



## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

### Charter and/or Charter Agreement Amendment Application

#### Part I: General Information

**\*All applicants must complete this section\***

**SUBMITTED BY: Donald L. Hense – Friendship Public Charter School**

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

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

**SUBMISSION DATE:** 05/15/2020

#### SCHOOL BACKGROUND

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

##### Overview of School Performance

**1.** Provide the following information about your Local Education Agency (LEA) by campus:

A - C

Campus Name (Year Opened)	Grade Span	Location
Friendship PCS - Armstrong Elementary (2015)	PK3-3	111 O Street NW
Friendship PCS - Armstrong Middle (2019)	4-8	111 O Street NW
Friendship PCS - Blow-Pierce Elementary (2013)	PK3-3	725 19 <sup>th</sup> Street NE
Friendship PCS - Blow-Pierce Middle (1999)	4-8	725 19 <sup>th</sup> Street NE
Friendship PCS - Chamberlain Elementary (1998)	PK3-3	1345 Potomac Avenue SE
Friendship PCS - Chamberlain Middle (2004)	4-8	1345 Potomac Avenue SE
Friendship PCS - Collegiate Academy (2000)	9-12	4095 Minnesota Avenue NE
Friendship PCS - Ideal Elementary (2019)	PK3-3	6130 North Capitol Street NW
Friendship PCS - Ideal Middle (2019)	4-8	6130 North Capitol Street NW
Friendship PCS - Online Academy (2015)	K-8	1351 Nicholson St. NW



## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

### Charter and/or Charter Agreement Amendment Application

Friendship PCS - Southeast Academy Elementary (2005)	PK3-3	645 Milwaukee Place SE
Friendship PCS - Southeast Academy Middle (2018)	Currently serves 4-7 (Grades 4-8 at capacity in SY 2020-21)	645 Milwaukee Place SE
Friendship PCS - Technology Preparatory Middle (2008)	8 (Campus will close at end of SY 2019-20)	2705 Martin Luther King Jr. Avenue SE
Friendship PCS - Technology Preparatory High (2010)	9-12	2705 Martin Luther King Jr. Avenue SE
Friendship PCS - Woodridge International Elementary (1998)	PK3-3	2959 Carlton Avenue NE
Friendship PCS - Woodridge International Middle (2004)	4-8	2959 Iton Avenue NE

D. Date that charter will be eligible for possible renewal: **June 30, 2028**

2. Please select the performance indicators below that describe the school's current performance\*: (Mark all that apply)

- ☐ Currently rated Tier 1, or met at least 2/3 of targets on the most recent PK-only PMF or Alternative Accountability Framework.
- ☒ School is not currently under corrective action.
- ☒ Has historically met enrollment projections w/in 80% of target.
- ☒ School has been in operation for 3+ years.
- ☒ School is currently accredited. **May 1, 2022**

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

Friendship completed its 20-year charter review in March 2018 and met its goals and academic achievement expectations. For SY 2018-19, six campuses achieved Tier 1 status, several campuses ranked in the Top 10 for charter elementary and middle schools PMF performance, and one high school campus ranked in the Top 3 for charter high schools PMF performance. This is significant due to the higher proportion of Friendship students classified as at-risk compared to other Tier 1 schools.

As it relates to PARCC outcomes, Friendship is closing achievement gaps with at-risk students.

Below is a table of Friendship's PMF performance.

Campus Name	SY 2018-19
Chamberlain Elementary	82.7%, T1
Woodridge Elementary	82.5%, T1
Blow Pierce Elementary	75.3%, T1
Southeast Elementary	80.6%, T1
Southeast Middle (4 <sup>th</sup> – 6 <sup>th</sup> )	56.6%
Armstrong Elementary	47.4%, T2
FPCS Online K-8	52.7%, T2
Chamberlain Middle	52.1%, T2
Woodridge Middle	80.2%, T1
Blow Pierce Middle	54.0%, T2
Tech Prep Middle (7 <sup>th</sup> – 8 <sup>th</sup> )	46.1%, T2
Tech Prep High	82.3%, T1
Collegiate Academy	50.2%, T2

**PROPOSAL**

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Friendship PCS submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on July, 2019 (*leave blank if this has not been determined*).

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

Friendship seeks to offer competency-based units for students who are enrolled in our Friendship Collegiate Online Academy and those who take singleton courses through the Academy. The Academy offers an array of courses not available in our brick and mortar schools and allows students to pursue their curricular interests while working at their own pace. Approximately 50% of students enrolled in the Academy are students who perform at a high level academically, or who are pursuing athletic opportunities that require extensive travel during the school year. These students need the flexibility to advance in a course without the constraints of time. Students also need the ability to participate in off campus internships and dual enrollment classes that would not ordinarily fit into their schedule. Demonstrating competency presents students with the opportunity to focus on the standards and skills they need, rather than spending time reviewing content already learned. Friendship wants to ensure that these students meet their academic, extra-curricular, and professional goals, while staying engaged in school and earning a high school diploma.

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

Friendship was founded to ensure students receive a world-class education and become ethical, literate, well rounded, and self-sufficient citizens who contribute actively to their communities. This amendment supports and enhances Friendship's mission in that it offers students the ability to plan a course of study that is aligned not only to state requirements, but to the student's interests. Students can pursue a pace of learning that challenges them to master requisite courses in an expedited manner as well as choose courses that align with their potential career interests. Students receive a world-class education and are able to demonstrate self-sufficiency through working at a pace that is not bound to earning seat hours for credit.

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



## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

### Charter and/or Charter Agreement Amendment Application

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Since SY 2017-18, Friendship PCS has been 100% compliant according to PCSB's Annual Compliance Review and has received no board actions.

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

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

N/A

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

Friendship staff discussed the desire to offer competency-based units during the boot camp with parents and students who attend other Friendship campuses when planning began for the Online High School early in 2018. To date, there have been no concerns expressed about offering competency-based units.

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

The Friendship PCS Board of Trustees unanimously approved the request of staff to pursue a charter amendment request to offer competency-based units at its May 14, 2020 board meeting.

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

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

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

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

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

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

Friendship seeks to offer competency-based units for students who are enrolled in our Friendship Collegiate Online Academy and those who take singleton courses through the Academy. The Academy offers an array of courses not available in our brick and mortar schools and allows students to pursue their curricular interests while working at their own pace. Approximately 50% of students enrolled in the Academy are students who perform at a high level academically, or who are pursuing athletic opportunities that require extensive travel during the school year. These students need the flexibility to advance in a course without the constraints of time. Students also need the ability to participate in off campus internships and dual enrollment classes that would not ordinarily fit into their schedule. Demonstrating competency presents students with the opportunity to focus on the standards and skills they need, rather than spending time reviewing content already learned. Friendship wants to ensure that these students meet their academic, extra-curricular, and professional goals, while staying engaged in school and earning a high school diploma.

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

The approval of the Friendship Collegiate Online Academy included the use of curricula provided by Edmentum's EdOptions Academy. Each course in the curricula is broken into units, discussion prompts, tutorials, mastery tests, unit posttests, and end of semester exams. All courses, across content areas, are structured in the same way with a few exceptions in elective courses. Students demonstrate competency within each unit by either taking a unit pretest and/or mastery test scoring 80% for each tutorial, and earn at least C- in the course overall.

**a. Competency-based learning course structure:**

i. Course details

- All courses are semester courses, with a year-long course of study divided into semester A and semester B
  - .5 Carnegie Credit is equal to .5 Competency-based unit
  - 1 Carnegie Credit is equal to 1 Competency-based unit
- Honors and AP levels for these courses are options for core content courses

Subject	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English Language Arts	English 9	English 10	English 11	English 12
Mathematics	Algebra 1	Geometry	Algebra 2	Pre-Calculus Calculus A, B Other math courses based on previous years course of study
Science	Biology	Chemistry	Physics	Advanced/Other Science

Social Studies	World History 9	World History 10	US History	DC History/ American Government
World Language (French, Spanish, Latin, German)	Language 1	Language 2		
Art/Music	Art	Music	Elective	Elective
PE/Health	PE/Health	Health/PE	Elective	Elective
Career and Technical Education	Elective	Elective	Elective	Elective

- ii. How grading will be structured, including conversion to the GPA scale
- iii. Minimum grade/score that students must earn to earn a unit or units for the course

Students earn numerical grades based on their performance on discussion activities, unit pretests/mastery tests, unit post-tests, unit/course activities, and end of semester exams. The cumulative grade score is then converted to a letter grade based on the Friendship PCS high school grading scale. A student must earn at least a C- (71%) for the course to earn a competency-based unit.

Friendship Grading Scale

<i>Percent</i>	<i>Letter Grade</i>	<i>Academic</i>
98%-100%	A+	4.00
94%-97%	A	4.00
91%-93%	A-	3.75
88%-90%	B+	3.25
84%-87%	B	3.00
81%-83%	B-	2.75
78%-80%	C+	2.25
74%-77%	C	2.00
71%-73%	C-	1.75
71% & Below	F	0.00

- b. Time commitment for the course (e.g. frequency offered, when offered, and class schedules if relevant). If the course can be of varying durations, provide an explanation. Standards and instruction:



The time spent in each course can vary by student. Students enrolled in a course for competency-based units, may exempt out of certain sections of the course based on pretests that they take. However, typically students are expected to spend at least five hours a week in each course, based on the amount of lessons and activities that remain to complete after the pretest determines what students have already mastered.

- i.* Identify the standards the course or course series will be using (e.g. state- level content standards in English Language Arts, math, science, physical education, health, the arts, or the specific standards to be used in other subject areas)

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

The Science courses are aligned to the Next Generation Science Standards

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

The World Language courses are aligned to DC World Language Standards

The Arts courses are aligned to the DC Arts standards

The Career and Technology courses are aligned to industry standards

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

The instructional model combines online technology with traditional instruction and materials. Certified teachers provide synchronous instruction (where the student and the teachers are online together) and students engage in asynchronous instruction (when the student is working independently off-line). Synchronous instruction occurs in small groups of students including 1 on 1 remediation or acceleration. Instruction and additional learning experiences occur face-to-face at a Friendship site. Course work and practice activities can be completed outside of school, however end of semester exams and standardized assessments (PARCC, MAP, PSAT, SAT, AP) are conducted at the school.

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

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

**c. Student participation:**

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

The content in the Friendship Collegiate Online Academy courses is the same for a student earning a Carnegie credit or a competency-based unit. The difference is the time required for the course and the grade a student is required to earn. Any student is eligible to participate in competency-based courses based on ability, need and interest. Students in need of credit recovery would be eligible to take courses previously failed. Students who have advanced skills in a can demonstrate mastery by taking a competency based summative assessment or end of course exam. Students enrolled in Friendship's Collegiate and Technology Preparatory High Schools are eligible to take Friendship Collegiate Online Academy courses of interest, particularly if the course is not offered in the brick and mortar setting or there is a scheduling conflict.

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

Friendship serves all students and students with IEPs are currently enrolled in courses in the Friendship Collegiate Online Academy. Students with special needs are supported based on an IEP, 504 plan, or any educational plan designed for a student.

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

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

All students can take these courses and earn Carnegie credits by going through courses in the traditional way and completing all activities without being exempted from content by pretests.

- d.* **Assurance that the school will collect and report on the following data annually:**

- i.* **Course details:**

- 1. Official Name**
- 2. Subject (per graduation requirements)**
- 3. Grade level, if applicable d. Number of competency-based units and equivalent Carnegie units**
- 4. Number of students enrolled in each course for previous school year (SY) iii. Number of students completing each course with a passing grade for previous SY**

5. Number of students in the course who earned partial competency-based unit(s) and the number of units 4
6. Number of students in the course who did not earn competency-based units
7. Percentage of students determined to have mastered content based on specific assessments identified for use in demonstrating mastery (provided n-size is greater than 10) vii. If applicable, number of students who were rostered to take a PARCC assessment in the subject area of the competency-based learning course and the median PARCC score of the rostered students<sup>1</sup>
  - Only applicable for HS mathematics and English II
8. If applicable, number of students who were rostered to take a required statewide assessment (e.g. science, health) and the median assessment score of the rostered students<sup>2</sup>

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

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

Friendship's Collegiate Online Academy, which uses Edmentum's EdOptions Academy for its high school course content, was approved in July 2018 by DC PCSB. The course syllabi and scope and sequence documents remain unchanged and will be used to offer Carnegie credits and competency-based units.

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

Friendship staff in addition to EdOptions Academy teachers monitor student performance over time. This includes reviewing mastery tests and posttest outcomes to determine if there are standards and skills that must be retaught. In addition, students in grades 9-11 participate in the MAP assessment to determine mastery of standards for proficiency and growth. Finally, regular check-ins with students (advisors and counselors) ensure we are aware of their progress, successes and challenges in order to make adjustments in instruction and programming to address their needs.

- f. What student progress in the competency-based learning course or course series will qualify as a competency-based unit. The answer must include an explanation of how students will demonstrate mastery with specific assessments (which may include portfolio or performance-based assessments), and a description of their purpose, design, format, rationale for selection, and the level of performance or achievement that will constitute mastery (e.g. thresholds).<sup>3</sup>

All assessments in each course are computer based. Students have multiple

opportunities to demonstrate mastery at the end of every lesson via a mastery test in which a score of 80% demonstrates mastery. Every unit in each course includes a unit posttest, which covers all content taught in the unit, and students must score at least 61% to demonstrate mastery. A student will receive competency-based unit for a course by earning an overall passing course grade of 71% or higher.

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

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

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

Data for all students taking Friendship Collegiate Online Academy course is tracked in the MaestroSIS (Edmentum product), this includes grades and assessment data. Final grades for courses are exported from MaestroSIS and imported in Powerschool to populate report cards and transcripts. All data can be exported and provided to the DC PCSB and OSSE on an annual basis or as required.

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

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

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

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

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

The school must demonstrate via the application information provided that:

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