ☐ Homework & Practice
- ☐ Other _____

Learning Experience(s):***Students will engage in...***

- ☒ Independent Activities
- ☐ Cooperative Learning
- ☐ Peer Tutoring
- ☒ Visuals
- ☐ Simulations/Demonstration
- ☐ Pairing
- ☐ Hands-On
- ☒ Whole Group Instruction
- ☐ Technology Integration
- ☐ Project
- ☐ Activity/Learning Centers
- ☐ Lecture
- ☐ Other _____

Resource Materials (Supplies, Manipulatives, Technology, Text):

Various non-fiction children's books about the Arctic (see references)
 Open Court textbooks and teacher's manual
 Vocabulary journals

Time:	Procedures:	Materials/Test References
	Class Starter/Warm-Up: <i>Show students the variety of children’s non-fiction books about the arctic. Ask them to look at all of the titles and covers and see if they notice a common theme. Students should identify themes of the arctic or exploration.</i>	<i>Journey into the Arctic, Into the Ice, Arctic Explorer, and The World of Exploration</i> books displayed on chalk ledge
	Review of Previously Learned Material/Activating Prior Knowledge: <i>Write the word arctic on the board in a circle, and ask students to share what they know about the arctic. Create a web with the students’ responses. Tell students that they are going to be reading about an explorer named Matthew Henson. Tell students that this story is non-fiction – ask for a volunteer to remind the class what non-fiction means.</i>	
	Statement of Objectives: <i>Have students turn to their story “Arctic Explorer – The story of Matthew Henson” on pg. 330 of their reading book. Remind students that before we read a new story, we should identify new vocabulary words so that we can read the selection more fluently and with better comprehension. Tell students that our objective for the lesson is to determine the meaning of our new vocabulary words by using context clues, synonyms & antonyms, and visual clues.</i>	Reading books
	Mini-Lesson/Guided Practice: <i>Write the following sentences on the board:</i> <i>In the valleys of Greenland, Matt saw <u>glaciers</u> that looked like thick flowing cream, frozen into white walls.</i> <i>Peary planned for the spring <u>trek</u>.</i> <i>Greenland’s ice cap was a frozen, lifeless desert of snow and howling wind and glaciers and deep <u>crevasses</u>.</i> <i>Even though Matt always covered the inside of his boots with soft dried moss for <u>insulation</u>, his heel still froze.</i> <i>Matthew Henson was the first African –American to make an <u>expedition</u> to the North Pole.</i> <i>Have students browse the pages of the story and look at the pictures. Then ask volunteers to read the sentences on the board aloud. Ask students what they think the underlined words might mean based on the context clues in the sentences and the visual clues from the book. Discuss each definition and the clues that help us determine the meaning. As students generate synonyms and definitions, write them after the sentence. Have students predict why each word might appear in our story.</i>	Reading books
	Independent Practice with Corrective Feedback: <i>Instruct students to add the new vocabulary words to their vocabulary notebooks. Students should write the word, the sentence from the board, and the synonyms the class generated. Then, students should add their own sentence for each word and draw a picture to represent each word. Check for understanding by monitoring students’ self-generated sentences and pictures.</i>	Vocabulary notebooks

Center City PCS

	Accommodations (Special Needs learners Advanced Learners, ELL): ELLs – Give the students the vocab. words and simplified definitions a day before. Cut out pictures that are representative of or labeled with the vocab. word, and allow students to paste pictures in their vocab. notebooks instead of drawing a picture themselves; also provide them with their native language translation for the word. Special Needs – explicitly show students the illustrations in the story that relate to the vocab. words and provide students with a hard copy of the sentences from the board to take home and review with their parents. Advanced – Have students use a thesaurus to locate synonyms that the class did not mention.	
	Wrap-Up: <i>Ask volunteers to share their own generated sentences and/or pictures for the vocabulary words.</i>	
Homework Assigned: Read the story independently, making note of where they encountered the new words in their reading.		

ASSESSMENT(S):	
☐ Assignment checked and feedback given	☐ Test/Quiz
☐ Conference with Student	☐ Graded Assignment
☒ Oral Response/Teacher Observation	☐ Homework
☐ Benchmark Assessment	☐ Other: _____
☒ Authentic Assessment – student sentences	

References:

- Alexander, B. & Alexander, C. Journey into the Arctic. 2003. New York: Oxford University Press.
- Bereiter, C., Brown, A., Campione, J., Carruthers, I., Hirshberg, J., McKeough, A., et al. (2000). *Open Court Reading*. Columbus, OH: SRA/McGraw-Hill.
- Center for the Improvement of Early Reading Achievement. (2001). *Put reading first: The research building blocks of reading instruction* (2nd ed.). Ann Arbor, MI: Author.
- Curlee, L. (1998). *Into the Ice: The Story of Arctic Exploration*. New York: Houghton Mifflin.
- Ferris, J. (1989). *Arctic Explorer: The Story of Matthew Henson*. Minneapolis: Author.
- Gunning, T. G. (2005). *Creating Literacy Instruction for all Students* (5th ed.). Boston: Allyn & Bacon.
- Shorey, S. (n.d.). Retrieved April 14, 2007, from video commentary <http://www.teachscape.com>
- Wilkinson, P. (2006). *The World of Exploration*. Boston: Kingfisher Publications.

Center City PCS

2008-2009 SCHOOL CALENDAR

AUGUST					SEPTEMBER					OCTOBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	1	2*	3*	4*	5*			1	2	3*
4	5	6	7	8	8	9	10	11	12*	6	7	8	9	10*
11	12	13	14	15	15	16	17	18	19*	13	14	15	16	17*
18	19	20	21	22	22	23	24	25	26*	20	21	22	23	24*
25	26	27	28	29	29	30				27	28	29	30	31*
			T-10					S-21					S-23	
								T-21					T-23	
NOVEMBER					DECEMBER					JANUARY				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7	1	2	3	4	5*				1	2
10	11	12	13	14*	8	9	10	11	12*	5	6	7	8	9*
17	18	19	20	21*	15	16	17	18	19*	12	13	14	15	16*
24	25	26	27	28	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30*
			S-17					S-15					S-19	
			T-17					T-15					T-19	
FEBRUARY					MARCH					APRIL				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6*	2	3	4	5	6*			1	2	3*
9	10	11	12	13*	9	10	11	12	13*	6	7	8	9	10
16	17	18	19	20*	16	17	18	19	20*	13	14	15	16	17*
23	24	25	26	27*	23	24	25	26	27	20	21	22	23	24
					30	31				27^	28^	29^	30	
			S-19					S-22					S-16	
			T-19					T-22					T-16	
MAY					JUNE					JULY				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1*	1	2	3	4	5*			1	2	3
4	5	6	7	8*	8*	9*	10*	11*	12*	6	7	8	9	10
11	12	13	14	15*	15*	16	17	18	19	13	14	15	16	17
18	19	20	21	22*	22	23	24	25	26	20	21	22	23	24
25	26	27	28	29*	29	30				27	28	29	30	31
			S-20					S-11						
			T-20					T-15						

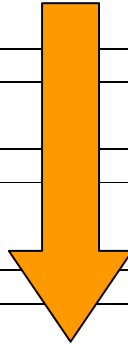
*	12:30pm Dismissal/ *Staff PE
	12:30pm Dismissal Day/Parent Conferences
	Spring Break (Schools Closed)
	Holidays (Schools Closed)
	New Teacher Orientation (Schools Closed)
	Staff Professional Development (Schools Closed)
	Winter Vacation (Schools Clc
^	DC-CAS Testing / ^Make Ups
	First/Last Day of School for Students
	End of Marking Period

Totals

Student 183
Teacher 197

Center City PCS

Elementary School (K-5) - Sample **BLOCK** Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:30	HOME ROOM Morning Meeting ----->	----->	----->	----->	----->
8:30-9:20	Literacy Block: READING ----->	----->	----->	----->	----->
9:20-10:10	Literacy Block: WRITING ----->	----->	----->	----->	----->
10:10-10:25	Break MATH ----->	----->	----->	----->	----->
11:10-11:58	MATH	Spanish *	MATH	Spanish*	MATH
12:00-12:48	LUNCH/ RECESS ----->	----->	----->	----->	12:30 Dismissal Professional Development/ Parent Conferences
12:50-1:38	Social Studies	Social Studies	Social Studies	Social Studies	
1:40-2:28	Science	Science	Science	Science	
2:30-3:15	Specials Block ----->	----->	----->	----->	
3:15-3:30	HOME ROOM/ DISMISSAL ----->	----->	----->	----->	

Specials block – Art, Music, Physical Education
Foreign Language instruction varies with grade level

Center City PCS

Middle School Sample Schedule

MONDAY				
Period	Time	6th Grade	7th Grade	8th Grade
1	8:30 - 9:19	Reading/Language Arts	Social Studies	Math
2	9:21-10:10	Reading/Language Arts	Social Studies	Science
3	10:12 - 11:01	Science	Math	Reading/Language Arts
4	11:03 - 11:52	Spanish	Music	Reading/Language Arts
Lunch/Recess	11:54 -12:41	LUNCH/RECESS		
5	12:43 - 1:32	Music	Science	Social Studies
6	1:34 - 2:23	Math	Reading/Language Arts	Social Studies
7	2:25 - 3:14	Social Studies	Reading/Language Arts	Music
HR	3:16 - 3:30	HR		
TUESDAY				
Period	Time	6th Grade	7th Grade	8th Grade
1	8:30 - 9:19	Reading/Language Arts	Science	Math
2	9:21-10:10	Reading/Language Arts	Science	Math
3	10:12 - 11:01	Math	Reading/Language Arts	Science
4	11:03 - 11:52	Math	Reading/Language Arts	PE
Lunch/Recess	11:54 -12:41	LUNCH/RECESS		
5	12:43 - 1:32	Social Studies	PE	Reading/Language Arts
6	1:34 - 2:23	PE	Spanish	Reading/Language Arts
7	2:25 - 3:14	Science	Math	Social Studies
HR	3:16 - 3:30	HR		
WEDNESDAY				
Period	Time	6th Grade	7th Grade	8th Grade
1	8:30 - 9:19	Social Studies	Science	Reading/Language Arts
2	9:21-10:10	Social Studies	Math	Reading/Language Arts
3	10:12 - 11:01	Reading/Language Arts	Math	Social Studies
4	11:03 - 11:52	Reading/Language Arts	Art	Math
Lunch/Recess	11:54 -12:41	LUNCH/RECESS		
5	12:43 - 1:32	Math	Reading/Language Arts	Science
6	1:34 - 2:23	Art	Reading/Language Arts	Science
7	2:25 - 3:14	Science	Social Studies	Art
HR	3:16 - 3:30	HR		
THURSDAY				
Period	Time	6th Grade	7th Grade	8th Grade
1	8:30 - 9:19	Science	Math	Reading/Language Arts
2	9:21-10:10	Science	Math	Reading/Language Arts
3	10:12 - 11:01	Math	Reading/Language Arts	Science
4	11:03 - 11:52	Math	Reading/Language Arts	Social Studies
Lunch/Recess	11:54 -12:41	LUNCH/RECESS		
5	12:43 - 1:32	Reading/Language Arts	Social Studies	Math
6	1:34 - 2:23	Reading/Language Arts	Social Studies	Math
7	2:25 - 3:14	Social Studies	Science	Spanish
HR	3:16 - 3:30	HR		
FRIDAY				
Period	Time	6th Grade	7th Grade	8th Grade
1	8:30 - 9:19	Rotation	Rotation	Rotation
2	9:21-10:10	Rotation	Rotation	Rotation
3	10:12 - 10:45	Rotation	Rotation	Rotation
4	10:47 - 11:15	Advisory	Advisory	Advisory
5	11:17 -12:15	Lunch	Lunch	Lunch
HR	12:17 - 12:30	HR		

Appendix B



2012 DC CAS RESULTS
Hosanna Mahaley, State Superintendent
July 26, 2012

Overview of DC CAS Results

- I. State
- II. District of Columbia Public Schools (DCPS)
- III. Public Charter Schools (PCS)
- IV. Focus Areas
- V. Summary

2012 DC CAS Testing Window April 17th – 27th

- **54 Local Education Agencies**

- 49 LEAs tested

- **243 total schools**

- 220 schools tested

- 123 DCPS

- 97 PCS

- **76,753 students enrolled**

- 32,624 students tested (42%)

- 20,474 DCPS (63%)

- 12,150 PCS (37%)

DC Comprehensive Assessment System

DC CAS measures students' performance based on the state content standards

- DC Standards are among the top in the nation:

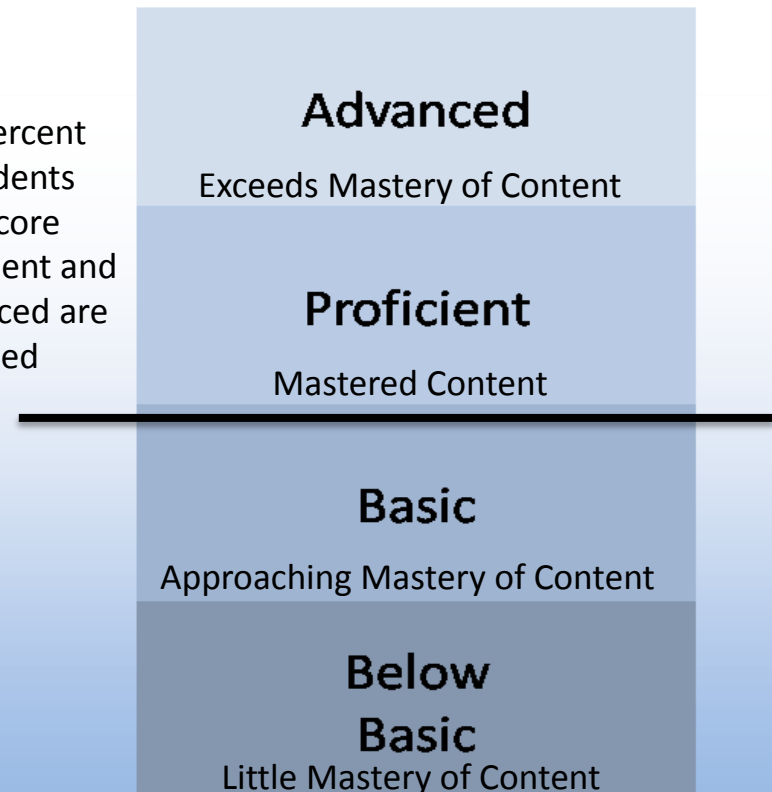
ELA	A-
Math	A-
Science	A

(Thomas Fordham Foundation)

- Reading and Composition fully aligned to the Common Core State Standards
- One of only two states in the country

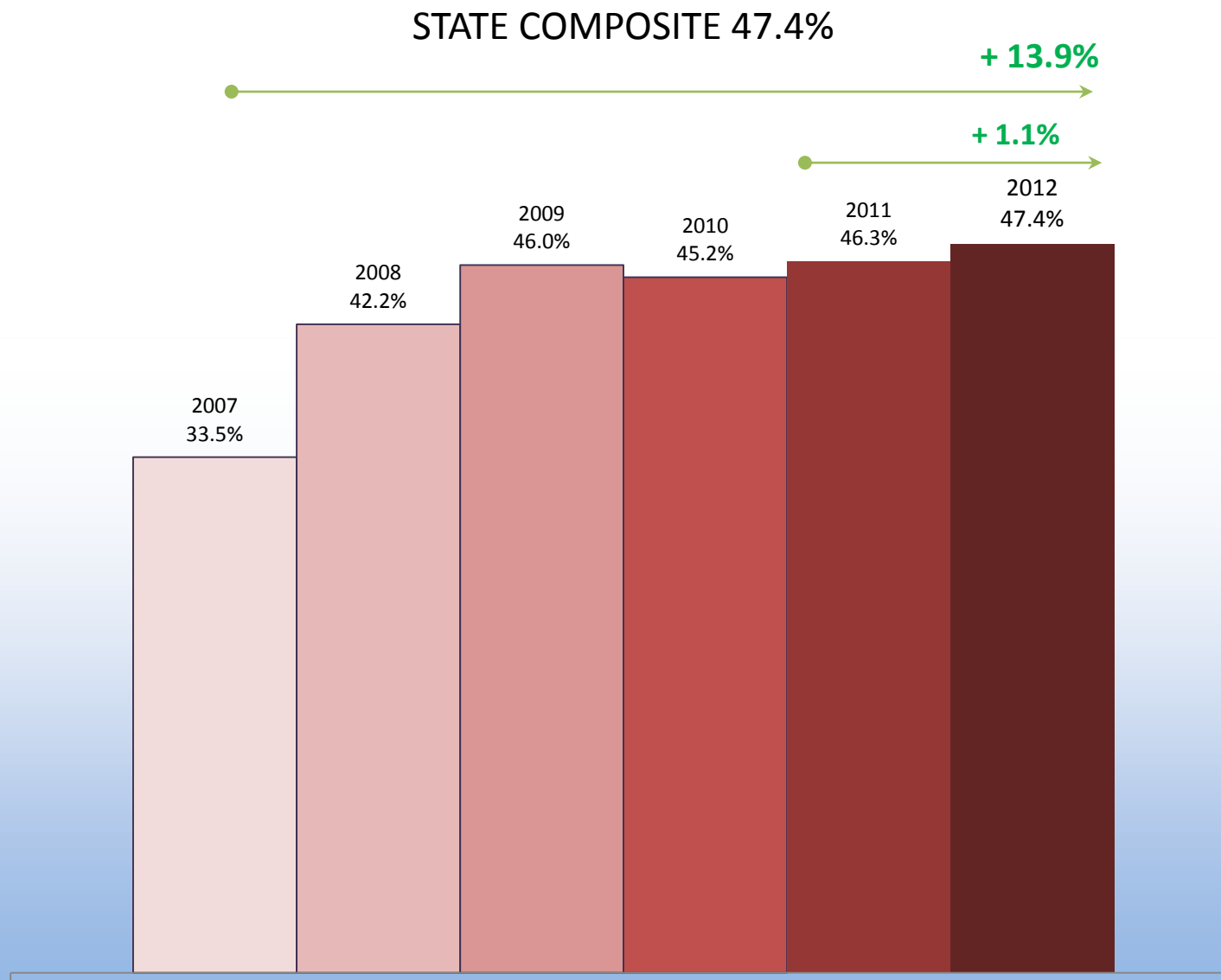
Students are scored at four levels of mastery

The percent of students who score proficient and advanced are reported



State Progress 2007-2012

Percent of Students Performing at Proficiency – District of Columbia



State Progress by Subject 2007 - 2012

MATH 49.3%

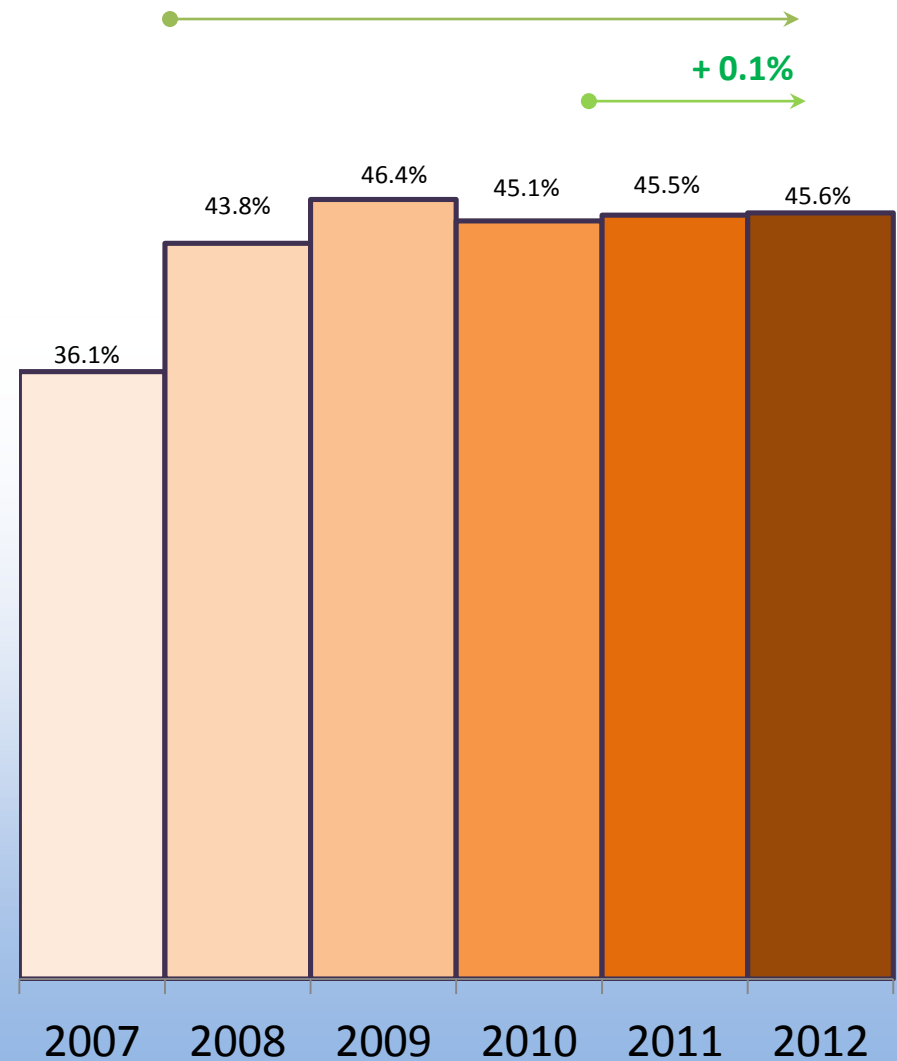
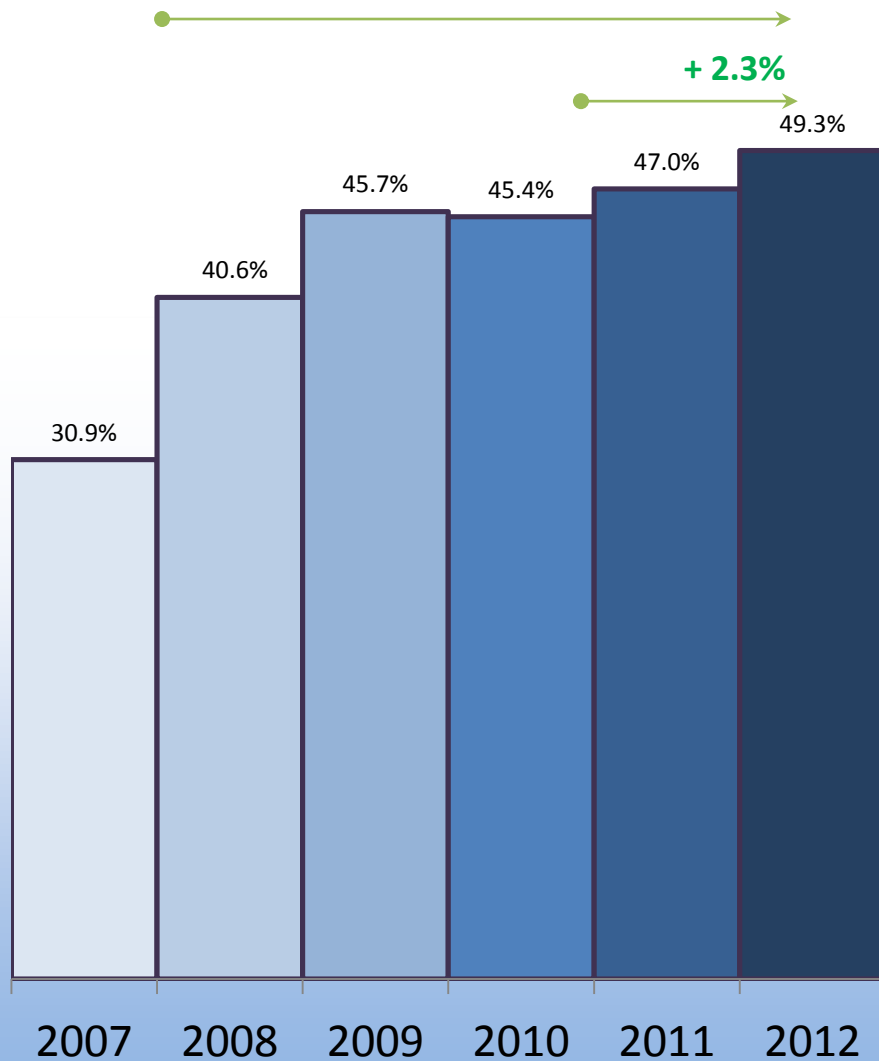
+ 18.4%

+ 2.3%

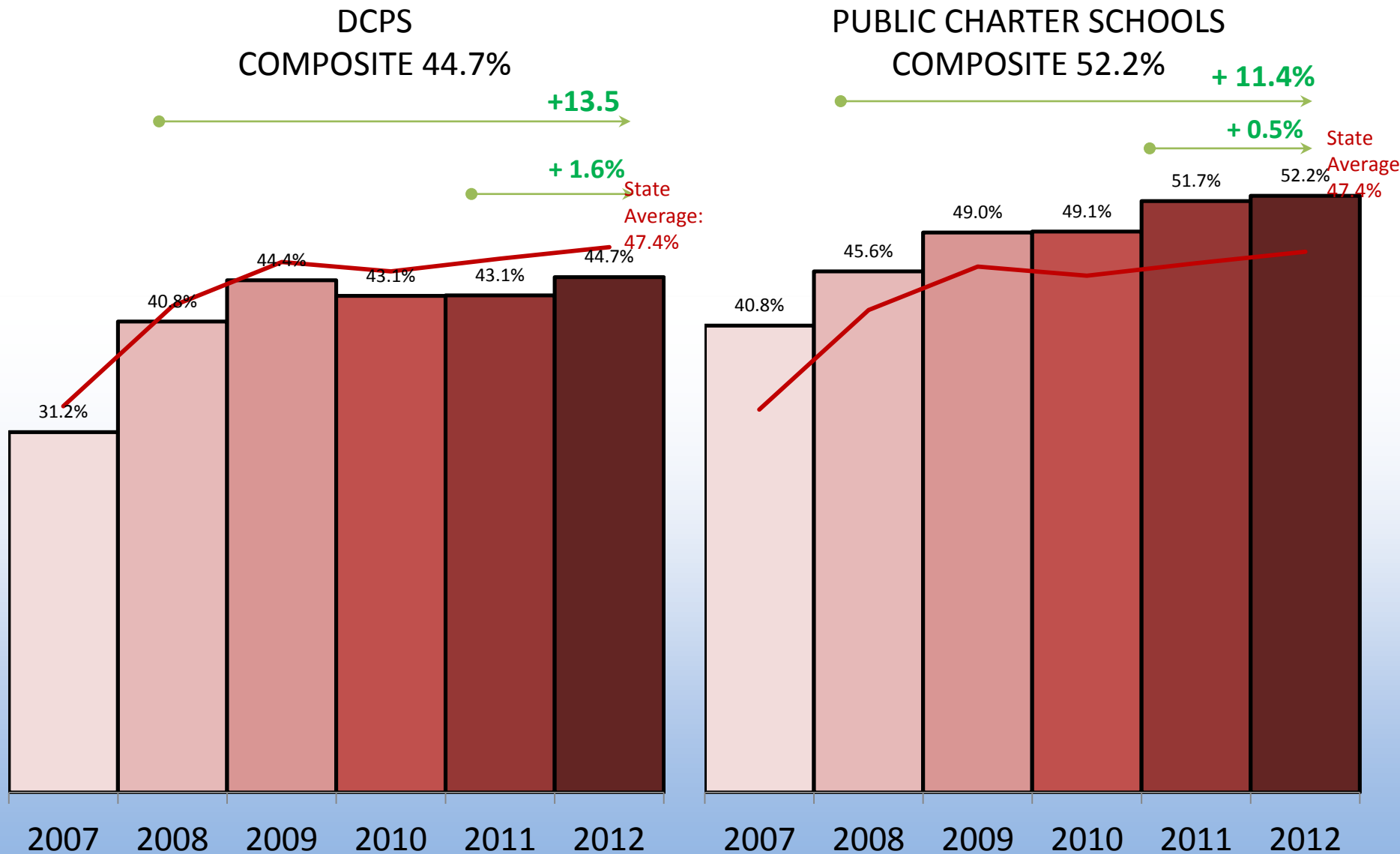
READING 45.6%

+ 9.5%

+ 0.1%



DCPS and PCS Progress 2007 - 2012



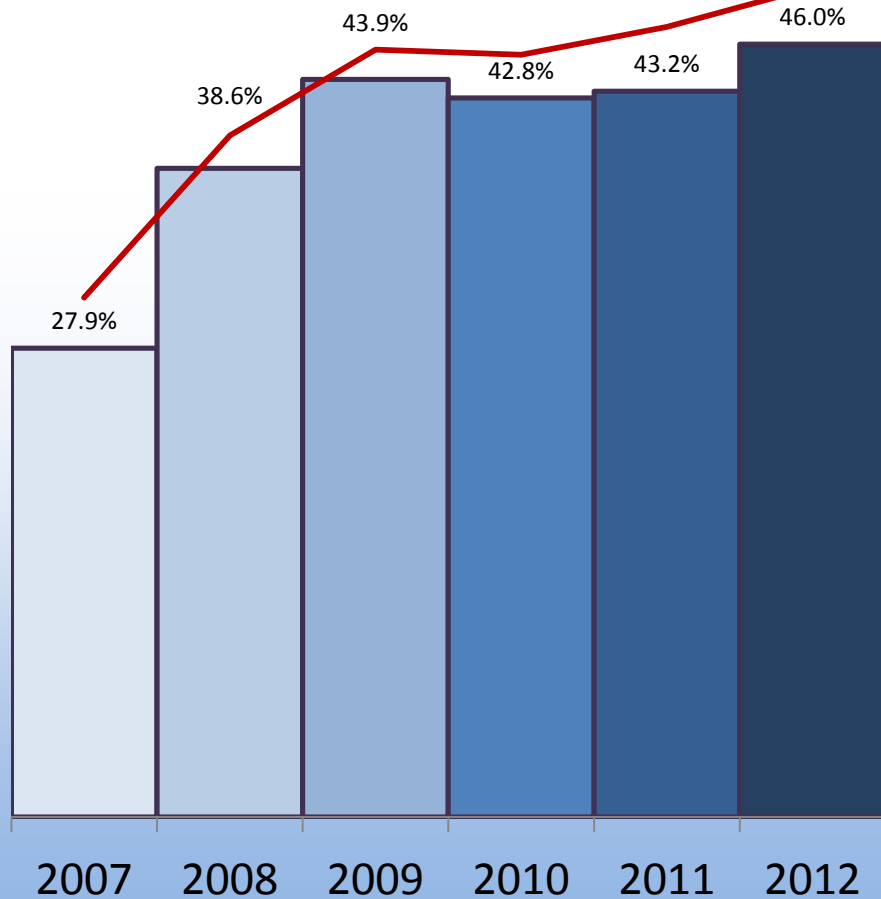
DCPS Progress by Subject 2007 - 2012

MATH 46.0%

+ 18.1%

+ 2.8%

State
Average:
49.3%

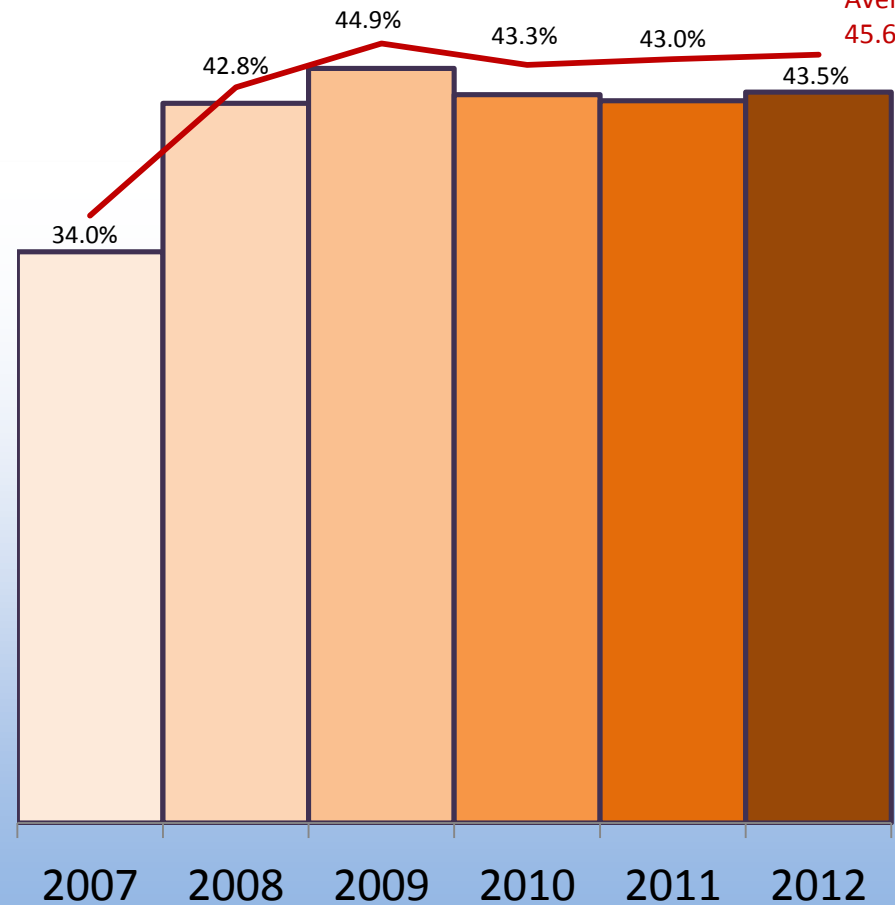


READING 43.5%

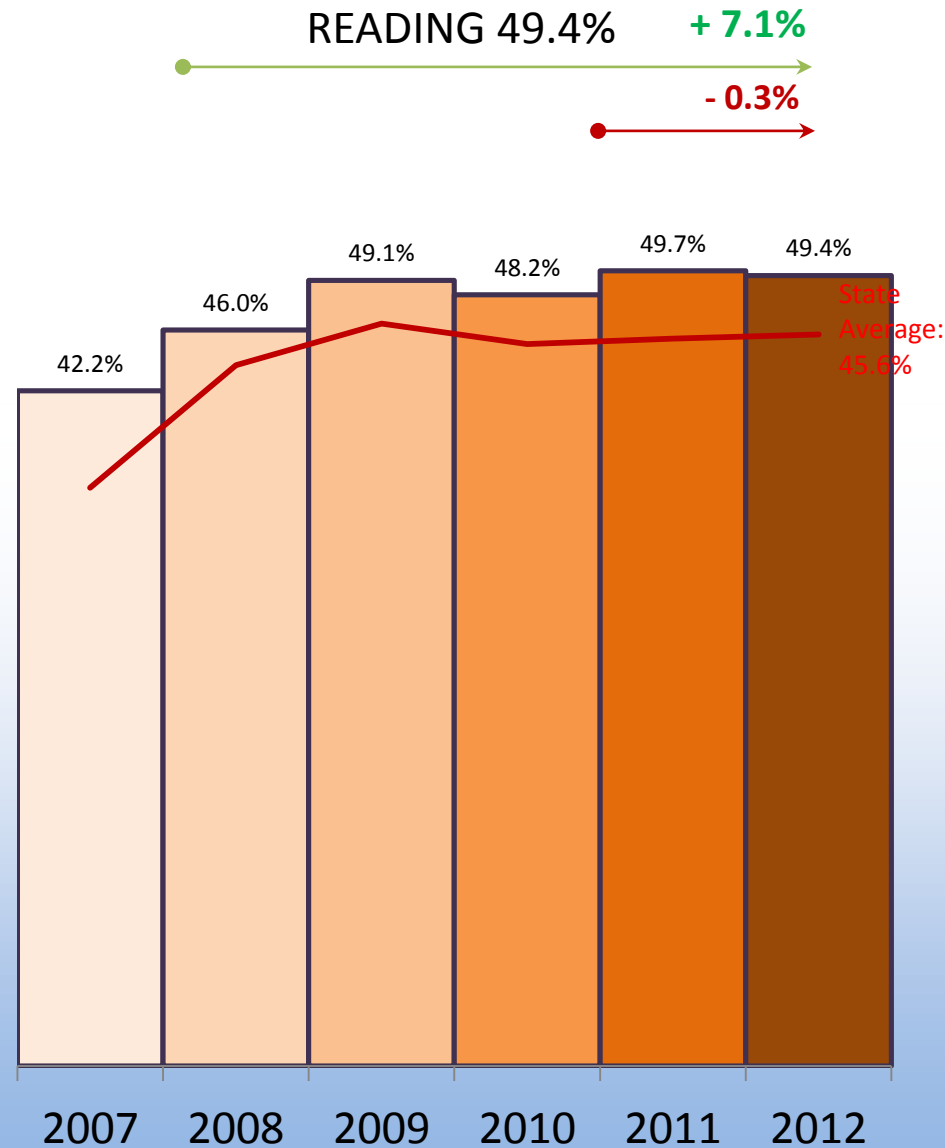
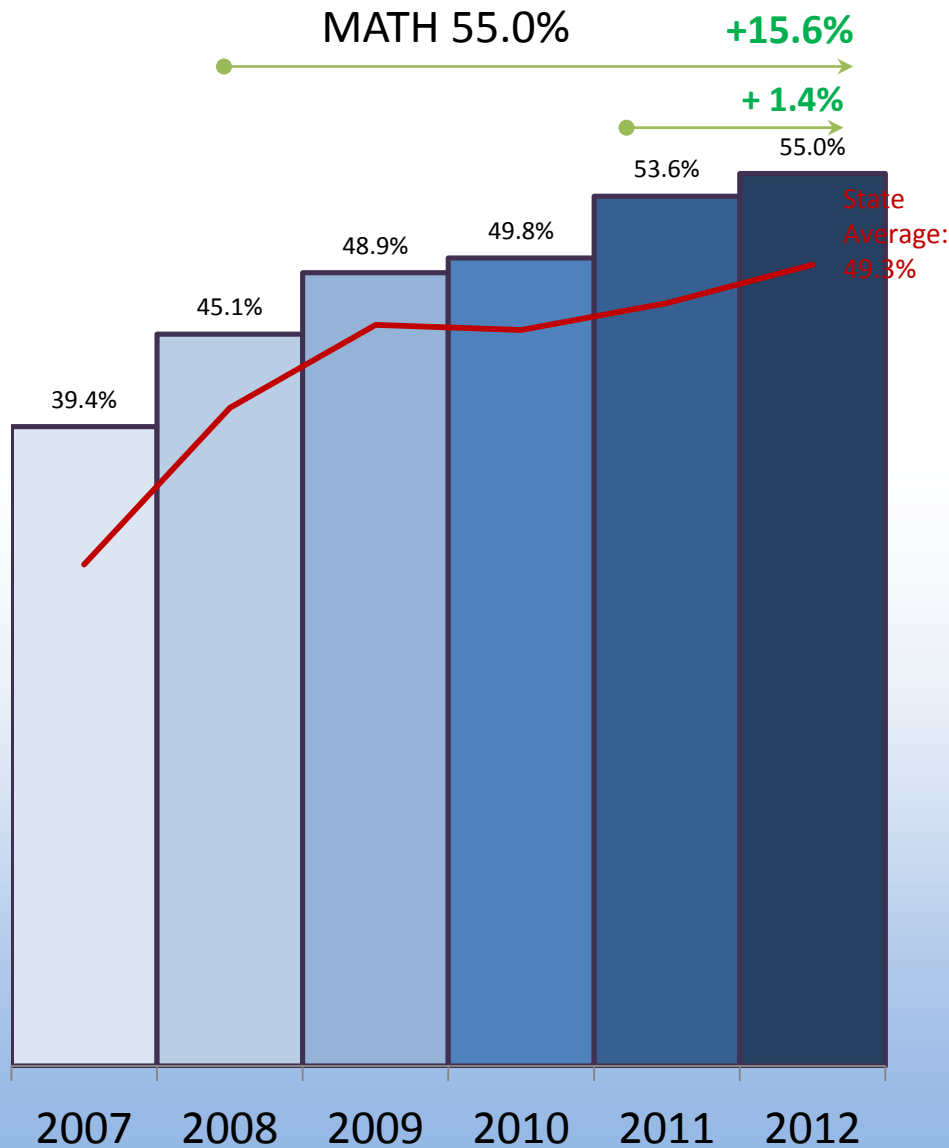
+ 9.5%

+ 0.5%

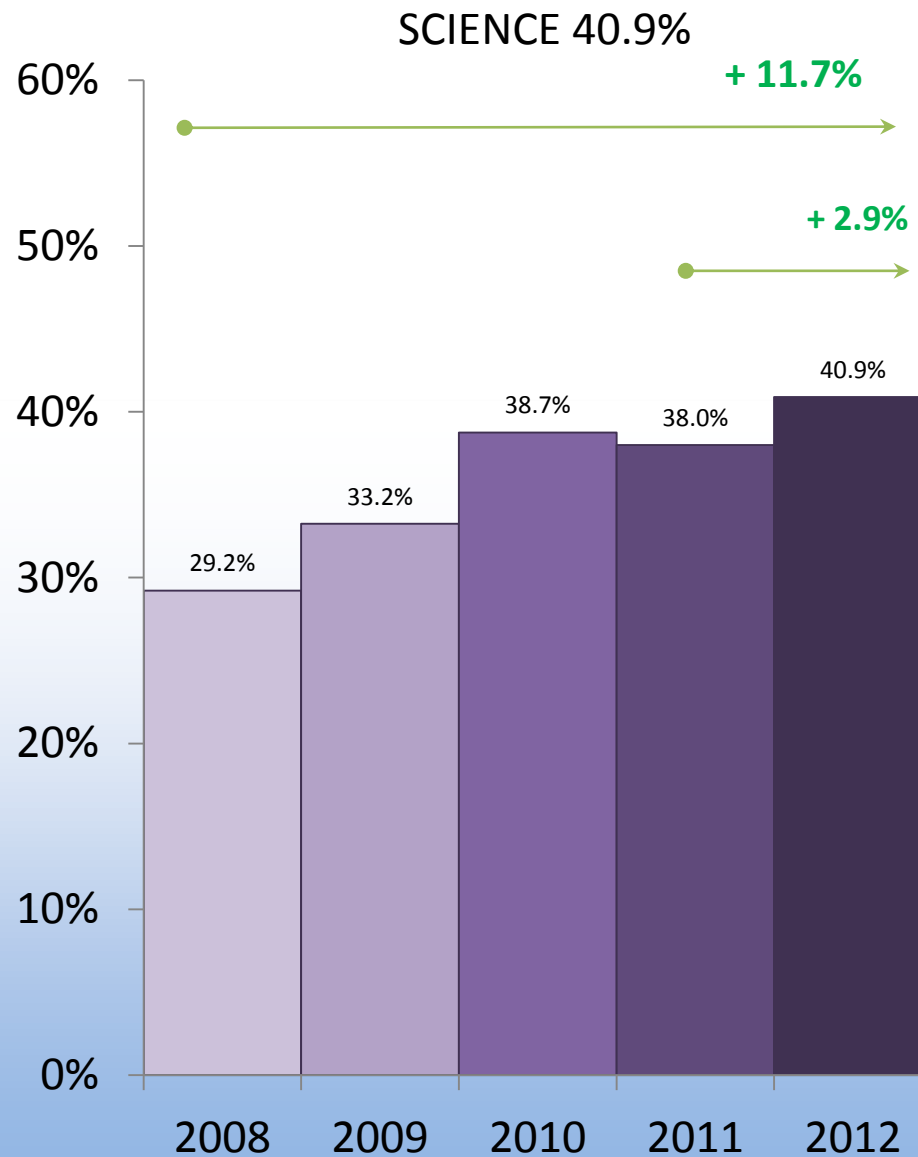
State
Average:
45.6%



PCS Progress by Subject 2007 - 2012

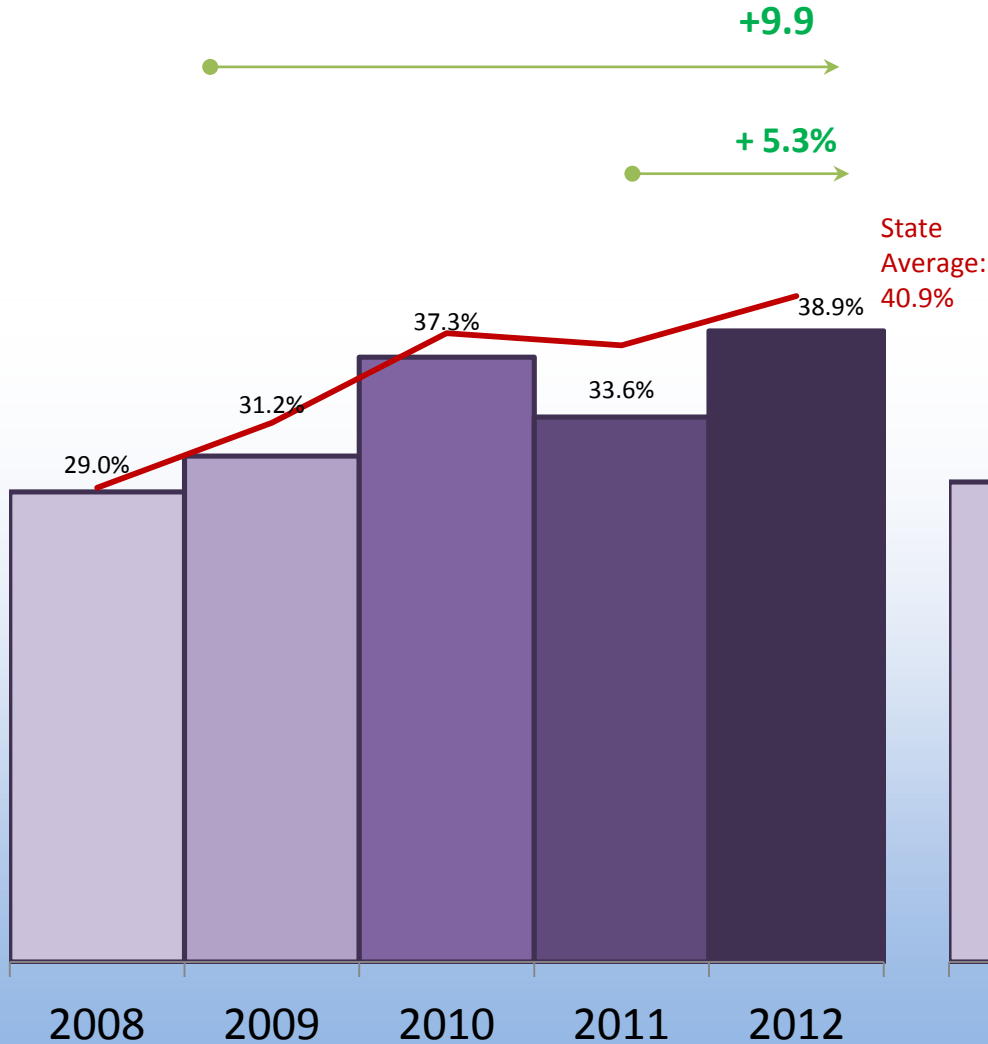


State Science Results 2008-2012

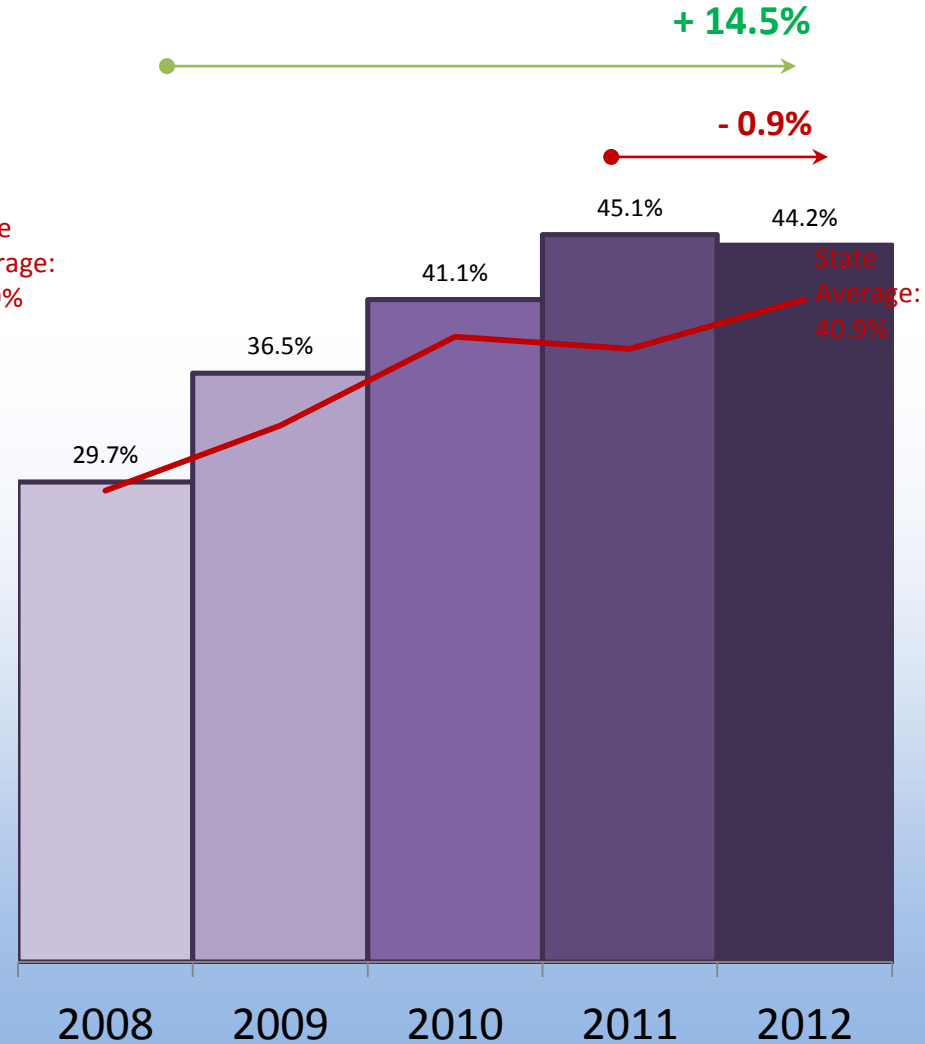


DCPS and PCS Progress in Science 2008 - 2012

DCPS SCIENCE 38.9%



PUBLIC CHARTER SCHOOLS SCIENCE 44.2%

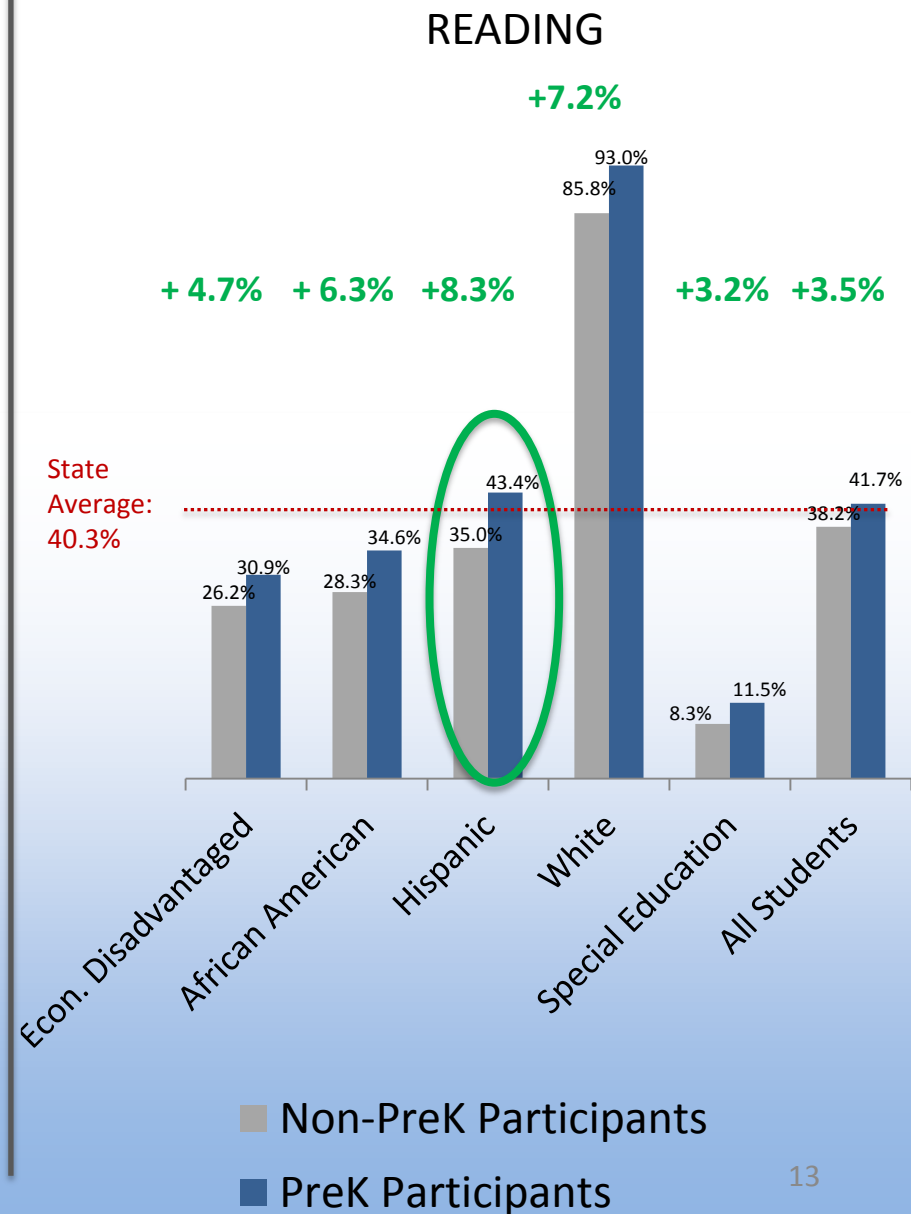
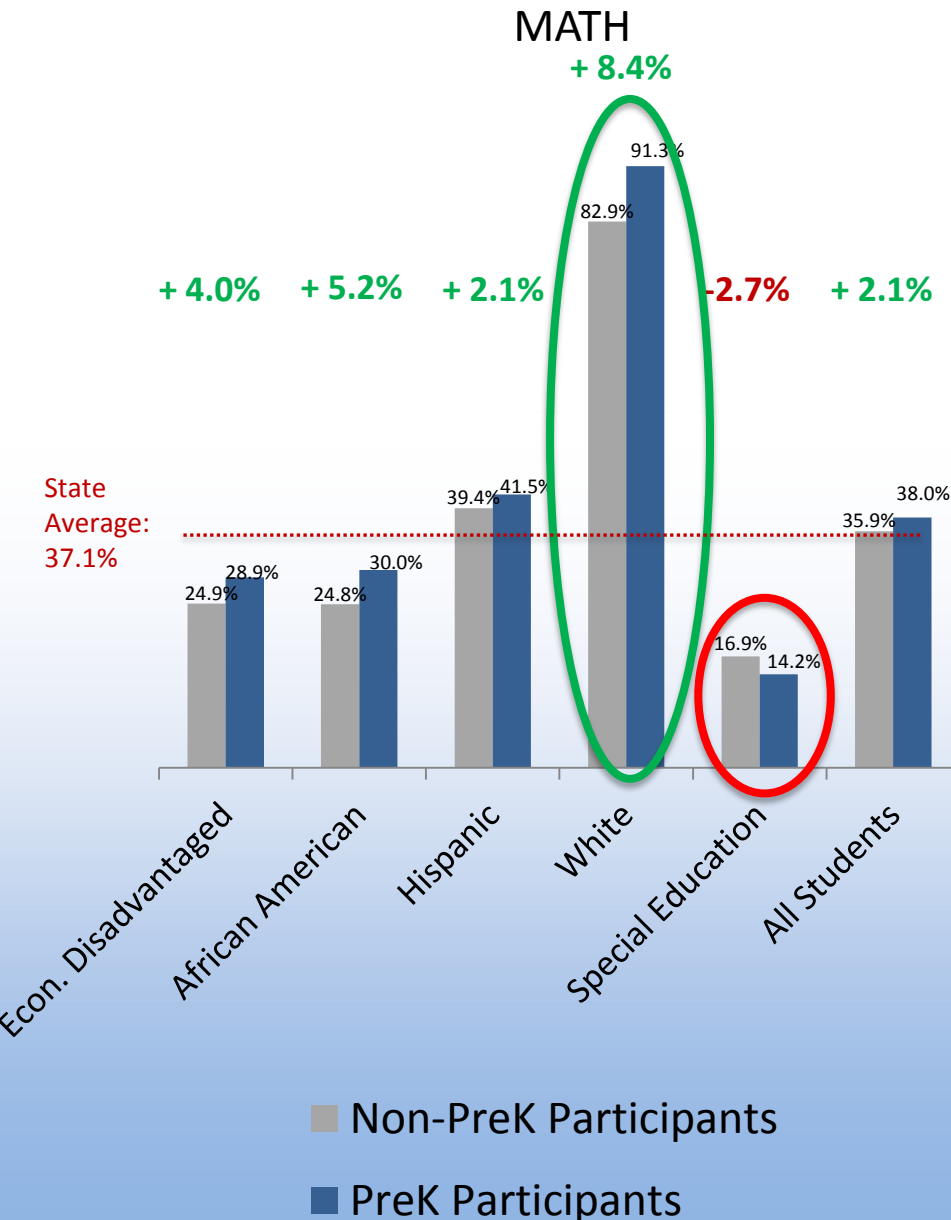


Results by Grade by Subject 2011 - 2012

Grade	Math		Change	Reading		Change
	2011	2012		2011	2012	
3	36.2%	37.0%	+0.8	41.6%	40.5%	-1.1
4	46.4%	51.3%	+4.9	44.3%	48.7%	+4.4
5	45.5%	49.4%	+3.9	46.2%	47.6%	+1.4
6	46.3%	48.5%	+2.2	43.1%	40.7%	-2.4
7	57.0%	58.5%	+1.5	49.2%	49.5%	+0.3
8	59.3%	57.5%	-1.8	50.1%	48.6%	-1.5
10	42.9%	43.5%	+0.6	45.8%	43.4%	-2.4
ALL	47.0%	49.3	+2.3	45.5%	45.6	+0.1

Pre-K Participation Improves Student Proficiency

Performance of 3rd Grade Students in 2011-12 by PreK Participation



Data Summary of Findings

Content	State		DCPS		PCS	
	Percent Proficient	Growth from 2011	Percent Proficient	Growth from 2011	Percent Proficient	Growth from 2011
Overall	47.4	+ 1.1	44.7	+ 1.6	52.2	+ 0.5
Math	49.3	+ 2.3	46.0	+ 2.8	55.0	+ 1.4
Reading	45.6	+ 0.1	43.3	+ 0.5	49.4	- 0.3
Science	40.9	+ 2.9	38.9	+ 5.3	44.2	- 0.9

Enrollment	State	DCPS	PCS
Total	76,753	45,191 (59%)	31,562 (41%)
Economically Disadvantaged	51,519	31,084 (69%)	20,435 (65%)
American Indian	64	45	19
African American	57,586	32,187	25,399
Asian/Pacific Islander	1,230	910	320
Hispanic	11,319	6,709	4,610
White	5,712	4,681	1,031
Female	38,807	22,428	16,379
Male	37,946	22,763	15,183
English Language Learners	5,724 (7%)	4,344 (10%)	1,380 (4%)
Special Education	10,130 (13%)	6,493 (14%)	3,637 (12%)

2012 Summary of Findings

- **State**
 - Progress is at an all time high, but more growth is still needed
 - Greatest growth in 4th grade – PERAA students
 - PreK participation is having a positive impact
- **DCPS**
 - Significant growth in Mathematics and Science
 - Turned around a two year decline in reading
 - Overall growth above state average
 - Overall proficiency below state average
- **PCS**
 - Steady growth in Mathematics but slowing
 - Reading and Science decline
 - Overall growth below state average
 - Overall proficiency above state average

Appendix C



April 25, 2013

Mr. Ralph F. Boyd, Jr., Board Chair
Center City Public Charter School – Brightwood
711 N Street NW
Washington, DC 20001

Dear Mr. Boyd:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- o School eligible for 5-year Charter Review

Qualitative Site Review Report

On October 30th and November 8th, a Qualitative Site Review team conducted on-site reviews of Center City PCS – Brightwood. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Center City PCS – Brightwood. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Center City PCS is in compliance with its charter.

Sincerely,

A handwritten signature in black ink, appearing to read "Naomi DeVeaux", is written over a light blue rectangular background.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Center City PCS’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal	Evidence
Students will read and comprehend grade-level appropriate text in the core content areas.	During the teacher and administrative focus groups, the staff discussed the transition to the Common Core State Standards (“CCSS”) for the current school year. This includes the planning for and use of complex texts to support the core content areas. During the teacher focus group, the teachers also shared that they provided students with a broad range of texts across different genres. During the classroom observations, the team observed the use of a grade-level text being used to support a poetry unit in an English/Language Arts class. In another observation, a teacher explicitly taught Tier 2 words (academic vocabulary) to support the understanding of grade-level texts.
Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.	In classroom observations, the QSR team noted evidence of the school working towards the goal for students becoming effective oral and written communicators. In one classroom, the teacher was seen using a writing strategy called RAFT (Role, Audience, Form, Topic) to ensure that students produced good writing samples. In a science class, the teacher used higher-order thinking questions to extend the students’ discussion about what they were learning. The teacher allowed several students sufficient time to answer to assess a variety of learners in the class. In another classroom, the teacher told her students things such as “be prepared to share”; “whisper to your partner”; “talk to each other about...” to foster student discussion. She provided feedback to the students while she circled the classroom and listened to the students’ conversations.
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	Students were seen completing grade-level computation skills and concepts, specifically finding percent change and converting decimals to a percent. During one of the math classroom observations, students were asked to explain their work orally to the class as well as a partner on multiple occasions. The teacher also differentiated the math lesson to provide small group instruction to students who needed additional support with the concepts, while the rest of the students completed exercises independently.
Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.	The QSR team did not report any evidence related to this goal.

Goal	Evidence
Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	The QSR team did not report any evidence related to this goal.
Students will be equipped with academic skills needed to be accepted into the competitive high schools of their choice.	The QSR team did not report any evidence related to this goal.
Campuses will be thriving communities of respectful and responsible learners. Students will perform regular and reflective community service consistent with the core values.	Seventy-five percent of classrooms observed were proficient or exemplary at creating environments of respect and four-fifths of classrooms were proficient or exemplary at creating a strong culture of learning. Students and teachers used respectful language and treated one another's contributions to classroom discussion with respect. In nearly all of the classrooms, the expectations for learning were clearly aligned with learning activities. The learning outcomes were posted and conveyed to students at the start of the lesson. Nearly all of the classrooms observed had 100% of students engaged in the lesson. One student asked the teacher if the class could display their essays in the hallway in order for everyone to see them. The QSR team did not report any evidence related to students performing community service.
Students will perform regular and reflective community service consistent with the core values.	According to administration, each Center City Campus designs a Capstone Project to be completed by each classroom. The Capstone Project includes a book study, field trips, journals, multiple service projects, research paper, and reflection. Through this process, all students at Center City are exposed to consistent and reflective community service. At the time of the visit to this campus, the focus of the community service projects had not been established school wide.

Goal	Evidence
Parents will see themselves as partners in their children’s education. Parents will view the school positively and express satisfaction with their choice.	The Principal reported that the school offers academic parent teacher team meetings three times per year and individual parent conferences at the end of the year. The QSR team observed two parent events at Center City PCS. At one meeting, 8th grade parents were invited to learn about the DC-CAS, graduation requirements, and end of the year activities. About half of the parents of the 8th grade class attended the event. The administration let the parents know that school rules would apply to all graduation and end of the year activities and students would be monitored. Parents asked questions and were engaged at the meeting to fully understand the requirements to move from 8th grade to high school. The other meeting observed was 75 minutes in length and gave the teachers an opportunity to share all of the skills that students have learned to date as well as the class’s reading goals. In one of the kindergarten classes, the reading goal was stated as, “By February, we will be able to name 26 letters.” Parents reviewed their students’ work and set goals appropriate for their students’ development. The school runs these meetings on two consecutive nights to increase parent participation. Several classrooms observed had more than ten families present.
Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.	During the teacher and administrative focus groups, the staff reported that teachers participate in grade-level, district-wide professional development. District-wide professional development is offered once or twice per month, according to the teachers and administration. The teachers reported that the school has focused on a partnership with Project GLAD, Guided Language Acquisition Design, which focuses on language acquisition and literacy. The teachers also shared several of the strategies learned during this professional development session and how they are implemented within the curriculum. Teachers have spent a significant amount of time learning the CCSS and revising their curriculum.
Principals and academic deans will be instructional leaders.	The leadership team is assigned weekly observation schedules and provides regular feedback to teachers on their individual caseloads. During the site visit, the QSR team observed several teachers being observed by the principal and academic deans. During the teacher focus group, the teachers shared that they appreciated the instructional support of the newly hired academic deans. They also commented that they are regularly observed by the instructional leadership team and appreciate the real-time feedback. This includes support with lesson planning and modeling classroom lessons. The academic deans also teach intervention blocks to ensure that all students are receiving appropriate individualized instruction, including more challenging material for gifted students.

Goal	Evidence
Campuses will provide a safe and healthy environment that is conducive to learning.	During the student and teacher focus groups, the students and teachers reported that the school is a safe learning environment. The students said that they have not had any issues with the school culture this year. During the observation, the hallways were always quiet and there were minimal disruptions within any of the classrooms.
The CCPS Board will provide effective policy guidance, governance, and support to school leaders.	During the Board meeting observed by PCSB staff, the Board appeared very knowledgeable about the school's finances and academics. At the Board meeting, the PCSB staff noted that Board members asked intricate questions to understand how to increase the school's Performance Management Framework ("PMF") score. Moreover, the PCSB staff member observed that the central office seems to be honest when discussing academic and financial progress with the board. The QSR team noted that the Center City PCS Board hired Dr. Cornell West to come in and speak to the school, as well as any other interested school, about his book <u>War Against Parents</u>. The purpose for Dr. West's talk was to address ways parents and schools can collaborate.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of the Center City Public Charter School is to empower children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a parent meeting and board meeting, and conducting the focus groups.

Eighty-three percent of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric. The observation team saw excellent student behavior during nearly every observation. In most classrooms, students were cognitively engaged in the lesson and eager to participate and answer questions posed by the teacher. During the student focus group, the students were able to share the school's mission and what it meant to be citizens of the 21st century. During a parent meeting, the QSR team observed the teachers training parents on how to reinforce the skills learned in school at home as well as how to set individual goals for their students.

During the classroom observations, the team noticed the use of the CCSS in classrooms. The learning objectives and CCSS standards being taught were posted on the board and often read aloud by the teachers or the students. During the teacher and admin focus group, the school discussed their partnership with the Achievement Network (ANet) to ensure that the curriculum, instruction, and assessments are aligned to grade-level standards.

On December 19, 2012, PCSB staff attended the Center City PCS Board of Trustees meeting. There were a sufficient number of board members present to make a quorum for this meeting. In addition, the Chief Regional Director, the Chief Academic Director, and the Chief Finance Director (from central office) attended the meeting. Representatives from FOCUS and Apple Tree were also present. The focus of the meeting included a discussion about the following:

- Academics, governance, and finances were the central topic.
- A FOCUS representative provided a detailed report of the PCSB PMF, and the board members asked detailed questions about how to increase the points received for each campus.
- An update regarding implementation of Apple Tree's pre-kindergarten curriculum for Center City Schools. The Board stated that they aim to implement the curriculum through the second grade at all Center City schools.
- A budget update from the Regional Finance Director
- Finalizing three Board Committees: governance, academics, and finance.

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Eighty-three percent of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

Approximately seventy-five percent of all classroom observations scored proficient or exemplary in creating an environment of respect. The QSR team observed respectful and polite interactions between teachers and students throughout the visit. Several of the classrooms had student greeters who welcomed guests into the class and shared what the learning objective was for the day. There were also several instances where teachers individually greeted each student before they walked into the classroom.

Approximately ninety percent of all classroom observations scored proficient or exemplary in establishing a culture of learning. The objectives for learning were posted in nearly all of the classrooms and the QSR team also noted that most learning activities were aligned to the objective. There was student work posted throughout the school building and within the classrooms, promoting a culture of learning throughout the school.

Approximately eighty percent of all classroom observations scored proficient or exemplary in managing classroom procedures. Nearly all of the transitions observed were quick and silent. The teachers used grouping, claps, cues and signals to keep students focused and to minimize wasted time during instruction. Several of the student groups were organized using creative naming conventions. The teachers consistently used positive language with the students and the students responded positively to the transitions throughout the day.

Approximately seventy-five percent of all classroom observations scored proficient or exemplary in managing student behavior. Most of the classrooms had posted behavior expectations and consequences posted. The teachers reinforced positive behavior by making comments such as, "that group is a scholar group." The students were aware of the clear standards of conduct as evidenced in the classroom and student focus groups. The teachers also regularly recognized students who were on task in several of the classrooms.

In organizing physical space, approximately ninety-four percent of all classroom observations scored proficient or exemplary. Most of the classrooms arranged the students in table groups of four to five students. The resources were organized well in most classrooms, still leaving room for learning centers, whole group activities, technology, and student cubbies. Overall, most of the physical spaces in the classrooms were organized well.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately three-quarters of classrooms were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

Approximately seventy-five percent of all classroom observations scored proficient or exemplary on communicating with students. The teachers spoke clearly to the students and used language that was appropriately leveled for their students. In one of the classrooms, the teacher focused on the origin of the words to help students understand the meaning. The teacher often asked students to repeat the directions for clarity of the lesson

activity. In another classroom, the class focused heavily on vocabulary discussion with repeated exposure and connections made to the text that they were reading.

Approximately 60% of all classroom observations scored proficient or exemplary in their use of questioning and discussion techniques. During some of the classroom observations, the team observed higher-level thinking questions used to probe student understanding of a text. There were also some classes where the teacher asked students to compare and contrast facts and make predictions about the text that they were reading. The team also observed several instances of teachers effectively using wait time. The team observed few student-led activities during the classroom visits and, in some cases, teachers asked the majority of questions, most of which had simple “yes” or “no” answers. There were some classes observed where there was no student discussion within the thirty minute observation.

In engaging students in learning, approximately 80% of all classrooms observed scored proficient or exemplary. There was a high level of student engagement observed in a variety of classes. The teachers used a variety of strategies to engage students in learning. The teachers modeled their expectations for learning, allowed the students to be resources for one another, scaffolded the material to deepen student understanding, and used a variety of visuals during the lessons.

Approximately 75% of all classroom observations scored proficient or exemplary in using assessment in instruction. The team observed several assessment strategies used by the teachers. In one lesson, the teacher used a spreadsheet as she checked off skills that students mastered independently. Another teacher recorded all of the students’ answers and reviewed them during a later part of the lesson. Several teachers also used discussion and probing techniques to gauge students’ learning.

Approximately 70% of all classroom observations scored proficient or exemplary in demonstrating flexibility. During one of the classroom observations, the teacher helped a student understand a non-fiction text after the student was confused. Another teacher gave a student multiple choice answers to help when they could not answer a question correctly. Another teacher reinforced key vocabulary during a lesson after it caused students’ confusion.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

The school has started intervention groups for higher level reading and math students to increase the rigor of the academic program. During the student focus group, the students mentioned that these groups are organized based on the students' interim assessment scores. These groups occur daily, are homogeneously grouped and benefit all students at their math/reading levels.

There are currently three full time teachers and one part time teacher dedicated to the English Language Learners ("ELLs") in the school. As mentioned earlier, the teachers have been taking part in GLAD trainings to improve their classroom strategies for ELLs. Several of these strategies (repetition of facts, process charts, and pictorials) were observed during the classroom observations. During the teacher and student focus group, both groups mentioned the adequate amount of academic resources provided by the school. They also requested additional technological resources, specifically computers.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

During the teacher focus groups, the staff commented on the high quality of learning during the district-wide professional development days. During the admin and teacher focus groups, the staff discussed the focus on GLADD training and CCSS. The teachers were also provided with half-day planning to align the curriculum to the CCSS. There was no evidence reported of specific support or mentoring for new teachers.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The observation team noted a welcoming, calm learning environment during the scheduled and unscheduled observations. During the student focus group, the students reported feeling safe and also commented on the routines and rituals in place. The students said in the focus group that they appreciated being rewarded and recognized by the staff for making positive choices on a regular basis.



April 25, 2013

Mr. Ralph F. Boyd, Jr., Board Chair
Center City Public Charter School – Capitol Hill
1503 East Capitol Street SE
Washington, DC 20003

Dear Mr. Boyd:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- o School eligible for 5-year Charter Review

Qualitative Site Review Report

On February 6, 2013, a Qualitative Site Review team conducted on-site reviews of Center City Public Charter School –Capitol Hill (Center City-Capitol Hill). The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Center City PCS – Capitol Hill. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Center City PCS is in compliance with its charter.

Sincerely,

A handwritten signature in black ink, appearing to read "Naomi DeVeaux", is enclosed in a rectangular box.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes the goals and academic achievement expectations that Center City PCS detailed in its charter and subsequent Accountability Plans. It also refers to the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal	Evidence
Students will read and comprehend grade-level appropriate text in the core content areas.	The team observed students using the “Author’s Chair”, which students used to read, discuss, and apply the elements taught by the teacher. They are then given feedback about revisions they could make to help improve their work and to help them practice receiving constructive criticism. The QSR team did not observe particularly rigorous or challenging reading materials, but reading text observed was on grade level.
Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.	Based on conversations with administrators and teachers, the review team learned that the school has a reading intervention called Study Island, which assists with reading skills. In Reading and English language arts classes, the QSR team observed students using computer labs to write reports. The students in the focus group displayed appropriate language conversations.
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	The review team observed some teachers asking students probing questions and displaying higher-level thinking in math. Although, about half of the teachers in the observed math classes challenged and engaged students through questioning, the other half of math classes did not appear as rigorous or challenging.
Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.	The QSR team noted that the science class lacked a science lab. The classes appeared to have science stations that could be set up at students’ desks, though these were not in use during the QSR observations. Most questions observed in the science classes were student generated.
Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	The QSR team did not observe any evidence related to this goal.
Students will be equipped with academic skills needed to be accepted into the competitive high schools of their choice.	Students told the review team that they did not feel prepared for high school, and they had a very narrow test-focused curriculum. During classroom observations, the review team saw only about half of the teachers asking rigorous, probing questions to academically challenge students. Also, not all students were engaged in the learning process in the classroom observations.
Campuses will be thriving communities of respectful and responsible learners.	The school holds a student led morning gathering where the review team observed students celebrating individual and school-wide accomplishments. In classes, students introduced themselves and welcomed the reviewers. In addition, students in the hallways said hello and offered to help reviewers with directions around the school. The review team also observed a student misbehaving that was told by another student to “behave like a Center City scholar.”

Goal	Evidence
Students will perform regular and reflective community service consistent with the core values.	Conversations with students and teachers revealed that the school has a community service project for students to complete as part of the capstone project by the end of every year. While observers did not see evidence of the capstone project, the administrators stated the project contains six parts, including a book study, field trips, journals, multiple service projects, a research paper, and a reflection. According to the school administrators, each student is involved in the capstone project every year at Center City PCS – Capitol Hill.
Parents will see themselves as partners in their children’s education. Parents will view the school positively and express satisfaction with their choice.	The principal reported that the school offers academic parent teacher team meetings three times per year and individual parent conferences at the end of the year. The QSR team observed two parent events at Center City PCS. At one meeting, 8th grade parents were invited to learn about the DC-CAS, graduation requirements, and end of the year activities. About half of the parents of the 8th grade class attended the event. The administration let the parents know that school rules would apply to all graduation and end of the year activities and students would be monitored. Parents asked questions and were engaged at the meeting to fully understand the requirements to move from 8th grade to high school. The other meeting observed was 75 minutes in length and gave the teachers an opportunity to share all of the skills that students have learned to date as well as the class’s reading goals. In one of the kindergarten classes, the reading goal was stated as, “By February, we will be able to name 26 letters.” Parents reviewed their students’ work and set goals appropriate for their students’ development. The school runs these meetings on two consecutive nights to increase parent participation. Several classrooms observed had more than ten families present.
Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.	In the focus groups, teachers and administrators mentioned that there is time for collaborative planning. However, teachers indicated that they felt they are not given enough individualized professional development (PD) and that the PD calendar is designed to be school-wide and district-wide.
Principals and academic deans will be instructional leaders.	During the focus group, the administrators reported to the QSR team that academic deans conduct classroom observations, assist in PD, and evaluate lesson plans on a weekly basis to offer feedback to teachers.
Campuses will provide a safe and healthy environment that is conducive to learning.	The school appeared to be bright, clean, orderly, warm, and welcoming. However, some students in the focus group mentioned not feeling safe since last school year. The students mentioned that last year, a big stray dog walked into the lot, a random man walked into the school, and there was a shooting nearby, in addition to various burglaries.

Goal	Evidence
The CCPS Board will provide effective policy guidance, governance, and support to school leaders.	During the Board meeting observed by PCSB staff, the Board appeared very knowledgeable about the school's finances and academics. At the Board meeting, the PCSB staff noted that Board members asked intricate questions to understand how to increase the school's Performance Management Framework ("PMF") score. Moreover, the PCSB staff member observed that the central office seems to be honest when discussing academic and financial progress with the board. The QSR team noted that the Center City PCS Board hired Dr. Cornell West to come in and speak to the school, as well as any other interested school, about his book <u>War Against Parents</u>. The purpose for Dr. West's talk was to address ways parents and schools can collaborate.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day-to-day operations of the school.	Limited observations of day-to-day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Center City Public Charter School (Center City PCS) is to empower children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century. This is what PCSB staff and consultants looked for during their visits to the classrooms, a parent meeting, and a board meeting, and when conducting the focus groups.

In classroom observations, the review team saw a clear contrast in the levels of teaching quality at the school. Teachers observed were either proficient or clearly struggling. In classrooms led by exemplary and proficient teachers, students were asked probing questions and the teachers appeared to be knowledgeable and understand the content. In one classroom, the teacher facilitated the entire lesson while students “taught” the class. However, weaker teachers seemed to be more focused on simple classroom management; for example, some teachers lost disciplinary control when they were underprepared and students completed tasks early or when they attempted to work in small groups and were focusing on only one group, leaving the others to work on their own. Other teachers were observed calling on the same student multiple times in a row rather than having other students attempt to answer the question. The QSR team concluded that there was no “middle ground” in the quality of instruction.

The principal of the schools was very knowledgeable the teachers’ strengths and weaknesses and was observed observing teachers. She walked the hallways, popped in and out of classrooms, and seemed to be guiding the school through a calculated process towards achievement.

The school’s curriculum appears to be aligned to the mission of offering a character component to the curriculum in addition to core subject areas. Components of the character curriculum were present in the hallways and classrooms as students respectfully greeted guests and introduced themselves. However, conversations with student in a focus group revealed that students had clear concerns about their safety in and around the school, stemming from incidents that occurred last year.

On December 19, 2012, PCSB staff attended the Center City PCS Board of Trustees meeting. There were a sufficient number of board members present to make a quorum for this meeting. In addition, the Chief Regional Director, the Chief Academic Director, and the Chief Finance Director (from central office) attended this meeting. Representatives from Friends of Choice in Urban Schools (FOCUS) and Apple Tree PCS were also present. The focus of the meeting included a discussion about the following:

- Academics, governance, and finances, including finalizing three additional Board committees focused on these areas.
- The PCSB Performance Management Framework, which was explained by a FOCUS representative. The board members asked detailed questions about how to increase the points earned for each campus.
- An update regarding implementation of Apple Tree’s pre-kindergarten curriculum for Center City PCS campuses. The Board stated that they aim to implement the curriculum through the second grade at all Center City PCS campuses.
- A budget update from the Regional Finance Director

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Approximately 70% of all classroom observations scored proficient or exemplary on elements of the Classroom Environments Rubric. This includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

In most classrooms, the students were observed to be respectful and well behaved. The teachers were respectful towards students. Many teachers offered encouragement to students stating, for example, “read out loud and proud” to a student reading too quietly. However, observers also saw a fight break out in a classroom during the lesson and students being disrespectful to each other and the teacher and clearly off-task.

In most classrooms, the QSR team observed that student work was on display and that the board stated the objective and the “Do Now.”

In general, the review team saw established classroom routines. In a couple classrooms, the teachers skillfully facilitated instruction while students ran the lessons and did most of the “work”. The review team did observe a lack of space in the classrooms that seemed to inhibit students from following the established procedures, which resulted in lost instructional time. For example, in one classroom a teacher used various pieces of colored paper for students to hold up if they wanted to answer a question. Many students followed the teacher’s instruction, but there were numerous students who called out answers and ignored the directive to raise the colored paper to give an answer. In another classroom, students were off-task for the entire review, as the teacher waited to transition to an elective.

The team noted further problems with Managing Classroom Procedures. In some classes, students were observed talking over the teacher and they were not on task. The review team observed some teachers responding inconsistently to misbehavior and achieving inconsistent results. In the classes scoring proficient or exemplary, teachers were able to gently redirect or commend appropriate behavior using a rewards system.

In regard to the Organization of Physical Space, the team saw a floater teacher that did not have enough space for class instruction because of the cart with supplies that she wheeled from class to class. However, the QSR team indicated that the classrooms were mostly bright, spacious, well

organized, and decorated with student work and school values. Some classroom walls displayed expectations of honor and classroom behavior. The hallways were also decorated with student work and school values and one classroom was so brightly decorated to look like a jungle, it was inspiring.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 66% of classrooms were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

The QSR team noted that classroom observations revealed two poles of instructional delivery. On the one hand, some teachers were exemplary or proficient, while on the other the teachers were clearly struggling. The team did not observe any classes that fell in a “middle-ground.” Accordingly, this QSR report highlights what the review team observed to be the strengths of the stronger group of teachers and the areas where other teachers showed signs of struggling.

The QSR team observed this dichotomy in both Communicating with Students and Engaging Students in Learning. The stronger teachers communicated their expectations and the classroom objectives to students verbally and in writing on the board. In these classes, students were often engaged. These higher performing teachers gave students positive reinforcement. Some teachers used aids, such as M&Ms in a math lesson, to engage students.

In some classrooms, however, even when clearly established routines seemed to be present, students remained off task. In many struggling classrooms, teachers had issues keeping students focused and on task. In these classrooms, the review team observed some teachers calling on the same students repeatedly.

Highly performing teachers led discussion effectively using good questioning and discussion techniques. These teachers were observed asking students to explain their answers and attempted to engage all students. However, many teachers that scored below proficiency did not ensure that students were engaged in discussion or were able to answer questions. A small percentage of teachers, overall, interacted with students through questioning and engaged students through their thoughtful responses.

The observers saw teachers that struggled to get a response from the class when posing questions to the group as a whole. The review team noted that in these instances, the teachers did not adapt the lesson if students were having difficulty. However, in one classroom, the review team saw a teacher using targeted questions to assess learning. Teachers walked around the classroom to monitor student work when students worked in groups.

The QSR team did not review teachers' lesson plans in advance and thus was unable to compare observed instruction to lesson plans. As such, the team could not identify adjustments based on student needs and cannot assess the school's performance on the Flexibility and Responsiveness element of the rubric.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

Based on their teacher focus groups and classroom observations, the review team determined that differentiated instruction is offered to meet the needs of students at risk of academic failure, as well as for ELLs. However, in the observations, only about half of the teachers who were observed differentiated their lessons. The review team also observed co-teaching in rooms with special education students. Teachers in the focus group confirmed this model of teaching for the special education students. The teachers observed used a variety of instructional strategies and modalities in the co-teaching classrooms.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

Based on conversations with teachers and administrators during the focus groups, the QSR team learned that the Center City PCS central office creates a professional development (PD) calendar. The administration distributes the calendar to staff at the beginning of the year to schedule campus-wide and district-wide PD. The teaching staff submits lesson plans to vice principals for review. In addition, vice principals sit in on the classes offer the teachers notes and advice.

The administrators reported that most PD is provided to teachers as a group, and is performed every Friday. The teacher focus group revealed that there are no extra supports for novice teachers. Like other teachers, novice teachers receive feedback on their performance, but there are no additional supports for them or for teachers struggling in a particular PD area. The QSR team learned that additional support for these teachers must be sought out elsewhere in the teacher's free time.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The team observed that transitions between classes were generally orderly. In some cases, observers saw students behaving rambunctiously in anticipation of dismissal. Most classrooms appeared to be organized and safe. However, the team did see a fight break out in one classroom. A student in the focus group commented that there are detentions for minor infractions. A student focus group participant also commented that a lot of people not affiliated with the school are seen to just walk into the parking lot. Moreover, based on information from students in the focus group, some students continue to feel unsafe, as they did last year. A student told the review team that last year a big stray dog walked into the lot, a random man walked into the school, and there was a shooting nearby, in addition to various burglaries.



April 25, 2013

Ralph F. Boyd, Jr., Board Chair
Center City PCS – Congress Heights
220 Highview Place, SE
Washington, DC 20032

Dear Mr. Boyd,

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- o School eligible for 5-year Charter Review

Qualitative Site Review Report

On January 29 and February 5, 2013, a Qualitative Site Review team conducted on-site reviews of Center City PCS – Congress Heights. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson's *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Center City PCS – Congress Heights. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Center City PCS is in compliance with its charter.

Sincerely,

A handwritten signature in black ink, appearing to read "Naomi DeVeaux", is enclosed in a rectangular box.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that Center City PCS contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal	Evidence
Students will read and comprehend grade-level appropriate text in the core content areas.	Teachers and administrators reported that the school holds weekly data meetings to discuss student progress on classroom and school-wide assessments. There are Lexile reports for grade level reading analysis and reviewers observed teachers using oral reading activities to assess reading skills and comprehension for students in primary grades. According to students, teachers inform them of their reading grade level based on test results.
Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.	Teachers reported that this goal is accomplished through classroom projects that require written reports as well as oral presentations. During classroom observations, teachers were observed correcting students’ language, requiring them to speak in complete sentences. Teachers asked students probing questions to clarify students’ thinking and encouraged students at writing centers to “use their resources to figure out new words”. Students used appropriate language in conversations with review team members individually and in focus groups.
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	The QSR team did not observe evidence related to this goal as several classes were taking Scantron assessments or the NAEP during the scheduled and unscheduled site visit.
Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.	The QSR team did not observe evidence related to this goal as several classes were taking Scantron assessments or the NAEP during the scheduled and unscheduled site visit.
Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	The QSR team did not observe evidence related to this goal. During the administrator focus group, administrators reported that students complete Capstone Projects each year. It was reported that the theme of this year’s Capstone Project is Washington, DC. The administrators shared that the plan is for students to participate in activities that introduce them to the history, culture, and political characteristics of the city. Teachers reported that students are required to perform community service activities every quarter that are centered on the theme for the Capstone Project, such as writing a letter to the mayor about an unsafe intersection. In the student focus group, the students reported that they don’t like Capstone projects and could not identify Washington, DC as the theme of this year’s project.

Goal	Evidence
Students will be equipped with the academic skills needed to be accepted into the competitive high schools of their choice.	The review team observed students using prior knowledge to respond to teachers' questions. Students were encouraged to seek answers for themselves before asking for help. The review team observed data walls, SAT word walls and classroom bulletin boards that included a section on "Our Road to DC CAS". Teachers required students to use higher order thinking skills in approximately 75% of classrooms observed. During the administrator focus group, administrators shared that teachers talk to students about individual academic achievement goals and explain the options for attending certain competitive schools in order to prepare them for high school. One of the focus groups reported that students participate in competitive academic activities after school such as the Latino/Black History Bowl, math bowl, spelling bee, and jeopardy. The focus group also reported that the school has hosted presentations from private and high performing charter high schools for 8 th grade students and parents.
Campuses will be thriving communities of respectful and responsible learners.	During the QSR visits, teachers and other school staff demonstrated respectful interactions among themselves and with students. The review team also observed positive interactions among students and between students and adults. The school's character education program features a core value every month (e.g. integrity, disciple, responsibility). These character traits are posted in hallways, classroom bulletin boards, and embedded in classroom activities. Teachers reported, and the review team observed conversations about behavior and character during morning meetings with the students. During the student focus group, the students reported having discussions on behavior, which centered on the core values of the school - character, excellence, and service.
Students will perform regular and reflective community service consistent with the core values.	The QSR Team did not observe evidence related to this goal. However, teachers explained that community service activities are planned around the Capstone projects and are required once per quarter. Students reported that community service is not discussed much and is only required of 8 th graders. A couple of students from lower grades said that community service is sometimes used as punishment and students are required to do things like clean the classroom.

Goal	Evidence
Parents will see themselves as partners in their children's education. Parents will view the school positively and express satisfaction with their choice.	The QSR team observed two parent events at Center City PCS. At one meeting, 8th grade parents were invited to learn about the DC-CAS, graduation requirements, and end of the year activities. About half of the parents of the 8th grade class attended the event. The administration let the parents know that school rules would apply to all graduation and end of the year activities and students would be monitored. Parents were actively engaged in the event and asked questions about the requirements to move from 8th grade to high school. The other meeting observed was 75 minutes in length and gave the teachers an opportunity to share all of the skills that students have learned to date as well as the class's reading goals. In one of the kindergarten classes, the reading goal was stated as, "By February, we will be able to name 26 letters." Parents reviewed their students' work and set goals appropriate for their students' development. The school runs these meetings on two consecutive nights to increase parent participation. Several classrooms observed had more than ten families present.
Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.	Teachers participate in district-wide professional development activities as well as school specific professional development tailored by the principal to address campus-specific needs. The teachers reported they share knowledge and skills with each other during time set aside for Professional Learning Communities. Feedback from individual classroom observations is used to prescribe individualized professional development programs.
Principals and academic deans will be instructional leaders.	During the focus groups, administrators and teachers reported that the principal and academic dean monitor instruction and give meaningful, timely feedback. They also reported that they model instruction when needed. Each teacher receives one formal observation and several informal "walk-throughs" per month. Administrators also hold weekly data meetings to discuss student progress.
Campuses will provide a safe and healthy environment that is conducive to learning.	In their focus group, students reported that they feel safe because teachers care about them. They also shared that teachers will not let them eat junk food because they want them to be healthy. Teachers reported that the students are polite and courteous and that discipline has improved tremendously this year. The administrators said that school staff reviewed the school's discipline policies after the first six weeks of the school year and worked together to make sure they were consistently enforced. In their focus group students were able to articulate school-wide rules as well as select and define a core value such as integrity, peace-making, and honesty. In addition, it was reported that a community police officer regularly comes in the building and talks to students about bullying and school safety issues.

Goal	Evidence
The CCPCS Board will provide effective policy guidance, governance, and support to school leaders.	Administrators reported that the Board provides support by providing the resources the school needs to meet LEA and campus goals, as well as support the implementation of specific policies. According to the administrators, the Board evaluates their performance and the campus's performance four times per year through observations, surveys, and conversations with stakeholders. It then provides targeted professional development for the campus in general or specifically for administrators. During the Board meeting observed by PCSB staff, the Board discussed the schools finances and academic progress. At the Board meeting, the PCSB staff noted that Board members asked questions to understand how to increase the school's Performance Management Framework ("PMF") score.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Center City Public Charter School is to “empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop skills necessary to both serve and lead others in the 21st century.” This is what PCSB staff and consultants looked for when visiting the classrooms, attending a parent meeting and Board meeting, and conducting the focus groups.

At Center City PCS – Congress Heights, the school’s mission is reflected in the hallways, classrooms, and administrators’ offices in the form of posters, motivational quotations, and school-created art that encourage academic excellence, college attendance, and character development. The mission was not as evident in the instructional delivery, where just over two-thirds of the classrooms scored proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

In the primary grades, the movement between activities and proper use of materials provided rote practice, and the use of investigative and manipulative materials helped students connect learning to their everyday lives. The elementary and middle school program is inquiry-based with a heavy emphasis on providing the skills and experiences that prepare students for the 21st century. Middle school students study SAT vocabulary words daily and observers saw SAT word walls in classrooms. Administrators and teachers reported that teachers talk to students about individual academic data and explain possible options for attending specific high schools.

Administrators stated that discussions with students about behavior are based on the school’s core values of character, excellence, and service. In several classrooms the review team observed conversations during morning meetings about behavior and character. Administrators and teachers reported that the school features and embeds a “core value” in activities throughout classrooms each month. The review team saw core values posted on classroom bulletin boards and in hallways. In their focus group, students were able to identify and discuss core values that had been discussed previously at the school.

Teachers and administrators said that curriculum and instruction are aligned with the school’s mission in several ways. Administrators stated that through their classroom observations, attention is devoted to how and what teachers teach. Teachers reported receiving timely feedback from formal and informal observations. Each teacher receives one formal observation and several informal walk-throughs per month. Instructional coaches model lessons when needed, and the school provides individualized and school-wide professional development to address teachers’ needs. The character education program emphasizes a core value every month (such as honesty or self-discipline) that is embedded throughout the school’s curriculum. The review team observed discussions about behavior and character in morning meetings and students described and discussed core values featured earlier in the year.

There is a monthly check-up on the academic program, attendance, and discipline through “City Stats,” which are data dashboards that the campus submits weekly to the central office. These dashboards determine the campuses’ progress on meeting its goals, interventions needed, and if necessary, how to recalibrate to get the school back on track. A representative from the central office stated that the central offices give each campus three big goals to focus on each month based on the results.

On December 19, 2012, PCSB staff attended the Center City PCS Board of Trustees meeting. There were a sufficient number of board members present to make a quorum for this meeting. In addition, the Chief Regional Director, the Chief Academic Director, and the Chief Finance

Director (from central office) attended this meeting. Representatives from Friends of Choice in Urban Schools (FOCUS) and AppleTree PCS were also present. The focus of the meeting included a discussion about the following:

- Academics, governance, and finances, including finalizing three additional Board committees focused on these areas.
- The PCSB Performance Management Framework, which was explained by a FOCUS representative. The board members asked detailed questions about how to increase the points earned for each campus.
- An update regarding implementation of Apple Tree's pre-kindergarten curriculum for Center City PCS campuses. The Board stated that they aim to implement the curriculum through the second grade at all Center City PCS campuses.
- A budget update from the Regional Finance Director

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Three-quarters of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

Sixty-seven percent of classrooms observed scored proficient or exemplary on Environment of Respect. The review team observed positive relationships among teachers and between teachers and students. Teachers routinely used positive comments such as “good job”, “I’m proud of you” and hand gestures (thumbs up) when students completed a task successfully. Student greeters provided observers information about the lesson objectives and current learning activity. In one class there was no interaction between the teacher and students during the observation.

One hundred percent of classrooms observed scored proficient or exemplary on Culture of Learning. There were data boards for reading and math, as well as standards and objectives for each content area visible in each classroom. Teachers began lessons by reviewing lesson objectives and asking questions to focus students’ attention. In some classes, student responses indicated they had prior experience with the concepts.

Sixty-seven percent of classrooms observed scored proficient or exemplary on Managing Classroom Procedures. Students seamlessly transitioned from whole group to small groups while working with instructional assistants. In some classes teachers used a “countdown” to help students move quickly from one activity to another. In middle school classes, students are able to get passes independently and take restroom breaks without disturbing the class or teacher. Observers noted that in some classrooms rules and consequences for infractions were not administered equally.

Sixty-seven percent of classrooms observed scored proficient or exemplary on Managing Student Behavior. Teachers provided positive feedback to students, such as “thank you for taking your seat” and “I trust you are going to pay attention”. Teachers and assistants used proximity and positive praise to monitor student behavior. Classroom rules were consistently reinforced most of the time.

Sixty-seven percent of classrooms observed scored proficient or exemplary on Organization of Physical Space. Student desks were grouped to support cooperative activities and computer stations were often set up in the back of classrooms. In primary classrooms there were centers for each content area and small group teaching areas were clearly defined. Several middle school classrooms were untidy. Carts and bookcases were stacked with instructional material and supplies and backpacks, coats, and other student belongings were piled in cubbies.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 67% of classrooms scoring proficient/exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

Sixty-seven percent of classrooms observed scored proficient or exemplary on Communicating with Students. In each class teachers shared lesson objectives and most teachers used positive comments to keep students focused and motivated (i.e. “you are so smart”, “give ___an air hug”.) Student greeters were able to clearly articulate lesson objectives to observers. Students working on projects were given explicit directions on how to proceed and when they were expected to be finished.

Seventy-five percent of classrooms observed scored proficient or exemplary on Using Questioning and Discussion Techniques. Teachers often used prompts and scaffolding strategies to help students make connections during questioning activities. In several instances students were required to access prior knowledge and experiences to answer questions. In some instances students were required to defend their answers, but the majority of questions were factual recall. In most classes observed, wait time was used to make sure each student had an opportunity to respond to questions. However, observers noted that all students who wanted to were not given the opportunity to respond to questions.

Fifty percent of classrooms observed scored proficient or exemplary on Engaging Students in Learning. Students frequently volunteered to answer questions or participate in classroom activities. Students worked in small groups, learning centers, and independently. Teachers and teaching assistants worked collaboratively with students in whole groups and in smaller groups to provide guidance and support. However, in spite of additional attention and support, some students had difficulty engaging in learning centers and independent activities.

Sixty-seven percent of classrooms observed scored proficient or exemplary on Using Assessment in Instruction. Most teachers used questioning frequently to assess individual understanding and several used follow-up questions to clarify answers or encourage critical thinking. Observers noted that some students with raised hands were not called on to respond to questions. Teachers circulated among small groups monitoring students' understanding and completion of work in practice books. Teachers also used the last two minutes of class to issue exit tickets requiring students to assess what they learned during the class. One teacher reviewed the criteria that students needed to meet in order to receive an "A", "B", or "C" and that "D's" and "F's" meant that students put forth no effort or did not complete the assignment.

Seventy-five percent of classrooms observed scored proficient or exemplary on Demonstrating Flexibility. In classes where observers were able to identify adjustments made to the lesson, teachers adjusted the pace of the lesson based on student responses, and either reviewed, divided class into small groups, or redirected students to learning centers to work in small groups or independently with instructional assistants. In some classes teacher used modeling and role-play to help students understand key vocabulary concepts (i.e. "pulling my leg"). Teachers also referenced prior lessons to facilitate understanding ("earlier in the school year we learned.."). However, in some classes, teachers did not make adjustments to lessons or activities in spite of a lack of engagement by students.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

The school implements a school-wide daily intervention program to meet the needs of struggling students. The special education program is primarily inclusion and pullout as required. Teachers report that they meet with special education teachers weekly or bi-weekly to collaborate around meeting goals on student IEPs and to develop and receive feedback on lesson plans that include modifications for special education students. Advanced students receive intervention in the form of enrichment activities daily. Center based learning is used by primary teachers as a means of differentiating instruction and teachers report that all teachers use data to group students based on individual student skills. The school also uses data to restructure groups as needed. There are currently no English Language Learners ("ELLs") enrolled at the school, thus the school's performance on this criterion was not assessed.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

According to administrators, a district-wide professional development calendar identifies topics offered monthly throughout the school year. The central office also holds professional development sessions Friday afternoon and campus level professional development sessions are held every Monday. Teachers reported that some district-wide professional development targets grade or content bands and are usually divided into middle, elementary, and primary. Special education cohorts are pulled together for sped-specific issues (i.e. compliance), and Pre-K training is aligned with the AppleTree program. On Wednesdays, Professional Learning Communities meet to allow teachers to share knowledge, skills, and information acquired from conferences and individual professional activities. Administrators said that support for novice and struggling teachers comes through feedback from classroom observations and recommendations for an individualized professional development plan. At the beginning of the year the district office offers novice teachers, as well as all staff professional development on classroom management and lesson planning.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The hallways of the school are filled with student work and motivational quotations and posters. The review team observed that adults model positive social interactions among themselves and with students. Teachers report that there is a very supportive administrative team this year and that students who were previous discipline problems no longer are. They have high expectations for students academically and behaviorally and notice that as a result, students' are exhibiting higher levels of self-esteem and having better interactions with teachers. Administrators reported that in order to increase parental support and resolve conflicts, there is an open-door policy for parents to visit and discuss issues. Administrators stated that they also do home visits. Teachers discussed the school-wide newsletter that goes home every Thursday that celebrates parents, teachers and students. During the focus group, students shared that their teachers love them, care about them and want them to be there.



March 15, 2013

Mr. Ralph F. Boyd, Jr., Board Chair
Center City Public Charter School – Petworth
711 N Street NW
Washington, DC 20001

Dear Mr. Boyd:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- o School eligible for 5-year Charter Review
- o School designated as Focus/Priority by Office of the State Superintendent

Qualitative Site Review Report

On November 8 and December 7, 2012 a Qualitative Site Review team conducted on-site reviews of the Center City Petworth campus. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson's *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Petworth. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Center City Petworth is in compliance with its charter.

Sincerely,

Scott Pearson
Executive Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that Center City Public Charter School contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal as Identified by the School	Evidence
Students will read and comprehend grade-level appropriate text in the core content areas.	The review team observed students reading from grade level texts in each of the core content areas during classroom observations. Teachers assessed comprehension through oral reading activities, questioning and discussion activities, and individual and class projects. The leadership stated the school holds weekly data meetings to discuss student progress on classroom and school-wide assessments.
Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.	In the focus group, teachers said that all core content area classes require students to read and write. During classroom observations, the team noted that a few teachers used questioning and discussion that required students to clearly express their ideas.
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	During classroom observations of math classes, observers noted some evidence of students using reasoning to solve problems. Students worked independently and in small groups in a few classrooms, checking answers with each other and explaining how they arrived at an answer. In these classrooms, teachers moved from group to group making comments such as, “explain to me how you got that answer”.
Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.	The review team was unable to observe an in-class science experiment during the observation visits.
Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	Teachers and administrators said that students learn about world history and geography and are able to explain concepts and demonstrate their understanding through their capstone project, an interdisciplinary “end of year” project based on a central theme or topic. At the time of the QSR visit, the themes of the capstone projects had not been determined. The review team observed work samples on display in classrooms and in hallways that reflect interdisciplinary themes and activities.
Students will be equipped with the academic skills needed to be accepted into the competitive high schools of their choice.	The review team observed classrooms that were well managed, organized, and engaging but only 30% used higher-order questioning that elicited thoughtful and complex responses from students.
Campuses will be thriving communities of respectful and responsible learners	Adults and students at the school were respectful of each other. The review team observed teachers demonstrating respect and caring for students and an interest in their lives outside of school. Students were polite to each other as well as to adults.

Goal as Identified by the School	Evidence
	There were no behavioral concerns observed. In class, the review team observed students following directions and they were on task.
Students will perform regular and reflective community service consistent with the core values.	Students perform community service in all grades as part of the annual capstone project. At the time of the Qualitative Site Review, the school had not planned any community service activities to date, but plans for the year include planting an organic garden and Thanksgiving food collection project.
Parents will see themselves as partners in their children's education. Parents will view the school positively and express satisfaction with their choice.	The review team did not observe a parent event or speak directly to parents at the time of this review. However, administrators stated that parents volunteer to work during the before and after school program. They also said that parents have access to PowerSchool where they can obtain information about their child's progress and assessment results. Additional, administrators said the school holds "parent pass" informational meetings for parent to learn about school programs and student progress, and other opportunities to support the school when needed. The school also distributes a parent satisfaction survey several times a year.
Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners	The school leadership said district-wide professional development is offered every Friday afternoon and campus specific professional development is scheduled weekly. Teachers indicated that they also participate in online professional development modules that address individual needs. Weekly professional learning community meetings provide information and train teachers on best practices in addition to effectively implementing these practices in the classroom.
Principals and academic deans will be instructional leaders	According to administrators, principals and academic deans lead professional learning meetings to additionally help teachers with instructional practices. They also conduct classroom observations, provide feedback, and model lessons for teachers. The review team did not observe administrators/academic deans observing teachers.

Goal as Identified by the School	Evidence
Campuses will provide a safe and healthy environment that is conducive to learning	The team observed positive interactions among and between adults and students in the building. Students and adults were observed traveling safely throughout the building and administrators state that behavior is not a major concern in the school. Ninety-one percent of classrooms observed scored proficient or exemplary on Managing Classroom Procedures and 100% of classrooms observed scored proficient or exemplary on Managing Student Behavior. Rules and expectations for student behavior with tiered infractions were posted in every classroom and teachers rarely needed to interrupt instruction to correct student behavior. When instruction was disrupted, teachers used countdown or positive comments such as “Oh, I’m sorry – I’m speaking” to address the infraction. One hundred percent of classrooms observed scored proficient or exemplary on Organization of Physical Space. Classrooms were neatly arranged and free of safety issues. They were organized to facilitate cooperative groups, classroom libraries and instructional centers. Computer centers were located around the edges of the room. Students and teachers were able to move around the classroom without any confusion.
The CCPCS Board will provide effective policy guidance, governance, and support to school leaders.	According to school administrators, the school’s board invites principals to attend board meetings and solicits input on some policy decisions the board makes. The central office provides financial support for individual campuses. The board meets with leadership to obtain feedback on various district-wide initiatives and policies. According to the administrators, the board actively supports the school’s mission by ensuring each campus’ financial needs are met. The board holds school administrators accountable for implementing the mission and vision of the charter through observations, surveys, and informal conversations with stakeholders. On December 19, 2012, PCSB staff attended the Center City PCS Board of Trustees meeting. There were a sufficient number of board members present to make a quorum for this meeting. In addition, the Chief Regional Director, the Chief Academic Director, and the Chief Finance Director attended this meeting. Representatives from FOCUS and Apple Tree were also present. The meeting included discussions about the following: • Academics, governance, and finances • The PCSB 2012 PMF results for each campus—presentation done by FOCUS • An update of the implementation of AppleTree’s pre-kindergarten curriculum for Center City Schools by AppleTree staff • A budget update from the Regional Finance Director • Finalization of three Board Committees: governance, academics, and finance.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Center City Public Charter School (CCPCS) is to “empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and

scholarship in order to develop the skills necessary to both serve and lead others in the 21st century”. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a parent meeting and board meeting, and conducting the focus groups.

At the Petworth campus, the review team observed that the school’s mission is reflected throughout the school in the hallways, classrooms, and administrators’ offices with posters and motivational quotations that encourages academic excellence, college attendance, and character development. Students were encouraged to put their best foot forward academically in order to be accepted into competitive high schools and be prepared for college. The review team observed that the elementary and middle school program has a heavy emphasis on providing the skills and experiences that prepare students for the 21st century. Administrators reported that an internal goal of the school is to push students to achieve an 85% proficiency level on state and internal assessments.

Administrators stated that when they have discussions with students about their behavior, they link it back to their core values of character, excellence, and service. In several classrooms, the review team observed conversations about behavior and character. Each month a “core value” is featured and embedded in activities throughout classrooms.

According to the school’s administration, the board actively supports the school’s mission by ensuring each campus’ financial needs are met. The board holds school administrators accountable for implementing the mission and vision of the charter through observations, surveys, and informal conversations with stakeholders. On December 19, 2012, PCSB staff attended the Center City PCS Board of Trustees meeting. There were a sufficient number of board members present to make a quorum for this meeting. In addition, the Chief Regional Director, the Chief Academic Director, and the Chief Finance Director attended this meeting. Representatives from FOCUS and Apple Tree were also present. The meeting included discussions about the following:

- Academics, governance, and finances
- The PCSB 2012 PMF results for each campus—presentation done by FOCUS
- An update of the implementation of AppleTree’s pre-kindergarten curriculum for Center City Schools by AppleTree staff
- A budget update from the Regional Finance Director
- Finalization of three Board Committees: governance, academics, and finance.

To ensure the school’s academic goals are being met, the LEA asks requires a monthly check up on the academic program, attendance, and discipline through “City Stats” – data dashboards, the schools submit weekly to the central office that determines where the school is on meeting its goals.

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Ninety-five percent of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

One hundred percent of classrooms observed scored proficient or exemplary on Environment of Respect. Classroom environments reflected mutual respect between students and teachers. Teachers used positive comments and hand gestures when students completed a task successfully. There were posters that reminded students of desired deportment such as “Our Honor Code”, “Our Core Values”, and “Classroom Values”, and student helpers were thanked for their assistance when collecting and passing out materials and supplies.

Eighty-two percent of classrooms observed scored proficient or exemplary on Culture of Learning. Expectations for learning were shared and reiterated during the lessons. Lesson objectives were written on the board and presented orally as well. Teachers introduced new concepts enthusiastically and related them to students’ experiences motivational posters such as “We Can, We Will Achieve” are posted prominently in classrooms.

Ninety-one percent of classrooms observed scored proficient or exemplary on Managing Classroom Procedures. Transitions were orchestrated smoothly. Some teachers used rhythmic hand clapping to signal students to transition from small groups to centers, and some teachers gave students time warnings to transition or to return to their seats

One hundred percent of classrooms observed scored proficient or exemplary on Managing Student Behavior. Rules and expectations for student behavior with tiered infractions were posted in classrooms. Teachers rarely needed to interrupt instruction to correct student behavior. When instruction was disrupted, teachers used countdown or positive comments such as “Oh, I’m sorry – I’m speaking” to address the infraction.

One hundred percent of classrooms observed scored proficient or exemplary on Organization of Physical Space. Classrooms were neatly arranged and free of safety issues. They were organized to facilitate cooperative groups, classroom libraries and instructional centers. Computer centers were located around the edges of the room. Students and teachers were able to move around the classroom without any confusion.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 72% of classrooms were rated proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

Eighty-two percent of classrooms observed scored proficient or exemplary on Communicating with Students. Teachers began classes by stating the lesson's objectives (which were also posted on white boards), standards that would be covered, and the essential questions. Each lesson was introduced with a "do now" activity. Communication among the teachers, instructional assistants, and students was clear and the use of oral language was error free. In some classes, student groups focused on skills that had not been mastered and needed to be retaught.

Thirty percent of classrooms observed scored proficient or exemplary on Using Questioning and Discussion Techniques. Most questions were low-level factual, recall questions that did not require students to engage in critical thinking. Discussion techniques for the most part did not encourage students to share opinions or facilitate student to student discourse. However, in a few classes questioning techniques were used effectively to engage students in discussions and to recall and stimulate prior concepts.

One hundred percent of classrooms observed scored proficient or exemplary on Engaging Students in Learning. Teachers constantly encouraged student participation in learning activities with comments such as “very good”, “great job” in response to student answers or as they monitored small group activities. Pacing of instruction was appropriate and students were directed to complete assignments for homework in instances when students did not complete the task in the allotted time. There were ample resources for teacher and student use in all classrooms observed.

Eighty-two percent of classrooms observed scored proficient or exemplary on Using Assessment in Instruction. Assessment activities included teachers circulating among the small groups to determine if students understood the assignment and were on task. Student responses to questions and discussion topics provided evidence of understanding and mastery of topic. Most classes required exit slips at the end of each subject and on one occasion students were encouraged to “self-assess” by checking their work before turning it in.

Sixty-four percent of classrooms observed scored proficient or exemplary on Demonstrating Flexibility. During observations, lesson adjustments were obvious in a few classrooms to assist student learning. In one classroom, during whole group discussion it became clear that students needed to be regrouped and they were divided accordingly. In another classroom, the focus of the lesson was changed in response to a student’s question.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

The administration stated that the school implements a school-wide daily intervention program to meet the needs of struggling students. The special education program is primarily inclusion with push-in or pull-out as required. Teachers meet with special education teachers to collaborate around meeting goals on student IEPs and to develop and receive feedback on lesson plans that include modifications for special education students. The team observed co-teaching and special education teachers working with students in the classrooms. Advanced students receive intervention in the form of enrichment activities daily and in middle school, advanced students receive "pre-advanced placement" instruction. The review team observed center based learning used by primary teachers. The teachers and leadership stated center based learning is a means of differentiating instruction and all teachers use data to group students based on individual student skills. The teachers also stated that data is also used to restructure groups as needed. ELL teachers provide instructional support for ELL students with "pull out" for remediation and co-teaching in collaboration with classroom instructors.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The administration stated there is a district-wide professional development calendar that identifies topics, dates, description of session and evidence of implementation for the entire school year. Petworth's campus specific professional development workshops include information on incorporating essential questions in lesson plans, students as leaders in the classroom, and creating a child-centered school. District-wide professional development is offered Friday afternoons for administrators and campus-specific professional development is scheduled weekly. The principal and the teachers said weekly professional learning community meetings are held weekly that provide information and train teachers on best practices on various topics and how to effectively implement these practices in the classroom. New and struggling teachers receive individualized professional development based on feedback from classroom observations and self-assessments in addition to the district-wide professional development activities that include lesson planning and classroom management.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The observation team found the school to be clean and orderly. There is an atmosphere of respect and caring throughout the school as evidenced by teacher and student use of respectful language in and out of the classroom. Teachers modeled positive social interactions and morning meetings include conversations about behavior and character. Students indicated that they like their teachers, the way they teach, and that the mission of the school is to make every child a scholar and to prepare them to go to high school and college. Bulletin boards and posters in the hallways display motivational quotations on character and achievement, behavior expectations, and the core value of the month. There is an open door policy for parents, and parent satisfaction surveys are distributed several times a year. Administrators indicated that due to a change in the administration there has been a decline in participation by Latino parents and they are working to develop relationships and provide more activities of interest and support in order to increase their involvement.



April 25, 2013

Mr. Ralph F. Boyd, Jr., Board Chair
Center City Public Charter School – Shaw
711 N Street NW
Washington, DC 20001

Dear Mr. Boyd:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- o School eligible to petition for 5-year Charter Review

Qualitative Site Review Report

On January 24 and February 6, 2013, a Qualitative Site Review team conducted on-site reviews of Center City Public Charter School – Shaw. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Center City PCS – Shaw. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Center City PCS is in compliance with its charter.

Sincerely,

A handwritten signature in black ink, appearing to read "Naomi DeVeaux", is enclosed in a light blue rectangular box.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes the goals and academic achievement expectations that Center City Public Charter School detailed in its charter and subsequent Accountability Plans. It also refers to the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal	Evidence
Students will read and comprehend grade-level appropriate text in the core content areas.	The QSR team observed a 7 th grade literature class reading a text generally used for 4 th – 6 th grade. The team also observed that data walls and focus charts in the classrooms displayed students’ current progress towards academic growth.
Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.	There was little evidence of grammatical errors from the students, either orally, in classes, and during the focus group, or written, in the posted student work and students expressed their ideas clearly.
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	In classroom observations, most students practiced grade-level appropriate computation skills and used mathematical reasoning to solve problems. In one math class, the review team observed the teacher having students work through problems on the board and describe how they reached their answers.
Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.	The middle school science classroom was working on scientific literacy skills. The QSR team did not observe evidence of any inquiry-based research or experiential learning activities.
Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	The team observed displays that addressed cultural events and the history of diverse populations. For example, there were: • Black History month posters in the classrooms, • An art lesson focused on Latin American culture, and • A class discussion, in social studies, regarding the impact of economic, geographical, and political influence on urban areas Teacher focus groups revealed information about the school planning a summer trip to the Dominican Republic. Students are expected to learn about global economics and humanities, and international language and culture, in efforts to bring them exposure and help them see other societies.
Students will be equipped with academic skills needed to be accepted into the competitive high schools of their choice.	In focus group conversations, the teaching staff and administrative team said they are focused on helping parents and students with identifying the academic requirements for acceptance into schools of choice. The QSR team did not observe assessment or other data related to students’ academic preparedness for high school.

Goal	Evidence
Campuses will be thriving communities of respectful and responsible learners.	Approximately 85% of the observed classrooms scored proficient or exemplary in the <i>Framework for Teaching</i> domain of Creating an Environment of Respect and Rapport. Teachers addressed students by name and there was polite and respectful interaction between teachers and students. During the QSR visit, administration and staff consistently monitored the hallways and the QSR team observed orderly transitions in common areas.
Students will perform regular and reflective community service consistent with the core values.	The QSR team noted that the school conducts quarterly service projects. In the focus groups, teachers, students, and administrators described the service projects. Each year, students complete capstone projects and four student-led projects. Some examples of service projects are canned food drive, mentoring younger students, coat drive, Toys-for-Tots, facilitating a Winter Fest, and creating a Santa's Workshop with stations that students facilitated. According to the teacher focus group, "Service is seen as something you give to someone else, but also can be as simple as helping out your peers."
Parents will see themselves as partners in their children's education. Parents will view the school positively and express satisfaction with their choice.	The administrator focus group revealed that the Center City PCS – Shaw campus, in connection with the Center City PCS central office, has worked to increase parental engagement. Parents are equipped with a 'how to' guide to assist their child. Students are expected to know their data, what level they are on, and what the data means. The QSR team observed two parent events at Center City PCS. At one meeting, 8th grade parents were invited to learn about the DC-CAS, graduation requirements, and end of the year activities. About half of the parents of the 8th grade class attended the event. Parents asked questions and were engaged at the meeting to fully understand the requirements to move from 8th grade to high school. The other meeting involved teachers sharing with parents the skills that students have learned to date as well as the class's reading goals. In one of the kindergarten classes, the reading goal was stated as, "By February, we will be able to name 26 letters." Parents reviewed their students' work and set goals appropriate for their students' development. The school runs these meetings on two consecutive nights to increase parent participation. Several classrooms observed had more than ten families present.

Goal	Evidence
Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.	The QSR team noted that teachers in the focus group identified coaching and mentoring from other teachers in the school as a major support system for novice teachers. Administrative coaches are responsible for performing five observations per week to improve teaching and learning. Based on administrative focus group, the goal of the administrative observations is to use the acquired data as a basis for constructing teachers' individualized student support plans. In addition, administrators communicated that to assist with coaching and mentoring, veteran teachers presented during professional development sessions. The Center City PCS central office directs the professional development ("PD") for the whole LEA and included a three week training with AppleTree Early Learning PCS for Pre-K teachers and 2-4 weeks of pre-service professional development prior to the beginning of the school year.
Principals and academic deans will be instructional leaders.	Each member of the administrative team reported that the school provides consistent monitoring and support for teaching and learning. The administrative goal is to observe and provide feedback in five classrooms on a weekly basis. All of the administrators reported having recent classroom experience to support practical skill application.
Campuses will provide a safe and healthy environment that is conducive to learning.	During the student focus group, students stated that they feel safe at school. The school campus is a locked facility, located in a renovated church, with an intercom to enter the building. The school does not have a physical education teacher to assist with the goal of a healthy environment. According to the school's administrators, in lieu of a PE class, students and teachers participated in a "play work" program that reviews PE and health topics. As a class, students and teachers walk to the nearby recreation center for recess. However, some of the students reported that they felt unsafe at the recreation center because of loiterers in the area.

Goal	Evidence
The CCPS Board will provide effective policy guidance, governance, and support to school leaders.	During the Board meeting observed by PCSB staff, the Board appeared very knowledgeable about the school’s finances and academics. At the Board meeting, the PCSB staff noted that Board members asked intricate questions to understand how to increase the school’s Performance Management Framework (“PMF”) score. Moreover, the PCSB staff member observed that the central office seems to be honest when discussing academic and financial progress with the board. The QSR team noted that the Center City PCS Board hired Dr. Cornell West to come in and speak to the school, as well as any other interested school, about his book <u>War Against Parents</u>. The purpose for Dr. West’s talk was to address ways parents and schools can collaborate. Participants in the administration focus group described the Board as always willing to do things to get the school to the “next level.” The Board is working to increase parental involvement and to get parents involved in a three-part literacy campaign.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day-to-day operations of the school.	Limited observations of day-to-day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Center City Public Charter School (Center City PCS) is to empower children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century. This is what PCSB staff and consultants looked for during their visits to the classrooms, a parent meeting, and a board meeting, and when conducting the focus groups.

The administrators said that this is a new leadership team for the school team and that most of the team have been with Center City PCS at other campuses. One of the core goals, as articulated by administrators, was that professional development is geared towards “who we are as a school and letting go of the past.” While not observed in the classrooms, teachers and administrators in the focus group stated that there is an emphasis on creating 21st century learners and instilling the value of leadership and service. The administrative focus groups revealed that there is an emphasis on getting kids to graduate from college and develop the skills necessary to be successful in school and beyond. Teacher focus group participants emphasized the role of the capstone yearlong project. The teachers stated that this project is an integral part of instilling the value of service and leadership. Some examples of Center City PCS – Shaw capstone projects include canned food drives, student-to-student mentoring, and organizing toys for tots programs.

Administrators stated that they serve as instructional leaders because “we all come from a place of support, we are alongside our teachers in that role - we partner, model, and we are in the same boat supporting each other.” The administrative focus group participants noted that at times teachers and administrators are indistinguishable from each other because the process is “very well integrated.” Administrators were observed circulating throughout the school building to observe and support teachers through transitions from one class to the next. However, approximately seventy-five percent of the middle school staff has not taught middle school before. Teachers and administrators both reported that lesson plan feedback analyzes and incorporates data into the lesson plans.

During the administrator focus, the leadership stated that teachers are given instructional guidance via Curriculum One Pagers (“COPs”), which were created by a taskforce to guide instruction. Every grade level and subject area in the school uses the COPs as a framework for what they do. Administrators in the focus group reported that the coaches look at lesson plans weekly, and provide feedback based on the Common Core State Standards for English language arts and math. This process is designed to ensure that teachers are teaching the strands that will be assessed. Administrators indicated that this correlates to the school goal to function as a data driven school, with each student having something akin to their own individualized learning plan.

Academically, administrators say the school mission is the guiding piece; data is then used to measure whether goals are being met. The district-wide goal for Center City PCS is to have 85% of students achieving their benchmark targets. However, the QSR team observed a 7th grade literature class reading from text generally used for 4th – 6th grade.

On December 19, 2012, PCSB staff attended the Center City PCS Board of Trustees meeting. There were a sufficient number of board members present to make a quorum for this meeting. In addition, the Chief Regional Director, the Chief Academic Director, and the Chief Finance Director (from central office) attended this meeting. Representatives from Friends of Choice in Urban Schools (FOCUS) and AppleTree PCS were also present. The focus of the meeting included a discussion about the following:

- Academics, governance, and finances, including finalizing three additional Board committees focused on these areas.

- The PCSB Performance Management Framework, which was explained by a FOCUS representative. The board members asked detailed questions about how to increase the points earned for each campus.
- An update regarding implementation of Apple Tree's pre-kindergarten curriculum for Center City PCS campuses. The Board stated that they aim to implement the curriculum through the second grade at all Center City PCS campuses.
- A budget update from the Regional Finance Director

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Approximately 85% of all classroom observations scored proficient or exemplary on elements of the Classroom Environments Rubric. This includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

The observation team concluded that most teachers effectively created an environment of respect in the classroom. In class, teachers addressed students by name and there was polite and respectful interaction between teachers and students. For example, one teacher referred to students as scholars. Another teacher addressed a student having trouble by saying privately, “Take a deep breath so you can learn.” During testing periods, students were quiet and mindful of the testing environment. However, in some classrooms teacher-student interactions were not always respectful. One teacher said to a student, “When I say you’re on a Level 2 don’t say anything to me—you deserve it.” In two different classrooms, the team observed students saying, “shut up” or “shut your mouth” to students.

Culture of Learning was the highest scoring element in the Classroom Environments Rubric. Ninety-three percent of all classroom observations scored proficient or exemplary in this area. The review team observed some instances where there were unclear expectations for the class, which made it difficult for students to show pride in their work. However, each classroom had a college/university-affiliated theme and there were positive signs posted in the hallways, including postings of the attendance goals and motivational signs (e.g., Integrity Avenue, Excellence Lane, etc.) The QSR team observed teachers referring to students with college/university themes, for example, “Okay, University of Maryland.” The team also observed students applauding other students sharing a project with the class.

The majority of teachers observed displayed at least proficient classroom management procedures. The review team observed seamless transitions between ‘Do Now’ activities and full group instruction. Transitions from the overhead projector were also seamless, with minimal loss in instructional time. In each observed classroom, students walked up to the observer, shook hands, introduced themselves, and explained the current lesson. The team saw students performing assigned roles in small group instruction. The classroom cleanups were fast and efficient. In addition, most students appeared to be engaged throughout the classroom observation period. During the classroom observations, some teachers

used SLANT¹ to keep children engaged and participating. Most of the teachers observed gave prompts and positive feedback to their students, and had posted objectives and clear expectations for the day's lesson. The objectives had to be copied into the student journals and reinforced by the student reading the objectives out loud. However, the QSR team noted some misbehavior that resulted from idle student time. The idle time occurred when no alternate activities were available after students finished classwork early.

Eighty-five percent of all classroom observations scored proficient or exemplary in Managing Student Behavior. The classroom rewards systems were posted on the wall and were observed to be used by the teachers. Most, if not all, of the students in the classroom observations appeared to be on task and engaging well with their peers. Many of the teachers moved through all areas of the room and monitored student progress, employing non-verbal signals to correct misbehavior. The team also observed teachers redirecting student misbehavior with a respectful manner and tone.

In regards to the Organization of Physical Space, the team concluded that the classrooms are geared towards learning and allow lessons to be implemented. During the observations, students quickly reconfigured their desks depending on the nature of the classroom activity. The classrooms were well-equipped rooms with colorful engaging spaces for learning, and accessible spaces for transitions. However, the team also noted that some classrooms with large numbers of students were extremely crowded. As a result of the classroom overcrowding, the review team observed difficulties with transitions in these classes. During the observations, the QSR team saw limited use of technology in all classrooms.

¹ SLANT refers to Sit up, Listen/Lean forward, Ask & Answer questions, Nod your head, and Track the teacher with your eyes.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately sixty seven percent of classrooms observed were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

Eighty percent of classrooms scored proficient or exemplary in the areas of Communicating with Students and Engaging Students in Learning. Most of the teachers observed explained the instructional content clearly and consistently. However, in some cases, observers noted that the explanation was procedural and without any enthusiasm or imagination. In addition, most directions were verbal but not written. As a result, some students were able to repeat the expectations and accurately describe what was expected, but many students were unclear despite having

just reviewed what was expected. During the classroom observations, most teachers made an effort to engage all students. For example, one teacher used popsicle sticks with students' names to ensure that all students participated. The team also observed students working in small groups and picking a student representative to record the group work. However, the QSR team also observed students that were minimally interested in the lesson with little notice or readjustment on the teachers' parts.

Approximately 50% of the classrooms observed scored below proficiency in the element of Using Questioning and Discussion Techniques. In some classes, there were no questioning and discussion techniques used at all. The QSR team observed some teachers making generic references to the whole group and called on the same students repeatedly. The team did observe some students explaining their work to the rest of the class with prompting and questioning by the teacher, as well as some teachers reviewing with the class to reinforce the concepts with probing questions. For example, some teachers used questions such as, "Why did you come up with that? Describe how." However, overall the classroom observations revealed insufficient use of questioning techniques.

In the area of Using Assessment in Instruction, approximately 60% of teachers observed scored proficient or exemplary on this section the rubric. In two of the classrooms observed, teachers gave a thumbs up/thumbs down to signal when a student had the right answer. Students were called to the board to demonstrate their understanding of the lesson by explaining it to the rest of the class. In addition, teachers circulated to monitor student learning, as well as using "Do Nows" and exit tickets to check for student understanding of content. The classroom observations revealed that some teachers monitored the progress of the class as a whole, but did not seek feedback or monitor students individually.

In Demonstrating Flexibility, 60% of the teachers observed scored proficient or exemplary. The QSR team noted some evidence regarding demonstrations of flexibility in classroom instruction. For example, one teacher finished the planned instruction early and then had students begin a new activity without any loss of instructional time. However, in some instances, teachers did not make adjustments for students who were not engaged in the class. Specifically, the team observed that some students were bored and not participating, and the teacher continued on with the lesson despite the lack of student participation.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

According to the administration, one of the available interventions for students at risk of academic failure is a Writing and Research Center open from 11:45am to 1:30 pm. This Center serves as a "rescue class" that gives struggling students an opportunity to practice their academic skills. In some instances, specials teachers (e.g., art, music, dance, etc.) provided intervention support to students by assisting in their core academic classes. The observation team noted that each teacher had access to a shared Google Document used to track updates regarding 1) which teacher provided support to specific students, and 2) the progress that the child is making on their work/skills. The observation team observed an English language learner (ELL) instructor assisting classroom teachers by providing small group instruction.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The Center City PCS central office directs the professional development (“PD”) for the whole LEA. At Center City PCS – Shaw, the administration stated that PD occurred throughout the week. In particular, Friday afternoons are used for PD because of the weekly early release schedule for that day. In the administrative focus group, leadership revealed that some teachers required additional support; these teachers may attend quarterly meetings for further, targeted assistance in addition to regular scheduled PD. Further, the administrative coaches are responsible for performing five observations per week to improve teaching and learning. Based on administrative focus group, the goal of the administrative observations is to use the acquired data as a basis for constructing teachers’ individualized student support plans.

Based on the teacher focus group, it appears that staff members assist each other where practical. For example, there are special education teachers who assist in co-planning with the English language arts teachers. The English Language Learner specialist also helped to co-teach and provided related services and counseling. Based on focus group reports, the observation team noted that academic deans and teachers helped with strategies and feedback during PD. Further, there are district-wide plans with all the grade bands. The available professional development also included a three week training with AppleTree Early Learning PCS for Pre-K teachers, and 2-4 weeks of pre-service professional development prior to the beginning of the school year.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

During the site visits, most of the operational staff and teachers consistently supervised the classrooms and hallways. During the student focus group, most students said that they felt safe at school. Students also reported that pep rallies before the DC-CAS and Achievement Network assessments help to lighten the mood before testing. Students indicated that they feel safer in school than in the community. However, students and teachers must walk to a nearby recreation center for recess. Some students reported that they felt unsafe at the recreation center because of loiterers in that area. In addition, students in the focus group said that there are bullies in the school that scare some students. One student in the focus group mentioned gang activity. The QSR team noted that when students said they felt unsafe, it was often based on shootings in the community and people dying. One student in the focus group reported an item being stolen out of her backpack.



April 25, 2013

Mr. Ralph F. Boyd, Jr., Board Chair
Center City Public Charter School – Trinidad
1217 West Virginia Avenue NE
Washington, DC 20002

Dear Mr. Boyd:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- o School eligible for 5-year Charter Review

Qualitative Site Review Report

On January 23, 2013 and February 5, 2013, a Qualitative Site Review team conducted on-site reviews of Center City Public Charter School – Trinidad. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Center City PCS – Trinidad. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Center City PCS is in compliance with its charter.

Sincerely,

A handwritten signature in black ink, appearing to read "Naomi DeVeaux", is written over a light blue rectangular background.

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes the goals and academic achievement expectations that Center City Public Charter School detailed in its charter and subsequent Accountability Plans. It also refers to the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal	Evidence
Students will read and comprehend grade-level appropriate text in the core content areas.	The QSR team noted that students were encouraged to read when their work was complete or they were otherwise not engaged in lessons, including while waiting for classes to transition. Observers saw students reading while standing in lines, and the team observed students in all grades levels reading during classes. The team’s observations included reading and comprehension across all subjects and in all subject areas. Classroom observations revealed that many teachers prepped students by providing background information to provide context for reading. Observers also saw evidence of student writing assignments that were also integrated with reading.
Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.	The review team observed formal writing and note taking in various subjects, including writing in math and English language arts journals. The observers saw writing development taught starting in kindergarten and across all grade levels. Students in the focus group communicated with appropriate language conventions. In some classrooms, observers also saw student work posted. The Guidelines for Cornell notes were posted on the walls in some classrooms.
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	Classroom observations demonstrated evidence of math reasoning and problem solving approaches in all grade levels. The QSR team observed that students were working on computation skills and concepts in all grade levels.
Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.	The QSR team did not observe any evidence related to this goal.
Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.	In the middle school social studies and English language arts classes, students had to answer and discuss how a specific historical event has impacted our world now. The team also saw a class’s project posted in the hallway that displayed people who made significant contributions in the 1800s.
Students will be equipped with academic skills needed to be accepted into the competitive high schools of their choice.	The QSR team did not observe rigorous classes in the upper grades. The lack of rigor led the review team to question if students would be equipped with the academic skills to be accepted into competitive high schools. In addition to teachers’ lessons, the review team observed work of poor quality posted on the walls, including spelling and grammar errors, and incorrect student responses.

Goal	Evidence
Campuses will be thriving communities of respectful and responsible learners. Students will perform regular and reflective community service consistent with the core values.	During classroom observations, the team observed middle school students struggling at times to behave respectfully. Observers saw a few students being disrespectful to other students and to a teacher in one classrooms. In other upper-grade classes, the review team saw some teachers struggling to be respectful towards students as well. However, elementary students were observed to be respectful in all classrooms. During class observations, some teachers referenced the core value of the month during the lesson. Some students told the review team that they participate every year in multiple community service projects to fulfill these core values. The middle school students reported that some student service projects included planting in the garden to use the vegetables for food, reading to younger kids, and singing or playing in the band at a senior center. The school uses Sojourners, a resource guide and a monthly character education plan to assist teachers in teaching character and core values. The 10 core values are: respect, discipline, collaboration, compassion, peacemaking, integrity, knowledge, perseverance, justice, and curiosity. These are the core values that the review team observed teachers reference in the classrooms.
Students will perform regular and reflective community service consistent with the core values.	During the administrator focus group, the principal stated that the Center City PCS capstone requirement holds each grade accountable for the completion of a capstone project containing 6 elements. These elements are: book study, four field trips, journals and interactive notebooks, four service projects, a research project/paper, and reflection. Every Friday during capstone time, each grade has a different project to work on towards their capstone.

Goal	Evidence
Parents will see themselves as partners in their children’s education. Parents will view the school positively and express satisfaction with their choice.	During the administrator focus group, the principal detailed that the Center City PCS central office has made a commitment to parents to keep them informed of their students’ progress. Each school holds quarterly meetings so teachers can update parents on student progress. The central office also conducts an annual parent satisfaction survey to determine if parents are satisfied with their choice of schools for their child. The QSR team observed two parent events at Center City PCS. At one meeting, 8th grade parents were invited to learn about the DC-CAS, graduation requirements, and end of the year activities. About half of the parents of the 8th grade class attended the event. The administration let the parents know that school rules would apply to all graduation and end of the year activities and students would be monitored. Parents asked questions and were engaged at the meeting to fully understand the requirements to move from 8th grade to high school. The other meeting observed was 75 minutes in length and gave the teachers an opportunity to share all of the skills that students have learned to date as well as the class’s reading goals. In one of the kindergarten classes, the reading goal was stated as, “By February, we will be able to name 26 letters.” Parents reviewed their students’ work and set goals appropriate for their students’ development. The school runs these meetings on two consecutive nights to increase parent participation. Several classrooms observed had more than ten families present.
Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.	Based on focus group data and conversations with teachers and administrators, the teachers are active in both district-wide and school-based professional development (PD). Based on the discussions with the principal and teachers, the QSR team learned that school-based PD is focused on the needs of each grade band (Prek-2, 3-5, 6-8), how to accurately assess students, exit tickets, and lesson plans. Conversations with administrators revealed that leadership is also focused on teachers’ individual needs when observing and working with the teachers. The observation team noted that the leadership team is working with teachers daily to observe, give feedback, and model lessons. On both visit days, the QSR team saw the principal and academic deans observing teachers and modeling for specific teachers. The teachers stated that the leadership is constantly working with the teachers to help them improve their teaching.
Principals and academic deans will be instructional leaders.	On both classroom observation days, the principal and academic deans were observed consistently observing teachers and modeling best practices. The leadership discussed that they help with lesson plans, writing exit tickets, and demonstrating how to use data to guide classroom instruction.

Goal	Evidence
Campuses will provide a safe and healthy environment that is conducive to learning.	Students told the review team “it was safe” in the school. The team observed some evidence of school safety; for example, the hallways were kept orderly during transitions. In addition, the review team observed staff members leading students from class to class.
The CCPS Board will provide effective policy guidance, governance, and support to school leaders.	During the Board meeting observed by PCSB staff, the Board appeared very knowledgeable about the school’s finances and academics. At the Board meeting, the PCSB staff noted that Board members asked intricate questions to understand how to increase the school’s Performance Management Framework (“PMF”) score. Moreover, the PCSB staff member observed that the central office seems to be honest when discussing academic and financial progress with the board. The QSR team noted that the Center City PCS Board hired Dr. Cornell West to come in and speak to the school, as well as any other interested school, about his book <u>War Against Parents</u>. The purpose for Dr. West’s talk was to address ways parents and schools can collaborate.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Center City Public Charter School (Center City PCS) is to empower children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century. This is what PCSB staff and consultants looked for during their visits to the classrooms, a parent meeting, and a board meeting, and when conducting the focus groups.

Overall, the review team concluded that the school does not provide adequate rigor in instruction or set high enough expectations to make progress towards its academic goals. In classroom observations, the scores were inconsistent across the *Framework for Teaching* elements. The Classroom Environments rubric was the highest scoring area, with three-quarters of the classrooms observed satisfying the requirements

necessary for a score of exemplary or proficient in this area. In other domains, there were many instances where less than half of the classes observed met proficiency standards. The student work did not appear to be rigorous across all levels. Some teachers observed challenged students with higher level questioning, but it was not consistent across the school. The QSR team was not confident that the academic rigor was sufficient to help students gain acceptance into the top high schools; the teaching observed did not appear to be rigorous enough to challenge students. According to the principal, the school has found a web-based program to challenge advanced students with additional rigor, in order to help teachers focus on all students' needs. However, first and foremost, the observers saw a need to improve behavior management in the middle school so that more learning can take place.

Based on the focus groups and observations, the QSR team concluded that the administrators also focus on core values and character traits, and are working on establishing high expectations. The team observed the school's core values posted in most classrooms. The QSR team observed teachers referencing character traits in the classrooms. The school leadership stated the school uses Sojourners for community service and character education. The principal also said that character education was integrated in with the community service capstone projects in every grade level. The leadership team says they have increased technology beyond computers, including iPads and Promethean boards. The review team observed limited use of Promethean boards but students were observed using computer stations. In addition, the team saw some teachers using videos from the internet during lessons and students working independently on computers.

The new principal stated he is focusing on professional development to improve academics at the school. The leadership team stated the current professional development focus is on incorporating authentic assessments into the learning day. In some classrooms, observers noted an emphasis on a real life, problem-based approach to assessing learning. The principal has also mandated student-teacher data discussions and the use of data to inform instruction in order to increase academic success. During the observation days, the principal and academic coaches seemed to be doing a lot of work to support teachers. The review team saw them helping by modeling lessons and assisting with classroom management. The administration stated they also are helping to write exit tickets in order to assist student learning and create teaching that is more effective.

On December 19, 2012, PCSB staff attended the Center City PCS Board of Trustees meeting. There were a sufficient number of board members present to make a quorum for this meeting. In addition, the Chief Regional Director, the Chief Academic Director, and the Chief Finance Director (from central office) attended this meeting. Representatives from Friends of Choice in Urban Schools (FOCUS) and Apple Tree PCS were also present. The focus of the meeting included a discussion about the following:

- Academics, governance, and finances, including finalizing three additional Board committees focused on these areas.
- The PCSB Performance Management Framework, which was explained by a FOCUS representative. The board members asked detailed questions about how to increase the points earned for each campus.
- An update regarding implementation of Apple Tree's pre-kindergarten curriculum for Center City PCS campuses. The Board stated that they aim to implement the curriculum through the second grade at all Center City PCS campuses.
- A budget update from the Regional Finance Director

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Approximately three-quarters of the classrooms observed scored proficient or exemplary on elements of the Classroom Environments Rubric. This includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

For the Environment of Respect element, the QSR team observed teachers deliberately calling students by name and commending students for desirable behavior. In most classes, students greeted the observer as they entered the classroom. Observers took note of a classroom culture where students were encouraged to help each other in the lower grades. The team observed mutual respect between teachers and students during the classroom instruction. However, in upper grades, the observers saw teachers using punitive tones to get students on task and students acting disrespectfully.

In the area of Culture of Learning, the observers saw a standard objective posted in all classrooms and “I do, we do, you do,” on the Do Now boards. The classroom expectations were also posted and, in some cases, referenced throughout the lessons. In one room, the QSR team saw three specialists working well together with the teacher to assist students. Specifically, the team observed the speech therapist in the classroom helping and assisting along with the special education teacher and reading interventionist. In some cases, the teacher reviewed the lesson objectives with students during class. However, overall the team concluded that high expectations were inconsistently communicated for the older grades; these more effective strategies were not in place or ineffectively executed. The small group management and instruction observed was inconsistent across the school. Moreover, the review team observed poor quality student work on display in the middle grades classrooms.

For Managing Classroom Procedures, approximately 75% of teachers observed scored proficient or exemplary on the rubric, mostly observed in the primary classrooms. The observers saw some teachers using a timer to assist students in moving through work stations, and students knew to clean up and move. The team observed classes using “turn and talk” to discuss a concept taught in the lesson, where students understood the transitions and lost little instructional time between the whole group and small group interactions. Students were observed engaged in small group work during class. However, the QSR team noted that instructional time was lost during the transitions for some of the older classes observed. There was extended wait time between assignments and between classroom transitions. One teacher was unprepared, and left the classroom for over ten minutes to make copies.

About three-fourths of the teachers observed scored proficient or exemplary in managing student behavior, again mostly at the primary grades. The review team observed some teachers using a variety of strategies to manage student behavior such as counting down, chants, points earned and lost for behavior, and behavior tracking charts. Further, the team observed some teachers using positive comments to adjust student behavior and the behavior management system seemed to be consistent in the lower grades. The QSR team also noticed some areas requiring additional focus and proficiency in classroom management. In a few cases, teachers yelled at students in order to adjust their behavior. Overall, the behavior management systems were very inconsistent in the middle school. The QSR team did not observe any teachers using positive reinforcement in these classrooms.

The QSR team rated about 80% of teachers as exemplary or proficient in the element of Organization of Physical Space. Most classrooms appeared to be spacious. The team saw a smart board in one class and other forms of technology used in some classes. Students were observed using computers for station time. The observers saw a print rich environment with lots of books and materials organized in the classrooms and posters on all subjects on the school walls.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Only about half of classrooms were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

In the element of Communicating with Students, the review team observed clear, explicit directions in the classroom observations. Many of the teachers observed displayed an ability to effectively deliver the classroom content in most cases. Most teachers reinforced oral instructions with visual aids. The QSR team observed that all of the classrooms had similar board configurations. However, in a few instances the team observed teachers using incorrect grammar and slang in order to connect with students. The review team noted, in particular, one teacher was so loud during the classroom instruction that it was difficult for the review to focus on what the teacher was saying.

Just half of the classrooms observed were assessed as proficient in the element of Using Questioning and Discussion Techniques. In these

classes, observers took note of effective question techniques, including: higher-order questioning, teacher- and student-initiated questions, and questions used to help students make connections to other topics. However, in a significant number of classes the QSR team observed that the classroom instruction contained little to no questions, and rarely used higher-order questioning techniques. Teachers in these classrooms focused on yes-no questions and simple questions with one-word answers.

Approximately half of the classrooms observed were assessed as proficient in the element of Engaging Students in Learning. The review team observed some teachers using a variety of activities, such as brainteasers, turn and talk, teen competition, real life examples, and thumbs up/thumbs down. The classroom observations did reveal the use of technology to engage students, as well as singing songs and clapping. In addition, the QSR team observed a teacher using a worksheet to help create purposeful viewing of a film. Moreover, students were observed sharing answers with each other, pairing activities, and performing group research. However, not all students were engaged during small group assignments. In general, the observers saw suitable pacing to keep students engaged across lessons and differentiated instruction. However, at the middle school level, in some classes observed, students were off task and not focused on the assignment. In these circumstances, the review team noticed that students were not redirected to the assignment, and one student was observed sleeping.

Overall, the review team observed teachers using a variety of approaches to assess student learning in a limited number of classrooms. In the element of Using Assessment in Instruction, almost half of the classes observed were assessed below proficient. In most classes, the review team observed limited assessment in use by teachers. Further, observers noted missed opportunities for checks for understanding for students. The team did observe a focus on students completing their work. The team observed data discussions between a teacher and individual students. There were homework checks observed during the morning classes. In some classrooms, there were exit ticket referenced on the board, but the review team did not see them used.

In the element of Demonstrating Flexibility, again, almost half of the classes observed were assessed below proficiency. The observers did see a teacher helping a student move closer to the screen to see, and a teacher explained directions to a late student. However, some students were not allowed to ask questions during group time. A few teachers observed responded to off-topic questions with negative tones of voice or frustration. Additionally, some teachers observed seemed to follow the lesson plan rigidly even when students were off-task and not involved in the small group work.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

The administration stated that there is one full-time special education teacher and two consultants that work with students with special needs. The QSR team observed occupational therapy and speech therapy in a classroom. The team also observed an inclusion teacher working with students with special needs in an inclusion classroom and in the resource room. There was a reading interventionist, instructional aids, as well as leadership staff in the rooms throughout the day working with the students. Teachers reported to the review team that their lessons were differentiated based on the previous day's exit ticket data. The leadership team and teachers informed the review team of tutoring and Saturday school offered for students who are struggling academically. The principal told observers that programs at the computer study stations in the classrooms help academically challenge both high and low achievers. In addition, the administration stated there are several web-based programs that are used to help students catch up, and to assist those who excel.

The ELL coach comes from the central office to help once a week. The ELL coach provides classroom support and helps by pulling out students for individual work and working with the teachers on interventions and strategies.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The principal said that there is district-wide professional development (PD) scheduled throughout year. There is also a PD week prior to the start of school. Moreover, the review team noted that the school-based professional development is more individualized and grade band specific. The grade bands are PreK-2, 3-5, and 6-8. The leadership team told the observers that they focus on the needs of each group, each individual, or all teachers when planning PD for the school. The leadership also indicated that they base their planning for PD on their observations of what the teachers need, as well. The school's current PD focus is on exit tickets, data interpretation, small group instruction, and teacher confidence.

During the focus group, teachers informed the observation team that novice teachers receive some specific PD prior to school. However, there is no additional central office organized PD available for novice teachers through the year. Rather, the leadership indicates, that they are giving PD to every teacher at the school for individual support.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The review team observed teachers leading students between classes, so the hallways were orderly and monitored. The leadership staff was also present in the halls during class transitions, and they assisted with behavior monitoring.

The principal and teachers told the review team that they utilize a “No Nonsense Nurtures” behavior management program. In Pre-K – 2, the consequences are a little more lenient in accordance with the age group's developmental levels. In grades 3 – 8, the school follows the same guidelines; students receive check marks that lead to consequences. These consequences may include, but are not limited to, a detention, a call home, or a referral to the office.

The QSR observations revealed that implementation of the behavior management plan is inconsistent across grades. The review team observed that some teachers were inconsistent with awarding merits and consequences, while other teachers observed awarded merits but not consequences. As a result, the team noticed that these inconsistencies affected the learning environment; students seemed to take advantage of teachers who were not consistent with the behavior management system. Students in the focus groups expressed a frustration with students who are disruptive to the class and rude to the teachers. Further, middle school teachers told the review team that they did not focus on consequences, but on positive rewards of a 10-10-10 system. Under this system, students with fewer than 10 check marks, 10 absences, or 10 tardies in one month receive a reward. However, the QSR team noticed that observations in the middle school classrooms revealed a more disruptive classroom environment.

Appendix D

2008-09 PROFESSIONAL DEVELOPMENT CALENDAR

AUGUST

- 18 – Center City PCS Orientation (All)
- 19 – Character Education Workshop (All)
19 – Make-up Health Benefits Enrollment Session
- 20 – Inclusion Overview (All)
20 – Reading Workshop (K-8)
20 – Math Workshop (K-8)
- 21 – Curriculum Overview (All)
21 – PreKindergarten Curriculum Workshop
21 – Reading Workshop, Pt. 2 (K-8)
21 – Math Workshop, Pt. 2 (K-8)
21 – Enrichment Teacher Collaborative Planning Session
- 22 – Campus-based Meetings/Classroom Organization
- 25 – *Open Court Reading* Training (K-5)
25 – Middle School Math Teacher Workshop
25 – Administering Medication Training (Various Campus Staff)
- 26 – ESL/SIOP Training
26 – Administering Medication Training, Pt. 2 (Various Campus Staff)
- 27 – Campus-based Meetings/Classroom Organization
27 – Parent Orientations (All Campuses)
- 28-29 – Campus-based Meetings/Classroom Organization

SEPTEMBER

- 3 – First Aid/CPR Training (Various Campus Staff)
- 4 – *MAP* Assessment Training (PK-2)
4 – First Aid/CPR Training, Pt. 2 (Various Campus Staff)
4 – *Performance Series* Assessment Trainings (3-8)
- 12 – Campus-based PD
- 19 – Character Education Workshop, Pt. 2 (All)
- 24 – Running Records Training (1st Grade Teachers/IAs)
- 26 – Science Workshop/Textbook Training (K-5)
26 – Middle School Advisory Training
26 – Enrichment Teacher Collaborative Planning Session
26 – *Letter People* Training (PreKindergarten)

OCTOBER

- 1 – Running Records Training (1st Grade Teachers/IAs)
- 3 – Center City PCS Task Force Meeting (Topic: Campus Action Plan development)
- 10 – Social Studies Workshop/Textbook Training (K-8)
10 – Middle School Collaborative Planning Session (Math, RLA, Science)
10 – Enrichment Teacher Collaborative Planning Session
10 – *Handwriting Without Teachers* Training (PreK)
- 15 – New Teachers’ Workshop
- 17 – Campus-based PD
- 20 – *Achievement Series* Training (Academic Deans)
- 21 – Instructional Coaching Training (Academic Deans)
- 24 – FOSS Science Training (K-8)
- 28 – *Achievement Series* Training (Academic Deans)

NOVEMBER

- 14 – ESL/SIOP Training
14 – Enrichment Teacher Collaborative Planning Session
- 21 – Campus-based PD
- 24 – Instructional Coaching Training (Academic Deans) – RESCHEDULED Dec. 4

DECEMBER

- 5 – ESL/SIOP Training
- 10 – New Teachers’ Workshop
- 12 – ESL/SIOP Training
- 19 – Campus-based PD

JANUARY

- 9 – ESL/SIOP Training
- 21-23 – *DIBELS* Assessment Training
- 29 – *PALS/PPVT* Assessment Training (PreK and K)
- 30 – *Continuous Improvement through Accountability* Teacher Meeting (All)
30 – System-wide Grade-Level Articulation Meetings (All)

FEBRUARY

- 6 – *Refocus on the Mission* Teacher Meeting
6 – Grade-Level Articulation Meetings (All)
- 13 – ESL/SIOP Training
- 17 – Instructional Coaching Training (Academic Deans)
- 18 – Lab School Workshop: Working with the Student with Learning and Attention Problems in the Mainstream (Various 4th-8th Grade Teachers)
- 19 – *PALS/PPVT* Assessment Training (PreK and K)
- 20 – DC-CAS Prep PD (3-8)
- 27 – Campus-based PD

MARCH

- 2 – Beauvoir School *Reggio Emilia* Workshop (PreK Teachers/IAs)
- 10 – Lab School Workshop: Making Math Fun and Interesting: Overcoming Language Barriers and Teaching Algebraic Thinking (Various MS Math Teachers)
- 13 – ESL/SIOP
- 17 – Lab School Workshop: Teaching Math Skills to the Young Child “At-Risk” for Learning Disabilities and Attention Problems (Various PreK-2 Teachers)
- 23 – Principal Leadership PD
23 – Instructional Coaching Training (Academic Deans)
30 – *DIBELS* Assessment Training

APRIL

- 3 – Campus-based PD
- 17 – System-wide Human Resources Meeting
- 24 – Capstone Project Overview PD

MAY

- 1 – Curriculum Focus Groups
- 5 – Instructional Coaching Training (Academic Deans)
- 6 – Principal Leadership PD
- 8 – ESL/SIOP
- 8 – *DIBELS* Assessment Training
- 15 – Campus-based PD
- 29 – Spring Data Analysis (PK-8)

JUNE

- 10 – ESL/SIOP
- 10 – Early Childhood Instructional (PreK Teachers/IAs)
- 15 – ESL/SIOP
- 22-23 – Unpacking Writing Standards @ the Beauvoir School (Various Teachers/Academic Deans)
- 24-25 – Instructional Coaching PD (Academic Deans)
- 29 – Differentiated Mathematics Workshop @ the Beauvoir School (Various Teachers)
29-July 1 – *Brain Gym* Course @ the Beauvoir School (PE Teachers)
29-July 2 – *Art Inspired by Hands Around the World* @ the Beauvoir School (Art Teachers)

Updated 6/09

CENTER CITY PCS TEACHER PRE-SERVICE 2009

Wed, Aug 19 – Petworth Campus

	K-2	3-5	6-8	Enrich.	IS/ESL	Counselors
8:30-8:40 am	Welcome/Intro – Juana Brown (Reem Labib)					
8:45-9:55 am	- Curriculum Intro - Curric Scav Hunt/Making Meaning Protoc			Curric Overview	K-8 Curric Sessions	Dept Mtg/ Long-term Planning
10:00-10:30 am	<u>Grade-Level Team Break-Out Sessions</u>			Dept Mtg/ Long-term Planning		
10:30-11:00 am	Unit Goals/Desired Results					
11:00-11:30 am	Enduring Understandings/Essential Questions					
11:30 am–12:00 pm						
12:00-12:45 pm	Lunch/Break					
12:55-1:25 pm	SPED	ESL	Summer Packets	Summer Packets	ESL	SPED
1:30-2:00 pm	Field Trips	SPED	ESL	ESL	SPED	Field Trips
2:05 – 2:35 pm	Summer Packets	Field Trips	SPED	SPED	Field Trips	Summer Packets
2:40 – 3:10 pm	ESL	Summer Packets	Field Trips	Field Trips	Summer Packets	ESL
3:15-3:30 pm	Wrap-Up/Closing					
<u>Pre-K Teachers & Instructional Assistants</u> Opening the World of Learning (OWL) Training Shaw Campus 8:30am – 3:30pm		<u>Session Facilitators/Room Assignments</u> - Curric Intro/Scav Hunt/Protocol – Jessica Baldwin - Kindergarten Team – IC 1st-2nd Grade Team – IC/Beth Dussán 3rd Grade Team – IC 4th Grade Team – IC 5th Grade Team – IC - Middle School Teams – Jessica Baldwin & Sara Edmonds - Art Team – Kamishia Lee - Music Team – Daniel Spruill - PE Team – Montez Anderson - Spanish Team – Elizabeth Barriga - Counseling Team – Laurie Ligon - SPED – Eric Rosenblum - Field Trips – Jen Krajewski - Summer Work Packets – Beth Dussán - ESL – Maria Mendoza-Sejas				

CENTER CITY PCS TEACHER PRE-SERVICE 2009

Thurs, Aug 20 – Petworth Campus

	K-2	3-5	6-8	Enrich.	IS/ESL	Counselors
8:30~8:45 am	Welcome/Intro – Juana Brown (Reem Labib)					
8:50~9:00 am	<u>Grade-Level Team Break-Out Sessions</u> - Unpacking Knowledge & Skills - Implications for Lesson Planning - Workshop Model			Planning	K-8 Curric Sessions	Dept Mtg/ Long-term Planning
9:00~9:30 am						
9:30~10:00 am						
10:00~10:30 am						
10:30~11:00 am				Dept. Mtg.		
11:00~11:30 am						
11:30 am–12:00 pm						
12:00~12:45 pm	Lunch/Break					
12:55~1:25 pm	STAT	SharePoint	Collab Instruc	Collab Instruc	SharePoint	STAT
1:30~2:00 pm	Intervention	STAT	SharePoint	SharePoint	STAT	Intervention
2:05 – 2:35 pm	Collab Instruc	Intervention	STAT	STAT	Intervention	Collab Instruc
2:40 – 3:10 pm	SharePoint	Collab Instruc	Intervention	Intervention	Collab Instruc	SharePoint
3:15~3:30 pm	Wrap-Up/Closing					
<u>Pre-K Teachers & Instructional Assistants</u> Opening the World of Learning (OWL) Training Shaw Campus 8:30am – 3:30pm		<u>Session Facilitators/Room Assignments</u> - Curric Intro/Scav Hunt/Protocol – Jessica Baldwin - Kindergarten Team – IC 1st-2nd Grade Team – IC/Beth Dussán 3rd Grade Team – IC 4th Grade Team – IC 5th Grade Team – IC - Middle School Teams – Jessica Baldwin & Sara Edmonds - Art Team – Kamishia Lee - Music Team – Daniel Spruill - PE Team – Montez Anderson - Spanish Team – Elizabeth Barriga - Counseling Team – Laurie Ligon - STAT – Eric Rosenblum - Intervention – Juana Brown - Collaborative Instruction – Monica Evans & Staff - SharePoint – Michon Floyd				

CENTER CITY PCS TEACHER PRE-SERVICE 2009

Fri, Aug 21 – Petworth Campus

	K-2	3-5	6-8	Enrich.	IS/ESL	Counselors
8:30~9:00 am	TEMA Training	Investigations Math Demo	Advisory Planning	Materials Inventory (at Campuses)	Investigations Math Demo	Dept Mtg/ Long-term Planning
9:00~9:30 am						
9:30~10:00 am	Running Records???					
10:00~10:30 am						
10:30~11:00 am	Investigations Math Demo	Achievement Network Overview			Achievement Network Overview	
11:00~11:30 am						
11:30 am–12:00 pm						



Pre-K Tchrs & IAs	8:30-9:00 am	TEMA Training	10:30-11:00 am	Collab Instruc
	9:00-9:30 am		11:00-11:30 am	SPED
	9:30-10:00 am	PALS Training	11:30 am–12:00 pm	STAT
	10:00-10:30 am			

Session Facilitators/Room Assignments

- PALS Training – Beth Dussán
- TEMA Training – Megan Van Dyke
- Investigations Math Demo – Pearson rep
- Advisory Planning – Jessica Baldwin (Reem Labib)
- Achievement Network Overview – AN rep
- SPED/STAT – Eric Rosenblum
- Collaborative Instruction – Monica Evans (& Staff)

CENTER CITY PCS TEACHER PRE-SERVICE 2009

Tues, Aug 25 – Petworth Campus

	PreK	K-2	3-5	MS M	MS Sci	MS ELA/SS	Enrich.	IS/ESL	Counselors
8:30 am	Field Trips	OCR Classrm Lib Waterford	Perf Series Trng/Demo	CMP2 Demo	Sci/FOSS Overview	Humanities Overview	Materials Inventory (at Campuses)	CMP2 Demo	Dept Mtg/ Planning
9:00 am	ESL								
9:30 am	Collabor. Planning	Sci/SS Overview	OCR Classrm Lib	Collabor. Planning	Collab. Planning	Collab. Planning		PK-8 Collab. Planning	
10:00 am									
10:30 am		Centers	Sci/SS Overview						
11:00 am									
11:30 am									
12:00 ~ 12:45 pm	LUNCH/BREAK								
12:45 – 3:00 pm	Collabor. Planning	Collabor. Planning	Collabor. Planning	Performance Series Training and Demo			Dept Mtg/ Planning	PK-8 Collab. Planning	Dept Mtg/ Planning

Session Facilitators/Room Assignments

- PreK Team – Carrie Hillegass
- Field Trips – Jen Krajewski
- ESL – Maria Mendoza-Sejas
- Kindergarten Team – IC
- 1st and 2nd Grade Teams – IC and Beth Dussán
- 3rd Grade Team – IC
- 4th Grade Team – IC
- 5th Grade Team – IC
- MS Math Team – Jessica Baldwin and IC
- MS Science Team – IC and IC
- MS ELA & SS Team – Juana Brown, IC, IC

Session Facilitators/Room Assignments

- OCR/Classroom Libraries/Waterford – Nedra Shaw, Brittany Cunningham, Shandrika Johnkins
- K-2 Sci/SS Overview – Jessica Baldwin and Tori Hill
- 3-5 Sci/SS Overview – Jessica Baldwin and Rossana Mahvi
- Centers – Beth Dussán, Erin Marks, Elise Battle
- Performance Series – Jeremy Steinhaus and Michon Floyd
- CMP2 Demo – Pearson rep
- Sci/FOSS Overview – Jessica Baldwin, Vanessa McCrea, Kito Lewis
- Humanities Overview – Juana Brown, Niya White, Elizabeth Boris
- Art – Kamishia Lee/Music – Daniel Spruill/PE – Montez Anderson/Spanish – Elizabeth Barriga/Counseling – Laurie Ligon

Center City PCS 2009-2010 PD/Assessment Calendar

July 2009						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Skillful Teacher PD	Skillful Teacher PD		1	2	3	4
5	6	7	8	9	10	11
	Responsive Classroom PD July 6-10 @ Petworth Developmental Designs PD July 7-10 @ Shaw					
12	13	14	15	16	17	18
		Understanding by Design PD July 14-17 NJ (Jess and Michon)				
19	20	21	22	23	24	25
	Fountas & Pinnell BAS – July 20-21					
26	27	28	29	30	31	
			Co-Teaching PD (Incl. Specs) – July 29-30			
			Second Step Mid School (Counselors) – July 29-30			
Second Step Elementary (Counselors) – July 27-28			Beauvoir Foreign Language July 29-30			

AUGUST/SEPTEMBER 2009				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10 Skillful Teacher Training (8a-4p @Shaw) New Tchr HR Session (8:30a-4:30p @Petw) Princ Mtg – 8:30a @ Petworth	11 New Tchr Induction Shaw-am/Schools-pm IC Mtg 10a-12 @ Shaw Princ/IC/New Tchr Lunch 12:15-1:30p @ Shaw	12 New Tchr Induction Shaw-am/Schools-pm	13 New Tchr Induction Shaw-am/Schools-pm	14 New Tchr HR Session (9a- 12:30p @ Petw)
17 AM-Welcome Assembly 8:30a-12:30p @ Petworth (all tchrs & staff) PM – In Schools	18 AM – Morning Meeting Training for all tchrs 8:30a-12:30p @ Petworth PM – Task Force Mtg 1:30-4:30 @ Petworth	19 OWL for PreK Tchrs and IAS at Brtwd or Trndad 8:30a-3:30p Curric Roll-out Session Rotations for all tchrs 8:30a-3:30p @ Petw	20 OWL for PreK Tchrs and IAS at Brgtwd or Trndad 8:30a-3:30p Curric Roll-out Session Rotations for all tchrs 8:30a-3:30p @ Petw	21 AM – Investigations Math Demo; MS Advisory; MPSP/PALS/TEMA Overview; Centers 8:30a-12:30p @ Petworth PM – In Schools
24 mClass Training (K-2 teachers & IAs) 8:30a-4:00p @ Cap Hill All other staff in schools (all day)	25 mClass Training (K-2 teachers & IAs) 8:30a-4:00p @ Cap Hill AM – CMP2 Demo; Sci/SS; PS and MPSP Overview Collaborative Planning 8:30a-3:30p @ Petworth	26 In Schools (all day) PowerTeacher Training: 8:30-11:30a Brightwood, Shaw, Congr. Hts 1:00-4:00p Petworth, Trinidad, CHill	27 In Schools (all day)	28 In Schools (all day)
31 First Day of School (4:30p Dismissal)	1 4:30p Dismissal	2 4:30p Dismissal	3 4:30p Dismissal	4 12:30p Dismissal

September 2009						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	NOTES
	1 4:30p Dismissal	2 4:30p Dismissal	3 4:30p Dismissal 2p Princs Mtg (Cong Hgts)	4 12:30p Dismissal	5	Locations needed for: 9/25 Data Mtgs (Campus Pairs) To be scheduled: - FOSS Training for MS Sci & 3rd gr Tchrs - PowerTeacher Re-training for Cap, Cong, Shaw, Trin - Monthly IC Mtg To be confirmed: 9/25 PK-2 Make-up Collaborative Planning Session 9/25 Enrichment Tchr Mtg - Team Mtgs for Counselors, ESL Tchrs, Rdg Specs, Incl Specs - RtI Training for After-Care Staff
7 LABOR DAY (SCHOOLS/ OFFICES CLOSED)	8	9 1:30-4:30p IC Mtg (Bright) 6p Trinidad Open House	10 Medication Training 6p Petworth and Cap Hill Open Houses	11 Medication Training 1-5p Skillful Teacher (Shaw) 1:30-4p Swine Flu Info & Plan Session (Petw)	12 CPR Training	
14	15 6p Cong Hgts Open House	16 6p Shaw Open House	17 Princs Mtg 6p Brightwood Open House	18 Campus-Based PD	19	
Performance Series/DIBELS Administration						
21	22	23	24	25 1:30-4p <i>Taking Stock</i> Data Mtgs (Campus Pairs)	26	
Performance Series/DIBELS Administration						
28	29 12-4p Curriculum Mapping Training (Bright Comp Lab)	30				
DIBELS Administration						

October 2009						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	NOTES
			1 Progress Reports	2 1:30-4:30p Curriculum PD (Cap Hill)	3	Locations needed for: 10/20 SIOP for Princs (am) 10/23 Data Mtgs 10/26 CWT Training for Princs/ICs 10/27 MS Math Coaching Cohort Session To be scheduled: To be confirmed: - Rtl Training for After-Care Staff
			DIBELS Administration			
5	6	7	8 1:30-4:30p FOSS Training for 3 rd gr and MS Sci Tchrs (CO)	9 Campus-Based PD CAP Draft due	10	
DIBELS/PALS/TEMA Administration						
12 SCHOOLS/ OFFICES CLOSED	13 CWT Session for COAT	14 11a-1p ANet Coaching Mtg for PaC (CO)	15 CAP Feedback Mtgs Princ Mtg	16 CAP Feedback Mtgs 1:30p MS Sci Mtg (Tri) 1-5p Skill Tchr (Shaw) 1:30-4:30p OWL for PK (Cong Hgts)	17	
	ANet/PALS/TEMA Administration					
19 Teachscape Strategic Planning for COAT (Brentwood) DIBELS Admin Training (optional)	20 (am) SIOP for PaC (Petworth)	21 9a Princ Mtg (Brentw) 11a-4p IC Mtg (Brentwood)	22 1:30-4:30p FOSS Training for 2 nd gr and MS Sci Tchrs (Brentwood)	23 12-5:30p DIBELS Training for K-2 (DC Prep-Edgewood) 1:30-4:30p ANet Data Mtgs #1 (Cap Hill)	23 (cont.) PK Data Mtgs (Cap Hill) Enrichment Tchr Mtg (Cap Hill)	
26 9a-3:30p CWT Training for PaC (Cong Hgts) CANCELED	27 Final CAP due 8a-4pMS Math Tchr Coaching Cohort (Cap Hill)	28 4-5p PowerTeacher Train-the-Trainer WebEx	29 1:30-4:30p FOSS Training for 1 st gr and MS Sci Tchrs (Brentwood)	30 Teacher Grading/Record Keeping	31	

As of 10/28/09

November/December 2009						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	NOTES
2 8:30a-3:30p IC Coaching PD (Trinidad)	3 SIOP Observations (Petworth)	4 End of 1 st Quarter SIOP Observations (Shaw)	5	6 1:30-4p PowerTeacher Trainings/Grade Entry (Trin, Cap, and Pet)	7 Skillful Teacher 8:00a-3:30p (Shaw)	Locations needed for: To be scheduled: To be confirmed:
9 CO PowerSchool Admin Training	10 9a-4p SIOP 1.1 (Petworth)	11 11a-1p ANet Coaching Mtg for ICs (Brentwood)	12 8-10:30a ANet Networking Meeting 1:30-4:30p DSM Sci Training for 5 th gr/MS Sci Tchrs (Brentwood)	13 Parent/Teacher Conferences	14	
16 CO Retreat (Brent) 8a-4p MS Math Tchr Coaching Cohort (Petworth)	17 CO Retreat (Brent)	18 9a-3:30p CWT, Pt. 1 (Cong Hgts) 91-4p SIOP 2.1 (Petworth)	19 Princ Mtg (Brentwood) IC Mtg (Brentwood)	20 Campus-Based PD	21	
23	24 9a-4p SIOP 2.2 (Petworth)	25	26	27	28	
30	1	2	3	4	5	
ANet Administration				THANKSGIVING BREAK		

December 2009						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	NOTES
	1	2 HSPT Administration	3	4 1:30-5p System-wide PD/ANet Reflection Mtg. #1 (Petworth) 5p CCPCS Movie Night (Petworth)	5 Skillful Teacher 8:00a-3:30p (Shaw)	Locations needed for: To be scheduled: To be confirmed:
	ANet Administration					
7 5:30p Spelling Bee (Cap Hill)	8 1:30-4:30p DSM Sci Training for 4 th gr/MS Sci Tchrs (Brentwood)	9 Progress Reports	10 10a-1p ANet2 Data Mtg Prep (Brentwood) 1-4:30p IC Mtg (Brentwood)	11 1:30-5p ANet Data Mtg. #2/Enrichment Tchr Mtg/PK-2 PD (Cap Hill)	12	
14 8:30a-3:30p IC Coaching PD (Brightwood)	15 SIOP 1.2 (Petworth) Teachscape/IC Site Visits (Shaw-am; Trin-pm)	16 Teachscape/IC Site Visits (Cong-am; Bright-pm)	17 Princ Mtg (CO) Teachscape/IC Site Visits (Petw – am; Cap-pm)	18 Campus-Based PD	19	
21 SNOW DAY	22 SNOW DAY	23	24	25	26	
		WINTER BREAK				
28	29	30	31			
WINTER BREAK						

January 2010						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	NOTES
				1 WINTER BREAK	2	Locations needed for: 1/14 Teachscape PD for IC Team 1/21 PaC Mtg 1/29 Task Force Meeting
4 SCHOOL RESUMES	5	6 8:30a-3:30p CWT, Pt. 2 for PaC (Brightwood)	7 Princ PLC	8 1:30-4p Curric Follow-Up PD (Petworth)	9	
TEMA Administration						
11	12 6-8p ANet CR Palooza (Cleveland ES)	13	14 8:30a-3:30p Teachscape PD for IC	15 Campus-Based PD	16	1/4-15 TEMA to be administered to select students only 1/19-29 PALS to be administered to select students only ANet Dates 1/25-26: Bri, Cap, Cong 1/27-28: Pet, Shaw, Trin
DIBELS and TEMA Administration						
18 MLK Holiday (Schools and Offices Closed)	19 8:30a-4p MS Math Cohort (Shaw)	20	21 Princ/IC Mtg	22 Q2 Ends/Grading 11-11:30a ANet Conf Call (PaC only)	23	
PALS and DIBELS Administration						
25	26	27	28	29 2:30-4p System-wide Task Force Mtg (TBD)	30	Jan. 11-12 Trinidad PDR Jan. 15 – Petworth TwoWay Immersion Mtg
ANet and DIBELS Administration						

February 2010						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	NOTES
1	2	3 Princ PLC	4 9a-4p SIOP 1.2 (Petw)	5 SCHOOLS CLOSED Parent-Teacher Conferences ANet2 R&P/Prim Data Mtg	6	Locations needed for: Science Assessments must be administered to 5 th and 8 th grade classes at some point during the Feb. 2-4 window; Specific date/time TBD by campus.
	Science Assessment (5 th & 8 th gr) Administration					
8 ~~8:30a-4p MS Math Cohort (Trinidad)~~	9 ~~11a-2p ANet3 Prep (CO)~~ ~~6-8p ANet Showcase~~	10	11	12	13	ANet2 R&P and Prim Data Mtgs to be held at individual campuses. Feb. 10-11 Brightwood and Shaw PDR (postponed-TBD) Feb. 19 – Petworth TwoWay Immersion Mtg (canceled)
15 PRESIDENT'S DAY (Schools and Offices Closed)	16	17	18 Princ/IC Meeting	19 1:30-4:30p ANet3 Data Mtg PreK PD (Cap Hill)	20	
22	23	24 6-8p ANet Showcase	25	26 Campus-Based PD	27	

March/April 2010						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	NOTES
1 Progress Reports	2 8:30a-3:30p Teachscape PD for IC Team (TBD)	3 ~~9a-4p SLOP 1.3 (Petw)~~	4 2:30-4:30p FOSS Training for K Tchrs (Brentwood) Princ PLC	5 FULL-DAY FRIDAY	6 System-wide Science Fair (Petworth)	Locations needed for: To Be Confirmed: ANet Dates 3/15-16: Pet, Shaw, Trin 3/17-18: Bri, Cap, Cong Mar. 2-3 Petworth PDR Mar. 9-10 Congress Heights PDR Mar. 16-17 Capitol Hill PDR Mar 17-19 Wireless Gen Trainings @ 500 New Jersey Ave, NW – 6 th Floor
8 8:30a-4p MS Math Cohort (Cong Hgts)	9	10	11	12 FULL-DAY FRIDAY	13	
15	16	17 12-5:30p Wireless Gen Training (select tchrs)	18 Princ/IC Meeting 12-5:30p Wireless Gen Training (select tchrs)	19 FULL-DAY FRIDAY	20	
ANet Administration				12-5:30p Wireless Gen Training (select tchrs)		
22 8:30a-3:30p Teachscape PD for IC Team (Brightwood)	23 TS/IC Site Visit (Trin- am; Petworth-pm)	24 Teachscape/IC Site Visit (Cap-am; Cong- pm) ANet Item Palooza (TBD)	25 Teachscape/IC Site Visit (Bright-am; Shaw- pm)	26 1:30-4p ANet 4 Data Mtg/Primary Tchrs PD (Petworth)	27	
29	30	31	1	2 Central Office Closed		
SPRING BREAK – Schools Closed						

As of 3/12/10

April 2010						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	NOTES
			1 SPRING BREAK – Schools Closed	2 Central Office Closed	3	Location Needed for: 4/13 – Letter People Training To Be Confirmed: 4/30 – Capstone Launch PD Apr. 9 – Petworth TwoWay Immersion Mtg (9a-12:30p)
5 CLASSES RESUME	6	7 Q3 Ends Princ PLC 9a-4p SIOP 1.3 (Pet)	8	9 Q3 Grading/ Record Keeping	10	
12	13 1-3p Letter People Training for select PreK tchrs (TBD)	14	15 Princ/IC Meeting	16 Parent-Teacher Conferences	17	
19	20	21	22	23 FULL-DAY FRIDAY	24	
DC-CAS ADMINISTRATION						
26	27	28	29	30 PD – Capstone Launch (TBD)		
DC-CAS Make-ups and TEMA ADMINISTRATION						

As of 3/12/10

May/June 2010						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	NOTES
					1	Locations needed for: 5/5 Teachscape PD for IC Team 5/7 ANet4 R&P Mtg 5/14 Curric PD 5/20 PaC Mtg 5/28 Data Mtg To Be Confirmed: 5/28 DIBELS Training 5/7 – Petworth Two-Way Immersion Mtg (9a-12:30p) 5/21 – Petworth Two-Way Immersion Mtg (9a-4p)
3 8:30a-4p MS Math Cohort (Cong Hgts)	4	5 8:30a-3:30p Teachscape PD for IC Team (TBD) Princ PLC	6	7 1:30-4p ANet4 R&P Mtg (TBD)	8	
ACCESS for ELLs, and TEMA ADMINISTRATION						
10	11	12	13	14 1:30-4p Curric Follow-Up PD (TBD)	15	
DIBELS, Performance Series, ACCESS for ELLs, and TEMA Administration						
17	18	19	20 Princ/IC Meeting	21 Campus-Based PD	22	
PALS, DIBELS, Performance Series, and ACCESS for ELLs Administration						
24	25	26	27	28 DIBELS Training 1:30-4p EOY Data Meeting (TBD)	29	
PALS, DIBELS, Performance Series, and ACCESS for ELLs Administration						
31	1	2	3	4	5	
ACCESS for ELLs Administration						

May/June 2010						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	NOTES
31	1	2 Princ PLC	3 ANet Network Mtg (TBD)	4	5	To Be Confirmed: 6/3 ANet Mtg June 16 – Petworth Two-Way Immersion Mtg (9a-4p)
ACCESS for ELLs Administration						
7	8	9	10	11 Center City PCS Graduation	12	
14	15	16 CAMPUS-BASED MEETINGS	17	18 Last Day for TEACHERS	19	
21	22	23	24	25	26	
28	29	30				

2010 STAFF PRE-SERVICE SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Aug 16 AM 8:30-11:30a @ Petworth Welcome Assembly PM Staff @ Campuses	Aug 17 FULL DAY 8:00a-3:30p @ Petworth Curriculum Overviews/Team Planning Sessions	Aug 18 AM 8:00a-12:00p @ Petworth SOJOURNERS PM Staff @ Campuses	Aug 19 FULL DAY 8:00a-3:30p @ Petworth Curriculum Overviews/Team Planning Sessions	Aug 20 AM 8:00a-12:00p @ Petworth - Curriculum Overviews/ Team Planning Sessions - SPED/STAT Overview - Middle School Advisory PM Staff @ Campuses
Aug 23 FULL DAY Staff @ Campuses * 8:30a-3:30p Wireless Generation (DIBELS) training for <u>new</u> K-2 tchrs, IA, IS, and RS only	Aug 24 FULL DAY 8:00a-3:30p @ Cap Hill Data Meetings/PD * 8:30-11:30a Wireless Generation (DIBELS) training for <u>new</u> K-2 tchrs, IA, IS, and RS only	Aug 25 FULL DAY Staff @ Campuses	Aug 26 FULL DAY Staff @ Campuses	Aug 27 FULL DAY Staff @ Campuses
Aug 30 – First Day of School Students dismissed @ 12:30p PM Staff @ Campuses	Aug 31 Students dismissed @ 12:30p PM Staff @ Campuses	Sept 1 Students dismissed @ 12:30p PM (Location – TBD) 3-8 Perf Series Refresher 3-8 ANet #1 PreCycle Planning	Sept 2 Students dismissed @ 12:30p PM (Location – TBD) - PreK Tchrs & IAs/Letter People Training/ 1:30-4p/ Location – Trinidad - K-2 DIBELS Refresher	Sept 3 Students dismissed @ 12:30p PM Staff @ Campuses
PLEASE NOTE				
- Petworth Campus – 510 Webster Street, NW, WDC 20011 - Capitol Hill Campus – 1503 East Capitol Street, SE, WDC 20003 - Wireless Generation – 500 New Jersey Avenue, NW (6th Floor), WDC 20001 - Trinidad Campus – 1217 West Virginia Ave, NE, WDC 20002			- For full-day system-wide sessions (Aug. 17, 19, and 24), lunch will be provided. - Wear your Center City PCS t-shirt (or a red shirt) on Wed, Aug. 18.	

CENTER CITY PCS TEACHER PRE-SERVICE 2010

Tues, Aug 17 – Petworth

KEY (B)asement (T)op Floor	PreK Teachers & Staff	K-2 Teachers & Staff	3-5 Teachers & Staff	6-8 Teachers & Staff	Enrichment, Specialists & Counselors
8:00-8:25am	Morning Gathering (All) – Main Hall				
8:30-10:00am	Standards/ Scope & Sequence Review in PreK Rm(B)	Treasures PD in Cafeteria(B) (incl Reading Specialists and PK-2 ESL Teachers)	Science Curric Overview and Planning in 3 rd gr Rm(T) (incl K-4 Inclusion Specialists)	Middle School Team PD/Planning Meetings in Main Hall (incl 5-8 Inclusion Specialists, 3-8 ESL Teachers, and All Enrichment Teachers)	Enrichment and Specialists: Attend sessions as assigned (see schedule). Counselors: Team Meeting in the 8 th gr Rm(T)
10:00-11:30am			Soc Studies Curric Overview and Planning in 3 rd gr Rm(T) (incl K-4 Inclusion Specialists)		
11:30am-12:25pm	Lunch by <i>Revolution Foods</i> – Main Hall				
12:30-3:30pm	Lang & Literacy/ Math Curric Overview/ Planning in PreK Rm(B)	ELA Curriculum Overview and Planning in Library(T) (incl Reading Specialists and PK-2 ESL Teachers)	Treasures PD in Cafeteria(B) (incl All Inclusion Specialists and 3-8 ESL Teachers)	Middle School Team PD/Planning Meetings in Main Hall (incl All Enrichment Teachers)	Enrichment and Specialists: Attend sessions as assigned (see schedule). Counselors: Team Meeting in the 8 th gr Rm(T)
Materials Needed	1st TE for <i>OWL</i> 1st TE for <i>Letter People</i> <i>Handwriting Without Tears</i> Guidebook	- Unit 1 TE for <i>Treasures</i> - ELA Curric binder (w/2010-11 inserts) - Laptop (if avail)	2010-11 Science and Soc Studies Pacing Guides & Unit 1 Planning Guides <i>FOSS: Sun, Moon, Stars</i> TE (3rd gr) <i>Earth Science</i> TE (4th gr) - Unit 1 TE for <i>Treasures</i>	2010-11 Curric binder/docs for 6th, 7th, and 8th grades - DC State Standards - Updated Enrichment curric docs (Enrich tchrs only)	- Enrich/Spec: See materials needed for your assigned session. - Couns: Laptop (if avail)

CENTER CITY PCS TEACHER PRE-SERVICE 2010

Wed, Aug 18 – Petworth

KEY (B)asement (T)op Floor	Brightwood and Petworth	Capitol Hill and Trinidad	Congress Heights and Shaw
8:00-8:45am	Morning Gathering (All) – Main Hall		
8:50-9:50am	Morning Meeting In Cafeteria(B)	SOJOURNERS Framework Overview in Main Hall	SOJOURNERS Framework Overview in Main Hall
9:55-10:55am	SOJOURNERS Framework Overview in Cafeteria(B)	SOJOURNERS Planning in Library(T) – Cap 3 rd gr Rm(T) – Trin	Morning Meeting In Main Hall
11:00am-12:00pm	SOJOURNERS Planning in Cafeteria(B)	Morning Meeting In Main Hall	SOJOURNERS Planning in Library(T) – Cong 3 rd gr Rm(T) – Shaw
12:01pm	Return to Campuses		

PLEASE NOTE

- All – Wear your Center City PCS t-shirt (or a red shirt).
- Inclusion Specialist Team Meeting from 1-3pm @ Shaw Campus – 711 N Street, NW, WDC 20001

CENTER CITY PCS TEACHER PRE-SERVICE 2010

Thurs, Aug 19 – Petworth

KEY (B)asement (T)op Floor	PreK Teachers & Staff	K-2 Teachers & Staff	3-5 Teachers & Staff	6-8 Teachers & Staff	Enrichment, Specialists & Counselors
8:00-8:25am	Out of School Time (OST) Presentation by Michelle Sinkgraven (All) – Main Hall				
8:30-11:30am	Reggio Emilia PD/Book Study in PreK Rm(B)	<i>Investigations</i> PD in Cafeteria(B) (incl PK-2 ESL Teachers)	ELA Curriculum Overview and Planning in Library(T) (incl Reading Specialists, K-4 Inclusion Specialists, and 3-8 ESL Teachers)	Middle School Team PD/Planning Meetings in Main Hall (incl 5-8 Inclusion Specialists and All Enrichment Teachers)	Enrichment and Specialists: Attend sessions as assigned (see schedule). Counselors: Team Meeting in the 8 th gr Rm(T)
11:30am-12:25pm	Lunch by <i>Revolution Foods</i> – Main Hall				
12:30-3:30pm	Behavior Management PD in PreK Rm(B)	Math Curriculum Overview and Planning in Library(T) (incl PK-2 ESL Teachers)	<i>Investigations</i> PD in Cafeteria(B) (incl All Inclusion Specialists and 3-8 ESL Teachers)	Middle School Team PD/Planning Meetings in Main Hall (incl All Enrichment Teachers)	Enrich, IS, and ESL: Attend sessions as assigned (see schedule). Rdg Spec: Team PD/ Mtg in the 7 th gr Rm(T) Counselors: Team Meeting in the 8 th gr Rm(T)
Materials Needed	Materials provided at session	- Unit 1 TE for <i>Investigations</i> <i>Implementing Investigations Guide</i> - Math Curric binders (w/2010-11 inserts) - Laptop (if avail)	- Unit 1 TE for <i>Treasures</i> and <i>Investigations</i> <i>Implementing Investigations Guide</i> - ELA and Math Curric binders (w/2010-11 inserts) - Laptop (if avail)	2010-11 Curric binder/docs for 6th, 7th, and 8th grades - Text Resources/TE's for Unit One - Updated Enrichment curric docs (Enrich tchrs only)	- Enrich/IS/ESL: See materials needed for your assigned session. - RS: TBD - Couns: Laptop (if avail)

CENTER CITY PCS TEACHER PRE-SERVICE 2010

Fri, Aug 20 – Petworth

KEY (B) asement (T) op Floor	PreK Teachers & Staff	K-2 Teachers & Staff	3-5 Teachers & Staff	6-8 Teachers & Staff	Enrichment, Specialists & Counselors
8:00-8:30am	SPED/STAT Overview in Main Hall (incl PK-2 ESL Tchrs, K-4 Inclusion Specs, All Enrichment Tchrs, All Rdg Specs, and All Counselors)		Math Curriculum Overview and Planning in Library(T) (incl 3-8 ESL Teachers and 5-8 Inclusion Specialists)	Developmental Designs for MS In Cafeteria(B)	Enrich, RS, and Couns: SPED/STAT Overview in Main Hall
8:30-9:00am					IS and ESL: Attend sessions as assigned (see schedule).
9:00-9:30am	Work Session In PreK Rm(B)	Sci Curric Overview and Plan in 2 nd gr Rm(T) – Kinder 3 rd gr Rm(T) – 1 st -2 nd gr (incl PK-2 ESL Teachers and K-4 Inclusion Specialists)		SPED/STAT Overview in Cafeteria(B)	IS and ESL: Attend sessions as assigned (see schedule).
9:30-10:00am					Enrichment: Team Meeting and Curriculum Overviews in the Main Hall
10:00-10:30am		MS Advisory in Cafeteria(B)	Rdg Specialists: Team PD/ Meeting in the 7 th gr Rm		
10:30-11:00am				Counselors: Team Meeting in the 8 th gr Rm	
11:00-11:30am					
11:30am-12:00pm		(incl PK-2 ESL Teachers and K-4 Inclusion Specialists)	(incl 3-8 ESL Teachers and 5-8 Inclusion Specialists)		
12:01pm	Return to Campuses				
Materials Needed	TBD	2010-11 Sci and SS Curric docs (YAG, Unit Plans, CFPGs)	- Unit 1 TE for <i>Investigations</i> <i>Implementing Investigations Guide</i> - Math Curric binders (w/2010-11 inserts) - Laptop (if avail)	<i>The Advisory Book</i> by Linda Crawford	TBD

CENTER CITY PCS TEACHER PRE-SERVICE 2010

Tues, Aug 24 – Capitol Hill

<u>KEY</u> (G)round Floor (M)iddle Floor (T)op Floor	PK and K Tchrs & Staff	1-2 Tchrs & Staff	3-5 Tchrs & Staff	6-8 Tchrs & Staff	Enrich, Specs, & Counselors
8:30-9:10am	Ice Breaker/Whole Group Session (All) – Cafeteria(G)				
9:15-10:00am	Assessment Overview in Kinder Rm(M)	Assessment Overview in 2 nd gr Rm(M)	Assessment Overview in 5th gr Rm(T) – with laptop Computer Lab(T) – without laptop		IS/RS/ESL: Attend appropriate grade- level sessions (see schedule). Enrich & Couns: Team PD/Mtg in Cafeteria(G)
10:00-11:30am	Data Analysis in Kinder Rm(M)	Data Analysis in 1 st gr Rm(M) – 1 st gr 2 nd gr Rm(M)– 2 nd gr	Data Analysis in 3 rd gr Rm(M) – 3 rd gr 4 th gr Rm(M)– 4 th gr 5 th gr RM(T) – 5 th gr	Data Analysis in ELA Rm(T)–MS ELA Math Rm(T)– MS M Sci Rm(T) – MS Sci SS Rm(T) – MS SS	
11:30am-12:15pm	Lunch by <i>Revolution Foods</i> – Cafeteria(G)				
12:15-12:30pm	Group Energizer (All) – Cafeteria(G)				
12:35-3:30pm	Data PD/PLC in Kinder Rm(M)	Data PD/PLC in 1 st gr Rm(M) – 1 st gr 2 nd gr Rm(M)– 2 nd gr	Data PD/PLC in 3 rd gr Rm(M) – 3 rd gr 4 th gr Rm(M)– 4 th gr 5 th gr RM(T) – 5 th gr	Data PD/PLC in ELA Rm(T)–MS ELA Math Rm(T)– MS M Sci Rm(T) – MS Sci SS Rm(T) – MS SS	IS/RS/ESL: Attend appropriate grade- level sessions (see schedule). Enrich & Couns: Team PD/Mtg in Cafeteria(G)

PLEASE NOTE

- PK Teachers – Please bring your PALS kits.
- 1st and 2nd Grade Teachers – Please bring your DIBELS kits.
- 3rd-8th Grade Teachers – Please bring a laptop (if available).
- New K-2 tchrs, IA, IS, and RS only - Wireless Generation (DIBELS) Training on Mon, Aug. 23 from 8:30a-3:30p and Tues, Aug. 24 from 8:30-11:30a at 500 New Jersey Ave, NW (6th Floor)



District Professional Development Calendar 2012-13

Topic	Date of PD	Description	Evidence of Implementation (artifacts, tools , resources)
Teacher/Staff Pre-Service	Aug. 13-14, 21	- Curriculum Overviews - Aligning with CCSS - Collaborative Planning - Program/Resource Trainings	- Pre-service Schedule - Session Plan
Increasing Instructional Rigor	Sept. 7	- Using the Rigor-Relevance Framework to evaluate lesson plan rigor - Increasing rigor with research-based instructional strategies	- Session Plan - Session PPT Presentation
Capstone Project Collaborative Planning Session	Oct. 5	Grade-band collaborative planning of project-based activities for students	- Session Plan - Activity Descriptions (Gr 3-5 Sample) - Activity Worksheet (Gr 3-5 Sample)
Reading: Increasing Rigor	Oct. 19	- Instructional strategies for reading informational text - Aligning Math, Science, and Soc Studies instruction with ELA CCSS	- District-wide Schedule - Session Plans
The General Education Teacher's Role in Student Support Processes	Oct. 26	Review the requirements under various governing laws re: the general education teacher's role in SPED, 504 and ELL processes, etc.	Session Plan

ANet's A3 Planning/Passage Analysis	Nov. 16	• Plan for instruction by analyzing details, structure, and complexity of texts • Use common instructional pacing and planning guides to implement standards-based ELA instruction	• District-wide Schedule • Session Plans • A3 Pacing Calendar • Rubrics for Text Complexity • Sign-in sheet
Coaching Session: Lesson Planning	Dec. 14	• Develop/improve lesson plans using <i>the Logic of Backward Design</i> • Teachers will develop an assessment framework based on lesson objectives and evidence of mastery	• Session Plans • Sign-in sheet
Team Meetings: Reflecting on ANet's A3 and Planning for A4	Jan. 3	• Identify effective instructional strategies aligned to Math and ELA skills on A3 & A4 calendars • Data Reporting and Analysis PLCs • Character Education (Focus – TBD)	• District-wide Schedule • Session Plans
Accessibility for All Learners: Kurzweil training and Fine Motor Accessibility	Jan. 4	• Envision Technologies Training on Kurzweil • Fine Motor Accessibility with occupational therapists from End to End Solutions	• District-wide Schedule • Presenter Materials
Grade-level Band Planning Sessions	Jan. 11	• Aligning calendars and pacing guides to specific objectives and standards across all campuses • Share best practices and resources • Prepare for upcoming assessemnts	• District-wide Schedule • Session Plans • Sign-in Sheets
Coaching Session: Key Points	Jan. 18	• Scripting a procedural, conceptual, and misconception key points for each instructional	• District-wide Schedule • Session Plans

		standard/objective Create assessments that correspond to each key point	Sign-in Sheets
Instructional Resources Scavenger Hunt	Feb. 22	- Identify Common Core standards to prioritize for instructional planning using ANet documents - Identify specific activities and instructional tools from the provided online resources to embed in lesson planning	- District-wide Schedule - Session Plans - Sign-in Sheets - Completed Scavenger Hunt Activities
Teaching Test-Based Questioning Strategies	Mar. 8	- Explore various approaches to teaching questioning as a reading comprehension strategy using an external online PD module - Create, adapt, or revise a questioning framework to use with their students in the classroom	- District-wide Schedule - Session Plans - Sign-in Sheets - Classroom tool
DC-CAS Rigorous Review & Unit Planning	Mar. 15	- Using a template, teachers will plan collaboratively to prepare for the DC-CAS - Teachers will also preview units and assessment packets to prepare for Q4	- District-wide Schedule - Sign-in Sheets - Planning Template
DC-CAS Prep (Classrooms)	Apr. 5	Lesson planning and classroom preparation for rigorous DC-CAS review	N/A
Aligning Assessment with Common Core: Captstone - PARCC	Apr. 19	- Overview of PARCC Assessment - Create exemplars of visual aids for performance-based assessment (Capstone) - Explore strategies for providing	- District-wide Schedule - Sign-in Sheets - Session PowerPoints

		feedback on student writing (Capstone)	
Curric/Program Feedback and Planning Session	May 17	Grade-level collaborative feedback session regarding curriculum and programming for SY2013-14	- Session Sign-in Sheets - Feedback Charts

PD CALENDAR 2010-11		
ANet Meetings	(8)	PreCycle Planning: Sept. 1, Oct 8, Dec 3, Feb 18 Data: Oct 29, Dec 17, Mar 4, May 13
Data Meetings or PLCs	(9)	PK-2: Oct, 8, Oct 29, Nov 19, Dec 17, Jan 21, May 20, Jun 20 3-8: Sept 24, Jan 21, May 20
Curriculum & Instruction PDs or PLCs	(12)	PK-2: Sept. 2, Dec 3, Jan 14, Feb 4, Feb 18, Mar 25, May 20 3-8: Sept 1, Nov 19, Jan 14, Feb 4, May 20
SOJOURNERS PDs	(4)	~~Sept 10 or Oct 15~~ ~~Dec 17~~ Mar 11 May 27
Campus-based PDs	(16)	Sept 3, 10, 17, 24; Oct 1, 15, 22; Nov 12; Dec 10, 21; Jan 7 Feb 25; Mar 25 Apr 15, 29; May 6; Jun 3, 17
Teacher Grading	(3)	Nov 5 Jan 28 Apr 1
Parent-Teacher Conferences	(3)	Nov 11 Feb 11 Apr 15

July 2010

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5 Independence Day (Observed)	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23 Admissions Testing END (tentative)	24
25	26	27	28	29	30	31

August 2010

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9 New Tchr Induction (HR)	10 New Tchr Induction (Academic Team)	11 New Tchr Induction (Academic Team)	12 New Tchr Induction (Academic Team)	13	14
15	16 PRE-SERVICE am – Welcome Ceremony pm - Campuses	17 PRE-SERVICE Full-day: System-wide	18 PRE-SERVICE am – System-wide pm - Campuses	19 PRE-SERVICE Full-day: System-wide	20 PRE-SERVICE am – System-wide pm - Campuses	21
22	23 PRE-SERVICE Full-day: Campuses	24 PRE-SERVICE Full-day: System-wide	25 PRE-SERVICE Full-day: Campuses	26 PRE-SERVICE Full-day: Campuses	27 PRE-SERVICE Full-day: Campuses	28
29	30 1 st Day of School 12:30pm Dismissal pm @ Campuses	31 12:30pm Dismissal pm @ Campuses				

September 2010

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
ASSESSMENT SCHEDULE** - DIBELS BOY Testing Window (K-2): Sept. 7-30 - Performance Series BOY Testing Window (3-8): Sept. 16-Oct. 1			1 12:30pm Dismissal pm – C&I/PLC PD for grade 3-8 Teachers	2 12:30pm Dismissal Pm – C&I/PLC PD for K-2 Tchrs and Letter People Training for PreK	3 12:30pm Dismissal pm @ Campuses	4
5	6 Labor Day (Schools and Offices Closed)	7*	8*	9*	10* 1:30-4:00pm HWOT Training for PreK (Cap Hill)	11

October 2010

19	20**	21**	22**	23**	24** Campus-based PD/Teacher Work Afternoon PowerTeacher Refresher (tentative)	25
26	27** 1:30-4p OWL Training for PreK (Location-TBD)	28**	29**	30**		

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<u>ASSESSMENT SCHEDULE***</u> - PALS/CIRCLE Testing Window (PreK): Oct. 4-22 - TEMA Testing Window (K-2): Oct. 4-22 - ANet1 Testing Window (3-8): Oct. 20-21 <u>NOTE</u> – Possible System-wide SOJOURNERS PD: Oct. 15, or 22 (TBD)					1 Prog Reports (Q1) 1:30-4p PK-2 Assess PD Campus-based 3-8 Data Mtgs	2
3	4**	5**	6**	7**	8** System-wide PD/Mtg PK-2 C&I/PLC and 3-8 ANet #2 PreCycle Plan Mtg	9
10	11 Heritage Day (Schools and Offices Closed)	12**	13**	14**	15** Campus-based PD	16
17	18**	19**	20***	21***	22** Campus-based PD	23
24 31	25	26 1-4p ANet Coaches' Mtg (CO)	27	28	29 System-wide PD/Mtg PK-2 BOY Data Mtg 3-8 ANet Data Mtg #1	30

November 2010						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4 Q1 Ends	5 Q1 Grading	6
7	8	9	10	11 Veteran's Day (Schools Closed for Students) Q1 P-T Conferences/ Pre-K C&I	12 Campus-based PD	13
December 2010						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					Pre-K (12:30-3pm) pm – PK; 3-8 C&I/PLC; Team Mtg	
21	22	23	24 Thanksgiving Break Begins (Schools & Offices Closed @ 12:30pm)	25 Thanksgiving Break (Schools and Offices Closed)	26 Thanksgiving Break (Schools and Offices Closed)	27
28	29	30	Nov. 19 – PreK Reggio			

ASSESSMENT DATES*			1	2	3	4
ANet2 Testing Window (3-8): Dec. 8-9					System-wide PD/Mtg PK-2 C&I/PLC PD 3-8 ANet PreCycle Planning #3	
5	6	7	8*	9*	10 Prog Reports (Q2) Campus-based PD	11
12	13	14	15	16	17 PK-2 Data PLC 3-8 ANet Data Mtg #2	18
19	20 Schools Closed for Students	21 Schools Closed for Students Campus-based PD	22 Winter Break Begins	23 Winter Break Christmas Eve (Observed) – Schools and Offices Closed	24 Winter Break Christmas (Observed) – Schools and Offices Closed	25
26	27 Winter Break	28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break New Year's Day (Observed) – Schools and Offices Closed	
January 2011						

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2	3 School Resumes	4	5**	6**	7** Campus-based PD	8
9	10****	11****	12****	13****	14**** System-wide PD/Mtg Pk-8 C&I/PLC	15
16	17 MLK Day (Schools and Offices Closed)	18****	19****	20***	21*** Campus/Pair/Triad MOY Data Mtgs	22
23	24**	25**	26**	27* Q2 Ends	28 Q2 Grading	29
30	31*	<u>ASSESSMENT DATES*****</u> • DIBELS MOY Testing Window (K-2): Jan 5-26 • Performance Series MOY Testing Window (3-8): Jan 5-19 • PALS/CIRCLE Re-Testing Window (PreK – select students only): Jan 10-21 • TEMA Re-Testing Window (K-2 – select students only): Jan 10-21 • NAEP Testing Window (4 & 8): Jan 24-25 @ Brightwood/Jan 26-27 @ Cap Hill/Jan 31-Feb 1 @ Cong Hgts				

February 2011

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1*	2*	3*	4 System-wide PD/Mtg PK-2 C&I/PLC	5
6	7*	8*	9*	10*	11 Q2 P-T Conferences/ Report Cards	12
13	14	15	16	17	18 System-wide PD/Mtg PK-2 C&I/PLC 3-8 ANet PreCycle Planning #4	19
20	21 President's Day (Schools and Offices Closed)	22	23*	24*	25 Campus-based PD	26
27	28	<u>ASSESSMENT DATES**</u> • NAEP Testing Window (4 & 8): Jan 31-Feb 2 @ Cong Hgts/Feb 2-3 @ Petworth/Feb 7-8 @ Shaw/Feb 9-10 @ Trinidad • ANet3 Testing Window (3-8): Feb 23-24 • Feb. 4 – PreK Reggio				

March 2011

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2 Prog Reports (Q3)	3	4 PK-2 Work Afternoon 3-8 ANet Data Mtg #3	5
6	7	8	9	10	11 System-wide SOJOURNERS PD	12
13	14	15	16	17	18 Campus-based PD	19
20	21	22	23	24	25 PK-2 C&I/PLC PD 3-8 Work Afternoon	26
27	28	29	30	31		

April 2011

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Q3 Ends/Grading	2
3	4 DC-CAS	5 DC-CAS	6 DC-CAS	7 DC-CAS	8 DC-CAS Full-day of School (No Early Dismissal)	9
May 2011						
					Report Cards/ Campus-based PD (School Closed for Students)	
17	18 Spring Break Begins	19 Spring Break	20 Spring Break	21 Spring Break	22 Spring Break Good Friday (Schools and Offices Closed)	23
24 Easter	25 Spring Break	26	27	28	29 Campus-based PD	30

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2**	3**	4*	5*	6* Campus-based PD	7
8	9***	10***	11***	12***	13*** System-wide PD/Mtg PK-2 Data PLC 3-8 ANet Data Mtg #4	14
15	16**** Prog Reports (Q4)	17****	18****	19****	20**** System-wide PD/Mtg EOY Stretch Planning	21
22	23*	24*	25*	26*	27* System-wide SOJOURNERS PD	28
29	30 Memorial Day	31*	<u>ASSESSMENT DATES*****</u> - ANet4 Testing Window (3-8): May 2-3 - Performance Series EOY Testing Window (3-8): May 9-20 - PALS/CIRCLE EOY Testing Window (PreK): May 9-20 - TEMA EOY Testing Window (K-2): May 2-20 - DIBELS EOY Testing Window (K-2): May 16-June 3 May 20 – PreK Reggio			
June 2011						

May 20 – PreK
Reggio

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<u>ASSESSMENT DATES</u> • DIBELS MOY Testing Window (K-2): May 16-June 3			1*	2*	3* Campus-based PD	4
5	6	7	8	9	10 CCPCS Graduation	11
12	13	14	15	16	17 Last Day for Students Campus-based PD	18
19	20 am – EOY Data Mtgs (PK-2) pm – EOY Data Mtgs (3-8)	21 Closing Ceremony	22	23	24 Last Day for Teachers	25
26	27	28	29	30		

July 2011						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4 Independence Day – Schools and Offices Closed	5 Summer School Begins	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29 Summer School Ends	30
31						

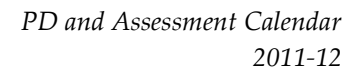
August 2011						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8 Teacher Pre-service Begins	9	10	11	12	13
14	15	16	17	18	19 Welcome Assembly District-Wide PLC (ANet Precycle #1)	20
21	22 District-Wide Literacy and Math PD	23 District-Wide Literacy and Math PD	24 District-Wide PD	25	26	27
28	29 First Day for Students	30	31	Campus-Based PD Days: Aug. 8-12, Aug. 15-18, Aug. 25-26		

September 2011						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2 District-Wide PD – Literacy (1 of 4)	3
4	5 Labor Day – Schools and Offices Closed	6	7 Performance Series (3-8) - Reading	8 Performance Series (3-8) - Math	9 Performance Series Make-ups (3-8) District-Wide PD – Literacy (2 of 4)	10
11	12 DIBELS BOY Window Opens	13	14	15	16 District-Wide PD – Math (1 of 4)	17
18	19	20	21	22	23 DIBELS BOY Window Closes District-Wide PD – Math (2 of 4)	24
25	26	27	28	29 Back-to-School Night Mid-Quarter Progress Reports	30 District-Wide PLCs (ANet Precycle #2)	31

October 2011						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2	3	4 <u>ANet Assessment #1</u> ELA (2-8) Social Study Interim Assessment #1 (6-8)	5 <u>ANet Assessment #1</u> Math (2-8) Science Interim Assessment #1 (5-8)	6	7 District-Wide PLCs – Collaborative Planning (1 of 6)	8
9	10 Columbus Day – Schools and Offices Closed	11 Kinder: BOY Math Assessment	12 Grade 1: Interim Math Assessment Kinder: BOY Math Assessment	13 Kinder: BOY Math Assessment	14 District-Wide Data (ANet Data Mtg #1) Kinder: BOY Math Assessment	15
16	17 Circle BOY Window Opens	18 Grade 2: End of Quarter 1 Math Assessment	19	20	21 Campus-Based PD and SIP Review (1 of 8)	22
23	24	25	26	27	28 District-Wide PD – Literacy (3 of 4)	29
30	31					

November 2011						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Grade 1: Interim Math Assessment	2 End of 1st Quarter	3	4 District-Wide PD – Literacy (4 of 4)	5
6	7	8 Performance Series (3-8) - Reading	9 Performance Series (3-8) - Math	10 Performance Series Make-ups	11 Parent-Teacher Conferences – No School for Students	12
13	14	15 Circle BOY Window Closes	16	17	18 Campus-Based PD and SIP Review (2 of 8)	19
20	21	22	23 Thanksgiving—Schools Closed	24 Thanksgiving – Schools and Offices Closed	25 Thanksgiving – Schools and Offices Closed	26
27	28	29	30			

December 2011						



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2 District-Wide PLCs (ANet Precycle #3)	3
4	5	6 <u>ANet Assessment #2</u> ELA (2-8) Social Study Interim Assessment #2 (6-8)	7 <u>ANet Assessment #2</u> Math (2-8) Science Interim Assessment #2 (5-8)	8 Mid-Quarter Progress Reports	9 Campus-Based PD and SIP Review (3 of 8)	10
11	12 Kinder: Mid Year Math Assessment 12/12-12/16	13 Grade 1: Interim Math Assessment	14	15	16 District-Wide Data Meeting (ANet Data Mtg #2)	17
18	19	20	21 Winter Break	22 Winter Break	23 Winter Break	24
25	26 Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30 Winter Break	31

January 2012

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 No School for Students-Teachers Report to Schools for PD	3	4	5	6 Campus-Based PD and SIP Review (4 of 8)	7
8	9 MOY DIBELS Window Opens	10	11	12	13 District-Wide PD – Math (3 of 4)	14
15	16 Martin Luther King, Jr. Day – Schools and Offices Closed	17 Circle MOY Window Opens	18 Grade 2 MOY Math Assessment	19 Grade 2 MOY Math Assessment	20 District-Wide PD – Math (4 of 4)	21
22	23 End of 2nd Quarter Kinder: Mid Year Math Assessment	24 Kinder: Mid Year Math Assessment	25 All grades in grade book by COB Grade 1: Mid Year Math Assessment Kinder: Mid Year Math Assessment	26 Grade 1: Mid Year Math Assessment Kinder: Mid Year Math Assessment	27 All Comments in grade book by COB District-Wide PLCs (ANet Precycle #4) Kinder: Mid Year Math Assessment	28
29	30 All Grades and Comments reviewed by 3:59:59pm Roger Rolls Grades	31 <u>ANet Assessment #3</u> ELA (2-8) Social Study Interim Assessment #3 (6-8) MOY DIBELS Window Closes				

February 2012

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 <u>ANet Assessment #3</u> Math (2-8) Science Interim Assessment #3 (5-8)	2 Operations Associates Print for Distribution by COB	3 Regular Friday Schedule Parent-Teacher Conferences	4
5	6	7	8	9	10 District-Wide Data Meeting (ANet Data Mtg #3)	11
12	13	14	15 Circle MOY Window Closes Grade 1: Interim Math Assessment	16	17 Mini-Break – Schools and Offices Closed	18
19	20 Mini-Break – Schools and Offices Closed	21	22	23	24 Campus-Based PD and SIP Review (5 of 8)	25
26	27 Mid-Quarter Progress Reports	28	29			

March 2012

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

				1	2 District-Wide PLCs – Collaborative Planning (2 of 6)	3
4	5	6 Performance Series (2-8) - Reading	7 Performance Series (2-8) - Math	8 Performance Series – Make-ups	9 OPEN	10
11	12	13	14	15	16 Campus-Based PD and SIP Review (6 of 8)	17
18	19	20 Grade 1: Interim Math Assessment	21	22	23 DC-CAS Logistics PD (Campus Based)	24
25	26 <u>ANet Assessment #4</u> ELA (2-8) Social Study Interim Assessment #4 (6-8)	27 <u>ANet Assessment #4</u> Math (2-8) Science Interim Assessment #4 (5-8)	28	29 Grade 2: End of Quarter 3 Math Assessment End of 3rd Quarter	30 District-Wide Data Meeting (ANet Data Mtg #4)	31

April 2012

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Spring Break	3 Spring Break	4 Spring Break	5 Spring Break	6 Spring Break Schools and Offices Closed	7
8	9 Spring Break All Grades and Comments in Grade Book by COB Schools and Offices Closed	10	11 All Grades and Comments reviewed by 3:59:59pm Roger Rolls Grades	12	13 Operations Associates Print for Distribution by COB Campus-Based PD and SIP Review (7 of 8)	14
15	16 Parent-Teacher Conferences – No School for Students	17 DC-CAS Circle EOY Window Opens	18 DC-CAS	19 DC-CAS	20 DC-CAS District-Wide PLCs – Collaborative Planning (3 of 6)	21
22	23 DC-CAS	24 DC-CAS	25 DC-CAS	26 DC-CAS	27 DC-CAS OPEN	28
29	30					

May 2012						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4 District-Wide PLCs – Collaborative Planning (4 of 6)	5
6	7 Kinder: End of Year Math Assessments 5/7-5/18	8	9	10 Mid-Quarter Progress Reports	11 Campus-Based PD and SIP Review (8 of 8)	12
13	14	15	16	17	18 OPEN	19
20	21 EOY DIBELS Window opens	22	23	24	25 District-Wide PLCs – Collaborative Planning (5 of 6)	26
27	28 Memorial Day – Schools and Offices Closed	29	30 Grade 2: EOY District Math Assessment Grade 1: EOY Math Assessment	31 Grade 2: EOY District Math Assessment Grade 1: EOY Math Assessment		

June 2012

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Regular Friday Schedule Parent-Teacher Conferences	2
3	4	5 Performance Series (2-8) – Reading	6 Performance Series (2-8) – Reading EOY DIBELS Window Closes	7 Performance Series Make-ups Circle EOY Window Closes	8 8 th Grade Promotion	9
10	11	12	13 Last Day of School – Early Dismissal	14 District-Wide PLCs – Collaborative Planning (6 of 6)	15 All Grades and Comments in Grade Book by COB	16
17	18 All Grades and Comments reviewed by 3:59:59pm Roger Rolls Grades	19	20 Operations Associates Print and Mail by COB Last Day for Teachers	21	22	23
24	25	26	27	28	29	30

CENTER CITY PCS ~ 2012 STAFF PRE-SERVICE SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Aug 13 – District PD <u>FULL DAY @</u> Petworth 8:00a-3:00p (All) Welcome Assembly/PD	Aug 14 – District PD <u>FULL DAY @</u> Petworth 8:00a-3:00p (All) Curriculum Overviews/Team Planning	Aug 15 – Campus PD Report to your campus. <u>GLAD Training @</u> Cap Hill 8:30a-3:00p/Cafeteria For Brightwood and Trinidad only <u>Just Words Training @</u> Shaw 8:00a-3:30p/Rm – TBD For pre-registered staff only	Aug 16 – Campus PD Report to your campus. <u>Appletree Training</u> (off-site) 8:00a-4:30p For PreK and assigned staff <u>GLAD Training @</u> Cap Hill 8:30a-3:00p/Cafeteria For Brightwood and Trinidad only <u>Just Words Training @</u> Shaw 8:00a-3:30p/Rm – TBD For pre-registered staff only	Aug 17 – Campus PD Report to your campus. <u>Appletree Training</u> (off-site) 8:00a-4:30p For PreK and assigned staff <u>Foundations Word Study Training @</u> Petworth 8:00a-3:30p/Rm – TBD For pre-designated staff from Brightwood, Cap Hill, and Trinidad only
Aug 20 – District PD <u>FULL DAY @</u> Petworth 8:00a-3:00p PD/Curriculum Overviews/Team Planning <u>mCLASS Training @</u> Petworth (see daily schedule for details) <u>Appletree Training</u> (off-site) 8:00a-4:30p For PreK and assigned staff <u>Just Words Site Screening and Placement @</u> Petworth 8:30-11:30am/Room 105 For pre-registered staff only	Aug 21 – Campus PD <u>Appletree Training</u> (off-site) 8:00a-4:30p For PreK and assigned staff <u>mCLASS DIBELS Next Training @</u> Petworth 8:00-11:15am/Rm – TBD For Cap Hill, Cong Hgts, and Shaw <u>K-5</u> Staff only 11:45am-3:00pm/Room – TBD For Brightwood, Petworth, and Trinidad <u>K-5</u> Staff only <u>SPED Teachers Training</u> Details – TBD	Aug 22 – Campus PD <u>Appletree Training</u> (off-site) 8:00a-4:30p For PreK and assigned staff	Aug 23 – Campus PD Report to your campus.	Aug 24 – Campus PD Report to your campus.



PLEASE NOTE

• Petworth Campus – 510 Webster Street, NW, WDC 20011 • Capitol Hill Campus – 1503 East Capitol Street, SE, WDC 20003 • Shaw Campus – 711 N Street, NW, WDC 20001 • Appletree Training – McCormick Pavilion, Providence Hall, 3rd Floor, 415 Michigan Ave, NE, WDC 20017	• Aug. 13, 14, and 20 – Lunch will be provided. • Mon, Aug. 13 – Wear your campus colors. • Mon, Aug. 20 – Wear your Center City PCS t-shirt (or red), and appropriate clothing for a brief, outdoor, kinesthetic activity. • Electrical outlets and wi-fi access will be limited. Please be sure to charge your laptops, smart phones, etc. in advance and prepare to use personal wi-fi networks.

CENTER CITY PCS TEACHER PRE-SERVICE 2012

Mon, Aug 13 – Petworth					
	PreK Teachers & Staff	K-2 Teachers & Staff	3-5 Teachers & Staff	6-8 Teachers & Staff	Enrichment, Specialists & Counselors
8:00-11:00am	Welcome Assembly (All) – Main Hall (Travis/Michon)				
11:00-11:55am	Lunch by <i>Potbelly Sandwiches</i> – Main Hall				
12:00-1:20pm	SPED: Co-Teaching – Main Hall (Lauren/Megan)		<i>Responsive Classroom/ Morning Gathering - Cafeteria (Shavonne/Toni)</i>	Common Core: ELA – Room 206 (Travis/Dallas)	Enrichment – <i>Responsive Classroom</i> (see 3-5) Specialists – Attend Grade-level sessions as assigned. Counselors – Dept Mtg – Rm 204 (Charlene/Cecelia)
1:30-3:00pm			Rigorous Review: Reading – Room 205 (Ros)	<i>Developmental Designs/ Morning Gathering - Cafeteria (Toni/Niya)</i>	Enrichment – <i>Developmental Designs</i> (see 6-8) Specialists & Counselors – Continue previous session
Materials Needed	Paper, pens/pencils, highlighters				Enrichment - See your session-specific schedule.
Please Note	- Session Feedback Survey Link - http://www.surveymonkey.com/s/CCPCSPre-ServiceSurvey - Lunch will be provided. Wear your campus colors. - Electrical outlets and wi-fi access will be limited. Please be sure to charge your laptops, smart phones, etc. in advance and prepare to use personal wi-fi networks.				

CENTER CITY PCS TEACHER PRE-SERVICE 2012

Tues, Aug 14 – Petworth

	PreK Teachers & Staff	K-2 Teachers & Staff	3-5 Teachers & Staff	6-8 Teachers & Staff	Enrichment, Specialists & Counselors
8:00-8:10am	Morning Gathering (All) – Main Hall (Niya)				
8:10-9:40am	Appletree Curriculum Session – Room 201 (Ros)	ELA Workshop – Main Hall (Jennifer)	Math Workshop – Room 205 (Melissa)	Content for 6 th Workshop ELA – Rm 206 (Dallas) Sci – Rm 207 (Josh) SS – Rm 208 (Shavonne) Math – Rm 209 (Rachel)	Enrichment – Dept Mtgs – Rm 202 (Maya)
9:50-11:10am					Specialists – Attend Grade-level sessions as assigned.
	Counselors – Dept Mtg – Rm 204 (Charlene)				
11:15am-12:10pm	Lunch by <i>Potbelly Sandwiches</i> – Main Hall				
12:15-3:00pm	12:15-1:45pm only <i>Responsive Classroom/</i> Morning Gathering – Cafeteria (Toni)	Math Workshop – Main Hall (Melissa)	ELA Workshop – Room 205 (Amanda)	Content for 7 th Workshop ELA – Rm 206 (Dallas) Sci – Rm 207 (Josh) SS – Rm 208 (Shavonne) Math – Rm 209 (Rachel)	Continue morning sessions.
Materials Needed	- Planning materials - Paper, pens/pencils, highlighters, etc.	- Planning materials - Paper, pens/pencils, highlighters, etc.	- Planning materials - Paper, pens/pencils, highlighters, etc.	- Planning materials - Paper, pens/pencils, highlighters, etc.	Enrichment - See your session-specific schedule. Counselors - Laptops
Please Note	- Session Feedback Survey Link - http://www.surveymonkey.com/s/CCPCSPre-ServiceSurvey - Lunch will be provided. - Electrical outlets and wi-fi access will be limited. Please be sure to charge your laptops, smart phones, etc. in advance and prepare to use personal wi-fi networks.				

CENTER CITY PCS TEACHER PRE-SERVICE 2012

Mon, Aug 20 – Petworth

	K-2 Teachers & Staff	3-5 Teachers & Staff	6-8 Teachers & Staff	Enrich, Specs & Couns
8:00-8:20am	Recess: Morning Edition (All) – 5 th St. Circle Park/Rain Site: Cafeteria (Playworks)			
8:30-11:20am	8:30-9:15am Social Studies Workshop - Cafeteria (Hilda)	8:30-9:50am Social Studies Workshop – Rm 205 (Travis)	8:30-9:50am Content for 8 th Workshop ELA – Rm 206 (Dallas) Sci – Rm 207 (Josh) SS – Rm 208 (Shavonne) Math – Rm 209 (Rachel)	8:30-10:00am Enrichment – PD – Rm 202 (Support Services)
	9:20-10:30am Responsive Classroom/ Morning Gathering - Cafeteria (Toni)			10:15-11:20am Enrichment – Dept Mtgs (Leads) Mus/Art/Dan – Rm 202 PE – Rm 203 Spanish – Rm 210
	10:35-11:20am Social Studies Workshop - Cafeteria (Travis)	10:00-11:20am Science Workshop – Rm 205 (Hilda)		8:30-11:20am Specialists – Attend Grade- level sessions as assigned.
	8:30-11:20am DIBELS Next for <u>NEW</u> K-5 Teachers – Rm 201 (mCLASS)		10:00-11:20am MS Team Collaborative Planning – Main Hall (Shavonne/Rachel/ Dallas/Josh)	8:30-11:20am Counselors – Dept Mtg – Rm 204 (Charlene)
11:25am-12:10pm	Lunch – Main Hall			
12:15-3:00pm	Burst Training for K-2 at Cap Hill, Cong Hgts, Shaw only – Room 201 (mCLASS)	SPED: Co-Teaching – Main Hall (Lauren/Charlene)		Enrichment – Dept Mtgs – Rm 202 (Maya) Specialists – Attend Grade- level sessions as assigned. ELL – Dept Mtg – Rm 210 (Megan) Counselors – Counselors Planning Mtg – Rm 204
Materials Needed	- Planning materials - Paper, pens/pencils, highlighters, etc.	- Planning materials - Paper, pens/pencils, highlighters, etc.	- Planning materials - Paper, pens/pencils, highlighters, etc.	Enrichment - See your session-specific schedule. Counselors - Laptops
Please Note	- Session Feedback Survey Link - http://www.surveymonkey.com/s/CCPCSPre-ServiceSurvey - Lunch will be provided. Wear your Center City PCS t-shirt (or red), and appropriate clothing for a brief, outdoor, kinesthetic activity. - Electrical outlets and wi-fi access will be limited. Please be sure to charge your laptops, smart phones, etc. in advance and prepare to use personal wi-fi networks.			

Appendix E

Charter School Annual Performance Review

Center City PCS - Congress Heights Campus Compliance Review

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Invoice from Newspaper Organization and Ad Proof	Yes
ii. Cutoff date for enrollment was announced in advance.	Printed Newspaper Ad	Yes
iii. Lottery, if needed, was conducted fairly.	Printed Lottery Procedures	Yes
iv. Waiting list is accurately maintained. Students are enrolled in order from list.	Waiting List	Yes

Comments:

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Signed Signature Page of Student Handbook on file.	Yes
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, PGT, etc).	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.	Parent Notification Letter	Yes

Comments:

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Policies and Procedures Manual	Yes

Comments:

Charter School Annual Performance Review

Center City PCS - Congress Heights Campus Compliance Review

I. STUDENT INFORMATION (Continued)

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Referral Form	Yes
iv. Invoices are on file to show documentation of special education services.	SPED Vendor Contracts	Yes

Comments:

End-to-End Solutions is the vendor under contract with Center City.

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	No
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	Kindergarten WIDA ACCESS Placement Test (K-WAPT)	Yes
iv. School has appropriate resources and supports available for ELLs.		N/A
v. Students are exited from language support programs when they have reached Level 5 English proficiency.		N/A
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.		N/A
vii. School provides communication to homes in native languages that families can understand.		N/A

Comments:

The school has two English Language Learners, but their first language is English, so they are mainstreamed.

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	No Nurse, But Staff Certified to Administer Medicine	Yes
ii. Student health records exist and are up to date.	Updated Student Health Card	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Memo from principal or other school administration informing relevant staff of student health conditions.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments:

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Student Quarterly Report Cards	Yes

Comments:

Charter School Annual Performance Review
Center City PCS - Congress Heights Campus Compliance Review

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

All sections were in place.

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

Charter School Annual Performance Review

Center City PCS - Congress Heights Campus Compliance Review

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

Insurance certificate dated July 16,08.

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds.....)	View electronic copy of inventory	Yes
ii. Sources of funds are identified.	Title I/Federal Funds Only	Yes
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	All Inventory are Labeled	Yes

Comments:

Funding sources on attached sheet. School was told to put sources in same sheet as items.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O and Lease	Yes

school has not received it yet.

Comments:

Lease on file. Expiration date, July 2009.

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	No
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Held w/in First 10 Days of School and monthly	Yes

Comments:

Inspection done on 10/3. School had violations. Reinspection on 11/3

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	No
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

BBL has been applied for and approved, but school has not yet received the certificate.

Charter School Annual Performance Review

Center City PCS - Congress Heights Campus Compliance Review

III. SITE INFORMATION (Continued)

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.		No
iii. At least two Trustees are parents of a student attending the school.		No
iv. PCSB has been notified of all Board changes, with updated contact information.		N/A

Comments:

The Board of Trustees list on file at the PCSB does not list residential addresses or indicate parent members. Please ask for documentation that confirms the majority of members are D.C. residents and at least two members are parents.

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.		N/A
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:

This is a new school.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.		No
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."		No
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."		No
v. Paraprofessionals meet the HQT requirements of NCLB.		

Comments:

All staff records are kept in the central office. Charter was told to send letters immediately.

Charter School Annual Performance Review

Center City PCS - Congress Heights Campus Compliance Review

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
	Content of IEP	Required components <u>included in IEP</u>		
		Additional components for transition services for <u>students age 16 and over</u>		
		Transfer of rights at least one year prior to the age of <u>majority</u>		
	Provision of Services	Special education and related services are provided as indicated on IEPs		
Comments:				
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability		
	Assessment in Student's Native Language	Students are assessed in <u>their native language</u>		
	Reevaluations	Students are evaluated at <u>least every three years</u>		
Comments:				
iii. §300.340-343 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons		
	Observations	Observation conducted in regular classroom by team member other than regular <u>teacher</u>		
	Written Report	Written report contains all required components		
Comments:				
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities		
Comments:				

Charter School Annual Performance Review

Center City PCS - Congress Heights Campus Compliance Review

V. SPECIAL EDUCATION (Continued)				
v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified		
	Provision of Services	Related services included on students' IEPs are provided as specified		
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE		
Comments:				
§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revise d annually		
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)		
		Include additional participants for transition planning for students age 16 and over.		
	Parent Participation	Parents are notified and invited to participate in IEP meeting		
		Additional procedures are implemented to ensure parent participation		
Comments:				
vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components		
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)		

Charter School Annual Performance Review

Center City PCS - Congress Heights Campus Compliance Review

V. SPECIAL EDUCATION (Continued)

	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information		

Comments:

Appendix F

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Ad Proof (Sample)	Yes
ii. Cutoff date for enrollment was announced in advance.	Flyer	Yes
iii. Lottery, if needed, was conducted fairly.		N/A
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		N/A

Comments:

iii. and iv. No waiting list or lottery process in place for current school year.

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	Schedule of planned SST meetings w/SST roster	Yes

Comments:

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Parent/Student Acknowledgement Form	Yes
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, DOT, etc.).	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.	Parent Notification Letter	Yes

Comments:

i. It is not clear whether all families have acknowledged receipt of handbook at this time--signed forms were not in order.

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments:

I. STUDENT INFORMATION (Continued)**E. Special Education and physically disabled students (section 504) are properly identified.**

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.		
ii. Current IEPs are on file for students receiving special education services.		
iii. Special education assessments are completed within 120 days of referral.		
iv. Invoices are on file to show documentation of special education services.	SPED Vendor Contracts	Yes

Comments:

End-to-End Solutions is the vendor under contract with Center City.

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Documentation of Services Provided	Yes
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	WIDA ACCESS Proficiency Test (WAPT)	Yes
iv. School has appropriate resources and supports available for ELLs.	Supplemental Materials	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.	Monitoring Service Forms	Yes
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.	ACCESS Results w/ Test Dates	Yes
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	Nurse on Staff	No
ii. Student health records exist and are up to date.		N/A
iii. Teachers are made aware of student health conditions that may require emergency response.	Memo from principal or other school administration informing relevant staff of student health conditions.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	No

Comments:

i. Nurse certification not available. ii. Unable to check student health records due to nurse on field trip. iv. Asthma/allergy poster does not list contact information.

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Mid-Term Progress Reports	Yes

Comments:

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

All key sections are in place.

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

No new administrative personnel.

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

Effective 01/01/08-Exp Date 07/01/09. Copy included with this report.

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds.....)	View electronic copy of inventory	Yes
ii. Sources of funds are identified.	All Sources of Funds are Present	Yes
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	All Inventory are Labeled	Yes

Comments:

Computer and other electronic equipment s part of rental agreement. Limited inventory located at the school is purchased by Central Office. See enclosed memorandum from Central Office regarding funding.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O	Yes

Comments:

Cert. of Occ. date reflects 06/10/08; current lease will expire on July 31, 2013. A copy of each item is included with this report.

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.		No
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Not Held w/in First 10 Days, But Held Monthly	No

Comments:

i. Inspector Hunt conducted the DC Fire Inspection on 10/16, but certificate and/or report is unavailable for review. iii. First fire drill was held on 09/23 and second one 9/29; fire drill log for the remainder of the school year is available.

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA		Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

i. Approved notice dated 09/17/08 from Inspector Ivory Gene Cooper, badge# 650. Copy is included with this report. iii. Rosa Amaya-certificate# 0000036085; exp. Date, 07/16/2011.

III. SITE INFORMATION (Continued)

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.		Yes
iii. At least two Trustees are parents of a student attending the school.		No
iv. PCSB has been notified of all Board changes, with updated contact information.		N/A

Comments:

ii. Signed Assurance from Board Chair re: residency status of members. iii. Parent Board members are not identified on list.

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.		No

Comments:

Several bibles and bible story books were on the library shelf.

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.		N/A
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:

This is a new school.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.		No
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."		No
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."		No
v. Paraprofessionals meet the HQT requirements of NCLB.		No

Comments:

3 teachers are HQT.

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		
		Additional components for transition services for students age 16 and over		
		Transfer of rights at least one year prior to the age of majority		
	Provision of Services	Special education and related services are provided as indicated on IEPs		
Comments:				
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability		
	Assessment in Student's Native Language	Students are assessed in their native language		
	Reevaluations	Students are evaluated at least every three years		
Comments:				
iii. §300.340-343 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons		
	Observations	Observation conducted in regular classroom by team member other than regular teacher		
	Written Report	Written report contains all required components		
Comments:				
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities		
Comments:				

V. SPECIAL EDUCATION (Continued)

v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified		
	Provision of Services	Related services included on students' IEPs are provided as specified		
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE		

Comments:

§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revise d annually		
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)		
		Include additional participants for transition planning for students age 16 and over.		
	Parent Participation	Parents are notified and invited to participate in IEP meeting		
		Additional procedures are implemented to ensure parent participation		

Comments:

vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components		
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)		

V. SPECIAL EDUCATION (Continued)

	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information		

Comments:

Appendix G

Charter School Annual Performance Review

Center City PCS - Petworth Campus Compliance Review

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Ad Proof (Sample)	Yes
ii. Cutoff date for enrollment was announced in advance.	Printed Application	Yes
iii. Lottery, if needed, was conducted fairly.	Waiting List	Yes
iv. Waiting list is accurately maintained. Students are enrolled in order from list.	Waiting List	Yes

Comments:

The lottery and the waiting list were kept at the central office initially, then the school received the waiting list to draw from.

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

Home liaison person-Sister Maria Faina

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Signed Signature Page of Student Handbook on file.	Yes
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, ROT, etc.)	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.	Parent Notification Letter	Yes

Comments:

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments:

Charter School Annual Performance Review

Center City PCS - Petworth Campus Compliance Review

I. STUDENT INFORMATION (Continued)

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Referral Form	Yes
iv. Invoices are on file to show documentation of special education services.	SPED Vendor Contracts	Yes

Comments:

End-to-End Solutions is the vendor under contract with Center City.

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.		
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	Kindergarten WIDA ACCESS Placement Test (K-WAPT)	Yes
iv. School has appropriate resources and supports available for ELLs.	Supplemental Materials	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.	Exit Notification Forms	Yes
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.	Student Roster of ELLs w/Assessment Dates	Yes
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	No Nurse, But Staff Certified to Administer Medicine	Yes
ii. Student health records exist and are up to date.	Checklist of Required Documents	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Memo from principal or other school administration informing relevant staff of student health conditions.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Flor Paz, Beverly Benn, CPR-Meryl Brady and Dina Perez, Larry Colby and Capitola Anderson

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Student Quarterly Report Cards	Yes

Comments:

Mid quarter progress reports are sent out.

Charter School Annual Performance Review

Center City PCS - Petworth Campus Compliance Review

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

Charter School Annual Performance Review

Center City PCS - Petworth Campus Compliance Review

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

Date Insurance certificate -July16, 2008

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds.....)	View electronic copy of inventory	Yes
ii. Sources of funds are identified.	All Sources of Funds are Present	Yes
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	Most Items are labeled	Yes

Comments:

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O	Yes

Comments:

The date of C. of O received June 6, 2008. There is no expiration date.

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	Yes
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Held w/in First 10 Days of School and monthly	Yes

Comments:

Charter School Annual Performance Review

Center City PCS - Petworth Campus Compliance Review

III. SITE INFORMATION (Continued)

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

Certified Food Manager- Lily Najera

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.		Yes
iii. At least two Trustees are parents of a student attending the school.		No
iv. PCSB has been notified of all Board changes, with updated contact information.	Memo or letter to PCSB notifying staff of BOT changes and includes updated information.	Yes

Comments:

The Board of Trustees is a central board and I was not able to determine whether any member is a parent of the school.

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

Charter School Annual Performance Review

Center City PCS - Petworth Campus Compliance Review

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.		N/A
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:

This is a new school.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.		No
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."		N/A
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."		N/A
v. Paraprofessionals meet the HQT requirements of NCLB.		No

Comments:

The school has a 3 paraprofessionals-only Dina Perez is not HQ. Teachers that are not HQ-Leslie Austin, Kimberly McKinley, June Felix, Erica Weaver, Rana Johnson, Tiffany Jacobs, Kito Lewis, Ronald Riley, Mark Kurita, and Montez Anderson. Parents were informed at Parent-Teacher night of their right to request info on teacher qualifications

Charter School Annual Performance Review

Center City PCS - Petworth Campus Compliance Review

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		
		Additional components for transition services for students age 16 and over		
	Provision of Services	Transfer of rights at least one year prior to the age of majority		
		Special education and related services are provided as indicated on IEPs		
Comments:				
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability		
	Assessment in Student's Native Language	Students are assessed in their native language		
	Reevaluations	Students are evaluated at least every three years		
Comments:				
iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons		
	Observations	Observation conducted in regular classroom by team member other than regular teacher		
	Written Report	Written report contains all required components		
Comments:				
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities		
Comments:				

Charter School Annual Performance Review

Center City PCS - Petworth Campus Compliance Review

V. SPECIAL EDUCATION (Continued)				
v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified		
	Provision of Services	Related services included on students' IEPs are provided as specified		
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE		
	Comments:			
§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revise d annually		
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)		
		Include additional participants for transition planning for students age 16 and over.		
	Parent Participation	Parents are notified and invited to participate in IEP meeting		
		Additional procedures are implemented to ensure parent participation		
	Comments:			
vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components		
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)		

Charter School Annual Performance Review

Center City PCS - Petworth Campus Compliance Review

V. SPECIAL EDUCATION (Continued)

	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information		

Comments:

Appendix H

Charter School Annual Performance Review

Center City PCS - Capitol Hill Campus Compliance Review

I. STUDENT INFORMATION

CENTER CITY CAPITOL HILL CAMPUS (11-05-08)

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.		Yes
ii. Cutoff date for enrollment was announced in advance.		Yes
iii. Lottery, if needed, was conducted fairly.	Waiting List	Yes
iv. Waiting list is accurately maintained. Students are enrolled in order from list.	Waiting List	Yes

Comments:

i. and ii. - Enrollment procedures and cut-off dates were announced at Enrollment Information Night on May 29, 2008 (school began on 9/2/08)

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.		Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	Schedule of planned SST meetings w/SST roster	Yes

Comments:

ii. Roster regularly updated for Sept./Oct.

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Parent/Student Acknowledgement Form	Yes
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.		N/A

Comments:

Charter School Annual Performance Review

Center City PCS - Capitol Hill Campus Compliance Review

I. STUDENT INFORMATION (Continued)

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Policies and Procedures Manual	Yes

Comments:

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Referral Form	Yes
iv. Invoices are on file to show documentation of special education services.	SPED Vendor Contracts	Yes

Comments:

End-to-End Solutions is the vendor under contract with Center City.

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	Yes
ii. ELL students are properly identified.		
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	WIDA ACCESS Proficiency Test (WAPT)	Yes
iv. School has appropriate resources and supports available for ELLs.	Supplemental Materials	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.	Exit Notification Forms	Yes
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.	Student Roster of ELLs w/Assessment Dates	Yes
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

i. Program of instruction developed in conjunction with GWU.

Charter School Annual Performance Review
Center City PCS - Capitol Hill Campus Compliance Review

I. STUDENT INFORMATION (Continued)

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	No Nurse, But Staff Certified to Administer Medicine	Yes
ii. Student health records exist and are up to date.	Compliance Certificate from Dept. of Health	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Parent permission to inform relevant staff of health conditions that may require an emergency response.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments:

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Student Quarterly Report Cards	Yes

Comments:

Charter School Annual Performance Review

Center City PCS - Capitol Hill Campus Compliance Review

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

As observed in the Teacher handbook, all sections are addressed re sexual harassment, equal opportunity and drug-free work environment.

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

Charter School Annual Performance Review

Center City PCS - Capitol Hill Campus Compliance Review

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

An insurance certificate with a current date was observed and emailed to the PCSB to Ms. Miller's attention.

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds.....)	View electronic copy of inventory	Yes
ii. Sources of funds are identified.		No
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)		No

Comments:

i. Add a column to the electronic inventory labeled "Source of Funds".ii. Source of funds documentation unavailable at time of this review. iii. Labelling of equipment, etc. is being coordinated with the main HDQtrs of the school. Labels to be affixed as soon as possession issues are resolved.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O	Yes

Comments:

As observed, the expiration of the lease is 07-31-2013.

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	Yes
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Held w/in First 10 Days of School and monthly	Yes

Comments:

Charter School Annual Performance Review

Center City PCS - Capitol Hill Campus Compliance Review

III. SITE INFORMATION (Continued)

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.		No
iii. At least two Trustees are parents of a student attending the school.		No
iv. PCSB has been notified of all Board changes, with updated contact information.		

Comments:

As observed, no change in the BOT. Principal has assured coordination with the CCPCS headquarters to update BOT list to include parents of students. The assurance letter from the BOT chair will then, need to be updated to reflect that a majority of the members are residents of the District of Columbia.

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

Charter School Annual Performance Review

Center City PCS - Capitol Hill Campus Compliance Review

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.		N/A
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:

This is a new school.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.		No
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."		No
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."		No
v. Paraprofessionals meet the HQT requirements of NCLB.		N/A

Comments:

i. Christina Alexander not HQ to teach PreK; no EEC certification; degreed only in Psychology. Ii. Iii. Iv. Develop letters and disseminate to parents.

Charter School Annual Performance Review

Center City PCS - Capitol Hill Campus Compliance Review

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		
		Additional components for transition services for students age 16 and over		
		Transfer of rights at least one year prior to the age of majority		
	Provision of Services	Special education and related services are provided as indicated on IEPs		

Comments:

ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability		
	Assessment in Student's Native Language	Students are assessed in their native language		
	Reevaluations	Students are evaluated at least every three years		

Comments:

iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons		
	Observations	Observation conducted in regular classroom by team member other than regular teacher		
	Written Report	Written report contains all required components		

Comments:

iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities		

Comments:

Charter School Annual Performance Review

Center City PCS - Capitol Hill Campus Compliance Review

V. SPECIAL EDUCATION (Continued)				
v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified		
	Provision of Services	Related services included on students' IEPs are provided as specified		
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE		
Comments:				
§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revised annually		
	Participants in Meetings	Required persons participate in meetings to develop/review/revises IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)		
		Include additional participants for transition planning for students age 16 and over.		
	Parent Participation	Parents are notified and invited to participate in IEP meeting		
		Additional procedures are implemented to ensure parent participation		
Comments:				
vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components		
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)		

Charter School Annual Performance Review
Center City PCS - Capitol Hill CampusCompliance Review

V. SPECIAL EDUCATION (Continued)				
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information		

Comments:

Appendix I

Charter School Annual Performance Review

Center City PCS - Trinidad Campus Compliance Review

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Invoice from Newspaper Organization and Ad Proof	Yes
ii. Cutoff date for enrollment was announced in advance.	Printed Newspaper Ad	Yes
iii. Lottery, if needed, was conducted fairly.	Printed Lottery Procedures	Yes
iv. Waiting list is accurately maintained. Students are enrolled in order from list.	Waiting List	Yes

Comments:

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

The school opening was Sept. 2. Monica Evans, principal, is the homeless liaison person.

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Signed Signature Page of Student Handbook on file.	Yes
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, PGT, etc).	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.	Parent Notification Letter	Yes

Comments:

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments:

Charter School Annual Performance Review

Center City PCS - Trinidad Campus Compliance Review

I. STUDENT INFORMATION (Continued)

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Assessment Results	Yes
iv. Invoices are on file to show documentation of special education services.	SPED Vendor Contracts	Yes

Comments:

End-to-End Solutions is the vendor under contract with Center City.

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.		
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PLEOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	Kindergarten WIDA ACCESS Placement Test (K-WAPT)	Yes
iv. School has appropriate resources and supports available for ELLs.	Supplemental Materials	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.		N/A
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.		N/A
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	No Nurse, But Staff Certified to Administer Medicine	Yes
ii. Student health records exist and are up to date.	Checklist of Required Documents	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Memo from principal or other school administration informing relevant staff of student health conditions.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments:

Sharon Shaw and Karen Boykins are certified to administer medicine.

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Student Quarterly Report Cards	Yes

Comments:

Progress reports are given mid quarter.

Charter School Annual Performance Review

Center City PCS - Trinidad Campus Compliance Review

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

Charter School Annual Performance Review

Center City PCS - Trinidad Campus Compliance Review

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

The insurance certificate dates are July 1, 2008 to July 1, 2009

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds....)		No
ii. Sources of funds are identified.		Yes
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	All Inventory are Labeled	Yes

Comments:

The sources of funding are not listed for each item on the inventory, but is kept at the central office.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O	Yes

Comments:

The C of O is dated June 6, 2008 and the expiration date is "none".

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	Yes
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Not Held w/in First 10 Days, But Held Monthly	Yes

Comments:

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

Roger Gambrell and Sharon Shaw are the certified food managers.

Charter School Annual Performance Review

Center City PCS - Trinidad Campus Compliance Review

III. SITE INFORMATION (Continued)

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.		Yes
iii. At least two Trustees are parents of a student attending the school.		No
iv. PCSB has been notified of all Board changes, with updated contact information.		N/A

Comments:

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.		N/A
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:

This is a new school.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.	Letter to Parents Dated Before Sept. 1	Yes
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."		N/A
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."		N/A
v. Paraprofessionals meet the HQT requirements of NCLB.		No

Comments:

Karen Boykins is a paraprofessional not HQT qualified. Teachers that are not HQT-Mary Edwards, Barbara Williams, Patricia Ralph, Kendall Knox, and Christopher DeTurris. All of these teachers are under a plan to become HQT.

Charter School Annual Performance Review

Center City PCS - Trinidad Campus Compliance Review

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		
		Additional components for transition services for students age 16 and over		
		Transfer of rights at least one year prior to the age of majority		
	Provision of Services	Special education and related services are provided as indicated on IEPs		
Comments:				
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability		
	Assessment in Student's Native Language	Students are assessed in their native language		
	Reevaluations	Students are evaluated at least every three years		
Comments:				
iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons		
	Observations	Observation conducted in regular classroom by team member other than regular teacher		
	Written Report	Written report contains all required components		
Comments:				
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities		
Comments:				

Charter School Annual Performance Review

Center City PCS - Trinidad Campus Compliance Review

V. SPECIAL EDUCATION (Continued)				
v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified		
	Provision of Services	Related services included on students' IEPs are provided as specified		
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE		
Comments:				
§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revise d annually		
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)		
		Include additional participants for transition planning for students age 16 and over.		
	Parent Participation	Parents are notified and invited to participate in IEP meeting		
		Additional procedures are implemented to ensure parent participation		
Comments:				
vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components		
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)		

Charter School Annual Performance Review

Center City PCS - Trinidad Campus Compliance Review

V. SPECIAL EDUCATION (Continued)				
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information		

Comments:

Appendix J

DC Public Charter School Board
Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Center City			Date: April 15, 2013
Leader:			Special Education Manager: Lauren Madlock (Brightwood)
Shavone Gibson (Brightwood)	Niya White (Congress Heights)	LaShada Ham/Toni Barton (Shaw)	
Sharise Deal (Capitol Hill)	Travis Bouldin (Petworth)	Demetria Gartrell (Trinidad)	

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04

(a) A public charter school shall comply with all of the terms and provisions of its charter.

(11) “A public charter school shall submit an annual report” that includes:

(ii) “Student performance on any districtwide assessments”

(vi) “Official student enrollment”

(vii) “Average daily attendance”

38-1802.2

(B) The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

(ii) To perform competitively on any districtwide assessments.”

(10) “A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas.”

Per PCSB’s Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: “A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter...”

- Criterion 1: Mission and Vision Statement- “If your school’s vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school’s next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service....”
- Criterion 2: Academic Performance – “...summarize the school’s academic performance over the current fifteen year charter term,” including “percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.; and “student attendance and re-enrollment rates...” “Reviewers will look for evidence of....Examples of school performance and reasons for those performance outcomes...”

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

“The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA’s identification of the noncompliance.”

“The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make ‘determinations’ annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available.”

Performance Standards	Supporting Data, Evidence and Information	Comments & Documents
1. School Profile	Special Education Levels	Center City - Brightwood Level 1: 9 Level 2: 9 Level 3: 3 Level 4: 1 Total: 22 SWDs/238 Total = 9.24% Center City - Capitol Hill Campus Level 1: 10 Level 2: 12 Level 3: 4 Level 4: 2 Total: 30 SWDs/ 230 Total = 12.17% Center City – Congress Heights Campus Level 1: 6 Level 2: 15 Level 3: 3 Level 4: 1 Total: 25 SWDs/ 254 Total = 9.84% Center City- Petworth Campus Level 1: 19 Level 2: 12 Level 3: 2 Level 4: 0 Total: 33 SWDs/ 235 Total = 14.04% Center City- Shaw Campus Level 1: 13 Level 2: 12 Level 3: 3 Level 4: 0 Total: 28 SWDs/ 218 Total = 12.84 % Center City- Trinidad Campus Level 1: 15 Level 2: 8 Level 3: 4 Level 4: 0 Total: 27 SWDs/ 230 Total = 11.74 %

2. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	Percentage of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the three previous years	<table><tr><th colspan="7">Achievement Gap: CC Brightwood General Population v. CC Brightwood Students with Disabilities</th></tr><tr><th></th><th colspan="2">2010</th><th colspan="2">2011</th><th colspan="2">2012</th></tr><tr><th></th><th>Reading</th><th>Math</th><th>Reading</th><th>Math</th><th>Reading</th><th>Math</th></tr><tr><td>CC Brightwood General Education Population Proficiency Rate</td><td>N/A</td><td>N/A</td><td>41%</td><td>N/A</td><td>N/A</td><td>N/A</td></tr><tr><td>CC Brightwood Students w/Disabilities Proficiency Rate</td><td>N/A</td><td>N/A</td><td>19%</td><td>N/A</td><td>N/A</td><td>N/A</td></tr><tr><td>CC Brightwood Achievement Gap</td><td>N/A</td><td>N/A</td><td>22%</td><td>N/A</td><td>N/A</td><td>N/A</td></tr><tr><th colspan="7">Achievement Gap: CC Capitol Hill General Population v. CC Capitol Hill Students with Disabilities</th></tr><tr><th></th><th colspan="2">2010</th><th colspan="2">2011</th><th colspan="2">2012</th></tr><tr><th></th><th>Reading</th><th>Math</th><th>Reading</th><th>Math</th><th>Reading</th><th>Math</th></tr><tr><td>CC Capitol Hill General Education Population Proficiency Rate</td><td>35%</td><td>N/A</td><td>41%</td><td>40%</td><td>50%</td><td>48%</td></tr><tr><td>CC Capitol Hill Students w/Disabilities Proficiency Rate</td><td>6%</td><td>N/A</td><td>19%</td><td>24%</td><td>19%</td><td>25%</td></tr><tr><td>CC Capitol Hill Achievement Gap</td><td>29%</td><td>N/A</td><td>22%</td><td>16%</td><td>31%</td><td>23%</td></tr><tr><th colspan="7">Achievement Gap: CC Congress Heights General Population v. CC Congress Heights Students with Disabilities</th></tr><tr><th></th><th colspan="2">2010</th><th colspan="2">2011</th><th colspan="2">2012</th></tr><tr><th></th><th>Reading</th><th>Math</th><th>Reading</th><th>Math</th><th>Reading</th><th>Math</th></tr><tr><td>CC Congress Heights General Education Population Proficiency Rate</td><td>31%</td><td>N/A</td><td>N/A</td><td>21%</td><td>35%</td><td>34%</td></tr><tr><td>CC Congress Heights Students w/Disabilities Proficiency Rate</td><td>10%</td><td>N/A</td><td>N/A</td><td>10%</td><td>8%</td><td>15%</td></tr><tr><td>CC Congress Heights Achievement Gap</td><td>21%</td><td>N/A</td><td>N/A</td><td>11%</td><td>27%</td><td>19%</td></tr></table>	Achievement Gap: CC Brightwood General Population v. CC Brightwood Students with Disabilities								2010		2011		2012			Reading	Math	Reading	Math	Reading	Math	CC Brightwood General Education Population Proficiency Rate	N/A	N/A	41%	N/A	N/A	N/A	CC Brightwood Students w/Disabilities Proficiency Rate	N/A	N/A	19%	N/A	N/A	N/A	CC Brightwood Achievement Gap	N/A	N/A	22%	N/A	N/A	N/A	Achievement Gap: CC Capitol Hill General Population v. CC Capitol Hill Students with Disabilities								2010		2011		2012			Reading	Math	Reading	Math	Reading	Math	CC Capitol Hill General Education Population Proficiency Rate	35%	N/A	41%	40%	50%	48%	CC Capitol Hill Students w/Disabilities Proficiency Rate	6%	N/A	19%	24%	19%	25%	CC Capitol Hill Achievement Gap	29%	N/A	22%	16%	31%	23%	Achievement Gap: CC Congress Heights General Population v. CC Congress Heights Students with Disabilities								2010		2011		2012			Reading	Math	Reading	Math	Reading	Math	CC Congress Heights General Education Population Proficiency Rate	31%	N/A	N/A	21%	35%	34%	CC Congress Heights Students w/Disabilities Proficiency Rate	10%	N/A	N/A	10%	8%	15%	CC Congress Heights Achievement Gap	21%	N/A	N/A	11%	27%	19%
	Achievement Gap: CC Brightwood General Population v. CC Brightwood Students with Disabilities																																																																																																																															
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		Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the three previous years																																																																																																																														

		Achievement Gap: CC Petworth General Population v. CC Petworth Hill Students with Disabilities							
			2010		2011		2012		
			Reading	Math	Reading	Math	Reading	Math	
		CC Petworth General Education Population Proficiency Rate	39%	39%	53%	41%	50%	57%	
		CC Petworth Students w/Disabilities Proficiency Rate	10%	27%	32%	37%	27%	44%	
		CC Petworth Achievement Gap	29%	12%	21%	4%	23%	13%	
		Achievement Gap: CC Shaw General Population v. CC Shaw Students with Disabilities							
			2010		2011		2012		
			Reading	Math	Reading	Math	Reading	Math	
		CC Shaw General Education Population Proficiency Rate	N/A	N/A	34%	29%	36%	41%	
		CC Shaw Students w/Disabilities Proficiency Rate	N/A	N/A	10%	5%	5%	10%	
		CC Shaw Achievement Gap	N/A	N/A	24%	24%	31%	31%	
		Achievement Gap: CC Trinidad General Population v. CC Trinidad Students with Disabilities							
			2010		2011		2012		
			Reading	Math	Reading	Math	Reading	Math	
		CC Trinidad General Education Population Proficiency Rate	N/A	34%	N/A	40%	N/A	N/A	
		CC Trinidad Students w/Disabilities Proficiency Rate	N/A	8%	N/A	30%	N/A	N/A	
		CC Trinidad Achievement Gap	N/A	26%	N/A	10%	N/A	N/A	
		3. Pertinent information from charter application, amendment(s), and agreement as they apply to SWDs	Charter application and agreement, and any amendments	Charter application includes detailed description of special education continuum and services provided. Only wording which could potentially be discriminatory is: “Fewer than 10% of students enrolling in new charter schools serving elementary and middle school children have been determined eligible for special education as Emotionally Disturbed and Mentally Retarded or in the other categories. Current data also suggest that the disabilities of special education children entering the District’s charter schools are most often characterized by deficits in visual and auditory processing, receptive and expressive language acquisition, and/or focus and attending ability” (p. A-3 and A-4).					
				SCHOOL SHOULD PROVIDE CLARIFICATION THAT ALL STUDENTS, REGARDLESS OF TYPE OF DISABILITY, SHOULD APPLY / WILL BE ENROLLED.					

4. OSSE Compliance	Annual Determination Score and Notes	FFY 2010 LEA: 85% (Meets Requirement) Indicator 7: Performance on selected District of Columbia State Performance Plan (SPP) indicators- “LEA did not meet District of Columbia FFY 2010 AYP targets for the disability subgroup” Indicator 8: Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score) – “Less than 90% of noncompliance corrected within one year after the identification of the noncompliance.”
	Part B Onsite Monitoring Report	2011-2012 LEA Compliance Monitoring Report Areas where Individual Student Corrections must be completed Initial Evaluations and Reevaluations (between 62.07%- 98.36% compliant) IEP Development (between 40.23%-98.89% compliant) Least Restrictive Environment (between 42.31 %-86.67% compliant) Discipline (between 0%-78.95% compliant) Data Verification (between 80%-100% compliant) Areas where LEA Corrective Action Must Be Completed Dispute Resolution: DSP 3 LEA implements HODs in a Timely Manner (0%) Fiscal (all areas are at 100%, except for FIS 37: LEA Policies/Procedures Ensure to Ensure Expenditure Approval in IDEA RW (0%) Corrections (As of 4/18/13): Center City findings of noncompliance issued on June 29, 2012 was due on December 28,2012. The LEA submitted their corrections to OSSE on time and is in the process of being verified.
	Quarterly Findings and Corrections	6/29/12 Quarterly Findings (For 1/1/12-3/31/12): Timeliness of Initial Evaluation and Reevaluations 7/27/12 Corrections to Findings – LEA has corrected issued non-compliance. 4/13/12 Quarterly Findings: None. 12/12/11 Quarterly Findings (For 4/1/11-9/30/11): Timeliness of Initial Evaluation and Reevaluation 6/20/12 Corrections to Findings- LEA has corrected all issued non-compliance 3/29/11 Quarterly Findings: Timeliness of Initial Evaluation and Reevaluations (For 11/2/10-12/1/10)

Appendix K



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Center City Public Charter School
Final Percentage Rating:	85%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	- Indicator 4b – in compliance - Indicator 9 – in compliance - Indicator 10 – in compliance - Indicator 11 – not in compliance - Indicator 12 – N/A - Indicator 13 – N/A	3
2	Information regarding timely, valid and reliable data	All data are valid and reliable and submitted timely	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit	N/A
3b	Dispute resolution findings (student and/or LEA level)	No dispute resolution complaints were filed against the LEA.	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 2 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 2 points • Material weaknesses identified by the Auditor in the annual independent audit – 0 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	3 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	• Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet District of Columbia FFY 2010 AYP targets for the disability subgroup • LEA met District of Columbia FFY 2010 SPP Indicator 5c target of placement of less than 26% of its	0 1

		students into separate settings	
8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	Less than 90% of noncompliance corrected within one year after the identification of the noncompliance	0
Total Number of Points Earned + Additional Points			17
Total Possible Points from Applicable Elements			20
Percentage of Points from Applicable Elements			85%

Appendix L



Office of the



State Superintendent of Education

June 29, 2012

Dr. Beverley Wheeler
Chief Executive Officer
Center City Public Charter School
7 New York Avenue, NE, Suite 200
Washington, DC 20002

Dear Dr. Wheeler:

The purpose of this letter is to inform you of the results of the Office of the State Superintendent of Education's (OSSE's) on-site monitoring visit to Center City Public Charter School (Center City) conducted on October 18 – 20, 2012. As the state educational agency (SEA) for the District of Columbia, OSSE's role is to set high expectations, provide resources and support, and exercise accountability to ensure that all students receive an excellent education. The IDEA Part B regulation at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each local educational agency (LEA), enforce compliance with IDEA Part B and report annually on the performance of each LEA.

The primary focus of the SEA's monitoring activities is on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. On-site compliance monitoring is a process by which selected LEAs receive an on-site visit by OSSE's Quality Assurance and Monitoring Division for a comprehensive record review, stakeholder interviews, fiscal examination and follow-up technical assistance. The process is designed to identify noncompliance and assess LEA progress toward improving educational results and functional outcomes for all students with disabilities.

As part of the on-site monitoring visit to Center City, OSSE staff met with Dr. Beverley Wheeler, Chief Executive Officer; James Laycheck, Chief Operating Officer; Charlene Roach-Glympt, Director of Student Support Services; Lauren Madlock, Associate Director of Special Education; D'Andrea Chapman, Principal; Evie Wiseman, Principal; general education teachers, special education teachers, related services providers; and parents. OSSE also conducted a comprehensive file review of 53% (90 files) of files for students with disabilities and used other relevant information available regarding the LEA, along with information gathered during the on-site visit, to analyze the LEA's compliance with IDEA Part B and local regulations and policies and to review the accuracy of information the LEA submitted in the LEA's IDEA Part B Grant Applications for LEAs.

General information gathered regarding the LEA included: Center City Public Charter School (PCS) consists of an administrative office located at 7 New York Avenue, NE and six campuses located at 6008 Georgia Avenue NW (Brightwood), 1503 East Capitol Street SE (Capitol Hill), 220 Highview Place SE (Congress Heights), 510 Webster Street NW (Petworth), 711 N Street NW (Shaw), and 1217 West Virginia Avenue NE (Trinidad). Center City PCS has a combined population of approximately 1,494 students in Pre-Kindergarten through 8th grade, of which about 171 (11%) are students with disabilities.

Center City PCS's mission is to prepare children for success through both a rigorous academic program and character building. It emphasizes a broad liberal arts and humanities curriculum, and seeks to prepare scholars to be competitive for top high school programs as well as become 21st century leaders. The academic program includes the Common Core State Standards, as well as foreign language instruction beginning in Pre-Kindergarten, and weekly study of the arts.

During the onsite monitoring visit conducted by OSSE on October 18 – 20, 2011, 90 student records were reviewed for compliance with IDEA requirements.

OSSE appreciates the time Center City spent meeting with the OSSE monitoring team. We wish to acknowledge the efforts of Charlene Roach-Glympt, Director of Student Support Services in collaborating with OSSE to coordinate and carry out the monitoring visit. OSSE also appreciates the cooperation and assistance provided by the general education teachers, special education teachers, related service providers, parents, and students in providing feedback and input on the LEA's systems for special education.

The enclosed monitoring report gives specific information regarding compliance ascertained during the visit. Additionally, the report outlines specific student level and LEA level corrective actions that must be taken to correct any identified noncompliance. Please carefully read the "LEA Directions for Compliance Monitoring Workbook" and submit all required documentation to OSSE by December 28, 2012. Following the LEA's submission of documentation of correction of noncompliance, OSSE will verify the correction of noncompliance and notify the LEA of the verified correction. OSSE notes that while the LEA may complete the required actions listed for student level and LEA level findings of noncompliance, verification of correction requires OSSE to confirm that the LEA is correctly implementing the specific regulatory requirements related to each finding. This includes areas for which the LEA may not have been required to submit additional LEA level corrective actions because the LEA achieved a compliance level of 95-99%. While no additional submissions are required for these areas, should any noncompliance be found during the additional review described in the workbook, evidence of continued noncompliance will prohibit OSSE from verifying that the LEA is correctly implementing regulatory requirements. **All noncompliance must be corrected and verified as corrected as soon as possible, and in no case later than one year after the identification of the noncompliance.**

OSSE looks forward to collaborating with all stakeholders and actively working with Center City to improve results for students with disabilities. If you have any questions or wish to request technical assistance, please do not hesitate to contact your OSSE contact Debra Melville at (202) 741-0265.

Sincerely,



Amy Maisterra, Ed.D., MSW

Assistant Superintendent of Specialized Education

Enclosure

Center City Public Charter School

2011-2012 LEA Compliance Monitoring Report



Office of the
State Superintendent of Education

Date of Notification:

June 29, 2012

All Corrections Due by:

December 28, 2012

Prepared by:

OSSE Quality Assurance & Monitoring Unit

LEA Directions for Compliance Monitoring Workbook

Compliance Summary

Step 1: Review the compliance summary.

The purpose of the compliance summary is to provide the LEA with a summary of the quantitative data collected during the on-site visit.

For any item in which an LEA has noncompliance, additional files will be reviewed in order to verify that systemic changes have occurred and that the LEA is now correctly implementing the regulatory requirement. The files that will be reviewed to verify that systemic change has occurred will not be the files that were reviewed during the on-site visit.

Student Level Noncompliance

Step 2: Review all student level noncompliance.

All instances of noncompliance must be corrected at an individual student level.

Step 3: After all student level noncompliance has been corrected, sign and date the student level form.

When corrections have been made for all items of noncompliance for each student, the **appropriate** administrator (Chief Executive Officer/Head of School) must sign and date the student level tracking sheet.

Step 4: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all individual student noncompliance has been corrected and also sign the form.

LEA Level Noncompliance

Step 5: Review all LEA level noncompliance.

For any LEA having less than 80% compliance total for each item on the Compliance Summary report, LEA level corrective actions must also be completed. The LEA must also complete the LEA Action Log, specifying how correction was made. The compliance percentage is calculated by dividing the total number of students found compliant by the total number of student files reviewed.

Step 6: After all LEA level noncompliance has been corrected, sign and date the LEA level form.

When corrections have been made for each item of noncompliance, the **appropriate** administrator (Chief Executive Officer/Head of School) must sign and date the form for each item.

Step 7: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the actions have been completed. Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all LEA level corrective actions have been completed and also sign the form.

Additional Corrective Actions

Step 8: Review Section 4.1 - Additional LEA Corrections

This section provides a summary of qualitative data collected during the on-site visit. Based on a review of additional information and/or interviews, OSSE may identify additional noncompliance. If applicable, identified noncompliance and required corrective action is outlined in Section 4.1.

When corrections have been made, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all corrective actions have been completed.

Certification Page

Step 9: Sign and date Certification.

Upon completion of ALL student level and LEA level corrective actions, the **appropriate** LEA administrator (Chief Executive Officer/Head of School) responsible for ensuring that corrections have been made must sign and date the certification form.

Submission

Step 10: Submit the Certification form and all signature pages of the report.

Submit the Certification page and ALL signature pages to:

Mary Boatright, Director of Quality Assurance & Monitoring

OSSE, Department of Special Education

810 First Street, NE, 5th Floor

Washington, DC 20002

Center City Public Charter School
2011-2012 LEA Compliance Monitoring Report

Date of Notification: **June 29, 2012**

All Corrections Due By: **December 28, 2012**

2011-2012 Individual Student **80% or above**
Compliance Criteria:
2011-2012 LEA Review
Compliance Criteria: **100%**

Individual Student File Review						
Part C to Part B Transition						
Question	Legal Reference	N=	Yes	No	NA	Percentage
C2B 1: LEA Attended Transition Planning Conference	\$300.124(c)	90	0	0	90	NA
Initial Evaluations and Reevaluations						
IEV 2: Parent Provided Procedural Safeguards	\$300.504(a)(1)	61	50	11	0	81.97%
IEV 3: Parent Consent Prior to Initial Evaluation	\$300.300(a)	61	52	9	0	85.25%
IEV 4: Variety of Assessments Used to Gather Relevant Information	\$300.304	61	60	1	0	98.36%
REV 5: Parent Consent Prior to Reevaluation	\$300.300(c) (1)	29	18	11	0	62.07%
REV 6: IEP Team Review of Existing Data	\$300.305	29	22	7	0	75.86%
REV 7: Variety of Sources Used to Determine Continued Eligibility	\$300.306(c)	29	21	8	0	72.41%
		Individual Student Corrections Must Be Completed Where Noncompliance Identified Not Correctable at Student A16 Level, No Additional Actions Required Individual Student Corrections Must be Completed Where Noncompliance Identified Not Correctable at Student Level, LEA Corrective Actions Must Be Completed Individual Student Corrections and LEA Corrective Actions Must Be Completed Individual Student Corrections and LEA Corrective Actions Must Be Completed				

IEP Development							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
IEP 8: Parent Invited to IEP Meeting	\$300.322(a)	90	83	7	0	92.22%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 9: General Education Teacher Attended IEP Meeting	\$300.321(a), \$300.321(e)	90	35	52	3	40.23%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEP 10: LEA Designee Attended IEP Meeting	\$300.321(a), \$300.321(e)	90	77	13		85.56%	Not Correctable at Student Level, No Additional Actions Required
IEP 11: IEP Contains Measurable Annual Goal(s)	\$300.320(a) (2)(i)	90	78	12		86.67%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 12: IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE	\$300.320(a) (2)(i)(B)	90	69	5	16	93.24%	Individual Student Corrections Must be Completed Where Noncompliance Identified
IEP 13: IEP Contains Description of How Progress Towards Related Services Will Be Measured	\$300.320(a)(3)	90	73	1	16	98.65%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 14: IEP Documents ESY Was Considered	\$300.106(a)(2)	90	89	1		98.89%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 15: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	\$300.320(a)(1)	90	77	13		85.56%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 16: Student Informed of Transfer of Rights When Reaching Age of Majority	\$300.320(c)	90	0	0	90	NA	NA
IEP 17: IEP Team Considered Concerns of the Parents	\$300.324(a)	90	53	37	0	58.89%	Individual Student Corrections and LEA Corrective Actions Must Be Completed

Least Restrictive Environment							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
LRE 18: Supplemental Aids and Services Used Before Removal From Regular Education	\$300.114(a)(2)(ii)	90	33	45	12	42.31%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
LRE 19: Consideration of Harmful Effects	\$300.116(d)	90	78	12		86.67%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
Discipline							
DIS 20: Manifestation Determination	\$300.530(e)	90	0	1	89	0.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
DIS 21: IEP Team Considered Use of Positive Behavioral Interventions/Supports/Strategies	\$300.324(a)(2)	90	15	4	71	78.95%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
Data Verification							
DAT 22: Student Name Same as Reported in SEDS	\$300.211	90	89	1		98.89%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 23: Date of Birth Same as Reported in SEDS	\$300.211	90	88	2		97.78%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 24: Primary Disability Same as Reported in SEDS	\$300.211	90	89	1		98.89%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 25: Placement Same as Reported in SEDS	\$300.211	90	82	8		91.11%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 26: Initial Evaluation Date Same as Reported in SEDS	\$300.211	90	70	1	19	98.59%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 27: Reevaluation Date Same as Reported in SEDS	\$300.211	90	20	5	65	80.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 28: IEP Development Date Same as Reported in SEDS	\$300.211	90	81	9	0	90.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 29: IEP Implementation Date Same as Reported in SEDS	\$300.211	90	81	9	0	90.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified

LEA Level Review

Data Verification							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DAT 30: LEA Entered All Students Referred to Special Education into SEDS	\$300.211	1	1	0		100.00%	Criteria Met
Dispute Resolution							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DSP 31: LEA implements HODs in Timely Manner	\$300.600(e)	1	0	1	0	0.00%	LEA Corrective Actions Must Be Completed
DSP 32: LEA Provides Information to OSSE Regarding State Complaints	OSSE State Complaint Policy	1	0	0	1	NA	NA
DSP 33: LEA Timely Implements Corrective Actions	\$300.600(e)	1	0	0	1	NA	NA
Access to Instructional Materials							
NIM 34: LEA Provision of Instructional Materials	\$300.172	1	0	0	1	NA	NA
Fiscal							
FIS 35: LEA Policy/Procedure Governing Budgets	\$80.20	1	1	0		100.00%	Criteria Met
FIS 36: LEA Has Procurement Policy/Procedure to Ensure Contractors Perform in Accordance of Contract/Purchase Order	\$\$80.36(b)(1), (b)(2)	1	1	0	0	100.00%	Criteria Met
FIS 37: LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW	OSSE GAN	1	0	1		0.00%	LEA Corrective Actions Must Be Completed
FIS 38: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	\$80.23	1	1	0		100.00%	Criteria Met

Fiscal							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
FIS 39: LEA Retention of Financial Records for 5 Years	\$80.42 GEPA	1	1	0		100.00%	Criteria Met
FIS 40: LEA Controls in Place to Protect Assets Over \$5,000	\$80.32	1	1	0	0	100.00%	Criteria Met
FIS 41: LEA Code of Conduct For Employees Administering Contracts	\$80.36(b)	1	1	0		100.00%	Criteria Met
FIS 42: LEA Accounting Record to Ensure Federal Funds Are Not Co-Mingled	\$80.20	1	1	0		100.00%	Criteria Met
FIS 43: LEA Accurately Tracks IDEA Expenditures, Including Set-Asides	\$80.20	1	1	0		100.00%	Criteria Met
FIS 44: LEA Appropriately Charges Salaries to IDEA Grant Programs	OMB Circular A-87	1	0	0	1	NA	NA
FIS 45: LEA Tracks Personnel Supported by IDEA Grant Funds	OMB Circular A-87	1	0	0	1	NA	NA
FIS 46: LEA Has Source Documentation for Items For Which It Purchased and Sought Reimbursement from IDEA Funds	\$80.20(b)(6)	1	1	0		100.00%	Criteria Met
FIS 47: LEA Followed Procurement Procedures	\$80.36	1	1	0	0	100.00%	Criteria Met
FIS 48: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	\$80.20 OMB Circular A-87	1	1	0		100.00%	Criteria Met
FIS 49: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	\$80.20 OSSE GAN	1	1	0	0	100.00%	Criteria Met

Fiscal							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
FIS 51: LEA Utilizes IDEA Funds for Providing CEIS	\$300.226 \$300.646	1	0	0	1	NA	NA
FIS 52: LEA Properly Tracks Students Who Receive CEIS	\$300.226(d)	1	0	0	1	NA	NA
FIS 53: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	\$300.134	1	0	0	1	NA	NA
FIS 54: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	\$300.134	1	0	0	1	NA	NA
FIS 55: LEA Reduction of Expenditures for the Education of Students with Disabilities	\$300.203	1	0	0	1	NA	NA

[illegible]

3.1 - Individual NC

Student Demographic Information					File Review Items (X = Noncompliance)										File Review Items (X = Noncompliance)										Total Number of Noncompliant Items for Each Student									
Student ID	Student	Last	Student First	School	C2B 1	IEV 2	IEV 3	IEV 4	REV 5	REV 6	REV 7	IEP 8	IEP 9	IEP 10	IEP11	IEP 12	IEP 13	IEP 14	IEP 15	IEP 16	IEP 17	LRE 18	LRE 19	DIS 20	DIS 21	DAT 22	DAT 23	DAT 24	DAT 25	DAT 26	DAT 27	DAT 28	DAT 29	
6774093070	Morris		Monica	Trinidad Campus		X							X																					2
6079651013	Morris		Alyiah	Trinidad Campus					X				X									X	X	X				X						4
2943963917	Smith		Sharon	Trinidad Campus									X								X	X	X											4
3823110968	Thompson		Elisa	Trinidad Campus									X								X	X	X											3
5505005257	White		Emon	Trinidad Campus									X								X	X	X											3
2686676351	Whitaker		Mahn	Trinidad Campus			X						X							X	X	X												7
6266938608	Butler		Devon	Trinidad's Guild - Prince George's											X						X	X	X											9
407244676	Holmes		Maia	Louise Center		X							X								X	X	X											2
1154330279	Melja-Cruz		Andy	Episcopal Center					X		X	X	X								X	X	X											7
8404613050	Turner		Anaya	Frost									X								X	X	X											2
7797312860	McKnight		William	Trinidad Campus					X												X	X	X											7
5948929124	Shelley		Stephen	Trinidad Campus																	X			X										1
Total Number of Students with Noncompliance for Each Item					0	11	9	1	11	7	8	7	52	13	12	5	1	1	13	0	37	45	12	1	4	1	2	1	8	1	5	9	9	

Appendix M



Office of the
State Superintendent of Education

December 12, 2011

Dr. Beverly Wheeler
Chief Executive Officer
Center City Public Charter School
7 New York Avenue, NE, Suite 200
Washington, DC 20002

Dear Dr. Wheeler:

For the fifth consecutive year, the U.S. Department of Education, Office of Special Education Programs (OSEP) determined the District of Columbia to need intervention in meeting the requirements of Part B of the Individuals with Disabilities Education Act (IDEA). OSEP issued a letter to the Office of the State Superintendent of Education (OSSE) informing them that the U.S. Department of Education has imposed Special Conditions on OSSE's FFY 2011 grant awards under IDEA. OSSE was required to develop a Corrective Action Plan (CAP) to address noncompliance in specific areas. Pursuant to OSSE's CAP, which requires quarterly reporting of noncompliance in specific areas, OSSE has reviewed data in the Special Education Data System (SEDS) to identify noncompliance and assess progress toward federal and local targets for special education. On December 9, 2011, OSSE reviewed data in SEDS for your LEA to determine compliance in the following areas.

Initial and Reevaluation Timelines

In order to improve compliance with timely evaluations and reevaluations, OSSE is required to report to OSEP the percent of initial evaluations and reevaluations provided to children with disabilities whose evaluation deadlines fell within the reporting period that were conducted in a timely manner. OSSE is also required to report on the percent of initial evaluations and reevaluations that were provided for children whose initial evaluation and reevaluations had become overdue in a prior reporting period (backlog). For each quarterly reporting period, the level of compliance for timely evaluations must increase until 95% of initial evaluations and reevaluations are completed in a timely manner.

Early Childhood Transition Timelines

In order to improve compliance with early childhood transition timelines, OSSE is required to report to OSEP the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. In addition, OSSE is required to report to OSEP the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays in providing a timely evaluation and IEP.

Secondary Transition Requirements

In order to improve compliance with secondary transition requirements, OSSE is required to complete a random sampling of at least 100 individualized education programs (IEPs) of youth aged 16 and above to be reviewed for IEP secondary transition content during each quarterly reporting period. For

each quarterly reporting period, the level of compliance for secondary transition requirements must increase until 95% of IEPs reviewed are compliant with secondary transition requirements.

Identification of Noncompliance

OSSE's review of Center City's data revealed noncompliance for timely completion of initial evaluations and timely completion of reevaluations. This letter serves as notification of noncompliance from OSSE's database review for the period April 1, 2011 to September 30, 2011.

To demonstrate correction of the LEA's noncompliance, the LEA must provide student level correction and ensure future LEA compliance. The LEA must also ensure future compliance with each requirement. This may be accomplished by demonstrating that the LEA has met full compliance via the following quarterly review.

OSSE is committed to supporting LEA efforts to improve results for children with disabilities and will continue to provide technical assistance opportunities to assist Center City Public Charter School as it works to improve performance under Part B of IDEA. If you have any questions about this communication, please do not hesitate to call your OSSE LEA Contact, Debra Melville at 202-741-0265 or Mary Boatright, Acting Director of Monitoring & Compliance at 202-741-0264.

Sincerely,



Amy Maisterra, Ed.D., MSW

Interim Assistant Superintendent of Special Education

Enclosures



Office of the



State Superintendent of Education

Office of the State Superintendent of Education
Quality Assurance & Monitoring Unit

Quarterly Database Findings

Name of LEA: Center City Public Charter School

LEA State Contact: Debra Babb, deborah.babb@dc.gov

Date of Report: December 12, 2011

Area of Monitoring	Corrective Actions	Due Date
Evaluation: Initial & Reevaluation	Conduct evaluation/reevaluation, notify OSSE that evaluation is complete.	March 12, 2012
Early Childhood Transition	N/A	N/A
Secondary Transition	N/A	N/A

Initial Evaluation Findings of Noncompliance April 1, 2011 to September 30, 2011

Name of LEA: Center City Public Charter School					Date of Notification: December 12, 2011 Due Date: March 12, 2012	
Student Demographic Information		School	Date Evaluation Due	Corrective Action Code	LEA Verification of Correction	OSSE Verification of Correction
Student ID	Last Name	First Name	Attendance Center		Signature of LEA Validator	Signature of OSSE Validator
2842425146	Jones	Earon	Center City PCS - Brightwood Campus			
4747323574	Lyons	Dydia	Center City PCS - Capitol Hill Campus	1		
9499730785	Dowdlin-Dorsey	Jordan	Center City PCS - Capitol Hill Campus			
6030086833	Ingram	Richard	Center City PCS - Capitol Hill Campus			
2090490292	Love	Giovanni	Center City PCS - Petworth Campus	1		
7382116921	Berrios	Jocelyn	Center City PCS - Petworth Campus			
8474896577	Glasgow	Sharlene	Center City PCS - Petworth Campus			
5907986721	Marshall	Darrell	Center City PCS - Shaw Campus			
3411989794	Johnson	Jasmine	Center City PCS - Trinidad Campus			

Reevaluation Findings of Noncompliance
April 1, 2011 - September 30, 2011

[illegible]



Office of the
State Superintendent of Education

June 29, 2012

Dr. Beverley Wheeler
Center City Public Charter School
7 New York Ave. NE
Suite 200
Washington, DC 20002

Dear Dr. Wheeler:

The U.S. Department of Education, Office of Special Education Programs (OSEP) determined the District of Columbia to need intervention in meeting the requirements of Part B of the Individuals with Disabilities Education Act (IDEA). OSEP issued a letter to the Office of the State Superintendent of Education (OSSE) informing them that the U.S. Department of Education has imposed Special Conditions on OSSE's FFY 2011 grant awards under IDEA. OSSE was required to develop a Corrective Action Plan (CAP) to address noncompliance in specific areas. Pursuant to OSSE's CAP, which requires quarterly reporting of noncompliance in specific areas, OSSE has reviewed data in the Special Education Data System (SEDS) to identify noncompliance and assess progress toward federal and local targets for special education. OSSE reviewed data in SEDS for your LEA to determine compliance in the following areas.

Initial and Reevaluation Timelines

In order to improve compliance with timely evaluations and reevaluations, OSSE is required to report to OSEP the percent of initial evaluations and reevaluations provided to children with disabilities whose evaluation deadlines fell within the reporting period that were conducted in a timely manner. OSSE is also required to report on the percent of initial evaluations and reevaluations that were provided for children whose initial evaluation and reevaluations had become overdue in a prior reporting period (backlog). For each quarterly reporting period, the level of compliance for timely evaluations must increase until 95% of initial evaluations and reevaluations are completed in a timely manner.

Early Childhood Transition Timelines

In order to improve compliance with early childhood transition timelines, OSSE is required to report to OSEP the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. In addition, OSSE is required to report to OSEP the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays in providing a timely evaluation and IEP.

Secondary Transition Requirements

In order to improve compliance with secondary transition requirements, OSSE is required to complete a random sampling of at least 100 individualized education programs (IEPs) of youth aged 16 and above to be reviewed for IEP secondary transition content during each quarterly reporting period. For

each quarterly reporting period, the level of compliance for secondary transition requirements must increase until 95% of IEPs reviewed are compliant with secondary transition requirements.

Identification of Noncompliance

OSSE's review of Center City Public Charter School's data revealed noncompliance for timely completion of initial evaluations and timely completion of reevaluations. This letter serves as notification of noncompliance from OSSE's database review for the period January 1, 2012 – March 31, 2012.

To demonstrate correction of the LEA's noncompliance, the LEA must provide student level correction and ensure future LEA compliance. The LEA must also ensure future compliance with each requirement. This may be accomplished by demonstrating that the LEA has met full compliance via the following quarterly review.

Area of Monitoring	Corrective Actions	Due Date
Evaluation: Initial & Reevaluation	Conduct evaluation or reevaluation; notify OSSE that evaluation is complete.	October 1, 2012
Early Childhood Transition	N/A	N/A
Secondary Transition	N/A	N/A

OSSE is committed to supporting LEA efforts to improve results for children with disabilities and will continue to provide technical assistance opportunities to assist Center City Public Charter School as it works to improve performance under Part B of IDEA. If you have any questions about this communication, please do not hesitate to call your OSSE LEA Contact, Debra Melville, at 202-741-0265 or Mary Boatright, Director of Monitoring & Compliance at 202-741-0264.

Sincerely,



Amy Maisterra, Ed.D., MSW
Assistant Superintendent of Specialized Education

Enclosures



Directions for Correcting Student Level Findings from Database Review

Step 1: Review the compliance summary.

The purpose of the compliance summary is to provide the LEA with a summary of the quantitative data collected from the database.

For any item in which an LEA has noncompliance, the LEA must demonstrate compliance at the next quarter's data review.

Step 2: Review all student level noncompliance.

All instances of noncompliance must be corrected at an individual student level. The LEA validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. The page must be signed and dated by the LEA validator.

Corrective Action Code:

- 0 = Correction not yet made
- 1 = Correction has been made as required for this student
- 2 = Student is no longer enrolled in services with this LEA
- 3 = Student no longer receives Special Education Services

Step 3: After all student level noncompliance has been corrected, sign and date the student level form.

When corrections have been made for all items of noncompliance for each student, the appropriate administrator (Chief Executive Officer) must sign and date the student level tracking sheet.



Office of the
State Superintendent of Education

Step 4: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

Step 5: Sign and date Certification. Upon completion of ALL student level corrections, the appropriate LEA administrator (Chief Executive Officer) responsible for ensuring that corrections have been made must sign and date the certification form.

Step 6: Submit the Certification form and all signature pages of the report.

Submit the Certification page and ALL signature pages to:

Mary Boatright
Director of Monitoring & Compliance
OSSE, Department of Specialized Education
810 First Street, NE, 5th Floor
Washington, DC 20002

Initial Evaluation Findings of Noncompliance January 1, 2012 - March 31, 2012

Name of LEA: Center City Public Charter Schools						Date of Notification: June 29, 2012 Due Date: October 1, 2012			
Student Demographic Information			School		Corrective	LEA Verification of Correction	OSSE Verification of Correction		
Student ID	Last Name	First Name	Attendance Center	Date Evaluation Due	Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
7819428700	O'Brien	Arnaya	Center City PCS-Shaw	02/23/2012					

Reevaluation Findings of Noncompliance January 1, 2012 - March 31, 2012

Name of LEA: Center City Public Charter Schools										Date of Notification: June 29, 2012 Due Date: October 1, 2012	
Student Demographic Information			School					LEA Verification of Correction	OSSE Verification of Correction		
Student ID	Last Name	First Name	Attendance Center	Date Evaluation Due	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification		
4596752945	Aniekwe	Ugochukwu	Center City PCS-Brightwood	2/24/2012	1						
3244810205	Miranda	Luis	Center City PCS-Petworth	1/6/2012	1						

Certification of Plan Completion

Center City PCS

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of our knowledge and belief.

All corrections due by: **October 1, 2012**

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____

Appendix N



Office of the
State Superintendent of Education

June 20, 2012

Dr. Beverly Wheeler
Chief Executive Officer
Center City Public Charter School
7 New York Avenue, NE, Suite 200
Washington, DC 20002

Dear Dr. Wheeler:

The U.S. Department of Education, Office of Special Education Programs (OSEP) determined the District of Columbia to need intervention in meeting the requirements of the Individuals with Disabilities Education Act (IDEA). One specific factor affecting this determination was the state's failure to meet longstanding Special Conditions imposed on its grant under Part B of the IDEA related to timely initial evaluations and reevaluations.

In order to improve compliance with timely evaluations and reevaluations, OSSE is required to report to OSEP the percent of initial evaluations and reevaluations provided to children with disabilities whose evaluation deadlines fell within the reporting period that were conducted in a timely manner. In OSSE's March 29, 2011 and December 12, 2011 reports identifying noncompliance related to timely initial evaluations, the LEA was required to complete student-level corrections and demonstrate 100% compliance in a subsequent time period in order to demonstrate correct implementation of the regulatory requirement. In OSSE's March 29, 2011 and December 12, 2011 reports identifying noncompliance related to timely reevaluations, the LEA was required to complete student-level corrections and demonstrate 100% compliance in a subsequent time period in order to demonstrate correct implementation of the regulatory requirement.

OSSE reviewed data in its Special Education Data System (SEDS) to report to OSEP on compliance with initial evaluation and reevaluation timeline requirements. **OSSE's review of data revealed that Center City was 100% compliant with timely initial evaluations and reevaluations for the period of October 1 – December 31, 2011.** Therefore, OSSE is closing Center City's previous initial evaluation and reevaluation findings of noncompliance. OSSE appreciates the LEA's efforts to ensure compliance with evaluation regulatory requirements.

If you have any questions, please do not hesitate to call your OSSE LEA Contact, Debra Melville, at (202) 741 0265.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mary Boatright", with a stylized flourish at the end.

Mary Boatright
Director of Monitoring & Compliance

Appendix O

CENTER CITY: 5 YEAR BALANCE SHEET ANALYSIS

	2008	2009	2010	2011	2012
Assets					
Current Assets:					
Cash/Cash equivalents	\$ 160,672	\$ 6,429,693	\$ 1,732,478	\$ 850,417	\$ 2,655,627
Receivables	\$ -	\$ 1,255,132	\$ 1,423,093	\$ 1,072,593	\$ 1,572,376
Prepaid expenses and other assets	\$ 24,133	\$ 104,420	\$ 227,083	\$ 609,618	\$ 302,309
Investments	\$ -	\$ -	\$ 3,000,000	\$ 1,086,055	\$ -
Total Current Assets	\$ 184,805	\$ 7,789,245	\$ 6,382,654	\$ 3,618,683	\$ 4,530,312
Noncurrent Assets:					
Property and equipment, net	\$ 29,561	\$ 759,645	\$ 2,356,301	\$ 1,650,233	\$ 1,349,657
Total Noncurrent Assets	\$ 29,561	\$ 759,645	\$ 2,356,301	\$ 1,650,233	\$ 1,349,657
Total assets	\$ 214,366	\$ 8,548,890	\$ 8,738,955	\$ 5,268,916	\$ 5,879,969
Liabilities and Net Assets					
Current liabilities					
Accounts payable and accrued expenses	\$ 74,077	\$ 603,501	\$ 536,677	\$ 352,291	\$ 409,071
Accrued payroll and benefits	\$ -	\$ -	\$ 1,503,731	\$ 1,760,402	\$ 1,776,027
Deferred revenue	\$ -	\$ 111,814	\$ 391,551	\$ 436,089	\$ 976,167
Deferred rent	\$ -	\$ -	\$ -	\$ 89,568	\$ 145,580
Total current liabilities	\$ 74,077	\$ 715,315	\$ 2,431,959	\$ 2,638,350	\$ 3,306,845
Long-term liabilities					
Deferred rent, net of current portion	\$ -	\$ 230,152	\$ 289,223	\$ 158,109	\$ 12,529
Notes payable	\$ -	\$ 3,300,000	\$ 3,300,000	\$ -	\$ -
Total Noncurrent Liabilities	\$ 200,000	\$ 3,530,152	\$ 3,589,223	\$ 158,109	\$ 12,529
Total liabilities	\$ 274,077	\$ 4,245,467	\$ 6,021,182	\$ 2,796,459	\$ 3,319,374
Net Assets:					
Net Income	\$ (59,711)	\$ 4,363,134	\$ (1,224,909)	\$ (245,316)	\$ 88,138
Beg. Net Assets*	\$ -	\$ (59,711)	\$ 3,942,682	\$ 2,717,773	\$ 2,472,457
Total Net Assets (Ending Net Assets)	\$ (59,711)	\$ 4,303,423	\$ 2,717,773	\$ 2,472,457	\$ 2,560,595
Total liabilities and net assets	\$ 214,366	\$ 8,548,890	\$ 8,738,955	\$ 5,268,916	\$ 5,879,969
Long-term debt/ Total Equity ratio:	(4.5901)	0.9865	2.2155	1.1310	1.2963
Net-working capital:	\$ 110,728	\$ 7,073,930	\$ 3,950,695	\$ 980,333	\$ 1,223,467
Liquidity ratio:	2.49	10.89	2.62	1.37	1.37

* FY 2010 Beginning Net Assets was restated in the FY2011 financial audit.

CENTER CITY: 5 YEAR INCOME STATEMENT ANALYSIS					
	2008	2009	2010	2011	2012
Revenue:					
Support and revenue:					
Fees and grants from government agencies	\$ -	\$ 20,683,668	\$ 18,951,346	\$ 21,265,514	\$ 24,334,362
Other grants and awards	\$ -	\$ -	\$ -	\$ 49,381	\$ 31,326
Meals and activities fees	\$ -	\$ 269,723	\$ 174,123	\$ 64,106	\$ 154,417
Contributions from donors	\$ 610,000	\$ 713,611	\$ 6,448	\$ 1,353,303	\$ 16,188
Miscellaneous Income	\$ 917	\$ 67,186	\$ 109,824	\$ 47,836	\$ 8,100
Total revenue	\$ 610,917	\$ 21,734,188	\$ 19,241,741	\$ 22,780,140	\$ 24,544,393
Expenses:					
Personnel costs	\$ 214,604	\$ 10,483,841	\$ 12,068,457	\$ 12,903,752	\$ 14,241,792
Direct student costs	\$ 5,621	\$ 1,391,471	\$ 2,007,661	\$ 3,556,940	\$ 3,514,978
Occupancy expenses	\$ 22,008	\$ 3,307,855	\$ 3,522,229	\$ 3,219,162	\$ 3,221,367
General and office expenses	\$ 428,395	\$ 2,187,887	\$ 2,868,303	\$ 3,345,602	\$ 3,478,118
Total expenses	\$ 670,628	\$ 17,371,054	\$ 20,466,650	\$ 23,025,456	\$ 24,456,255
Net Income	\$ (59,711)	\$ 4,363,134	\$ (1,224,909)	\$ (245,316)	\$ 88,138
Beginning Net Assets*	\$ -	\$ (59,711)	\$ 3,942,682	\$ 2,717,773	\$ 2,472,457
Total Net Assets (Year End Balance)	\$ (59,711)	\$ 4,303,423	\$ 2,717,773	\$ 2,472,457	\$ 2,560,595
Profit margin	-10%	20%	-6%	-1%	0%
Personnel expenses/Total Revenue	35%	48%	63%	57%	58%
Direct student costs/Total Revenue	1%	6%	10%	16%	14%
Occupancy expenses/Total Revenue	4%	15%	18%	14%	13%
General and Administrative/Total Revenue	70%	10%	15%	15%	14%

Personnel costs (FY2008-FY2012 averages)	52%
Direct student costs (FY2008-FY2012 averages)	10%
Occupancy expenses (FY2008-FY2012 averages)	13%
General and administrative expenses (FY2008-FY2012 averages)	25%

* FY 2010 Beginning Net Assets was restated in the FY2011 financial audit.

Center City PCS: Expenditures as % of Revenues
(FY2008 - FY2012 averages)

