2019-20 Twenty-Year Charter Review Report Cedar Tree Academy Public Charter School

February 24, 2020

DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpcsb.org

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BOARD VOTE AND KEY FINDINGS[1]

The District of Columbia Public Charter School Board (DC PCSB) staff conducted a charter review of Cedar Tree Academy Public Charter School (Cedar Tree PCS), as required by the School Reform Act (SRA),[2] and concluded that the school met its goals and student academic achievement expectations (charter goals) as specified in its charter agreement. Staff recommended that the Board vote to continue the school.

Cedar Tree PCS is a local educational agency (LEA) that currently educates 357 students in grades prekindergarten-3 (PK3) through kindergarten (K) at a single campus in Ward 8. Beginning in school year (SY) 2020-21, the school will add first grade and continue growing each year until it serves grades PK3-3. The school adopted the Performance Management Framework (PMF) as its goals and committed to meeting a 50% average on the PMF over the course of the review period.[3] The school met this target with an average score of 87.9% The school's performance on the PMF is displayed in the chart below:

Cedar Tree PCS – PMF Outcomes					
2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**Average**
N/A[4]	**Tier 1[5]** 86.0%	**Tier 1** 86.8%	**Tier 1** 89.4%	**Tier 1** 89.5%	87.9%

Cedar Tree PCS had a total campus reconfiguration in 2013 and transitioned from a PK3-8 campus to an early childhood program only serving grades PK3-K beginning in SY 2013-14. Since then, the school has shown strong academic results, and over the course of the review period the school maintained consistent Tier 1 performance. The school excels in demonstrating student progress in English language arts and math, with student performance on the Northwest Education Association Measures of Academic Progress (NWEA MAP) assessment among the highest in the sector.

Separate and apart from the determination of the school's goal and academic achievement expectation attainment, DC PCSB staff determined that the school has not committed a material violation of applicable law or of its charter. Further, the school has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

[1] You may view copies of all the appendices in this report here.

[2] D.C. Code § 38-1802.12(a)(3).

[3] A full discussion of the schools PMF goal is found in Section One of this report.

[4] Scores and tiers were not displayed in SY 2014-15, and Cedar Tree PCS's charter does not include SY 2014-15 in its goal.

[5] Each year, DC PCSB evaluates the performance of every public charter school in the District. These evaluations are compiled into school quality reports, which are used to rank schools into Tiers 1, 2, or 3, with 1 being the best.

Therefore, DC PCSB staff recommended that the Board vote to continue the school's charter. On February 24, 2020, the Board voted 7-0 to fully continue the charter of Cedar Tree PCS.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."[6] As part of this review, DC PCSB must determine whether:

(1) The school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[7]

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a conditional continuance.

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: (1) has engaged in a pattern of nonadherence to GAAP, (2) has engaged in a pattern of fiscal mismanagement, and/or (3) is no longer economically viable.[8]

[6] D.C. Code § 38-1802.12(a)(3).
[7] D.C. Code § 38-1802.13(a).
[8] D.C. Code § 38-1802.13(b).

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

Cedar Tree PCS began operation in 2000 under the name Howard Road Public Charter School.[9] The school served students in grades K-5, with the ability expand to serve up to twelfth grade. The school expanded to serve an additional grade each year for the next three years until it served K-8 in SY 2003-04, though it never expanded to serve high school.

On February 21, 2008, DC PCSB approved Cedar Tree PCS to take over the operations of the two campuses of Washington Academy Public Charter School (Washington Academy PCS), which was closing, and the school amended its charter to serve grades PK3 and PK4 in order to serve all of Washington Academy PCS's former students. The school operated the two new campuses as well as its original campus as three separate campuses beginning in SY 2009-10.[10]

On February 25, 2013, in response to persistently low performance at two of its three campuses, the school amended its charter to (1) terminate its management relationship with Mosaica, Inc., (2) close two of its three campuses, and (3) eliminate its first through eighth grade programming so that it could restructure its program to focus on early childhood education.[11] As part of this restructuring, the school chose to change its name to Cedar Tree Academy PCS in order to rebrand its organization; DC PCSB approved this change on June 24, 2013.[12] Since the restructuring, the school has served students in grades PK3-K at a single campus in Ward 8.

On June 25, 2019, DC PCSB approved Cedar Tree PCS to expand to add grades 1-3. The school will add first grade in SY 2020-21 and will grow to add second and third grade over the following two years.[13]

Cedar Tree PCS Grades Served									
Years	**2000-01**	**2001-02**	**2002-03**	**2003-04**	**2008-13**	**2013-20**	**2020-21**	**2021-22**	**2022-23**
Grades Served	K-5	K-6	K-7	K-8	PK3-8	PK3-K	PK3-1	PK3-2	PK3-3

[9] Cedar Tree PCS charter agreement, June 16, 2000, Appendix A..
[10] Howard Road Academy- Charter Amendment and Enrollment Ceiling Increase Requests, February 2008, Appendix B.
[11] Vote Proposal, Charter Amendment Request Howard Road PCS Mission and Grades Served, February 2013, Appendix C.
[12] Vote Proposal, Charter Amendment Request Howard Road PCS Name Change, June 2013, Appendix D.
[13] Vote Proposal, Charter Amendment: Cedar Tree PCS Grade Band Expansion, June 2019, Appendix E.

The mission of the school is:

> Cedar Tree Academy Public Charter School is committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. - No exception, No excuses.[14]

Cedar Tree PCS uses a three-teacher model, with three teachers in each classroom to allow for more individualized instruction. The school provides a before-care and after-care program to parents for a sliding scale fee that allows students to arrive at the school as early as 6:30am every day and stay as late as 6:00pm. The school places an emphasis on parent engagement, including participating in a food pantry program with Martha's Table to provide free food to families, in addition to providing an on-site Parent Center where parents can learn about topics like positive parenting or budgeting and saving for college.

Enrollment and Demographic Trends

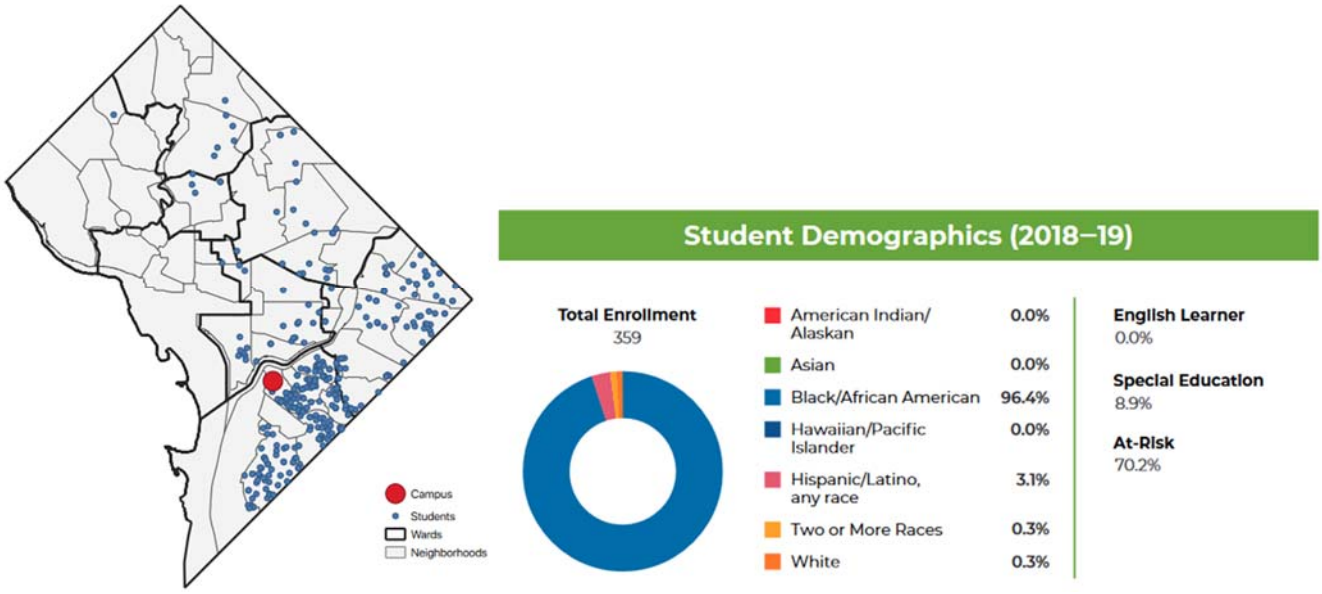
The tables below show the enrollment and demographics of the school, including a map that shows where students live in relation to the school, which is marked by a large red dot. Each student is represented by a blue dot for SY 2018-19. As shown on the map, the majority of the school's students reside in the same ward as the school, Ward 8.

The school's student body is almost exclusively African-American. In SY 2018-19, 70.2% of the school's students were classified as At-Risk,[15] which is among the higher rates for charter schools in the District.

Cedar Tree PCS – Enrollment by Grade					
School Year	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
PK3	103	141	127	116	118
PK4	151	122	148	136	119
K	112	122	106	107	119
Total Audited Enrollment	366	385	381	359	357
Enrollment Projections[16]	360	366	360	360	360
Enrollment Ceiling[17]	600	600	600	600	600

[14] Cedar Tree PCS charter agreement, June 16, 2000, Appendix A.
[15] The Office of the State Superintendent (OSSE) defines at-risk students as follows: "students who are homeless, in the District's foster care system, qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or high school students that are one year older, or more, than the expected age for the grade in which the students are enrolled."
[16] In the year preceding each school year, charter LEAs must submit projected enrollment numbers to DC PCSB, based on how many students the school expects to enroll in the upcoming school year.
[17] Each charter LEA has an approved maximum enrollment ceiling specified in its charter agreement, which designates the total number of students a school may serve in a given school year.

Cedar Tree PCS - Student Enrollment SY 2018-19



Communication with the School

On April 4, 2019, DC PCSB staff met with staff from Cedar Tree PCS to discuss the school's upcoming twenty-year review. Staff provided the school with a chart similar to the one in Section One of this report, showing the school's PMF performance for the past five years and that the school was on track to meet its goals for its twenty-year review.

Previous Charter Reviews

Five-Year Review

On January 16, 2007, DC PCSB conducted the five-year review of the school (then called Howard Road Academy PCS) and found that the school had met its standard of review and its goals and academic achievement expectations. Based on this review the Board voted to grant the school a full continuance.[18]

Ten-Year Review

On January 23, 2012, DC PCSB conducted the ten-year review of the school (then called Howard Road Academy PCS) and found the school was not a candidate for charter revocation.[19] However, the charter review noted that the school's "curriculum and instruction lacked rigor," the staff attrition rate was 70%, and the student re-enrollment rate was only 32.2%. Despite these issues, the DC PCSB Board voted to continue the school's charter.[20]

[18] Howard Road PCS Five-Year Review Report, January 2007, Appendix F.
[19] Howard Road PCS, Ten-Year Review Vote Proposal, January 2012, Appendix G.
[20] Howard Road PCS Ten-Year Review Report, January 2012, Appendix H.

Fifteen-Year Renewal

On December 15, 2014, DC PCSB conducted the fifteen-year renewal review of Cedar Tree PCS and found the school had met its standard of review and its goals and academic achievement expectations.[21] The report noted technical complications with assessing goal determination given the school had just recently reconfigured its campus to serve only grades PK3 – K. The DC PCSB Board voted to approve the school's renewal application and renew the charter for another fifteen-year term.

[21] Cedar Tree PCS Fifteen-Year Renewal Report, December 2014, Appendix I.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic achievement expectations at least once every five years. Goals and academic achievement expectations are considered part of the review analysis only if they were included in a school's charter or charter amendment approved by the DC PCSB Board.

In July 2015, at the time of Cedar Tree PCS's fifteen-year renewal, the school first adopted the PMF as its goals and academic achievement expectations. By adopting the PMF as goals, the school agreed to the review standard listed below.

There are currently four PMF frameworks. Cedar Tree PCS is measured using the Early Childhood portion of the PK-8 framework. These frameworks use common measures across schools serving similar grades to measure school quality. For a school serving PK-K students, there are two components: (1) student academic progress in reading and math, and (2) school environment measures divided among attendance, re-enrollment, and teacher interaction. Performance on early childhood assessments is display only and does not impact a school's overall PMF score.

At the time the school adopted the PMF as its charter goals, DC PCSB had not yet completed the development of the Early Childhood framework. Accordingly, in its charter agreement, the school agreed to meet performance standards to be set by the DC PCSB Board once it fully developed the Early Childhood framework. This framework evolved into the PK-8 framework, and the relevant performance standards set by the Board are laid out in the most recent Elect to Adopt the PMF as Charter Goals Policy.[22]

The chart below summarizes DC PCSB's determinations of whether the school's academic program met its respective goals and academic achievement expectations. These determinations are further detailed in the body of this report.

[22] Elect to Adopt the PMF as Charter Goals Policy: https://dcpcsb.org/elect-pmf-charter-goals-policy.

Goals and Academic Expectations		Met?
1	**Per the most recent performance standard set by the DC PCSB Board, Cedar Tree PCS will be deemed to have met its academic goals and achievement expectations at its 20-year charter review if the school corporation earns an average PMF score equal to or exceeding 50.0% for school years 2015-16, 2016-17, 2017-18, and 2018-19.[23]** **Improvement Provision: If any of the above targets are not met, PCSB may, at its discretion, determine the campus to have met it goals and academic achievement expectations if it has demonstrated consistent improvement over the course of the most recent five-year period.**	**Met**

Assessment: **Cedar Tree PCS met its goals and academic achievement expectations.** The school earned an average PMF score of 87.9% during the review period—37.9 points above the 50.0 needed. The school maintained very consistent performance, never receiving a PMF score below 85.0%. Each year, the school continued to improve its PMF score until reaching 89.5% in SY 2018-19.

Cedar Tree PCS – PMF Outcomes					
2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**Average**
N/A[24]	**Tier 1** 86.0%	**Tier 1** 86.8%	**Tier 1** 89.4%	**Tier 1** 89.5%	87.9%

The remainder of this section contains a brief overview of the PMF, followed by a summary of the school's PMF performance and then a detailed analysis of Cedar Tree PCS's performance on each category of the PMF over the course of the review period. When applicable, the category is assessed both by subject—ELA and math—and by student subgroup.

[23] The exact language of the goal as stated in the charter agreement is: "For each school year, starting in the 2015-16 school year, and until PCSB determines the performance standards for the EC PMF tiers, each measure within the EC PMF will be considered an individual charter goal. The School Corporation will be considered to have met each goal if it meets or exceeds the threshold for each individual measure. After PCSB establishes EC PMF tiers, for purposes of reviews and renewals, the school will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board." The language in the chart reflects the relevant performance standards set by the Board in the most recent Elect to Adopt the PMF as Charter Goals Policy.

[24] Due to the change in the state assessment, scores and tiers were not displayed in SY 2014-15. Furthermore, Cedar Tree PCS's charter agreement does not take goals performance in SY 2014-15 into consideration for this review period.

Overview of the PMF for PK-K Schools

The PMF is divided into three categories: student progress, student outcomes, and school environment. Each category is a group of individual measures for which a school may earn points. The points add up to a school's overall PMF score.

Student Progress reflects academic growth from one year to the next on the Northwest Education Association Measures of Academic Progress (NWEA MAP) as measured by the Conditional Growth Percentile (CGP). CGP assesses the relative year-to-year progress made by individual students at a school. Schools that end in the third grade are measured using NWEA MAP rather than the Partnership for Assessment of Readiness for College and Careers (PARCC).

School Environment includes measures that capture a school's climate such as attendance, re-enrollment, and teacher interaction as measured by the Classroom Assessment Scoring System (CLASS[25]).

Student Outcomes (Display Only) measures skills in pre-literacy, math, and social emotional learning using assessments chosen by each individual school. DC PCSB publishes a list of Early Childhood Approved Assessments in the PMF Policy and Technical Guide each year. Cedar Tree PCS uses the following assessment: Individual Growth & Development Indicators (myIGDI).

Several tables are color coded. Please use the following key:[26]

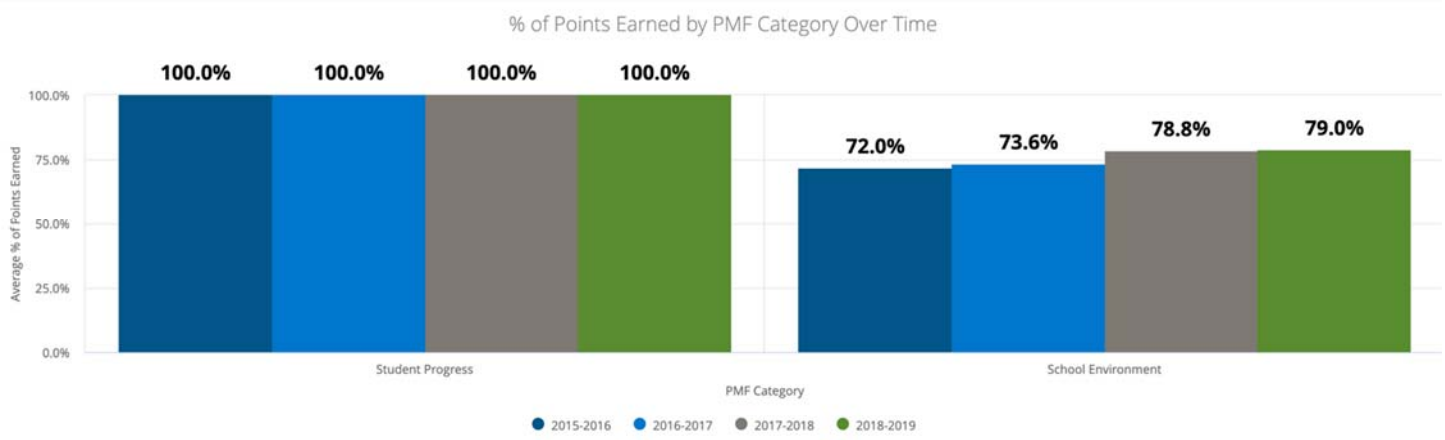
KEY for Campus Rate Data Charts	
Test-Takers	▪ Number of students who took the state assessment at this school
Green	▪ Greater than the charter sector average of the same grade band ▪ Greater than a CGP of 50.0 on NWEA MAP
Red	▪ Less than the charter sector average of the same grade band ▪ Less than a CGP of 50.0 on NWEA MAP
Grey	▪ Equal to the charter sector average for the same grade band ▪ Equal to a CGP of 50.0 on NWEA MAP
∅	▪ The number of test-takers (n-size) is less than 10. ▪ Data is unavailable for at-risk students because it was not an official state designation until SY 2015-16

[25] All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of four and a half and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB's floor for this indicator is two with a target of four.

[26] This key does not apply to bar charts that may or may not use the same color scheme in different sections of the report. Each bar chart will include its own unique legend.

Summary of Points Earned

Looking at the average percent of points earned in each category provides a longitudinal look at the school's performance and helps better explain how a school arrived at each year's overall PMF score. Below is a chart detailing the year-to-year percent of points earned in each of the two PMF categories.



Cedar Tree PCS does extremely well on NWEA MAP (detailed below), and therefore the school has earned 100.0% of the total possible points in student progress each year of the review period. The school has increased its overall PMF score each year by continuing to improve on measures of school environment. From SY 2015-16 to SY 2018-19, the school increased its percent of points earned in school environment by seven points.

Student Progress

As noted, schools ending in third grade and below are measured using the NWEA MAP median CGP. The median CGP is set by the publisher's norms, based on the student's initial assessment score and grade. A median CGP of 50.0 indicates that a school's students have average year-to-year growth when compared to students nationwide in the same grades and with the same initial assessment performance. Cedar Tree PCS's progress on NWEA MAP is included below with shading indicating whether or not the school's median CGP met or exceeded 50.0.

English Language Arts (Kindergarten)

Cedar Tree PCS's performance is among the highest in the sector and far exceeds national performance on the NWEA MAP English language arts (ELA) assessment. The school has earned a CGP above 90.0 every year since SY 2015-16.[27]

Student Progress (ELA)

School Year	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Measure	Rate	Test-Takers	Rate	Test-Takers	Rate	Test-Takers	Rate	Test-Takers	Rate	Test-Takers
Growth on NWEA MAP in ELA	87.9	91	99.0	108	99.0	114	98.0	98	96.0	101

Math (Kindergarten)

Cedar Tree PCS's math performance is even stronger than the school's already superb performance in ELA. Every year since SY 2015-16, the school has an earned a CGP of 99.0 – far above the expectation of 50.0. This extraordinary performance has earned the school maximum points on the PMF for student progress.

Student Progress (Math)

School Year	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Measure	Rate	Test-Takers	Rate	Test-Takers	Rate	Test-Takers	Rate	Test-Takers	Rate	Test-Takers
Growth on NWEA MAP in mathematics	92.3	91	99.0	108	99.0	114	99.0	98	99.0	101

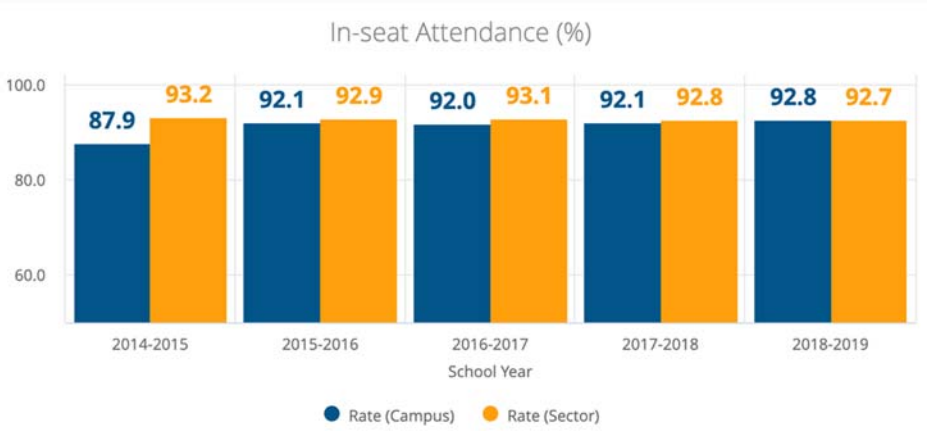
[27] NEWA MAP was measured using Rausch Unit (RIT) growth in SY 2014-15 rather than median CGP. The difficulty and complexity of each MAP assessment question is measured using the RIT scale. A student's RIT score indicates the level at which the student answered questions correctly 50% of the time.

School Environment

The PMF category of school environment includes in-seat attendance rates, re-enrollment rates, and teacher interaction in prekindergarten classrooms as measured by CLASS observations. Charts detailing the school's performance compared to the charter sector on each of these measures can be found below.

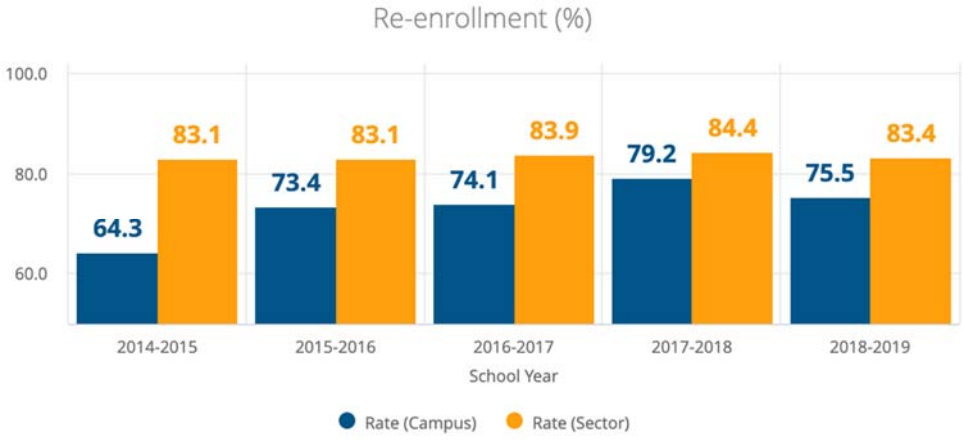
In-Seat Attendance

The school's in-seat attendance rate has remained close to the sector average during most years of the review period. In SY 2015-16, the school increased its attendance from the previous year by 4.2 points. After three years of consistent improvement, the school exceeded the sector average for the first time in SY 2018-19 at 92.8%.



Re-enrollment

The school's re-enrollment rate increased each year until SY 2018-19, when the school dropped 3.7 points from the previous year. The school's re-enrollment rate remains below the sector average, but it has improved since the five-year low of 64.3% in SY 2014-15. While Cedar Tree PCS's re-enrollment rates are low compared to the sector, schools that have a non-traditional exit grade generally have lower re-enrollment rates.



CLASS

DC PCSB uses the Classroom Assessment Scoring System (CLASS) tool to evaluate prekindergarten classrooms. The school's performance on CLASS each year is displayed in the charts below. For reference, the PMF floors and targets for each domain are as follows:

- Emotional Support: Floor 4.5, Target 6.0
- Classroom Organization: Floor 4.5, Target 6.0
- Instructional Support:[28] Floor 2.0, Target 4.0

Cedar Tree PCS's CLASS scores have increased overall since the start of the review period, particularly in the Classroom Organization domain. The school met or exceeded the PMF target of 6.0 in Emotional Support every year of the review period. From SY 2014-15 to SY 2018-19, the school increased its performance in the Instructional Support domain by 0.6 points. A three or above on the Instructional Support domain is the mid-point of the PMF floor/target range and is considered to be strong performance.



[28] While each CLASS domain is measured on a scale from 1-7, on a national level, pre-school programs score lower on the Instructional Support indicator.

Early Childhood Assessments

Each LEA that serves early childhood grades selects its own pre-approved assessments to use with prekindergarten (PK) students. These measures are display only on the PMF; the scores do not factor into the school's overall PMF score.

PK Literacy and Math

Cedar Tree PCS uses myIGDI for both PK Literacy and Math. The rate displayed on the PMF measures the percentage of subtests scored in the "Cut Range" or "Tier 1" ranges at the end of the year. The school has performed well each year of the review period. In literacy, the school has consistently scored above 90.0%, and in math, the school has never fallen below 86.0%.

PK Literacy

School Year	Assessments (Grades Measured)	Rate
2014-2015	myIGDI (PK3,PK4)	97.0
2015-2016	myIGDI (PK3,PK4)	96.2
2016-2017	myIGDI (PK3,PK4)	96.0
2017-2018	myIGDI (PK3,PK4)	99.5
2018-2019	myIGDI (PK3,PK4)	94.1

PK Math

School Year	Assessments (Grades Measured)	Rate
2014-2015	myIGDI (PK3,PK4)	95.3
2015-2016	myIGDI (PK3,PK4)	86.8
2016-2017	myIGDI (PK3,PK4)	97.9
2017-2018	myIGDI (PK3,PK4)	93.3
2018-2019	myIGDI (PK3,PK4)	94.8

Additional Academic Data

Qualitative Site Review (QSR)

DC PCSB conducts QSRs of charter schools to observe qualitative evidence of the extent to which the school is meeting its mission and goals, as well as to assess classroom environment and quality of instruction. Between November 26, 2018 – December 7, 2018, in anticipation of this charter review analysis, DC PCSB conducted a QSR of Cedar Tree PCS. Observers noted that the school implemented that allowed teachers to give students individualized attention. Teachers consistently used strategies to support student independence and development, resulting in active participation and intellectual engagement from most students.

In QSRs, each observed classroom is assigned an Unsatisfactory, Basic, Proficient, or Distinguished rating in classroom environment and instruction. The following table details the percentage of classrooms at the school that were rated proficient or distinguished in each domain.

	Classroom Environment	Instruction
Cedar Tree PCS	73%	73%
Average score for PK-8 schools	76%	68%

Overall, Cedar Tree PCS scored slightly lower than the PK – 8 schools that received a QSR over the past five years in Classroom Environment, but higher in Instruction.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has "committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[29] The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below section discusses the school's compliance for this review period.

Since SY 2014-15, Cedar Tree PCS has been compliant with **ALL** the following applicable laws:[30]

- Fair Enrollment Process (D.C. Code § 38-1802.06)
- Notice and Due Process for Suspensions and Expulsions (D.C. Code § 38-1802.06(g))
- Student Health and Safety (D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651)
- Equal Employment (D.C. Code § 38-1802.04(c)(5))
- Insurance (As required by the school's charter)
- Facility Licenses (D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 *et seq*.)
- Proper Composition of Board of Trustees (D.C. Code § 38-1802.05(a))
- Accreditation Status (D.C. Code § 38-1802.02(16))

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at $25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to report key contract information specifying any qualifying procurement contract that the school has executed.

During the fiscal year (FY) 2017 reconciliation process, DC PCSB found that Cedar Tree PCS properly submitted six procurement contract packages, and during FY 2018, the school submitted 11 procurement contract packages.

On July 1, 2018, DC PCSB began implementing a new Procurement Contract Submission and Conflict of Interest Policy, which tracks the timeliness of procurement contract documentation submissions. Under this new policy, the school received two Early Warning Notices for late submission of FY 2019 procurement contract documentation. However,

[29] D.C. Code § 38.1802.13(a).

[30] Cedar Tree PCS Compliance Reports, Appendix J.

recent submission patterns suggest that the school developed new internal procedures to ensure timely submission of documentation to DC PCSB. The school properly submitted 13 procurement contract packages during FY 2019.

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act[31] (IDEA) and Section 504 of the Rehabilitation Act of 1973.[32] The following section summarizes the LEA's special education compliance from SY 2014-15 to the present.

The D.C. Office of the State Superintendent of Education (OSSE) Special Education Compliance Reviews

As the State Education Agency (SEA), OSSE monitors charter schools' special education compliance and publishes detailed findings in the following reports:

(1) Annual Determinations
(2) On-Site Monitoring
(3) IDEA Procedural Timeliness Monitoring (Initial Evaluation, Reevaluation, and Part C to B Transition)
(4) Child Find Monitoring
(5) Significant Discrepancy and Disproportionate Representation Review
(6) Significant Disproportionality Review
(7) Hearing Officer Determination Implementation Review

Below is a summary of the compliance areas for which OSSE required Cedar Tree PCS to take corrective action during the review period:

- Initial Evaluation timeliness
- Child Find identification rates

Further detailed information on OSSE's findings regarding special education compliance is below.

(1) Annual Determinations

As required by federal regulation, OSSE annually analyzes each LEA's compliance with special education compliance indicators, and it publishes these findings in an Annual Determination report.[33] Each year's report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2017-18, OSSE published its 2015 Annual Determination reports (based on the school's 2015-16 performance).

[31] 20 U.S.C. §§ 1400 *et seq*. See 20 U.S.C. § 1413(a)(5).
[32] 29 U.S.C. § 794.
[33] As required by federal regulation 34 C.F.R. § 300.600(c).

Cedar Tree PCS's Annual Determination compliance performance is detailed in the table below.[34]

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level[35]
2015	89%	Meets Requirements
2016	83%	Meets Requirements
2017	91%	Meets Requirements

(2) On-Site Monitoring Report

OSSE conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators in alignment with its coordinated Risk-Based Monitoring,[36] and publishes its findings in an On-Site Monitoring Report. Annually, OSSE assigns a risk designation to each LEA based on several criteria, including its IDEA Part B performance,[37] which OSSE then uses to determine if an LEA will receive on-site monitoring.[38] LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.[39]

In 2015, OSSE published an On-Site Compliance Monitoring Report of Cedar Tree PCS based on the school's performance in SY 2014-15.[40] The school was deemed compliant in all applicable indicators.

(3) IDEA Procedural Timeliness

OSSE monitored Cedar Tree PCS in three areas related to timeliness of creating and maintaining compliant Individualized Education Programs (IEP) for students: Initial Evaluation, Reevaluation, and Part C to B Transition.

Initial Evaluation

An initial evaluation is a process consisting of a set of procedures and/or assessments used in accordance with the IDEA and District of Columbia law to determine: (1) whether a child has a disability, and if so, (2) the nature and extent of the special education and related services that the child needs.[41]

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[34] See Annual Determination reports, attached to this report as Appendix K.
[35] IDEA requires OSSE, as the SEA, to make determinations annually about the performance of LEAs. OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. These categories are: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.
[36] See https://osse.dc.gov/publication/risk-based-monitoring-guidance.
[37] Part B of IDEA applies to students ages 3-22.
[38] The type of monitoring an LEA will receive varies depending on its designation as a "high," "medium," or "low risk" sub-grantee. An on-site monitoring visit will occur for LEAs classified as "high" risk.
[39] If OSSE determined an LEA was less than 100% compliant with a student-level indicator that could not be corrected retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to correct the finding.
[40] See SY 2014-15 On-Site Monitoring Report Attachments, attached to this report as Appendix L.
[41] 5-E D.C.M.R. § 3001.

Under District of Columbia law,[42] the LEA must make reasonable efforts to obtain parental consent for initial evaluation within thirty calendar days of referral and complete an initial evaluation of a child suspected of having a disability, including the determination of eligibility, within sixty calendar days of receiving parental consent.

Cedar Tree PCS was flagged for noncompliance for not adhering to the required timeline for initial evaluation[43] during the following school years:

- SY 2018-19 Q1 and Q2 (July 1, 2018 - December 30, 2018) Report
- SY 2019-20 Q3 & Q4 (January 1, 2019 - June 30, 2019) Report

OSSE confirms that the school has addressed the SY 2018-19 finding and is in progress with addressing the SY 2019-20 finding issued above.

Reevaluation[44]

As of the date of this report, Cedar Tree PCS has no identified areas of noncompliance pertaining to reevaluation timeliness.

Part C to B Transition Timeliness[45]

As of the date of this report, OSSE has not flagged Cedar Tree PCS for compliance concerns regarding Part C to B transition timeliness.

(4) Child Find Monitoring Report

"Child find" is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate children who may require special education and related services. Each LEA must have policies and procedures in effect to ensure that child find takes place.

During SY 2018-19, OSSE conducted a comprehensive child find review[46] to determine Cedar Tree PCS's identification rate for all students regardless of age by calculating the percentage of students attending the LEA who received special education. OSSE found that Cedar Tree PCS identified 4.46% of its students eligible for special education, which

[42] D.C. Code § 38-2561.02(2)(A).
[43] For IDEA Purposes, OSSE only monitors schools for the second part of the Initial Evaluation timeline (parental consent to eligibility being completed in 60 days).
[44] A reevaluation is defined as an evaluation, conducted after the initial evaluation, to determine whether a child with a disability still has a disability. The LEA must conduct a reevaluation at least once every three years, whether or not a child's needs have changed, unless the parent and the LEA agree that a reevaluation is unnecessary (5-E D.C.M.R. § 3005.7).
[45] The IDEA requires that for all children who receive early intervention services in Part C (birth through age two) and who are potentially eligible for Part B special education services (age three to 21), there is a smooth and effective transition from one system to the next. Specific regulations for Part B and for Part C of IDEA set forth the programmatic requirements that must take place by a child's third birthday (34 C.F.R. 300.124).
[46] Please find the 2018-19 Child Find Focused Monitoring Report for Cedar Tree PCS attached as Appendix M.

was significantly lower than the District's SY 2018-19 Child Find threshold of 8.5%. OSSE recommended that the LEA submit its Child Find policy to the school's OSSE State contact for review by July 26, 2019 and attend trainings by no later than July 20, 2019.

OSSE confirms that the school submitted its Child Find policy and attended the required trainings by the respective deadlines.

Distinct from the above review, consistent with a judicial order,[47] OSSE continues to audit every LEA's identification rate of enrolled students ages 3-5 receiving special education services against the 8.5% target enrollment established in the case. OSSE also conducted desktop reviews of all LEA child find policies to ensure that they were compliant with the law and did not adversely affect identification rates.[48]

In SY 2018-19, OSSE reviewed the LEA's identification rate for students specifically aged 3 to 5 eligible for special education. OSSE found that Cedar Tree PCS identified 4.2% of these students eligible for special education, significantly lower than the 8.5% threshold. While no further action was required, OSSE encouraged the LEA to review its data and access child find resources available on its website.

(5) Disproportionate Representation Review[49]
OSSE determined that the LEA does not have disproportionate representation of racial and ethnic groups in special education or in specific disability categories.

Significant Discrepancy Review[50]
OSSE determined that the LEA does not have a significant discrepancy in long-term suspension and expulsion rates for students with disabilities by race or ethnicity.

[47] D.L. v. The District of Columbia (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017).
[48] For more information, see OSSE's "Dear Colleague" letter on key IDEA requirements related to D.L. v. District of Columbia at https://osse.dc.gov/publication/dear-colleague-letter-key-idea-requirements-related-dl-v-district-columbia.
[49] OSSE annually reviews LEAs for inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities. For those LEAs found to have disproportionate representation, OSSE requires the LEA to complete and submit a self-study. An LEA will be cited for non-compliance only if the disproportionate representation was found to be the result of inappropriate identification.
[50] OSSE annually reviews LEAs' rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. This review is based on the prior school year's data. OSSE will annually define what constitutes "significant discrepancy" between these two rates. For those LEAs found to have significant discrepancy, OSSE requires the LEA to complete and submit a self-study. An LEA will be cited for significant discrepancy noncompliance only if the school's policies and practices do not comply with regulatory requirements.

(6) Significant Disproportionality Review[51]
OSSE determined that the LEA does not significant disproportionality in the identification, placement, and discipline of students with disabilities by race or ethnicity.

(7) Hearing Officer Determination (HOD) Implementation Review[52]
As of the date of this report, no HODs have been issued against Cedar Tree PCS during the review period.

[51] OSSE annually reviews LEAs for significant disproportionality when students in a racial or ethnic group are more likely to be: Identified as a student with a disability; Identified as a student with a particular disability; Placed in more restrictive settings; or Suspended or expelled at a higher rate than students in other racial or ethnic groups.
[52] OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database) that tracks the timely implementation of actions required by HODs, which are the written decisions issued as a result of a due process complaint that proceeded to hearing. DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY

Introduction

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of nonadherence to GAAP;
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.[53]

DC PCSB has assessed Cedar Tree PCS's financial performance by reviewing the previous four years of audited financials and DC PCSB's Financial Analysis Review (FAR) reports, dating from FY 2015 through FY 2018. DC PCSB also reviewed the school's unaudited financials for FY 2019 and incorporated this data when relevant. For the purpose of this report, DC PCSB used the FY 2018 FAR Report's benchmarks to assess the financial strength of these individual measures. These ranges were established where the upper end of the range was the "target" for financial performance and the lower end was the "floor." Schools performing at or above the established targets are determined to be in a strong financial position for the specific metric being assessed. When a school's metrics fall below the established targets, they are reviewed collectively to identify and assess the areas of financial risks presented. Further, metrics that fall below the established floors are reviewed to determine whether they pose more imminent financial concerns. DC PCSB assesses the school's financial condition holistically in order to determine whether operations are adequately managed, sustainable, and economically viable.

KEY for Fiscal Management and Economic Viability Charts	
Black Text	▪ Within an average, financially healthy range based on the FAR and general finance principles.
Red Text	▪ Falling within a range that is cause for concern based on the FAR and general finance principles. Though this does not necessarily show fiscal mismanagement on the part of the school, it indicates that this specific measure fell below the targets that DC PCSB considers financially sound.

Summary of Findings

Cedar Tree PCS has demonstrated strong fiscal performance. Its financial audits confirm the school has adhered to GAAP and has adequate internal controls. The school has not engaged in a pattern of fiscal mismanagement, and it is economically viable.

Cedar Tree PCS maintains significant cash balances, totaling nearly $12M, or 617 days of cash on hand, at year-end FY 2019. The school has also maintained low leverage, with assets well in excess of its liabilities, a debt ratio exceeding the target of 0.5, and a primary reserve ratio at the end of FY 2019 at 211%. These indicators all reflect positive financial strength.

[53] See D.C. Code § 38-1802.13(b).

In June 2019, the DC PCSB Board voted to approve the school's application to expand its grade bands to PK3 – 3rd grade. This proposed change will increase enrollment without significant change to occupancy costs due the school's capacity to remain in its current location. As a result, the grade band expansion will likely support the school's continued financial health.

Financial Overview

Overall, the school has exhibited strong financial performance, while exhibiting appropriate fiscal responsibility. The following table provides an overview of Cedar Tree PCS's financial information between FY 2015 and FY 2019. Notwithstanding a decline in revenue in FY 2019, total revenue grew from FY 2015 until FY 2019. Moreover, the school generated a surplus in each year, resulting in a strong net asset position $15.5 million, which ensures that the school has the financial strength to sustain its operations.

Financial Highlights ($ in 000s)					
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19***
Maximum Enrollment[54]	600	600	600	600	600
Audited Enrollment	358	366	385	381	359
Total Revenue	$7,478	$7,450	$7,929	$8,521	$7,937
Surplus/(Deficit)[55]	$1,197	$323	$1,127	$863	$589
Unrestricted Cash Balances	$9,003	$9,627	$10,359	$10,850	$11,972
Number of Days of Cash on Hand[56]	563	545	552	578	617
Net Asset Position[57]	$12,556	$12,880	$14,007	$14,870	$15,475
Primary Reserve Ratio[58]	204%	190%	197%	190%	211%

* End of year audited financial data was unavailable at the time the report was written.

Fiscal Management

Based upon DC PCSB's assessment of the school's liquidity, debt burden, and cost management, the school has shown evidence of adequate fiscal management. Specifically, liquidity is strong; the school has low debt leverage; costs are effectively managed; and the internal control environment appears to be strong. These areas are discussed further below.

[54] Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment but provides a good proxy for the school's enrollment expectations over time.
[55] Surplus / (Deficit) is total revenue minus total expenses.
[56] Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school's ability to pay debts and claims as they come due.
[57] Net Asset Position equals total assets minus total liabilities.
[58] Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

Liquidity

Liquidity							
	Floor	**Target**	**2015**	**2016**	**2017**	**2018**	**2019***
Current Ratio	0.7	1.0	11.3	9.5	15.2	15.8	14.9
Number of Days of Cash on Hand	15	45	563	545	552	522	577

* The end of year audited financials were not available at the time of the review.

Liquidity refers to the school's ability to convert assets to cash in order to meet its immediate financial obligations, particularly in the short-term. DC PCSB measures liquidity by assessing two metrics—the Current Ratio[59] and Days of Cash on Hand[60]—as well as considering the school's solvency.

Current Ratio: The current ratio divides a school's current assets by its current liabilities. "Current" means being available or coming due within the next year. The school's current ratio has consistently been above the target of 1.0, primarily due to its strong cash position. A strong current ratio indicates the school has sufficient means to meet obligations coming due in the next year.

Days of Cash on Hand: This measure determines how many days of expenses a school can meet with the cash it has in the bank. Cedar Tree PCS held almost $12M, or approximately 617 days, of cash on hand at year-end FY 2019, evidence of exceptionally high liquidity.

Solvency: The final measure of liquidity is solvency,[61] which considers the school's overall ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders if the school's charter were to be revoked. DC PCSB reviewed Cedar Tree PCS's FY 2018 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close Cedar Tree PCS, staff expects that the school would be able to meet its operating obligations, including estimated closure costs, and the school would not have a shortfall in meeting obligations due to vendors and employees. Given the overall financial health of the school, Cedar Tree PCS's solvency is not an area of concern.

[59] A school's current ratio is its current assets divided by current liabilities.
[60] Days of Cash on Hand is the amount of unrestricted cash and cash equivalents divided by daily operating expenses, excluding depreciation & amortization.
[61] Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.

Debt Burden

Debt Burden						
	Floor	**Target**	**2015**	**2016**	**2017**	**2018**
Debt Ratio	0.9	0.5	N/A – metric introduced in FY 2016	0.4	0.3	0.3
Debt Service Coverage Ratio	1.0	1.2		2.1	2.7	2.3

Based upon DC PCSB's assessment, there are no current concerns related to Cedar Tree PCS's debt burden. DC PCSB reviews two ratios related to debt management—the debt ratio[62] and the debt service coverage ratio (DSC).[63]

Debt Ratio: This metric measures the extent to which a school relies on borrowed funds to finance its operations; as such, a lower metric implies that the school's operations are financed by a relatively low amount of debt compared to its assets. The school has consistently maintained low leverage, with assets well in excess of its liabilities, with a debt ratio outperforming the target of 0.5.

Debt Service Coverage Ratio: The debt service coverage ratio compares a school's current year operating surplus with the interest and principal due on its debt. A high ratio implies sufficient resources were available for debt service, while a low ratio indicates a school's inability to service its debt. The school's debt service coverage at the end of FY 2019 was 2.3, well above the target for this metric; this is indicative of the school's ability to service its financing principal and interest with its current operating surplus.

Cost Management

Components of Expenses ($ in 000s)				
	2015	**2016**	**2017**	**2018**
Salaries and Benefits	$3,108	$4,374	$4,908	$5,335
Direct Student Costs	$413	$459	$435	$472
Occupancy Expenses	$848	$830	$819	$941
General Expenses[64]	$1,090	$1,100	$963	$1,098

As a Percent of Expenses					
	2015	**2016**	**2017**	**2018**	**FY18 Sector Median**
Salaries and Benefits	57%	65%	69%	68%	69%
Direct Student Costs	8%	7%	6%	6%	8%
Occupancy Expenses	16%	12%	11%	12%	16%
General Expenses	20%	16%	14%	14%	7%

[62] Debt Ratio equals the total liabilities divided by the total assets.
[63] Debt Service Coverage (DSC) Ratio equals Earnings Before Interest, Depreciation, and Amortization divided by the sum of scheduled principal payments and interest paid (not including balloon payments).
[64] DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

The tables above provide an overview of the school's spending decisions over the past five years. The school's occupancy expenses, as a percent of total expenses, are lower than the median for all DC charter schools. Cedar Tree PCS's general expenses are above the median for all schools due to relatively high professional services expenses.

Internal Controls

At the highest level, internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of Cedar Tree PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions for all years and there were no material weaknesses identified in internal controls over financial reporting. Based on this assessment, Cedar Tree PCS appears to have an adequate internal control environment.

Internal Controls				
	2015	**2016**	**2017**	**2018**
Modified Statement Opinion. The auditor issues an opinion letter on the basic financial statements. An *unmodified* opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be *modified, adverse*, or *disclaimed*.	No	No	No	No
Material Weakness. A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented or detected and corrected in a timely manner.	No	No	No	No
Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No	No
Modified Program Opinion (Uniform Guidance). When expenditures of federal funds are greater than $750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major federal programs. A *modified opinion* indicates instances of non-compliance.	No	No	N/A	N/A
Program Material Weakness (Uniform Guidance). In planning and performing the audit of major federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in	No	No	N/A	N/A

Internal Controls				
	2015	2016	2017	2018
internal control indicates that there is a reasonable possibility of material non-compliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.				
Findings & Questioned Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	0
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	No	No	No
Debt-Compliance Issue. The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	No

ECONOMIC VIABILITY

Considering earnings, cash flows, reserves, and trends in both enrollment and revenue, DC PCSB staff has no concerns about Cedar Tree PCS's economic viability. The school has consistently generated operating surpluses and positive cash flow.

($ in 000s)	Floor	2015	2016	2017	2018	2019*
Surplus/(Deficit)	<0	$1,197	$323	$1,127	$863	$589
Earnings before Depreciation and Amortization	<0	$873	$12	$848	$584	$322

*The end of year audited financials were not available at the time of the review

Earnings and Operating Cash Flow

One measure of economic viability is whether a school runs a surplus—put simply, whether revenues exceed expenditures. While healthy schools can occasionally run deficits, in most years they do not. Earnings before Depreciation and Amortization (EBDA) removes major non-cash items from the earnings calculation and is an indicator of whether the school has generated positive cash surpluses for the year.[65]

Cedar Tree PCS has consistently had positive earnings in each of the past five fiscal years, indicating that the school effectively manages expenses relative to revenues.

($ in 000s)	Floor	Target	2015	2016	2017	2018	2019*
Net Asset Position	$ 0	N/A	$12,556	$12,880	$14,007	$14,870	$15,475
Primary Reserve Ratio	0%	25%	204%	190%	197%	190%	211%

* The end of year audited financials were not available at the time of the review.

[65] EBDA is the change in net assets plus depreciation and amortization.

Net Asset Position

Net Asset Position measures a school's assets less its liabilities. DC PCSB would be concerned with net assets reserves below zero. As depicted above, the school's net assets are quite strong, ending FY 2019 with total net assets of greater than $15.5M.

Primary Reserve Ratio

The Primary Reserve Ratio divides net assets by a school's total expenses to measure net assets relative to the size of the school. The school's Primary Reserve Ratio has consistently been well in excess of DC PCSB's target of 25%. At year-end FY 2019, the ratio was 211%, indicating that the school has more than adequate reserves to withstand unexpected declines in operating surpluses.

Enrollment and Revenue Trends

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about a school's ability to attract students and receive DC and Federal funds for operations. Stable or increasing enrollment and revenue indicate that a school is likely to remain financially stable, barring extraordinary circumstances.

($ in 000s)	Enrollment over Time				
	2015	**2016**	**2017**	**2018**	**2019***
Enrollment Ceiling	600	600	600	600	600
Enrollment	358	366	385	381	359
Growth in Enrollment		2.2%	5.2%	-1.0%	-5.8%
Total Revenue	$7,478	$7,450	$7,929	$8,521	$7,937
Growth in Revenues		0%	6%	7%	-7%

* The end of year audited financials were not available at the time of the review.

Cedar Tree PCS's enrollment has fluctuated slightly but consistently remained above 350 students, evidencing a demand for the school's program. Revenue has grown commensurate to enrollment growth and has resulted in surpluses in each year, assisting the school in continued financial health. In June 2019, the DC PCSB Board voted to approve the school's application to expand its grade bands to serve grades PK3 – 3. This proposed change will increase enrollment without significant change to its occupancy costs due the school's capacity to remain in its current location. As a result, the grade band expansion will likely support the school's continued financial health.

Appendix A

RENEWED CHARTER SCHOOL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

AND

CEDAR TREE ACADEMY PUBLIC CHARTER SCHOOL

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "**Agreement**") is effective as of July 1, 2015 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD ("**PCSB**") and CEDAR TREE ACADEMY PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the "**School Corporation**").

RECITALS

WHEREAS, pursuant to the Congressionally-enacted District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "**Act**"), PCSB has authority to charter, monitor, oversee, and amend, renew and/or revoke charters of School Corporations in a manner consistent with the letter and intent of the Act;

WHEREAS, pursuant to §38-1802.03 of the Act, PCSB has the authority to approve petitions to establish public charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with §38-1802.02 of the Act to establish a public charter school (the "**Petition**");

WHEREAS, PCSB granted a charter to the board of trustees of Washington Public Charter School for Academic Excellence, Inc. for the establishment of a public charter school, effective on June 19, 2000;

WHEREAS, pursuant to § 38-1802.12 of the Act, PCSB has the authority to approve petitions to renew the charters of established public charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted an application for charter renewal in accordance with § 38-1802.12 of the Act to renew its charter (the "**Application**");

WHEREAS, PCSB has determined (i) that the Application satisfies the requirements set forth in § 38-1802.12 of the Act; and (ii) approved the Application, thereby renewing the charter of the School Corporation on July 1, 2015, for an additional fifteen (15) years;

WHEREAS, §38-1802.04(c)(3)(A) of the Act gives broad decision-making authority over school operations to the board of trustees of the School Corporation ("**Board of Trustees**"), including exclusive control over administration, expenditures, personnel, and instruction methods; and

WHEREAS, PCSB and the School Corporation seek to foster a cooperative and responsive relationship;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the parties agree as follows:

SECTION 1. CONTINUATION OF SCHOOL

1.1 Charter. **A.** The School Corporation[1] established in June 2000 a public charter school (the "**School**") in the District of Columbia and shall continue to operate such School in accordance with this Agreement, the Act, and other applicable federal and District of Columbia laws. This Renewed Agreement shall constitute the School Corporation's charter (the "**Charter**") and shall be binding on the School Corporation, the School, and PCSB.

B. Pursuant to §38-1802.03(h)(2) of the Act, the following sections of the Petition are specifically included as part of the School's Charter and attached hereto:

(i) The School's statement regarding the mission and goals of the School and the manner in which the school will conduct any district-wide assessments [Sections 2.1 and 2.3 below];

(ii) Proposed Rules and Policies for Governance and Operation of School Corporation [**Attachment A**];

(iii) Articles of Incorporation and Bylaws [**Attachment B**];

(iv) Procedures to Ensure Health and Safety of Students and Employees [**Attachment C**];

(v) Assurance to Seek, Obtain, and Maintain Accreditation [**Attachment D**]; and

(vi) Relationship Between School and Employees [**Attachment E**].

The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to these provisions in this Section 1.1(B) of the Agreement, except that a School Corporation shall not be required to provide PCSB a petition for a charter revision for any proposed changes to its Articles of Incorporation or Bylaws or changes in its accrediting body.

1.2 Effective Date and Term. The Charter shall commence on the effective date of this Agreement and shall continue for a term of fifteen years unless renewed, revoked, or terminated in accordance with Sections §§38-1802.12 and 1802.13 of the Act and Section 9 below of this Agreement.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. **A.** The School Corporation shall operate the School in accordance with its mission statement: Cedar Tree Academy Public Charter School is

[1] The School Corporation was originally incorporated as Washington Public Charter School for Academic Excellence, Inc. The School Corporation then changed its name twice: first to Howard Road Academy Public Charter School, Inc. and finally to Cedar Tree Academy Public Charter School.

committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. – No exception, No excuses!

B. The School Corporation shall provide the PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School's mission.

2.2 Age-Grade. **A.** Pursuant to § 38-1802.04(c)(14) of the Act, in its first Academic Year, the School shall provide instruction to students in ages/grades Pre-School through Kindergarten. In each of the succeeding four (4) Academic Years, the School may provide instruction to students in accordance with Schedule I. "**Academic Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

B. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act in order to instruct students in any other age/grade.

2.3 Goals and Academic Achievement Expectations. **A.** The School Corporation has selected as its measure of academic achievement expectations for its Pre-School through Kindergarten programming the indicators listed in the Early Childhood Performance Management Framework (**"EC PMF"**).

(i) Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights will automatically become part of the measurement of the school's academic achievement expectations. However, if changes other than those listed above are made to any PMF that the School Corporation elects not to accept, the School Corporation shall provide PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

(ii) The School Corporation operates a single campus school. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. ("**Campus**" is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school, or a combination of the above. These may be in the same facility or different facilities).

2.4 Standard for charter review and renewal. **A.** The school's program for Pre-School through Kindergarten will be deemed to have met its goals and academic achievement expectations if:

(i) For each school year, starting in the 2015-16 school year, and until PCSB determines the performance standards for the EC PMF tiers, each measure within the EC PMF will be considered an individual charter goal. The School Corporation will be considered to have met each goal if it meets or exceeds the threshold for each individual measure.

(ii) After PCSB establishes EC PMF tiers, for purposes of reviews and renewals, the

school will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board.

B. If any of the above targets are not met, PCSB may, at its discretion, determine the campus to have met it goals and academic achievement expectations if it has demonstrated consistent improvement over the course of the most recent five-year period. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to PCSB in a timely manner, if PCSB does not receive them directly from OSSE.

C. The School Corporation shall provide PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

2.5 Curriculum. The School Corporation shall have exclusive control over its instructional methods, consistent with § 38-1802.04(c)(3)(a) of the Act, but the School Corporation shall provide PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any material change in the curriculum that results in a material change in the School's mission or goals no later than April 1 prior to the Academic Year in which the modified curriculum will take effect. The School Corporation shall provide PCSB with any materials requested by PCSB in connection with the petition for charter revision. A change in textbooks, formative assessments, or other instructional resources shall not be deemed a material change.

2.6 Students with Disabilities. **A.** The School Corporation shall provide services and accommodations to students with disabilities in accordance with part B of the Individuals with Disabilities Education Act (20 U.S.C. §1411 *et. seq*.), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et. seq*.), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. 794), and any other federal requirements concerning the education of students with disabilities.

B. Pursuant to § 38-1802.10(c) of the Act, the School Corporation shall elect to be treated as a local educational agency (**"LEA"**) or a District of Columbia Public School for the purpose of providing services to students with disabilities. The School Corporation has elected to be treated as an LEA. In the event that the School Corporation decides to change its LEA status, it shall notify PCSB of its election in writing at least thirty days prior to the first day of the Academic Year.

SECTION 3. ADMINISTRATION AND OPERATION

3.1 Location. **A.** The School shall be located at 701 Howard Road, S.E., Washington, D.C. 20020 (the "**School Property**"). PCSB reserves the right to delay or prohibit the School's opening until the School Corporation has satisfied each of the pre-opening items listed in **Attachment F** at least one month prior to the first day of the School's first Academic

Year. A copy of the information submitted to PCSB pursuant to **Attachment F** shall be kept on file at the School.

B. Unless otherwise approved by PCSB in writing, the School Corporation shall operate a single-campus school, with a distinct age and/or grade range. If the school wishes to operate an additional campus, the School Corporation may submit a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act to expand into a multi-campus school. Such an amendment shall include the distinct campus location(s), age and/or grade levels to be served, enrollment ceilings, and curriculum if different from that approved by PCSB in the Petition. The PCSB shall approve or deny the request within ninety days of the date of its submission.

C. The School shall not operate at a location other than the School Property unless the School Corporation provides a written request for approval to PCSB at least three months prior to its intended relocation. PCSB reserves the right to delay or prohibit the School's opening at the new property until the School Corporation has satisfied the pre-opening requirements listed in **Attachment F** at least one month prior to the first day of the School's operation at the new School Property.

3.2 Enrollment. **A.** Enrollment in the School shall be open to all students of ages or in grades as set forth in Section 2.2 above who are residents of the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by § 38-1802.06 of the Act. The School Corporation shall determine whether each student resides in the District of Columbia according to guidelines established by the D.C. Office of the State Superintendent of Education (**"OSSE"**).

B. If eligible applicants for enrollment at the School for any Academic Year exceed the number of spaces available at the School for such Academic Year, the School Corporation shall select students pursuant to the random selection process in **Attachment G** and in accordance with the requirements of the Act. The random selection process shall include (i) an annual deadline for enrollment applications that is fair and set in advance of the deadline; and (ii) a process for selecting students for each Academic Year (a) if applications submitted by the deadline exceed available spaces, and (b) if spaces become available after the beginning of the Academic Year. The School Corporation has submitted a description of its current random selection process to PCSB (see **Attachment G**) and shall provide notice to PCSB if there are material changes made to the current random selection process. The School Corporation shall provide PCSB with a written notice of any material change to the random selection process at least thirty days prior to the date of the proposed implementation and may consider any comments of PCSB staff, and its agents in connection with the proposed changes.

C. The School shall maintain an enrollment of no more than 600 students in the first Academic Year and no more than 600 students in subsequent Academic Years substantially in accordance with **Schedule I**. The School Corporation shall provide PCSB a written request for approval for an increase in the maximum enrollment of the School no later than three (3) months before the requested change date with (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as PCSB may request.

3.3 Disciplinary Policies. **A.** The School Corporation shall implement the student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students, and shall provide a copy of those policies and procedures to students and parents within the first ten (10) days of the beginning of the school year, and provide a copy to PCSB as part of the annual compliance reporting. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. The School Corporation agrees to provide PCSB with 60 days written notice prior to adoption of any material change to its Discipline Policies. A copy of the School Corporation's current Discipline Policies (see **Attachment H**) has been submitted to PCSB.

B. Pursuant to PCSB's Attendance and Discipline Data Policy, the School Corporation shall track suspensions and expulsions on a monthly basis using the data management reporting software identified by PCSB. If the School Corporation operates two or more campuses, the School Corporation shall maintain, track, and report discipline data for each campus separately.

C. The School Corporation shall report any student expulsions or suspensions to PCSB in accordance with PCSB's stated policies and will maintain records of all expulsions and suspensions by the School. If the School Corporation operates two or more campuses, the School Corporation shall report the data for each campus separately.

3.4 Complaint Resolution Process. Pursuant to § 38-1802.04(c)(13) of the Act, the School Corporation shall establish an informal complaint resolution process and shall provide a copy to students, parents, and PCSB. Such policies and procedures shall be consistent with applicable law. The School Corporation shall provide PCSB written notice of any material change to its complaint resolution process at least three (3) months prior to adoption.

3.5 Operational Control. **A.** Pursuant to § 38-1802.04(c)(3) of the Act, the School Corporation shall exercise exclusive control over its expenditures, administration, personnel and instructional methods subject to limitations imposed in § 38-1802.04 of the Act.

B. Pursuant to § 38-1802.04(b) of the Act, the School Corporation shall have the following powers consistent with the Act and the terms of this Agreement:

(i) to adopt a name and a corporate seal;

(ii) to acquire real property for use as the School's facilities;

(iii) to receive and disburse funds for School purposes;

(iv) subject to § 38-1802.04(c)(1) of the Act; to make contracts and leases including agreements to procure or purchase services, equipment, and supplies;

(v) subject to § 38-1802.04(c)(1) of the Act, to secure appropriate insurance;

(vi) to incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of federal or private funds;

(vii) to solicit and accept any grants or gifts for School purposes;

(viii) to be responsible for the School's operation, including preparation of a budget and personnel matters; and

(ix) to sue and be sued in the public charter school's own name.

3.6 Accreditation. **A.** Within five (5) years of its opening, the School Corporation shall seek, obtain, and maintain accreditation from an appropriate accrediting agency as set forth in §38-1802.02(16) of the Act.

B. The School Corporation shall provide PCSB with a written request for approval for any proposed changes to the School's accreditation.

3.7 Nonsectarian. The School Corporation and the School shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution.

SECTION 4. GOVERNANCE

4.1 Organization. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

4.2 Corporate Purpose. The purpose of the School Corporation as set forth in its articles of incorporation shall be limited to the operation of a public charter school pursuant to § 38-1802.04(c)(16) of the Act.

4.3 Governance. **A.** The School Corporation shall be governed by a Board of Trustees. The Board of Trustees are fiduciaries of the School and shall operate in accordance with the School Corporation's articles of incorporation and by-laws consistent with this Agreement and the provisions of the Act and the District of Columbia Nonprofit Corporation Act.

B. Pursuant to § 38-1802.04(c)(10) of the Act, the Board of Trustees shall provide PCSB with written a request for approval of any material change(s) to its articles of incorporation or bylaws within three (3) months of the effective date of such change.

4.4 Composition. Pursuant to § 38-1802.05 of the Act, the Board of Trustees of the School Corporation shall consist of an odd number of members, with a minimum of three (3) members and a maximum of fifteen (15) members, at least two of whom shall be parents of students currently attending the School, and the majority of whom shall be residents of the District of Columbia.

4.5 Authority. Pursuant to § 38-1802.05 of the Act, the Board of Trustees shall have the final decision-making authority for all matters relating to the operation of the School, consistent with this Agreement, the Act, and other applicable law; however nothing herein shall prevent the

Board of Trustees from delegating decision-making authority to officers, employees, and agents of the School Corporation. The Board of Trustees shall (i) set the overall policy for the School; (ii) be responsible for overseeing the academic and fiscal integrity of the School; and (iii) assure the School's compliance with this Agreement and the Act.

SECTION 5. FINANCIAL OPERATION AND RECORD KEEPING

5.1 Financial Management. The School Corporation shall operate in accordance with Generally Accepted Accounting Principles (**"GAAP"**) and other generally accepted standards of fiscal management and sound business practices to permit preparation of the audited financial statements required in § 38-1802.04(c)(11) of the Act. The School Corporation's accounting methods shall comply in all instances with any applicable governmental accounting requirements.

5.2 Tuition and Fees. The School Corporation shall not charge tuition to any student, other than a non-resident student in accordance with § 38-1802.06(e) of the Act, unless such student would otherwise be liable for tuition costs under the Act. The School Corporation may charge reasonable fees or other payment for after school programs, field trips, or similar student activities.

5.3 Costs. The School Corporation shall be responsible for all costs associated with operation of the School including the costs of goods, services, and any district-wide assessments or standardized testing required by this Agreement or by applicable law.

5.4 Contracts. **A.** Pursuant to § 38-1802.04(c)(1) of the Act, the School Corporation shall provide PCSB with respect to any procurement contract awarded by the School Corporation or any entity on its behalf and having a value equal to or exceeding $25,000, not later than three (3) days after the date on which such award is made (i) all bids for the contract received by the School Corporation, if any; (ii) the name of the contractor who is awarded the contract; and (iii) the rationale for the award of the contract. The PCSB may request copies of these procurement contracts to be provided to the PCSB upon request. The foregoing shall not apply to any contract for the lease or purchase of real property by the School Corporation, any employment contract for a staff member, or any management contract between the School Corporation and a management company designated in its petition.

B. The School Corporation shall follow the requirements of §38-1802.04(c)(10) of the Act prior to entering into a contract with a third party for the management of the School, other than the third party designated in its petition for renewal (a **"School Management Contract"**). The School Corporation shall submit a written request for approval to PCSB before canceling; terminating; or materially amending, modifying, or supplementing any contract entered into with a third party for the management of the School.

C. If a procurement contract having a value equal to or exceeding $25,000, is awarded by the School Corporation to an affiliated party, the School Corporation will award that contract pursuant to PCSB policies and interested party, the School Corporation will award that contract pursuant to PCSB policies and the School Corporation's conflict of interest policies and procedures that include notice to the Board of Trustees of the School Corporation and recusal

from discussion and decision of the interested party. **"Interested Party"** means a (1) party who has a close familial relationship with a member of the school's board, the school's senior executive, or one of the top three highest paid employees of the school; (2) party who is owned by an individual with or has a board member who has a close familial relationship with a member of the school's board, the school's senior executive, or one of the top three highest paid employees of the school, and owns an entity or serves on the board of an entity that the School Corporation will contract with; (3) any individual who is a founder of the School Corporation or formerly served on the board of trustees of the School Corporation and has been separated from the school for less than ten years; (4) any individual who was formerly a senior executive or one of the top three highest paid employees of the school and has been separated from the school for less than ten years; or (5) any party who is owned, i.e. the party owns or controls 5% or greater ownership interest in the party, by the individuals detailed in (4) or (5) above.

The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that PCSB has no responsibility for the debts or action of the School Corporation or the School. The School Corporation shall not purport to act as the agent of PCSB or the government of the District of Columbia with respect to any contract.

5.5 Insurance. The School Corporation shall procure and maintain appropriate insurance sufficient to cover its operations. All insurers shall be independent brokers licensed in the District of Columbia. All insurance policies shall be endorsed to name the Board of Trustees and its directors, officers, employees, and agents as additional insureds. The Board of Trustees shall provide annual proof of insurance overage sufficient to cover its operations as determined by its Board of Trustees to be reasonably necessary, subject to the availability of such insurance on commercially reasonable terms. The School Corporation's current insurance certificate (See **Attachment I**) has been submitted to PCSB.

5.6 Tax-Exempt Status. The School Corporation shall maintain its tax-exempt status from the federal government and the District of Columbia.

5.7 Enrollment and Attendance Records. **A.** The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Section 7 below.

B. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit distinct and unique enrollment and attendance records to PCSB and in state and federal reports.

5.8 Board of Trustee Meeting Minutes. The School Corporation shall maintain copies of all minutes of meetings of the Board of Trustees of the School Corporation, including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting, certified by an officer of the School Corporation or a member of the Board of Trustees as to their completeness and accuracy. The School Corporation shall make such documents available ~~for inspection by~~ to PCSB, its officer, employees, or agents upon request.

SECTION 6. PERSONNEL

6.1 Relationship. All employees hired by the School Corporation shall be employees of the School and, pursuant to § 38.1802.07(c) of the Act, shall not be considered to be an employee of the District of Columbia government for any purpose.

6.2 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, the School Corporation shall conduct random background checks on each employee and each person who regularly volunteers at the School more than ten hours a week, but at a minimum once every two years.

SECTION 7. REPORTING REQUIREMENTS

7.1 Annual Reports. The School Corporation shall deliver to PCSB, by a date specified by PCSB, an annual report in a format acceptable to PCSB which shall include all items required by § 38-1802.04(c)(11)(B) of the Act (the **"Annual Report"**). The Annual Report shall include an assessment of compliance with the performance goals, objectives, standards, indicators, targets, or any other basis for measuring the School's performance as PCSB may request. The School Corporation shall permit any member of the public to view such report on request.

7.2 Audited Financial Statements. As soon as available but no later than one hundred and twenty (120) days after the end of each Academic Year, the School Corporation shall deliver to PCSB financial statements audited by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to § 38-1802.04(c)(11)(B)(ix) of the Act in accordance with GAAP and government auditing standards for financial audits issued by the Comptroller General of the United States. Such audited financial statements shall be made available to the public upon request. These statements may include supplemental schedules as required by PCSB.

7.3 Interim Financial Reports. Unless otherwise notified by PCSB, the School Corporation shall prepare and submit to PCSB within thirty days after the end of each Interim Period starting with the Interim Period beginning July 1, 2015, (i) the balance sheet of the School Corporation at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Academic Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as of the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of $500 for such Interim Period and for the period from the beginning of the then current Academic Year to the end of such Interim Period. These reports may include supplemental schedules as required by PCSB. "**Interim Period**" shall mean quarterly, and from time to time thereafter, upon written notice by PCSB to the School Corporation, the period designated by PCSB in such notice.

7.4 Budget. No later than June 1 of each Academic Year, the School Corporation shall submit to PCSB its budget, including an annual operating budget, an annual capital budget, and cash flow projections (collectively, a **"Budget"**) for the next succeeding Academic Year. The School Corporation's initial Budget shall be in accordance with the Budget submitted with its Petition to PCSB. If PCSB has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded in writing, the School Corporation may only implement a Budget with the prior written approval of PCSB. PCSB may specify the format and categories and information contained in the Budget.

7.5 Enrollment Census. Pursuant to § 38-1802.04(c)(12) of the Act, the School Corporation shall provide to OSSE student enrollment data required by OSSE to comply with § 38-204 of the District of Columbia Code. Such report shall be in the format required by OSSE for similar reports from District of Columbia Public Schools, and all counts of students shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

7.6 Attendance Data. No later than five (5) days after the end of each month during the Academic Year and during summer school, if offered, the School Corporation shall provide student daily attendance data, including present, tardy, partial-day absence, excused absence, and unexcused absence for the School using attendance management reporting software identified by PCSB. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit to PCSB distinct and unique attendance data.

7.7 Key Personnel Changes. The chair of the Board of Trustees or an officer of the School Corporation shall provide notice within five days of the chair of the Board of Trustees or an officer of the School Corporation receiving written notice of the intended departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees, an officer of the School Corporation, or a key personnel as identified by position in **Attachment J** (but no later than the time the School Corporation announces such departure publicly) to PCSB identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

7.8 Authorizations. Within forty-five (45) days after the end of each Academic Year, the School Corporation shall provide a certification by an officer of the School Corporation or its Board of Trustees that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect. If the School Corporation receives notice, whether formal or informal, of any alleged failure to comply with the terms or conditions of any Authorization, the School Corporation shall provide PCSB, within seven (7) days of receiving such notice, a report detailing the nature and date of such notice and the School Corporation's intended actions in response. **"Authorizations"** shall mean any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, declaration, registration, or notice to, from, or with any governmental authority that is required in order to operate the School.

7.9 Events of Default. The School Corporation shall promptly report to PCSB any notice of default or claim of material breach it receives that seriously jeopardizes the continued operation

of the School Corporation or the School including: (i) any claim there has been a material breach of any contract that affects the operation of the School; (ii) any claim or notice of a default under any financing obtained by the School Corporation; and (iii) any claim that the School Corporation has failed to comply with the terms and conditions of any Authorizations required to operate the School. The report shall include an explanation of the circumstances giving rise to the alleged default or breach and the School Corporation's intended response.

7.10 Litigation. The School Corporation shall promptly report to PCSB the institution of any material action, arbitration, government investigation, or other proceeding against the School Corporation or any property thereof (collectively **"Proceedings"**) and shall keep PCSB apprised of any material developments in such Proceedings.

7.11 Certificates of Insurance. No later than 30 days after the expiration of the current policy, the School Corporation shall deliver to PCSB a certificate of insurance with respect to each insurance policy required pursuant to Section 5.5 above and **Attachment I**. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall identify underwriters, the type of insurance, the insurance limits, and the policy term. The School Corporation shall furnish PCSB with copies of all insurance policies or other evidence of insurance required pursuant to Section 5.5 above and **Attachment I** upon request.

7.12 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide PCSB with a copy of each such report at the time the School Corporation provides the report as required by the Act.

SECTION 8. COMPLIANCE

8.1 Compliance With Applicable Laws. The School Corporation shall operate at all times in accordance with the Act and all other applicable District of Columbia and federal laws subject to the limitations in Sections 8.2 and 8.3 below or from which the School Corporation is not otherwise exempt, and District of Columbia and federal provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, gender identification or expression, marital status, or need for special education services, or other characteristics as proscribed by law.

8.2 Waiver of Application of Duplicate and Conflicting Provisions. Pursuant to § 38-1802.10(d) of the Act, no provision of any law regarding the establishment, administration, or operation of public charter schools in the District of Columbia shall apply to the School Corporation or PCSB to the extent that the provision duplicates or is inconsistent with the Act.

8.3 Exemption From Provisions Applicable to D.C. Public Schools. Pursuant to § 38-1802.04(c)(3)(B) of the Act, the School Corporation shall be exempt from District of Columbia statutes, policies, rules, and regulations established for the District of Columbia Public Schools by OSSE, Board of Education, Mayor, or District of Columbia Council, except as otherwise provided in the Charter or in the Act.

8.4 Cooperation. The School Corporation shall, and shall cause its Board of Trustees, officers, employees, and contractors to, cooperate with PCSB, its staff, and its agents in connection with PCSB's obligations to monitor the School Corporation.

8.5 Access. Upon reasonable notice, the School Corporation shall grant to PCSB, its officers, employees, or agents, access to the School Corporation's property, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that PCSB may from time to time request, and allow copies to be made of the same and shall cooperate with PCSB, its officers, employees, or agents, including allowing site visits as PCSB considers necessary or appropriate for the purposes of fulfilling its oversight responsibilities consistent with § 38-1802.11(a) of the Act, provided that the review or access will not unreasonably interfere with the operation of the School and School Corporation.

8.6 Notice of Concern. If PCSB determines through its oversight of the School Corporation that any condition exists that (i) seriously jeopardizes the continued operation of the School Corporation, the School, or a School's campus; (ii) is substantially likely to satisfy the conditions for charter revocation pursuant to § 38-1802.13 of the Act; and/or (iii) threatens the health, safety, or welfare of students of the School, then PCSB may issue a written notice to the School Corporation stating the reasons for its concerns and inquiry (**"Notice of Concern"**). Upon receipt of such notice and upon request of PCSB, the School Corporation shall meet with PCSB to discuss PCSB's concerns and the School Corporation's response to PCSB's Notice of Concern.

8.7 Administrative Fee. The School Corporation shall pay annually to PCSB, no later than November 15 of each Academic Year, the maximum amount permitted by the Act to cover the administrative responsibilities of PCSB. Notwithstanding the foregoing, PCSB shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual Academic Year funding from the government of the District of Columbia by such date provided that the School Corporation pays PCSB such fee within five (5) business days of the School Corporation's receipt of such funding.

SECTION 9. CHARTER RENEWAL, REVOCATION, AND TERMINATION

9.1 Charter Renewal. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by PCSB in accordance with the Act, PCSB and the School Corporation shall (i) renew this Agreement with amendments satisfactory to PCSB and the School Corporation; or (ii) enter into a substitute agreement satisfactory to PCSB and the School Corporation.

9.2 Charter Revocation. **A.** Pursuant to § 38-1802.13 of the Act, PCSB may revoke the Charter if PCSB determines that the School has (i) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the Charter, including violations relating to the education of children with disabilities; or (ii) failed to meet the goals and student academic achievement expectations set forth in the Charter.

B. Pursuant to § 38-1802.13 of the Act, PCSB shall revoke the Charter if PCSB determines that the School (i) has engaged in a pattern of non-adherence to generally accepted

accounting principles; (ii) has engaged in a pattern of fiscal mismanagement; or (iii) is no longer economically viable.

C. If the School Corporation operates two or more campuses under the Charter, PCSB has the authority to propose revocation of the School or any of its campus locations pursuant to this Section 9.2.

9.3 Termination. This Agreement shall terminate upon Charter revocation or nonrenewal or by mutual written agreement of the parties hereto.

9.4 Probation and Corrective Action. **A.** If PCSB proposes to revoke the Charter pursuant to § 38-1802.13(a) of the Act, PCSB may, as an alternative to charter revocation, place the School or any of the School's campuses on probation and require the School Corporation, in consultation with PCSB, to develop and implement a written corrective action plan (**"Corrective Plan"**). The Corrective Plan shall include the reasons that the Charter is subject to revocation under § 38-1802.13(a), the terms and conditions of probation and the results the School shall achieve to avoid charter revocation. Although PCSB may elect to enter into a Corrective Plan with the School Corporation as an alternative to charter revocation, nothing herein shall require PCSB to place the School or any of its campuses on probation or develop a Corrective Plan.

B. If PCSB elects to place the School or one of the School's campuses on probation and enters into a Corrective Plan with the School Corporation, the School Corporation shall provide PCSB a written request for approval five (5) business days prior to taking any of the following actions: (i) waiving any material default under, or material breach of, any School Management Contract; (b) taking any action affecting or waiving or failing to enforce any material right, interest, or entitlement arising under or in connection with any School Management Contract; (c) taking any action affecting any material provision of any School Management Contract or the performance of any material covenant or obligation by any other party under any School Management Contract; or (d) providing any notice, request, or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits, or obligations under any such School Management Contract in any material respect.

9.5 Mandatory Dissolution. **A.** In accordance with § 38-1802.13a of the Act, the School Corporation shall dissolve if the Charter (i) has been revoked by PCSB; (ii) has not been renewed by PCSB; or (iii) has been voluntarily relinquished by the School Corporation. Mandatory dissolution is only applicable in the case of revocation, non-renewal or voluntary relinquishment of the Charter and is not applicable in the case of a campus closure pursuant to 9.2(C).

B. In the event of dissolution, PCSB, in consultation with the Board of Trustees of the School Corporation, shall develop and execute a plan for (i) liquidating the School Corporation's assets in a timely fashion and in a manner that will achieve maximum value; (ii) discharging the School Corporation's debts; and (iii) distributing any remaining assets in accordance with § 38-1802.13a of the Act.

SECTION 10. OTHER PROVISIONS

10.1 Applicable Law. This Agreement and the Charter and the rights and obligations of the parties hereunder shall be governed by, subject to, construed under, and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

10.2 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of PCSB in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or privilege preclude other or further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

10.3 Counterparts and Electronic Signature or Signature by Facsimile. This Agreement and any amendments, attachments, waivers, consents, or supplements in connection herewith may be signed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures or signatures received by facsimile by either of the parties shall have the same effect as original signatures.

10.4 Entire Agreement; Amendments. This Agreement, together with all the Attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement; provided that **Attachments A-E** which constitute the School Corporation's Charter can only be modified or amended through Petition for Charter Revision subject to 1.1(B) of this agreement, except that **Attachments A, B, and E** require only PCSB approval, and not a public hearing. This Agreement may be amended or modified only by written agreement of the parties hereto.

10.5 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

10.6 Assignment. The Charter runs solely and exclusively to the benefit of the School Corporation and shall not be assignable by either party; provided that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

10.7 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement. **"Person"** shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

10.8 Waiver. No waiver of any breach of this Agreement or the Charter shall be held as a waiver of any other subsequent breach.

10.9 Construction. This Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party drafted the underlying document.

10.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Agreement without (i) first providing written notice to the other party hereto describing the nature of the dispute; and (ii) thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-180213 of the Act and Sections 9.1, 9.2, and 9.3 above of this Agreement.

10.11 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 10.11) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Dr. LaTonya Henderson
701 Howard Road, S.E.
Washington, D.C. 20020
Attention: Dr. LaTonya Henderson
Email: lhenderson@cedartree-dc.org
Telephone: (202) 610-4193

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

CEDAR TREE ACADEMY PCS

[redacted]

By: Monica T. Kay

Title: Board Co-Chair

Date: 6/15/2015

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

[redacted]

By:

Title: Board Chair

Date: JUNE 5, 2015

ATTACHMENTS

SCHEDULE I	Maximum Enrollment Schedule
ATTACHMENT A	Proposed Rules and Policies for Governance and Operation of School Corporation
ATTACHMENT B	Articles of Incorporation and Bylaws
ATTACHMENT C	Procedures to Ensure Health and Safety of Students and Employees
ATTACHMENT D	Assurance to Seek, Obtain, and Maintain Accreditation
ATTACHMENT E	Relationship Between School and Employees
ATTACHMENT F	Pre-opening Requirements
ATTACHMENT G	Random Selection Process
ATTACHMENT H	Disciplinary Policies
ATTACHMENT I	Insurance Requirements
ATTACHMENT J	Key Personnel

CEDAR TREE ACADEMY
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SCHEDULE I

Cedar Tree Public Charter School

Maximum Enrollment

Grade	Academic Year '14-15	Academic Year '15-'16	Academic Year '16-'17	Academic Year '17-'18	Academic Year '18-'19
PK3 - K	600	600			
Total	**600**	**600**			

Attachment A: Proposed Rules and Policies for Governance and Operation of School Corporation

The Cedar Tree Academy Public Charter School's Board of Trustees (BOT) is the chief governing body of the organization, with ultimate accountability, including fiduciary responsibility, for the school. The BOT membership is in compliance with the School Reform Act requirements with a current membership of 7) trustees, including a majority of D.C. residents and two parent representatives. The BOT also has a committee structure that includes the following committees: Executive Committee, School Finance Committee, Academic Committee, Fundraising Committee Governance and Discipline Committee.

The BOT of the Cedar Tree PCS has a number of responsibilities as the primary policymaking body for the organization. It establishes in its bylaws the rules and policies to govern the structure and composition of membership, conduct of its members and its proceedings.

The BOT also establishes policies for the governance of the Cedar Tree PCS campus and students consistent with state and federal laws. The BOT establishes and reviews progress toward academic, financial and operational goals for Cedar Tree PCS and makes policy and resource allocation decisions based on its reviews. Trustees also serve in an advisory capacity to senior staff and help to identify resources to support the execution of organizational priorities.

The BOT oversees Cedar Tree PCS financial affairs by authorizing, appropriating and adopting budgets and also reviewing periodic financial statements and the annual financial audit. Through the work of the Finance Committee and ultimate approval of the BOT, trustees provide for program operation and maintenance or acquisition of property.

Cedar Tree PCS does not contract with any charter management organization. The head of school reports to the Board of Trustees. The board is responsible for conducting an annual evaluation of the head of school. The teachers and all staff members reports to the head of school.

CEDAR TREE ACADEMY
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Cedar Tree Academy Public Charter School
a District of Columbia Corporation organized under the
District of Columbia Nonprofit Corporation Act

BY-LAWS

ARTICLES OF INCORPORATION

The name, location of principal office, and purposes of the Cedar Tree Academy Public Charter School (the "Corporation") shall be as set forth in the Articles of Incorporation. These By-Laws, the powers of the Corporation and of its trustees and officers, and all matters concerning the conduct and regulation of the business of the Corporation, shall be subject to such provisions in regard thereto, if any, as are set forth in the Articles of Incorporation; and the Articles of Incorporation are hereby made a part of these By-Laws. All references in these By-Laws to the Articles of Incorporation shall be construed to mean the Articles of Incorporation of the Corporation as from time to time amended.

ARTICLE 1. MEMBERSHIP

The Corporation shall have no members. The Board of Trustees (the "Board") shall take any and all actions and votes required or permitted to be taken by members under the District of Columbia Nonprofit Corporation Act (being D.C. CODE ANN. §§29-501 *et seq.* of the District of Columbia Statutes (the "Nonprofit Corporation Act")) and shall be deemed to be acting as the Board of Directors for all purposes of the Nonprofit Corporation Act. Any such action or vote so taken shall be taken by action or vote of the same percentage or number of trustees of the Corporation as would be required of members so acting or voting. References to members in these By-Laws shall refer to the Board so acting or voting.

Section 1. Sponsors, Benefactors, Contributors, Advisors, Friends of the Corporation. The trustees may designate certain persons or groups of persons as sponsors, benefactors, contributors, advisers or friends of the Corporation or such other title as they deem appropriate. Such persons shall serve in an honorary capacity and, except as the trustees shall otherwise designate, shall in such capacity have no right to notice of or to vote at any meeting, shall not be considered for purposes of establishing a quorum, and shall have no other rights or responsibilities.

Section 2. Number and Election of Trustees. The Board shall consist of not less than three (3) trustees and no more than fifteen (15). The number of Trustees must remain odd at all times. 51% of Trustees shall at all times be DC residents. At least two of the board members will be parents of students attending the school as per DC Code §38-1802.05(a)(2). Trustees shall be elected at the annual meeting of the trustees and each trustee shall serve until the next annual meeting of the trustees or special meeting in lieu thereof, and until his/her successor is duly elected, or until he/she sooner dies, resigns or is removed.

Section 3. Term. The term for Trustees shall be 5 years. Trustees shall serve no more than three (3) consecutive terms.

Section 4. Vacancies. Vacancies created by the death, removal or resignation of one or more trustees, or otherwise, may be filled by the affirmative vote of a majority of the trustees remaining in office.

Section 5. Powers. The management of the affairs of the Corporation shall be vested in and exercised by the Board, who shall pursue such policies and principles as shall be in accordance with law, the provisions of the Articles of Incorporation and these By-Laws. The Board shall be considered as having the powers of Directors in accordance with the provisions of the Nonprofit Corporation Act. To the extent permitted by law, the Board may, by general resolution, delegate to officers of the Corporation such powers as they may see fit.

Section 6. Compensation and Expenses. The Board may receive reasonable compensation for its services as such, and the Board shall have the power and authority, in its exclusive discretion, to contract for and to pay trustees compensation for unusual or special services rendered to the Corporation, provided, that any such compensation shall be reasonable and appropriate to the value of the services rendered by the trustees.

Section 7. Resignation of Trustees. Any trustee may resign from the Corporation by delivering a written resignation to the President, the Secretary, or to a meeting of the Board.

Section 8. Removals. The Board may, by affirmative vote of a majority of the trustees in office, remove any trustee from office with or without cause.

ARTICLE 2. MEETINGS

Section 1. Annual Meetings. An annual meeting of the Board to re-elect trustees and to elect the President, Secretary, Treasurer and other officers shall be held each year during the Third week of May, provided that any such annual meeting must comply with all applicable laws requiring such meetings to be announced or open to the public. If an annual meeting is not held, the Chairman or any trustee shall call a special meeting of the Board for such purpose.

Section 2. Regular Meetings. Regular meetings of the Board may be held without call or formal notice at such places and at such times as the Board may from time to time determine, provided that any such regular meeting must comply with all applicable laws requiring such meetings to be announced or open to the public.

Section 3. Special Meetings. Special meetings of the Board may be held at any time and at any place when called by the Chairman, or one or more trustees, upon reasonable notice, stating the time and place of said meeting, given to each trustee by the Secretary or, in the case of the death, absence, incapacity or refusal of the Secretary, by the officer or trustee(s) calling the meeting, or at any time without call or formal notice, provided all the trustees are present or waive notice thereof before or after the meeting by a writing which is filed with the records of the meeting. Notice to a trustee of any meeting shall be deemed to be sufficient if sent by mail at least three (3) days prior to such meeting, addressed to him/her at his/her usual or last known business or residence address, or by facsimile or telegram at least twenty-four hours before the meeting, or if given in person, either by telephone or by handing him/her a written notice at least twenty-four hours before the meeting. Notwithstanding anything to the contrary, any special meeting must comply with all applicable laws requiring such meetings to be announced or open to the public.

Section 4. Quorum. A majority of the trustees in office at the time a meeting is duly called and held shall constitute a quorum. When a quorum is present at any such meeting, the vote of a majority of the trustees present shall be necessary and sufficient for election to any office or for a decision on any matter, except as otherwise required by law, by the Articles of Incorporation, or by these By-Laws. Whether or not a quorum is present, any meeting may be adjourned from time to time by a majority of the votes cast upon the question, without notice other than by announcement at the meeting, and

without further notice to any absent trustee. At any adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called.

ARTICLE 3. COMMITTEES

Section 1. Committees of Trustees. Either the Board, by vote of a majority of the trustees then in office, or the Chairman, with the approval of such majority of the Board, may at any time appoint such committees of the Board as are deemed desirable, including an executive committee and/or one or more other committees, provided that at least two (2) trustees sit on each committee. The remainder of the members of the Committee need not be trustees. The Board Chairman appoints all committee chairs. The Board may from time to time designate or alter, within the limits permitted by this Section, the duties and powers of such committees or change their membership, and may at any time abolish such committees or any of them.

Any committee shall be vested with such powers of the Board as the Board may determine in the vote establishing such committee or in a subsequent vote of a majority of trustees then in office, provided, however, that no such committee shall have any power prohibited by law or the Articles of Incorporation, or the power to

- change the principal office of the Corporation;
- amend or authorize the amendment of the Articles of Incorporation or these By-Laws;
- elect officers required by law, the Articles of Incorporation or these By-Laws to be elected by trustees, or to fill vacancies in any such office;
- change the size of the Board or to fill vacancies in the Board;
- remove officers or trustees from office;
- authorize a sale or other disposition of all or substantially all the property and business of the Corporation; or
- authorize the liquidation or dissolution of the Corporation;

and provided further, that the fact that a particular power appears in the foregoing enumeration of powers denied to committees of the Board shall not be construed to over-ride by implication any other provision of the Articles of Incorporation or these By-Laws, limiting or denying to the Board the right to exercise such power.

Section 2. Election. Each member of a committee shall hold office until the next annual meeting of the Board (or until such other time as the Board may determine, either in the vote establishing the committee or at the election of such member) and until his/her successor is elected and qualified, or until he/she sooner dies, resigns, is removed, or is replaced by change of membership, or until the committee is sooner abolished by the Board.

Section 3. Quorum. A majority of the members of any committee, but not fewer than two, shall constitute a quorum for the transaction of business, but any meeting may be adjourned from time to time by a majority of the votes cast upon the question, whether or not a quorum is present, and the meeting may be held as adjourned without further notice. Each committee may make rules not inconsistent herewith for the holding and conduct of its meetings, but unless otherwise provided in such rules its meetings shall be held and conducted in the same manner, as nearly as may be, as is provided in these By-Laws for meetings of the Board. The Board shall have the power to rescind any vote or resolution of any committee; provided, however, that no rights of third parties shall be impaired by such rescission.

Section 4. Standing Committees. Standing Committees shall be nominated in accordance with Article 3, Section 1 of these Bylaws at its annual meeting. Terms of office for members of Standing Committees shall be two years provided that the Trustee remains on the Board.

Section 5. There shall be five (5) standing committees: an Executive Committee, a Committee on Finance, a Committee on Academics, a Committee on Fundraising and Development, and a Committee on Governance.

Section 6. There shall be an Executive Committee that shall act in the name of the full board when it is not in session, or to deal with emergencies that require immediate attention. The Board Chair shall serve as the Chair of the Executive Committee. The Executive Committee shall be comprised of the Chairman, Vice Chairman, Secretary and Treasure.

Section 7. There shall be a Finance Committee that shall concern itself with the organizations financial stability by providing oversight on its budget and investments. The Treasurer shall serve as a member of the Finance Committee.

Section 8. There shall be a Governance Committee. The Governance Committee shall be responsible for the ongoing review and recommendations to enhance the quality and future viability of the Board. The Vice Chairman shall serve as a member of the Governance Committee.

Section 9. There shall be a Fundraising and Development Committee that shall concern itself with the Board's participation in resource development and fundraising.

Section 10. There shall be an Education Committee. The Education Committee shall be a pro-active and strategic committee responsible for the development, implementation and evaluation of Cedar Tree Academy's Education Strategy, other related strategies, monitoring and enhancement of quality and standards of learning, teaching, assessment and curricula.

ARTICLE 4. OFFICERS

Section 1. Officers. The officers of the Corporation shall be a Chairman, a Vice Chairman, a Treasurer, a Secretary, and such other officers as the Board may, in its discretion, elect or appoint. The Corporation may also have such agents, if any, as the Board may, in its discretion, appoint. So far as is permitted by law, any two or more offices may be held by the same person, except that no one individual shall serve as both the Vice Chairman and the Secretary simultaneously. The same person shall not serve as Chair and Treasurer, pursuant to DC Code§ 29-406.40(a).

Section 2. Powers. Subject to law, to the Articles of Incorporation, and the other provisions of these By-Laws, each officer shall have, in addition to the duties and powers herein set forth, such duties and powers as the Board may from time to time designate.

Section 3. Term. The Chairman, the Vice Chairman, the Treasurer, and the Secretary shall be elected by the Board at its annual meeting, by vote of a majority of the full Board for a term not exceeding three (3) years. Such other offices of the Corporation as may be created in accordance with these By-Laws may be filled at such meeting by vote of a majority of the full Board, or at any other time, by vote of a majority of the trustees then in office.

Section 4. Election. Each officer shall hold office until the next annual meeting of the Board or until his/her successor is elected or appointed, or until he/she sooner dies, resigns, is removed, or becomes disqualified. Each agent shall retain his/her authority at the pleasure of the Board. Any officer, employee, or agent of the Corporation may be required, as and if determined by the Board, to give bond for the faithful performance of his/her duties.

Section 5. Chairman. The Chairman shall be the chief executive officer of the Corporation and shall have general charge and supervision of the business, property and affairs of the Corporation unless otherwise provided by law, the Articles of Incorporation, the By-Laws, or by specific vote of the Board. The Chairman shall preside at all meetings of the Board at which he/she is present except as otherwise voted by the Board.

Section 6. Vice Chairman. In case of the absence of the Chairman, or of her/his inability from any cause to act, the Vice-Chairman shall perform the duties of that office. Like the Chairman, the Vice-Chairman shall play a major role in resource development and in representing the organization within and outside the community.

Section 7. Secretary. The Secretary shall record all proceedings of the trustees in books to be kept therefore, and shall have custody of the Corporation's records, documents and valuable papers. In the absence of the Secretary from any such meeting, a temporary Secretary may be chosen by vote of the meeting. Unless the Board shall otherwise designate, the Secretary shall have custody of the corporate seal and be responsible for affixing it to such documents as may required to be sealed. The Secretary shall attend all meetings of the Board and shall record the proceedings thereat in books provided for that purpose which shall be open during business hours to the inspection of any trustee. He/She shall notify the trustees of the meetings in accordance with these By-Laws and shall have and may exercise such other powers and duties as the Board may prescribe. In the absence of the Secretary at a meeting of the Board, a temporary Secretary shall be chosen.

Section 8. Treasurer. The Treasurer shall be the chief financial officer of the Corporation and shall be in charge of its funds and the disbursements thereof, subject to the Chairman and the Board, and shall have such duties and powers as are commonly incident to the office of a corporate treasurer and such other duties and powers as may be prescribed from time to time by the Board or by the Chairman. The Treasurer shall be responsible to and shall report to the Board, but in the ordinary conduct of the Corporation's business, shall be under supervision of the Chairman.

Section 9. Resignations. Any officer of the Corporation may resign at any time by giving written notice to the Corporation by delivery thereof to the President, the Secretary, or to a meeting of the Board.

Section 10. Removals. The Board may, by affirmative vote of a majority of the trustees in office, remove from office the Chairman the Vice Chairman, the Secretary, the Treasurer or any other officer

or agent of the Corporation whenever, in their judgment, the best interest of the Corporation will be served thereby, with or without cause, without prejudice to the contract rights, if any, of the individuals so being removed. Any officer may be removed for cause only after reasonable notice and opportunity to be heard.

Section 11. Vacancies. If the office of any member of any committee or any other office becomes vacant, the Board may elect or appoint a successor or successors by vote of a majority of the trustees then in office. Each successor as an officer shall hold office for the unexpired term and until his/her successor shall be elected or appointed and qualified, or until he/she sooner dies, resigns, is removed or becomes disqualified.

Section 12. Compensation. Officers shall not receive compensation for their services, unless services other than that as Officers of the Corporation., and the Board shall have the power and authority, in its exclusive discretion, to contract for and to pay officers compensation for unusual or special services rendered to the Corporation; provided that any such compensation shall be reasonable and appropriate to the value of the services rendered by the officers.

ARTICLE 5. INDEMNIFICATION OF TRUSTEES, OFFICERS, EMPLOYEES. OR OTHERS

Section 1. The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, arbitrative, or investigative, any appeal in such an action, suit, or proceeding, and any inquiry or investigation that could lead to such an action, suit, or proceeding by reason of the fact that he/she is or was a trustee, officer, employee or agent of the Corporation and any person who, while a trustee of the Corporation, is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, employee, agent, or similar functionary of another foreign or domestic corporation, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise, against expenses (including court costs and attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him/her in connection with such action, suit or proceeding provided that he/she acted in (a) good faith, and (b) reasonably believed (i) in the case of conduct in his/her official capacity as a trustee or officer of the Corporation, that his/her conduct was in the Corporation's best interests, and (ii) in all other cases, that his/her conduct was at least not opposed to the corporation's best interests, and (c) in the case of any criminal proceeding, had no reasonable cause to believe his/her conduct was unlawful. The termination of a proceeding by judgment, order, settlement, or conviction or on a plea of *nolo contendere* or its equivalent is not of itself determinative that the person did not meet the requirements set forth in the preceding sentence. A person shall be deemed to have been found liable in respect of any claim, issue or matter only after the person shall have been so adjudged by a court of competent jurisdiction after exhaustion of all appeals.

Section 2. Any indemnification under Section 1 (unless ordered by a court) of this Article 5 shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the trustee, officer, employee or agent is proper in the circumstances because he/she has met the applicable standard of conduct set forth in Section 1. A determination of such indemnification must be made: (a) by a majority vote of a quorum consisting of trustees who at the time of the vote are not named defendants or respondents in the proceeding; (b) if such a quorum cannot be obtained, by a majority vote of a committee of the Board, designated to act in the matter by a majority vote of all Board, consisting solely of two or more trustees who at the time of the vote are not named defendants or respondents in the proceeding; (c) by special legal counsel selected by the Board, or a committee of the Board by vote as set forth in subsection (a) or (b) of this section, or, if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all trustees; or (d) by the members in a vote that excludes the vote of trustees who are named defendants or respondents in the proceeding.

Section 3. The Corporation shall indemnify a trustee, officer, employee or agent of the Corporation against reasonable expenses (including attorneys' fees and court costs) incurred by him/her in connection with a proceeding referred to in Section 1 of this Article 5, in which he/she is a named defendant or respondent because he/she is or was a trustee, if he/she has been wholly successful, on the merits or otherwise, in the defense of the proceeding.

Section 4. Reasonable expenses incurred by a trustee, officer, employee or agent of the Corporation who was, is, or is threatened to be made a named defendant or respondent in a proceeding may be paid or reimbursed by the Corporation, in advance of the final disposition of the proceeding and without the determination specified in Section 2 of this Article 5, after the Corporation receives a written affirmation by the trustee of his/her good faith belief that he/she has met the standard of conduct necessary for indemnification under this Article 5 and a written undertaking by or on behalf of the trustee to repay the amount paid or reimbursed if it is ultimately determined that he/she has not met that standard or if it is ultimately determined that indemnification of the trustee against expenses incurred by him/her in connection with that proceeding is prohibited by the Nonprofit Corporation Act.

Section 5. The Corporation may purchase and maintain insurance on behalf of any person who is or was a trustee, officer, employee, or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, partner, venture, proprietor, trustee, employee, agent, or similar functionary of another foreign or domestic corporation, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise against any liability asserted against him/her and incurred by him/her in such a capacity or arising out of his/her status as such a person, whether or not the Corporation would have the power to indemnify him/her against that liability under this Article 5.

Section 6. The indemnification provided by this Article 5 shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any statute, agreement, vote of members or disinterested trustees or otherwise, both as to action in his/her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a trustee, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 7. For the purposes of this Article 5, references to "the Corporation" include all constituent corporations absorbed in a consolidation or merger as well as the resulting or surviving corporation so that any person who is or was a director, officer, trustee, employee or agent of such a constituent corporation or is or was serving at the request of such constituent corporation as a director, officer, trustee, employee or agent of another corporation, partnership, joint venture, trust or other enterprise in which this Corporation directly or indirectly owns shares or of which it is a creditor, shall stand in the same position under the provisions of this Article 5 with respect to the resulting or surviving corporation as he/she would if he/she had served the resulting or surviving corporation in the same capacity.

ARTICLE 6. INTERESTED TRUSTEES

Section 1. A contract or transaction between the Corporation and one or more of its trustees or officers, or between the Corporation and any other corporation, partnership, association, or other organization in which one or more of the Corporation's trustees or officers are directors, officers, or members, or have a financial interest, is not void or voidable solely for that reason, solely because the trustee or officer is present at or participates in the meeting of the Board or committee of the Board that authorizes the contract or transaction, or solely because the trustee's or officer's votes are counted for that purpose, if:

(a) the material facts as to the relationship or interest and as to the contract or transaction are disclosed or are known to the Board or the committee, and the Board or committee in good faith and with ordinary care authorizes the contract or transaction by the affirmative vote of a majority of the disinterested trustees, even though the disinterested directors or members

are less than a quorum; or

(b) the contract or transaction is fair to the Corporation when it is authorized, approved, or ratified by the Board or a committee of the Board.

Section 2. Common or interested trustees may be counted in determining the presence of a quorum at a meeting of the Board or of a committee that authorizes the contract or transaction. However, notwithstanding any other provision of this Article VII, the Corporation shall not be a party to any contract or transaction that violates either Article Fourth, Paragraph D of the Corporation's Articles of Incorporation.

ARTICLE 7. EXECUTION OF PAPERS

Section 1. Except as the Board may generally or in particular cases authorize or direct the execution thereof in some other manner, all deeds, leases, transfers, contracts, proposals, bonds, notes, checks, drafts, and other obligations made, accepted or endorsed by the Corporation shall be signed or endorsed on behalf of the Corporation by the Chairman, Vice Chairman or the Treasurer or their designees.

ARTICLE 8. SOURCE AND INVESTMENT OF FUNDS

Section 1. Funds for the operation of the Corporation and for the furtherance of its objectives and purposes may be derived from grants and allocations from governmental or private agencies or bodies, donations from public and private organizations, associations and individuals, and such other sources as may be approved by the Board. Except as otherwise provided by law or lawfully directed by any grantor or donor, the Corporation may retain or dispose of all or any part of any real or personal property acquired by it and invest and reinvest any funds held by it according to the judgment of the Board, without being restricted to the class of investments which fiduciaries are or hereafter may be permitted by law to make.

ARTICLE 9. PROHIBITION REGARDING THE USE OF FUNDS AND DISTRIBUTION OF ASSETS ON DISSOLUTION

Section 1. The Corporation shall dissolve if its charter for the public charter school (i) has been revoked by the District of Columbia Public Charter School Board, (ii) has not been renewed by the District of Columbia Public Charter School Board, (iii) has been voluntarily relinquished by the Corporation. Any assets shall be distributed pursunt to D.C. Code § 38-1802.13a.

Section 2. No part of the net earnings or receipts of the Corporation shall inure to the benefit of any trustee or officer of the Corporation or any private individual, provided, however, that this prohibition shall not prevent the payment to any person of such reasonable compensation for services actually rendered to or for the Corporation in conformity with these By-Laws.

ARTICLE 10. SEAL

Section 1. The seal of the Corporation shall, subject to alteration by the Board, consist of a flat-faced circular die with the word "District of Columbia" together with the name of the Corporation and the year of incorporation cut or engraved thereon. An impression of the seal

impressed upon the original copy of these By-Laws shall be deemed conclusively to be the seal adopted by the Board.

ARTICLE 11. FISCAL YEAR

The fiscal year of the Corporation shall be from the first day of July through the thirtieth day of June.

ARTICLE 12. AMENDMENTS

The Board, by a majority vote of trustees at the time in office, may alter, amend or repeal these By-Laws, in whole or in part.

Attachment C: Procedures to Ensure Health and Safety of Students, Employees and Visitors

Cedar Tree Academy Public Charter School ("Cedar Tree PCS") will continue to comply with all applicable laws and regulations governing health and safety. Cedar Tree PCS is in compliance with the requirements set forth in the Healthy Schools Act of 2010 (HSA), the Americans with Disabilities Act and the DC Fire Prevention Code.

Cedar Tree PCS established and implemented a local wellness policy and provides health services, health and physical education and nutrition programs that meet the requirements of Healthy Schools Act of 2010 (HSA). Cedar Tree PCS maintains compliance with current health and safety regulations and coordinates efforts among staff to protect the health and welfare of students, visitors and fellow staff in meeting these requirements. With the enactment of the DC Healthy Schools Act of 2010, Cedar Tree PCS has implemented several changes in its nutrition and wellness plan to ensure compliance with the mandates of the law. Breakfast is currently being served in the classrooms. Our participation in the Community Eligibility Option allows all students to eat free and thus ensures that every child receives a healthy meal. As mandated by Healthy School Act of 2010, lunches are much healthier with incorporation of more fruits, vegetables and whole grains. As stipulated by Healthy School Act of 210, we regularly solicit input from students, faculty and parents, through taste tests, comment boxes and surveys to ensure that we offer nutritious meals that appeal to students. On April 23, 2015 the Office of the State Superintendent of Education ("OSSE") reviewed our health and wellness policy and found it to be in compliance with the Healthy Schools Act.

In addition to ensuring compliance with the Healthy Schools Act, Cedar Tree PCS also maintains the health and welfare of our students by ensuring compliance to the Student Access to Treatment Act of 2007 by ensuring that the school has a nurse on the premises. Cedar Tree PCS maintains medication action plans in the school health suite for all affected students.

Cedar Tree PCS complies with the DC Code as it pertains to facility safety and other requirements, including compliance of the facility with the Americans with Disabilities Act and the DC Fire Prevention Code. The building is accessible to children and adults with disabilities. Street-to-curb ramps and handicapped parking provide entrance into the building for those with disabilities. All bathrooms are equipped with handicapped accessible stalls and adaptive playground equipment allows children with disabilities to participate in recess activities to meet ADA requirements.

The Cedar Tree PCS facility undergoes regular inspections conducted both internally and by relevant DC government agencies. The school maintains an up-to-date emergency response plan with a current school response team and regularly holds emergency evacuation drills. All certificates of occupancy and insurance policies are up-to-date and on-file with the PCSB.

ATTACHMENT D: Assurance to Seek, Obtain, Maintain Accreditation

Cedar Tree Academy Public Charter School is currently fully accredited by Middle States Commission of Colleges and Schools. Cedar Tree assures that the school will maintain its accreditation with Middle States Commission of Colleges and Schools.

ATTACHMENT E: Relationship between School and Employees

The relationship that exists between Cedar Tree Academy Public Charter School and the employees of Cedar Tree Public charter school is an employer/employee at-will relationship. All employees are employed by the Cedar Tree Academy Public Charter. Cedar Tree Academy employees are employed on an at -will-basis.

ATTACHMENT G: RANDOM SELECTION PROCESS

Cedar Tree Academy Public Charter School participates in My School DC, a single, random lottery that determines placement for new students at all participating schools. Student-school matches are based on the number of spaces at each school; sibling, proximity, and other lottery preferences; and how each student ranked his or her school choices. MySchool DC also maintains our school waitlist.

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Guidance (Discipline) Policy

General Guidelines and guidance/discipline policies for Working with Children

We use positive discipline techniques at Cedar Tree Academy. These techniques are based on the premise that even problem behaviors are spurred by a positive impulse—all behaviors are attempts, if occasionally misguided, to solve what children see as problems.

Positive Discipline Principles

The positive discipline method used at Cedar Tree Academy PCS encourages children to become increasingly self-regulated. We believe in creating dialogue with children and teaching them how to become problem solvers. Children should be encouraged to come up with their own positive solutions, rather than to rely on adults to solve their problems for them. For example, if two children are fighting over a toy, the adult should ask them how they would like to resolve the conflict, rather than simply giving the toy to one party. Of course, if children begin to act destructive, their destructive behaviors must be stopped so that all children feel safe.

In situations requiring discipline, we distinguish between behaviors and the children themselves. For example, if a child is climbing the fence, we say "Fences are not for climbing," or "It is not acceptable to climb the fence." **We avoid blaming a child for an action.** Rather, limits are set in a neutral fashion. In general, children feel more comfortable when limits are clear (some children will contest limits to get attention; we attempt to redirect such behavior rather than engaging in a power struggle). It is also important to remember that feelings are valid to the individual having them. We encourage children to express their feelings in words, listen to them, and acknowledge their feelings. All children's behaviors, however misdirected, are an attempt to solve a problem in the children's eyes.

Do not be surprised if children try out new behaviors at school that they have never before displayed at home. Children can be intimidated by a group setting or become excited about mimicking behaviors they see in peers. It is important that we create a positive atmosphere in the classroom and on the playground at all times, encouraging helpful and cooperative behavior and discouraging destructive or competitive behavior. Adults need to model positive attitudes for the kids, to obey school rules and state regulations, and to act in a manner that they'd like the children to copy. Helpful behaviors that the children display should be praised. Negative behaviors should be ignored if they are not destructive, so that they are not seen as ways to get attention; if the negative behaviors are destructive, children should be redirected to other behaviors or activities.

Our goal is to create a caring community, both for the children and among the teachers and parents who work with them. Discipline is not only the desire to regulate child behavior, but also to help shepherd children into an ability to live with others peacefully and productively. Learning to behave for the good of the group is hard for young children. It needs to be taught like any other skill, and to be modeled by adults at all times.

Corporal punishment is never used at Cedar Tree Academy. Staff members using corporal punishment will face immediately disciplinary action. Parents using corporal punishment at school will be reported to Child and Family Services Agency and may be forced to withdraw from the school. Yelling, humiliation, and intimidation of children are also never appropriate at Cedar Tree Academy PCS.

Green, Yellow and Red Light Behaviors

Cedar Tree identifies behaviors using the concept of green, yellow and red light behaviors. With very young children, choosing battles is vital and can sometimes be even more important than consistency (having the same rules all the time). Consistency becomes more important as children enter the elementary years and become interested in rules as a principle (this is one reason why preschool and elementary discipline often looks different).

Green light behaviors do not cause harm to the child or others. An example of a green light behavior might be a child taking off his/her shoes. If the weather is warm and you are not about to go to the park, it's probably okay.

Yellow light behaviors alert adults that something might go wrong, but are not yet dangerous or violating rules. If a child approaches another child who has a toy, the adult might watch to see what happens, rather than intervene too quickly. It is important to let children solve problems on their own if they can. On the other hand, it is important to be alert to situations that may become problematic, since many such situations can be prevented if intercepted early.

Red light behaviors are dangerous or violate firm rules. An adult needs to step in immediately. If a child is about to hit another with a shovel, the adult must intervene and grab the shovel. Then, when the danger has passed, the adult can speak with the children about why this behavior was occurring. In the older grades at Cedar Tree Academy, scheduled time-outs can result from red light behaviors. This is developmentally appropriate, as children become increasingly rule-governed over time.

It is essential that in disciplinary situations, that all parties focus on the goal of helping every child to succeed and get along with others. Children try out a variety of behaviors as they grow and change, and they are by nature experimental and egocentric. Our job is to help them learn to explore their worlds within reasonable limits, and without hurting others, while maintaining a positive sense of self-worth. This is no easy task—it is assumed that all children will have ups and downs, and that our community will be here to help all children succeed.

Children cannot become self-disciplined unless adults teach them right from wrong. At Cedar Tree Academy, children will be taught the expectations for correct behavior and encouraged to live and act accordingly. When children know something is wrong, and choose to do it anyway, consequences will follow to communicate that the behavior is not acceptable and will not be tolerated in our school. The following chart will be used as a guide to help children self-regulate.

Behavior/Consequence Chart

Behavior	1st Offense	2nd Offense	3rd Offense	4th Offense
Fighting	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Bullying	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Physical Contact (harmful)	Time Out/Parent Phone call	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Vandalism/ Property Damage	Time Out/Parent Call	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Inappropriate Language	Time out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Stealing/Theft	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Classroom Disruption	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Disrespecting Staff	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Lying	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting
Teasing/Taunting	Time Out	Counselor student/family meeting	Principal, Counselor/student family meeting	Referral for an RTI meeting

Each infraction is explained for your reference below

Fighting- the exchange of punches between 2 or more people. All students that participate in a fight, both the aggressor and defender will receive a consequence.

Bullying- a form of aggressive behavior manifested by the use of force or coercion to affect others, particularly when the behavior is habitual and involves an imbalance of power. It can include verbal harassment, physical assault or coercion and may be directed repeatedly towards particular victims, perhaps on grounds of race, religion, gender, sexuality, or ability. Physical, emotional, and verbal bullying will yield the same consequences.

Physical contact - includes horseplay, wrestling, and pushing. Physical contact is the use of hands or feet in contact with another student or adult. Physical contact with malicious intent includes slapping, punching, kicking, pushing, or use of objects to hurt or harm someone.

Vandalism/property damage- writing on school items or property belonging to someone else or intentional destruction or attempt to destroy school property; including bulletin boards, walls, desks, chairs, books, lockers, bathroom stalls, etc.

Inappropriate language- any words, phrases or gestures that are deemed obscene or profane.

Stealing- Intentional taking of objects/property of value that belongs to someone else (value will be determined at administrator's discretion).

Classroom disruption- significant and repeated interruption of classroom instruction that prevents teacher from teaching and other students from learning.

Disrespecting staff- repeated and significant defiance or language used against staff member.

Lying- repeated non-truth told to an adult in an attempt to avoid a task or prevent consequences.

Teasing/Taunting- to irritate or provoke with persistent petty distractions, trifling raillery, or other annoyance, insulting or jeering.

Bullying Policy
Refer to the Appendix B.

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Guidance (Discipline) Policy

During the early childhood years, children are learning to be responsible for their own behavior. We believe in establishing consistent, easy-to-understand limits and in having teachers who respond to inappropriate behavior with insight, sensitivity, and skill. When clear, consistent and age-appropriate limits are present; children increasingly become responsible for themselves. When out-of-bounds behaviors do occur, we believe it is important for children to understand why the behavior is inappropriate and how to modify it.

We work to prevent behavior problems by arranging each classroom so that children work in small groups and have a choice of activities. The range of activities will give your child the freedom and ability to experience success and become self-directed. Teachers are also trained to skillfully direct behavior along appropriate channels. Children are encouraged to verbalize their feelings to learn to positively work through strong emotions. Teachers act as role models and encourage children's appropriate behaviors. **Under no circumstances is corporal punishment permitted. Discipline will <u>not</u> be associated with food, rest or toileting.**

We believe that it is our responsibility to provide children with positive guidance and in our experience, most children will respond well to our approach. In the event that a child does not respond, we will notify the parents and work closely with them to develop a plan to help the child gain self-control and a positive attitude toward their peers and teachers.

When a pattern of behavior persist that endangers self, others or property, or significantly disrupts the program, we will work with the child's family to find solutions, up to and including referral for additional services or a more educationally appropriate setting.

Your signature below indicates that you have read and understand the above Child Guidance (Discipline) Policy.

Child's Name: _____ Grade: _____

Parent/Guardian's Name (Please Print): _____

Parent's Signature: _____ Date: _____

CEDAR-3 OP ID: LP

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 05/07/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
NFPP&C-Meltzer
Services, Inc
3500 Rock Spring Drive
Bethesda, MD 20817
Meltzer Karlin

CONTACT NAME: Meltzer Karlin
PHONE (A/C, No, Ext): 301-581-7300 FAX (A/C, No): 301-214-7001
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Great American Insurance Co.	16691
INSURER B : Hartford Underwriters Ins Co	30104
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Cedar Tree Academy
Hazel Coleman
701 Howard Rd SE
Washington, DC 20020

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC			PAC0664227	01/01/2015	01/01/2016	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Emp Ben.	$ 1,000,000 $ 300,000 $ 10,000 $ 1,000,000 $ 2,000,000 $ 1,000,000 $ 1,000,000
	AUTOMOBILE LIABILITY ANY AUTO ALL OWNED AUTOS HIRED AUTOS SCHEDULED AUTOS NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (PER ACCIDENT)	$ $ $ $ $
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 10000			UMB0664228	01/01/2015	01/01/2016	EACH OCCURRENCE AGGREGATE	$ 3,000,000 $ 3,000,000 $
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		16WEGEX2171	07/05/2014	07/05/2015	X WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
EVIDENCE OF INSURANCE

CERTIFICATE HOLDER

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XX INFORMATION PURPOSE XX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXX, XX 0000000000

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
[redacted]

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ATTACHMENT J: Key Personnel

The following is a list of current key personnel at Cedar Tree Academy PCS:

- Executive Director/ Principal – Dr. LaTonya Henderson
- Finance Manager – Ms. Usha Jayanthi
- School Counselor – Ms. Sadiqa Long
- Director of Curriculum and Instruction – Mrs. Celenease Edison
- Director of Business Operations and Human Resources –Ms. Robinette Lewis

Appendix B

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

DECISION MEMORANDUM

PREPARED BY:	**Schools Committee and Staff (Jacqueline Scott-English and Susan Miller)**
SUBJECT:	**Howard Road Academy – Charter Amendment and Enrollment Ceiling Increase Requests**
DATE:	**February 21, 2008**

BACKGROUND

Section 2.4 of each school's charter agreement states that "The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "**Implementation Date**")."

In response to the impending closure of Washington Academy Public Charter School, Howard Road Academy submitted a proposal to assume operations of the school upon its closing on February 29, 2008. At a public meeting on February 13, 2008, the District of Columbia Public Charter School Board approved Howard Road Academy's request to operate Washington Academy's Pennsylvania Avenue and Jones Memorial campuses. In order to serve all of the students at Washington Academy, Howard Road must amend its charter to increase grade levels to include students in pre-school and pre-kindergarten.

Additionally, the school must seek an enrollment increase from 600 to 900 to accommodate the additional students. Section 2.3 of each school's Charter Agreement states the maximum number of students a school may enroll over a five-year period. Further, it states that schools may submit written requests to "the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request."

A school must meet the following criteria in order to be considered for an enrollment ceiling increase request:

1. at least a satisfactory rating on all areas of the Program Development Review for the two most recent reviews;

2. access to a facility to accommodate the projected enrollment (as demonstrated through a lease);
3. a history of meeting enrollment projections (within at least 80% of enrollment projections for the two most recent years);
4. currently not under corrective action; and
5. at least a satisfactory rating on 3 of the 5 Fiscal Management criteria outlined in the Charter Review Framework.

Additional consideration will be given to the following:

1. size of the requested increase;
2. rationale for the requested increase;
3. years in operation; and
4. if beyond Year Six of operation, accreditation status (or at least a candidate for accreditation).

PROPOSAL

Charter Amendment Request

Howard Road Academy Public Charter School is in its seventh year of operation. The school was granted full continuance of its charter in January 2007 and is a candidate for accreditation by the Middle States Commission on Elementary Schools. Howard Road has made Adequate Yearly Progress for the past two years and is a nominee for the U.S. Department of Education's 2008 Blue Ribbon Award.

Howard Road Academy seeks a charter amendment to add a pre-school and pre-kindergarten program that will enroll 52 three- and four-year old children for the remainder of the 2007-2008 school year. The school proposes to use Washington Academy's existing early childhood curriculum and materials for the remainder of this school year to ensure a smooth transition for both the teaching staff and the students.

The school will implement the *SRA Real Math Building Blocks Pre-K* (also referred to as *Building Blocks for Math*) mathematics curriculum beginning in the fall of 2008. The curriculum is designed to develop preschool and pre-kindergarten children's early mathematical knowledge through various individual and small- and large-group activities. In reading, Howard Road Academy will introduce Open Court Reading next school year. Open Court Reading presents early learners with rich language experiences through finger-plays, rhymes, songs and poems. Comprehension activities are included in each lesson to help promote understanding of quality literature. In addition, phonological, phonemic and print-awareness activities are incorporated into each lesson of the literacy program.

Howard Road Academy staff will receive training in *SRA Real Math and Open Court* prior to its implementation. Specifically, staff will receive extensive training in the summer and on-going professional development throughout the school year. Training will involve interactive hands-on activities in the use of teacher guides, instructional materials – manipulatives, literature, games, etc. - assessment tools and other components of the programs.

In addition, Mosaica Education, Inc.'s (Howard Road's management company), proprietary intranet technology will enable teachers and other staff to communicate online with their colleagues at other Mosaica locations to solve problems, to discuss new challenges or to share ideas. Teachers will have adequate professional development time each day, their own laptop personal computers and telephone/voicemail and facsimile machines and their own private workspaces among other teachers.

Finally, Howard Road Academy will bring on additional staff members in order to make the program work as effectively as possible. The school will maintain a low teacher-to-student ratio of 10:1 in both the Early Childhood Unit and Pre-K programs.

Enrollment Ceiling Increase Request

An evaluation of the school's performance in comparison to the criteria reveals the following:

1. *At least a satisfactory rating on all areas of the Program Development Review for the two most recent reviews*
   Program Development Reviews were conducted in 2004-05 and 2005-06. The 2004-05 review did not use the rubric now used for reviews; therefore, there were no performance ratings. In the 2005-06 review, the school received exemplary and satisfactory ratings in all areas except two—1) use of internal assessments to improve student learning and instructional effectiveness; 2) effective implementation and appropriate alignment of the curriculum.

2. *Access to a facility to accommodate the projected enrollment (as demonstrated through a lease)*
   HRA is negotiating with Pennsylvania Avenue Baptist Church and Jones Memorial United Methodist Church for leases. The existing Certificates of Occupancy can accommodate the expected enrollment.

3. *A history of meeting enrollment projections (within at least 80% of enrollment projections for the two most recent years)*
   In 2006-2007, the school came within 93% of its projected enrollment (600 projected vs. 560 actual). In 2007-08, it exceeded its projected enrollment by 10 students (600 projected vs. 610 actual).

4. *Currently not under corrective action*
   HRA is not currently under any corrective action.

5. *At least a satisfactory rating on 3 of the 5 Fiscal Management criteria outlined in the Charter Review Framework*
   HRA demonstrated satisfactory or above average performance in 5 of 5 categories.

The size of and rationale for the requested increase is in keeping with the expected student enrollment of Washington Academy students and PCSB's approval for Howard

Road to assume operations of Washington Academy, respectively. Howard Road Academy is in its seventh year and is a candidate for accreditation with Middle States.

RECOMMENDATION

Based upon the information provided in the charter amendment request, the School's Committee recommends full approval of Howard Road Academy Public Charter School's request to add pre-school and pre-kindergarten programs. Additionally, given the PCSB's approval of Howard Road's proposal and their generally satisfactory performance, the School's Committee recommends approval of the enrollment ceiling increase from 600 to 900 students.

DISPOSITION

[redacted]

Original memorandum changed **Date:** 2/25/08
Final resolution **Date:** _____

Date: _____

Date: _____

Appendix C

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
☐ Charter Application Approval (Full)	☐ Enrollment Ceiling Increase
☐ Charter Application Approval (Conditional)	☐ Change in LEA Status
☐ Charter Application Denial	☐ Lift Board Action
☐ Charter Continuance	☐ Approve Accountability Plan
☐ Proposed Revocation	☐ Operate in a New Location
☐ Revocation	☒ Charter Amendment
☐ Lift Board Action	☐ Approve E-Rate Plan
☐ Board Action, Charter Warning	
☐ Board Action, Notice of Concern	
☐ Board Action, Notice of Deficiency	
☐ Board Action, Notice of Probation	
☐ Proposed Revisions to PCSB Existing Policy	
☐ New PCSB Policy—Open for Public Comment	
☐ New PCSB Policy—Vote	
☐ Other	

PREPARED BY: **Monique Miller - Charter Agreement Team**

SUBJECT: **Charter Amendment Request - Howard Road Academy Public Charter School (Howard Road Academy)**

DATE: **February 25, 2013**

Proposal

PCSB staff requests the Board to approve with conditions Howard Road Academy Public Charter School's (Howard Road Academy PCS) request to amend its mission; terminate its contract with Mosaica Education, Inc.; and serve only prekindergarten-3 through kindergarten students beginning in school year 2013-2014 and grow a grade per year until it serves grades PK-5.

Background

Howard Road Academy PCS is in its 13th year of operation and has three campuses; Howard Road Academy - Howard Road Main (serving grades K through 6), Howard Road Academy - Pennsylvania Avenue (serving PK-3 - K), Howard Road Academy - Martin Luther King Jr. Avenue (serving grades 7 and 8). The Howard Road Academy - Martin Luther King Jr. Avenue and Howard Road Main campuses are located in Ward 8 and are .4 miles apart; Howard Road Academy - Pennsylvania Avenue Campus is located in Ward 7 and is 2.2 miles away from the Howard Road Main campus. Howard Road Academy PCS has 720 students enrolled and is accredited by the Middle States Association of Colleges and Schools.

The school's academic performance by campus is as follows:

Howard Road Main Campus (K - 6)	
Accountability Plan 2011 - 2012	2 out of 9 targets met
PMF school year 2010 - 2011 PMF school year 2011 - 2012	30.5% (Tier 3) 28.8% (Tier 3)
Pennsylvania Avenue Campus (PK - K)	
Accountability Plan 2011 - 2012	7out of 9 targets met
Martin Luther King Jr (MLK) Campus (7 - 8)	
PMF school year 2010 - 2011 PMF school year 2011 - 2012	43.5% (Tier 2) 29.8% (Tier 3)

Currently Howard Road Academy PCS is in full compliance with all special education performance reviews conducted by OSSE and is under no board action imposed by PCSB.

Summary of School's Proposal

Howard Road Academy PCS proposes to serve only PK-3 and -4 year-olds through Kindergarten, as such, the school requests to amend its charter and not renew its contract with Mosaica Education, Inc. Howard Road Academy PCS will close its Pennsylvania Avenue and MLK campuses and cease offering grades 1 – 6 at its Main Campus. The early childhood school would be located at the 701 Howard Road, SE Main campus and be open, without lottery, to all students currently enrolled in PK-3 or PK-4 at the Main Campus or the Pennsylvania Ave Campus. Because the school seeks to restructure its program and focus on early childhood, it proposes to amend its mission.

The current mission is:

> The Academy is committed to academic excellence for all students. We will achieve individual measurable academic outcomes through a rigorous, engaging, and safe learning environment designed to prepare students to gain entry into selective high schools—No exception, No excuses!

The proposed mission if approved would be:

> The Academy is committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. - No exception, No excuses!

Howard Road Academy will use the District of Columbia Early Learning Standards for its PK students and the Common Core State Standards for kindergarten students. The school would continue to implement its newly adopted curricula, Mother Goose Time for PK and Reading Street for K. Mother Goose Time integrates projects, music, storytelling, math games, and science experiments around a monthly theme. It includes skill building materials that support language, math, creative development, social-emotional and physical

development. HRA PCS chose these curricula because it believed it would better meet the needs of its students.

The school currently has a Response to Intervention model that it employs with struggling students that it proposes to continue to use. It has a special education coordinator to manage the school's special education case load and certified special education teachers as well as contracted related services providers to deliver services as outlined in a student's individualized education program. HRA PCS acknowledges that it must further develop its plan to service students who may require services at level 4 and that its current expectation of less than 4% special education does not reflect averages at neighborhood schools with similar grades.

Howard Road Academy PCS would need to recruit additional early childhood teachers and has engaged a firm to assist with recruitment efforts for both teachers and students. The school is particularly focused on recruiting teachers who are higly qualified and have early childhood certification. There are approximately 120 students who could re-enroll in the school, but the school must engage in an aggressive recruitment strategy to reach its target of 500 students. Should Howard Road Academy be unable to meet its ambitious target, the school submitted a conservative scenario budget based on an enrollment of 220 students. The school would remain fiscally viable at this enrollment level. Still, at 220, Howard Road Academy PCS, would need to recruit an additional 100 students to meet this conservative budget, if 100% of their current PK-3 and PK-4 students re-enroll.

In order to receive full approval, PCSB staff recommends:

1) Howard Road Academy PCS join the Early Childhood Performance Management Framework pilot and use this as their accountability measure beginning in SY12-13. It must also agree that the new campus will inherit the Early Childhood Accountability Plan scores from the campus with the majority number of students attending in school year 2013-2014. If equal numbers re-enroll, then the scores from Pennsylvania Avenue campus will become the school's year one in its EC PMF performance record.
2) Howard Road Academy PCS will develop mission-specific goals and goals specific to the achievement of students with disabilities.
3) The grades served remain at prekindergarten through kindergarten for, at minimum, three years, giving the school time to develop its PK program. If, after three years, the school's performance on the Early Childhood Performance Management Framework shows that they are in the top 45% of all Early Childhood schools, they may request a charter amendment to increase the grade levels served.
4) Howard Road Academy PCS agrees to use the Special Education Program Evaulation Rubric to evaluate its current offerings and identify areas of growth by April 16, 2013.
5) Howard Road Academy PCS agrees to submit the following documents by March 15, 2013:
   a) A realistic recruitment plan that is data-driven. It should include the number of students who completed re-enrollment paperwork, the number who completed enrollment paperwork, and the number who applied to the school but have yet to complete the paperwork.
   b) Revised discipline policy.
   c) Revised attendance policy.

d) An organizational chart and teacher recruitment plan. The chart should indicate who is a returning teacher and their years of experience at the grade level at Howard Road Academy PCS and new hires with their teaching experience outlined as well.
e) A completed Professional Development plan for SY13-14, focusing on areas of weakness as shown by interim assessment data results and missed Accountability Plan targets.
f) A transportation plan for students currently attending the Pennsylvania Campus (Ward 7) to attend the Main Campus (Ward 8) (2.2 miles apart).
g) Five-year budgets, based on no additional grades for at least three years.

Date: 2/25/13
PCSB [redacted] oved with Changes _____Rejected

Appendix D

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal

- ☐ Charter Application Approval (Full)
- ☐ Charter Application Approval (Conditional)
- ☐ Charter Application Denial
- ☐ Charter Continuance
- ☐ Proposed Revocation
- ☐ Revocation
- ☐ Lift Board Action
- ☐ Board Action, Charter Warning
- ☐ Board Action, Notice of Concern
- ☐ Board Action, Notice of Deficiency
- ☐ Board Action, Notice of Probation
- ☐ Proposed Revisions to PCSB Existing Policy
- ☐ New PCSB Policy—Open for Public Comment
- ☐ New PCSB Policy—Vote
- ☐ Other

School Request

- ☐ Enrollment Ceiling Increase
- ☐ Change in LEA Status
- ☐ Lift Board Action
- ☐ Approve Accountability Plan
- ☐ Operate in a New Location
- ☒ Charter Amendment
- ☐ Approve E-Rate Plan

PREPARED BY: **Charter Agreement Team**

SUBJECT: **Charter Amendment Request - Howard Road Academy Public Charter School**

DATE: **June 24, 2013**

Proposal

PCSB staff recommends the Board approve Howard Road Academy Public Charter School's ("HRA PCS") request to amend its bylaws and articles of incorporation to reflect its new name as Cedar Tree Academy Public Charter School ("Cedar Tree PCS").

HRA PCS submitted the attached Amendment Request and PCSB staff confirms that the the by-laws reflect a change in name only and that their request is reasonable, especially considering its recently approved charter amendment to consolidate to one campus and serve only grades prekindergarten through kindergarten.

Date: 6/24

PCSB Action: ✓ Approved _____ Approved with Changes _____ Rejected

Changes to the Origin[redacted]

Petition to Amend Charter Regarding

Articles of Incorporation and/or Bylaws

From: LaTonya Henderson – Howard RoadAcademy PCS

To: DC Public Charter School Board

DATE: 04/08/13

Language of Proposed Amendment to Articles of Incorporation/Bylaws:

FIRST: The name of the corporation (which is hereinafter referred to as the "Corporation") is: Cedar Tree Academy Public Charter School.

Articles of Incorporation/Bylaws Language to Be Deleted or Altered:

FIRST: The name of the corporation is HOWARD ROAD ACADEMY PUBLIC CHARTER SCHOOL, INC.

Narrative Instructions:

In 3-5 pages, address:

What the proposed amendment is: Howard Road Academy Public Charter School would like to change our name to Cedar Tree Academy Public Charter School.

Why the proposed amendment is needed: Howard Road Academy PCS is currently restructuring our organization to serve students in grades Pre- School, Pre- Kindergarten and Kindergarten only. As a result of this restructuring the school would like to re-brand our organization. We believe that a name change at this time would add to the rebranding process.

Whether/how the proposed amendment will affect your school's governance structure.

This name change will not affect the governance structure of the school.

ARTICLES OF AMENDMENT TO THE
ARTICLES OF INCORPORATION OF
HOWARD ROAD ACADEMY PUBLIC CHARTER SCHOOL, INC.

To: Department of Consumer and Regulatory Affairs
Corporations Division
Washington, D.C.

Pursuant to the provisions of Title 29, Chapter 4 of the Code of Laws of the District of Columbia, as amended (the "Code"), the undersigned District of Columbia nonprofit corporation (the "Corporation") adopts the following Articles of Amendment to its Articles of Incorporation (the "Articles"):

FIRST: The name of the corporation is HOWARD ROAD ACADEMY PUBLIC CHARTER SCHOOL, INC.

SECOND: The Articles shall be amended by deleting Article FIRST in its entirety and substituting, in lieu thereof, the following:

THIRD: The name of the corporation (which is hereinafter referred to as the "Corporation") is: Cedar Tree Academy Public Charter School.

FOURTH: The foregoing amendment of the Articles was advised and approved by the Board of Directors of the Corporation in the manner prescribed by the Code.

FIFTH: The foregoing amendment of the Articles was authorized by the Board of Directors of the Corporation on March 21, 2013, was approved and adopted at a meeting of the Board of Directors held on March 21 2013 and received the vote of a majority of the Directors and members in office.

SIXTH: The manner, if not set forth in such amendment, in which any exchange, reclassification or cancellation of issued shares provided for in the amendment shall be effected, is as follows: **No change**.

SEVENTH: The manner in which such amendment effects a change in the amount of stated capital, or paid in surplus, or both, and the amount of stated capital and the amount of paid in surplus as changed by such amendment, are as follows: **None**.

Date as of May 14, 2013.

HOWARD ROAD ACADEMY PUBLIC CHARTER SCHOOL, INC.

By [redacted]
CARLA L. BAILEY, BOARD PRESIDENT

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

July 2, 2013

Dr. LaTonya Henderson
Executive Director
Cedar Tree Academy Public Charter School
701 Howard Road, SE
Washington, DC 20020

Dear Dr. Henderson,

This letter serves to inform you that in its public meeting held on June 24, 2013, the District of Columbia Public Charter School Board (PCSB) approved Howard Road Academy Public Charter School's request to amend its bylaws and articles of incorporation to reflect its new name as Cedar Tree Academy Public Charter School.

Enclosed will also find the PCSB board memo regarding the board action taken at the meeting. If you have any questions, please contact Monique Miller or Mustafa Nusraty at 202-328.2660.

We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,



John H. "Skip" McKoy
Chair

Cc: Carla Bailey, Ph.D., Board President

Appendix E

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote	**Non-Voting Board Items**
☐ Approve a Charter Application	☐ Public Hearing Item
☐ Approve a Charter Renewal (15 yrs.)	☐ Discussion Item
☐ Approve Charter Continuance (5 or 10 yrs.)	☐ Read into Record
☒ Approve a Charter Amendment Request	
☐ Approve a Charter Agreement	
☐ Give a Charter Notice of Concern	
☐ Lift the Charter Notice of Concern	
☐ Commence Charter Revocation Proceedings	
☐ Revoke a Charter	
☐ Board Action, Other_____	

Policies

☐ Open a New Policy or Changes to a Policy for Public Comment
☐ Approve a New Policy
☐ Approve Revisions to an Existing Policy

PREPARED BY: **Teri Quinn, Senior Manager, School Quality and Accountability**

SUBJECT: **Charter Amendment: Cedar Tree Academy Public Charter School**

- **Grade Band Expansion**

DATE: **June 25, 2019**

The following proposal was open for public comment from March 7, 2019 until May 20, 2019, and the DC Public Charter School Board (DC PCSB) held a public hearing on May 20, 2019. DC PCSB did not receive any public comment for this proposal.

Recommendation

DC PCSB staff recommends that the Board approve Cedar Tree Academy Public Charter School's (Cedar Tree Academy PCS) charter agreement amendment request and approve DC PCSB Board Chair Rick Cruz to sign the amendment on the Board's behalf.

Proposal Overview

On March 1, 2019, Cedar Tree Academy PCS submitted a charter agreement amendment application[1] to DC PCSB to request a grade band expansion to add grades 1-3 to its existing prekindergarten-3 (PK3) through kindergarten program.

[1] Cedar Tree Academy PCS's charter amendment application request to expand to serve grades 1-3 can be found here: https://dcpcsb.egnyte.com/fl/KoF5mYIELT.

If approved, beginning in school year (SY) 2020-21, Cedar Tree Academy PCS will add first grade to educate approximately 100 additional students. The school anticipates that 85% of its matriculated Kindergarten students will enroll to fill the new first grade seats, and the remaining 15% will likely be new students to Cedar Tree Academy PCS. In SY 2021-22, the school will add second grade to educate an additional 100 students, and similarly in SY 2022-23 the school will enroll 100 students in third grade.

Cedar Tree Academy PCS's current maximum enrollment ceiling is 600 students, but presently the school has only enrolled about 351 students in grades PK3-K. Therefore, the school does not require an enrollment ceiling increase for this proposed amendment, and the table below describes its projected enrollment if approved to serve grades PK3-3. Most notably, after SY 2020-21, the school plans to decrease its class sizes by 20 students for grades PK3-K, to educate 100 students in each grade level.

	Academic Year 2020-21	Academic Year 2021-22	Academic Year 2022-23
Grade Levels	Projected Enrollment	Projected Enrollment	Projected Enrollment
PK-3	120	100	100
PK-4	120	100	100
Kindergarten	120	100	100
Grade 1	100	100	100
Grade 2	N/A	100	100
Grade 3	N/A	N/A	100
Total	460	500	600

The table on the following page provides a synopsis of the proposal, with additional details about the school's program captured in the narrative.

<table>
<tr><td>Mission and Program</td><td>The mission of Cedar Tree Academy PCS is:
To build a foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development, while preparing students to become active independent learners.
To further support its mission, the school states adding grades 1-3 will allow Cedar Tree Academy PCS to provide a continuation of its nurturing and rigorous program for students currently enrolled. At the request of existing Cedar Tree Academy families, this expansion will allow students to remain at the school longer while they engage in a high-quality program that prepares them for college, careers, and becoming contributing members of society later in their lives.</td></tr>
<tr><td>Grade Span</td><td>
<table>
<tr><th>Grade Levels</th><th>SY 2019-20</th><th>SY 2020-21</th><th>SY 2021-22</th><th>SY 2022-23</th></tr>
<tr><td>PK-3</td><td>X</td><td>X</td><td>X</td><td>X</td></tr>
<tr><td>PK-4</td><td>X</td><td>X</td><td>X</td><td>X</td></tr>
<tr><td>K</td><td>X</td><td>X</td><td>X</td><td>X</td></tr>
<tr><td>1</td><td></td><td>X</td><td>X</td><td>X</td></tr>
<tr><td>2</td><td></td><td></td><td>X</td><td>X</td></tr>
<tr><td>3</td><td></td><td></td><td></td><td>X</td></tr>
</table>
</td></tr>
<tr><td>Proposed Enrollment</td><td>Beginning in SY 2020-21, Cedar Tree Academy PCS will add first grade to its existing PK3-K program. Thereafter, the school will continue adding a new grade level each year until it educates 100 students in each grade for PK3-3. The school's current enrollment ceiling of 600 students accommodates the expansion without an enrollment ceiling increase amendment.</td></tr>
<tr><td>Target Population</td><td>The school's primary target population is existing students who are currently attending Cedar Tree Academy PCS's PK3-K program. When the school adds first grade in SY 2020-21, the school projects that 85% of its first grade students will be returning Kindergarten students and the remaining 15% will be students completely new to its program. Per its amendment application, the school states one of its primary reasons for pursuing this amendment is in response to existing families' requests for the school to offer elementary grades beyond Kindergarten. Cedar Tree Academy PCS emphasized the importance of maintaining its existing students while also creating opportunities for other students in the District to benefit from its program.</td></tr>
<tr><td>Desired Location</td><td>Cedar Tree Academy PCS is currently located at 701 Howard Road SE, and the school plans to continue operating in its current facility. Per the school's certificate of occupancy, the facility's occupancy load is 600, which is large enough to accommodate the proposed student population.</td></tr>
<tr><td>Staffing</td><td>Cedar Tree Academy PCS currently uses a 3-person instructional model for each class, with four classrooms per grade level. If</td></tr>
</table>

	approved for this amendment, Cedar Tree Academy PCS plans to maintain this staffing model for its proposed grades 1-3. Prior to SY 2020-21, the school plans to hire the following additional staff to run its first grade program: 1. Four First Grade Teachers 2. Four Instructional Assistants 3. Four Associate Teachers The school will continue this hiring trend each subsequent school year as it adds grades 2 and 3 in SY 2021-22 and SY 2022-23, respectively.
Curriculum	If approved to expand to serve grades 1-3, Cedar Tree Academy PCS will adopt the Common Core State Standards for English language arts and math. The school states that its school leaders and curriculum consultants have already formed focus groups to design a high-quality Common Core-aligned curriculum for the proposed 1-3 program. Additionally, teachers for each grade level will meet at the beginning of each school year to develop curriculum maps and pacing guides for students, using the DC Early Learning Standards and the Common Core State Standards. Cedar Tree Academy PCS's Director of Curriculum is responsible for evaluating the effectiveness of the curriculum in case adjustments need to be made throughout the school year. To support the needs of struggling learners and students with disabilities, the school plans to use the following resources: <u>Reading Street (Reading and Language Arts):</u> This program offers a Response to Intervention (RTI) kit to help teachers prioritize instruction to support higher levels of reading and writing for struggling students. As part of its intervention program, Reading Street provides intensive, focused literacy intervention for daily one-on-one or small group sessions. <u>envision MATH:</u> This is a math program that engages students as it strengthens their understanding of math. It offers a Math Diagnosis and Intervention System (MDIS) which helps teachers diagnose students' needs and determine effective interventions that are either on or below grade level for students. enVision MATH uses problem-based interactive learning and visual learning to deepen students' conceptual understanding of the content.

DC PCSB Staff Financial Assessment

Overall, the school's financial condition is healthy based on audited fiscal year (FY) 2018 financials. Cedar Tree Academy PCS maintained low financial leverage, with a debt ratio of 0.28, and maintained strong liquidity. The school's current ratio at June 30, 2018 was 15.8. The school held more than 500 days of cash on hand, which provides assurance regarding the school's ability to meet its short-term obligations. Further, Cedar Tree Academy PCS had a strong net asset position at $14.9M and a primary reserve ratio of 189.5%. The school's proposed 5-year budget projects reasonable surpluses based on the additional grades served.

Notification and Community Engagement

Per the school's charter agreement amendment application, Cedar Tree Academy PCS's board approved the school to pursue this amendment on October 11, 2018. Thereafter, the school has conducted outreach to ensure its current parents and staff are aware of the school's proposed grade level expansion. The school states it informed staff during grade level meetings and professional development gatherings. Additionally, parents were informed during the school's Parent Teacher Organization meetings.

On March 7, 2019, DC PCSB staff notified Advisory Neighborhood Commissioner Mike Austin (8C01) of the school's request. DC PCSB also posted a notice on its website on March 7, 2019, stating it would entertain public comment until May 20, 2019. Copies of these public notices in their entirety may be found here: https://dcpcsb.egnyte.com/dl/A9vMpcJ0aY.

Attachments to this Proposal:

Attachment A: Charter Agreement Amendment Application
Attachment B: Charter Agreement Amendment (provided prior to vote)

Date: 6/25/19
DC PCSB Action: ✓ Approved _____ Approved with Changes _____ Rejected

Changes to the Original Proposal:

Attachment A

Cedar Tree Academy PCS
Charter Agreement Amendment Application

A copy of the school's charter amendment application in its entirety may be found here: https://dcpcsb.egnyte.com/fl/KoF5mYIELT.

Appendix F

Preliminary Char Review Analysis - Howard Road A emy Public Charter School
Based On Charter Review Framework

Executive Summary

After four years of operation, Howard Road Academy Public Charter School met the non-academic and organizational performance standards. However, the school did not meet the academic performance standards. Therefore, its status to date is not in keeping with the standards of the Charter Review Framework.

Academic

Howard Road Academy Public Charter School met 1 of 4 academic standards, and thus does not meet the standards for academic performance. Specifically, Howard Road missed 2 targets related to SAT-9 performance but met its internal measure related to Paragon/Humanities. The school demonstrated impressive growth in math in the first three years of operation, however, math scores declined significantly in the fourth year. Consequently, Howard Road failed to meet AYP in math during the 2004-2005 school year. In reading, the school's performance has been on an upward trajectory, with a significant increase between years one and two and moderate increases between years three and four. As a result of inconsistent SAT-9 performance, Howard Road did not meet the criterion for improvement on the majority of academic goals over the most recent two years.

Non-Academic

Howard Road Academy Public Charter School met 2 of 4 non-academic standards, and thus meets the standards for non-academic performance. Specifically, Howard Road met 6 of its 10 non-academic targets, while missing 3 targets and not providing data for 1 remaining target. In September 2005, the PCSB approved Howard Road's request to revise two of its non-academic targets related to attendance and extracurricular activities. With these reasonable revisions in place, the school should meet 2 of the 3 missed targets in the 2005-2006 school year.

Organizational – Governance

Howard Road Academy Public Charter School demonstrated fully functioning performance in 5 of 7 categories, and thus meets the standards for organizational performance. Specifically, Howard Road performed well in the areas of board meetings and board structure, responsiveness to PCBS action, deployment of adequate resources, implementation of school design, and the establishment of stable leadership. However, the school demonstrated limited performance in the category Annual Reporting, failing to provide some quantitative evidence of its performance in the 2003 and 2004 Annual Reports. Additionally, the submitted board minutes revealed that the school has not reviewed its bylaws in a four year period, and has not replaced 2 non-attending members. The board could further its performance through the development and use of the committee structure and ensuring that reviews of its bylaws are done and documented. Howard Road should also ensure that quantitative evidence of its performance is presented and aligned with the majority of accountability plan targets in each Annual Report.

Preliminary Charter Review Analysis - Howard Road Academy Public Charter School
Based On Charter Review Framework

Organizational – Compliance

Howard Road Academy Public Charter School met the organizational performance standards for compliance. Specifically, the school demonstrated exemplary or fully functioning compliance in 6 of 7 categories over the past five years. The school should continue to appropriately address NCLB requirements related to "HQT" and parental notification.

Organizational – Fiscal Management

Howard Road Academy Public Charter School met the organizational performance standards for fiscal management. Overall, Howard Road has successfully administered fiscal management controls enabling the school to accumulate a sizable "net asset" reserve. The PCSB feels that the school has been very innovative in managing its interest rate exposure by engaging in swap derivatives. However, Howard Road needs to look for ways of improving its reporting process. As it stands, the school has been extremely inefficient in submitting its monthly financial statements to the PCSB for review. The PCSB feels that although the school has been fairly effective in generating solid financial figures, the school needs to place more emphasis on communicating its financial results to the PCSB, perhaps by further developing its internal controls policies to include a section pertaining to PCSB-Howard Road financial communications.

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Annual Year Target	**Performance Data Verified**				**Target Met?**	
	Baseline	**Year 2**	**Year 3**	**Year 4**	**Y**	**N**
1) An average increase of 2.5 NCE points from Spring to Spring for the same individual students in reading	40.9	46.9	48.1	49.8		X
2) An average increase of 2.5 NCE points from Spring to Spring for the same individual students in math	40.8	49.5	54.9	49.9		X
3) Percentage of students scoring 70% or above on the Paragon (grades k-5) and Paragon Humanities (Grade 6) Assessment will increase by 10%	No data provided	No data provided	97%	97%	X[1]	
Attained majority of Annual academic performance goals?						X
Improvement on a majority of academic goals over the two most recent years?						X[2]
Within 80% of SAT-9 (or alternative assessment) targets?					X	
Currently meets the State Education Agency's standard for AYP in reading and math?						X[3]

Comments: Howard Road Academy Public Charter School met 1 of the 4 academic performance standards.

[1] Although the Paragon target states a 10% annual increase, HRA's performance has been relatively high (97%) for the 2003-2004 and 2004-2005 school years. Given the performance levels, it is not possible to achieve the targeted increase; therefore, HRA receives credit for meeting this target.
[2] Howard Road received credit for meeting the Paragon target. However, the school did not provide sufficient data in year 2 to determine improvement over the most recent two school years.
[3] Howard Road met the State Education Agency's standard for AYP in reading but failed to meet the standard in math.

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Annual Target	**Performance Data Verified**		**Target Met?**	
	Baseline	**Year 4**	**Y**	**N**
1) Students will demonstrate skills necessary to reason, communicate and live with dignity in a civil society – a) <5-10 incidents of student violence or disruption each week b) >50% of student will receive "Student of Day" award at least once during the year c) 30% of students will earn High Five Awards for consistent behavior d) >50% of students surveyed will indicate that they feel safe in school	a) 10 incidents of violence or disruption each week b) school exceeded 50% of students receiving "Student of the Day" award at least once c) 49% of students earned High Five Awards d) school exceeded 50% of students feeling safe in school	a) 4.7 incidents per week b) 83% of students in k-7 received "Student of the Day" award at least once during the year. c) 45% of k-7 students received High Five Awards d) 74% of students indicated that they feel safe	a) X b) X c) X d) X	
2) Students will attend school regularly – ≥85% daily attendance rate. Increasing by 2% annually	86%	91%		X[1]

[1] Howard Road's attendance target is a ≥85% daily attendance rate, increasing by 2% annually. The school's annual attendance rate for year 3 was 91%. Therefore, the school needed a 93% attendance rate for year 4 to meet the target. The daily attendance rate for year 4 was 91%, thus the Howard Road failed to meet its attendance target.

Preliminary Charter Review Analysis - Howard Road Academy Public Charter School
Based On Charter Review Framework

ACADEMIC PERFORMANCE

A school becomes a candidate for a Charter Warning if it fails to meet 2 of the 4 academic standards below:

Criterion #1: The school must attain the majority of the annual academic performance goals.

Howard Road has 3 academic performance goals. Therefore, the school needs to meet 2 of 3 performance goals. The school missed 2 goals related to SAT-9 performance and was given credit for the remaining target related to Paragon. Although the Paragon target states a 10% annual increase, the school's performance has been relatively high (97%) for the 2003-2004 and 2004-2005 school years. Given this achievement level, it is not possible to reach the targeted increase; therefore, Howard Road received credit for meeting this goal. However, the school failed to attain the majority of its annual academic performance goals.

Overall, Howard Road Academy Public Charter School did not meet this criterion.

Criterion #2: The school must show improvement on a majority of academic goals over the most recent two school years.

Howard Road has 3 academic goals. The school needs to show improvement over the most recent two school years in 2 of 3 goals. The school demonstrated improvement in 1 goal, did not demonstrate improvement in 1 goal, and did not provide sufficient data in year 2 to determine improvement over the most recent two school years for the remaining goal.

Overall, Howard Road Academy Public Charter School did not meet this criterion.

Criterion #3: The school must come within 80 percent of the annual Stanford 9 achievement targets in its accountability plan. If the targets are expressed in terms of NCE gain, the school wide average must be 80 percent of the stated goal.

Howard Road has 2 targets related to SAT-9 performance. The school failed to meet the SAT-9 targets but did come within 80% of both targets.

Overall, Howard Road Academy Public Charter School did meet this criterion.

Criterion #4: The school currently meets the State Education Agency's standard for AYP in reading and math.

Preliminary Charter Review Analysis - Howard Road Academy Public Charter School
Based On Charter Review Framework

Howard Road met the 2005 AYP target in reading but failed to meet the target in math.

Overall, Howard Road Academy Public Charter School did not meet this criterion.

OUTCOME: Howard Road Academy Public Charter School met 1 of 4 academic standards, and thus does not meet the standards for academic performance.

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Annual Target	**Performance Data Verified**		**Target Met?**	
	Baseline	**Year 4**	**Y**	**N**
3) Student will participate in extracurricular activities – ≥50% student participation in activities	>50 of students participated in extracurricular activities	22%		X
4) Faculty & staff will effectively implement the school model and curriculum design –	a) SY '03-'04 30% staff turnover	a) 47.5%		a) X[5]
a) A reduction in turnover rate of staff by 10%	b) No data provided	b) No data provided		b) X
b) 60% of teachers rate school as fair or better	c) SY '03-'04 8.21 Parent satisfaction	c) 8.61	c) X	
c) Achieve a score of 8.0 or higher on the Parent Satisfaction Survey.				
d) 60% of 5th and 6th grade students will rate their teachers as fair or better	d) SY '04-'05 81%	d) 81%	d) X	

[5]The target states that the staff turnover rate will decrease by 10% annually. PCSB verified a turnover rate of 42% in 2003-2004; therefore, Howard Road needed to demonstrate a turnover rate of 32% or less to meet the target. The 2005-2006 Compliance Review verified that the staff turnover rate in year 4, increased by 5.5% to 47.5%. Thus, Howard Road failed to meet this target.

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Annual Target	**Performance Data Verified**		**Target Met?**	
	Baseline	**Year 4**	**Y**	**N**
School-wide average within 80% of annual targets?				X
Attendance targets met?				X
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? 2004-2005 re-enrollment rate = 74% 2003-2004 re-enrollment rate = 75%			X	

Comments: Howard Road Academy Public Charter School has met 2 of the 4 non-academic performance standards.

Preliminary Charter Review Analysis - Howard Road Academy Public Charter School
Based On Charter Review Framework

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for a Charter Warning if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the annual targets.

Howard Road has 10 non-academic targets, of which 6 were met, 3 were missed and the school did not provide data for the 1 remaining target. The school did not meet the school-wide average of 80% of its annual targets.

Overall, Howard Road Academy Public Charter School did not meet this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

Howard Road's annual attendance target was a 2% annual increase in attendance. The school's attendance rate for the 2003-2004 and 2004-2005 school year was 91%. Therefore, the school failed to demonstrate a 2% increase over the previous school year.

Overall, Howard Road Academy Public Charter School did not meet this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

Howard Road student enrollment levels are sufficient to sustain the fiscal viability of the school.

Overall, Howard Road Academy Public Charter School did meet this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Howard Road's re-enrollment data for 2003-2004 was 75% and for 2004-2005 the re-enrollment rate was 74%. The average re-enrollment rate is 74.5% or 75%.

Overall, Howard Road Academy Public Charter School did meet this criterion.

OUTCOME: Howard Road Academy Public Charter School met 2 of the 4 non-academic standards, and thus meets the standards for non-academic performance.

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.	The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.	The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.	The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.

Comments: The PCSB has documentation of Howard Road Academy Public Charter School's board meetings as follows: 2005 (March, April, July, August, September and October), 2004 (February, September, October, November, and December), 2003 (January, October. November, and December), and 2002 (May, August, September, October and November). The minutes document evidence of a quorum being present at all meetings and oversight of academic, operational, and financial performance were discussed. However, the board meetings did not reflect committee structure practices and two of the seven identified members did not attend meetings according to the submitted minutes.

PERFORMANCE LEVEL: 3

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

Comments: Howard Road Academy Public Charter School has received two remedial actions from the PCSB. The school provided satisfactory responses to the actions within the designated timeframe.

PERFORMANCE LEVEL: 3

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board submits timely Annual Reports that fully describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school's performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school's performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

Comments: Howard Road Academy Public Charter School has regularly submitted timely Annual Reports that describes the school's academic and non-academic performance in relation to the targets established in its accountability plan. However, the 2003 and 2004 Annual Reports lacked some quantitative evidence of its performance as it relates to the accountability plan targets.

PERFORMANCE LEVEL: 2.5

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board and the school's administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school's deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school's board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

Comments: Howard Road Academy Public Charter School's board and administration effectively deploy resources to further the school's academic success, as evidenced by its most recent Program Development Review findings. In particular, measures have been implemented to provide an outreach program to strengthen parents' literacy skills. The Board has also attempted to address challenges affecting teacher attrition rates by increasing salaries and offering additional training, support and incentives for teachers and staff. Moreover, the school now has a dedicated middle school administrator and a Literacy Coach to ensure that classroom teachers have the support necessary to successfully implement the school's academic design.

PERFORMANCE LEVEL: 4

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school's design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school's design and/or they have failed to use the design in the management and governance of the school.

Comments: Howard Road Academy Public Charter School uses Paragon, Open Court, and Saxon Math as its school design. Administrators and Board members have a strong understanding of the design and as a result, use it in managing and governing the school.

PERFORMANCE LEVEL: 3.5

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

Comments: Howard Road Academy Public Charter School's current principal, LaTonya Henderson, has been at the helm since its second year of operation. Although the school has experienced some decline in standardized assessment performance, it has remained relatively stable in terms of leadership and academic focus.

PERFORMANCE LEVEL: 3

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS

4	3	2	1
Exemplary level of development and implementation	**Fully functioning and operational level of implementation**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and the bylaws. Appropriate changes are made as needed.	The board's composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board's composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board's composition and operations.

Comments: Howard Road Academy Public Charter School's minutes do not show that the board reviews the bylaws to ensure alignment between operations and the bylaws.

PERFORMANCE LEVEL: 2.5

OVERALL COMMENTS - ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE
Howard Road Academy Public Charter School's Board could further its performance through the development and use of the committee structure, and ensuring that reviews of its bylaws are done and documented. Additionally, the Board should consider replacing non-attending members to promote a diverse and well-functioning board.

Howard Road Academy Public Charter School demonstrated fully functioning or exemplary performance in 5 of 7 categories, and thus meets the standard for organizational performance in governance.

Preliminary Charter Review Analysis - Howard Road Academy Public Charter School
Based On Charter Review Framework

ORGANIZATIONAL PERFORMANCE – GOVERNANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	3
PCSB Action	3
Annual Reporting	2.5
Adequate Resources	4
Implementation of School Design	3.5
Leadership	3
Operating within Bylaws	2.5

OUTCOME: Howard Road Academy Public Charter School demonstrated fully functioning or exemplary performance in 5 of 7 categories, and thus meets this standard for organizational performance.

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS

4	3	2	1
Exemplary level of development and implementation	**Operational level of implementation and development**	**Limited development and/or partial implementation**	**Low level or no evidence of development and implementation**
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

Comments: Howard Road Academy Public Charter School's 2000-2005 Compliance Reviews revealed that the school's general performance is in keeping with applicable laws, rules and regulations. Issues cited in earlier Compliance Reviews have been satisfactorily addressed in the two most recent reviews.

PERFORMANCE LEVEL: 3

Howard Road Academy Public Charter School demonstrated exemplary or operational level performance in 6 of 7 compliance categories, and thus meets the standard for organizational performance in compliance.

Preliminary Charter Review Analysis - Howard Road Academy Public Charter School
Based On Charter Review Framework

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates a low or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	3
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	3
Open Enrollment Process	3
NCLB Requirements	2.5

OUTCOME: Howard Road Academy Public Charter School demonstrated fully functioning or exemplary performance in 5 of 7 categories, and thus meets this standard for organizational performance.

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – ACCOUNTING POLICIES

1. Accounting Policies				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School follows PCSB accounting guidelines. Guidelines include 1) using approved auditors as required; 2) following audit policies; 3) maintaining records under accrual basis of accounting; 4) and reporting financial statements according to GAAP.	With minor exceptions, school follows PCSB accounting guidelines.	The school has failed to follow PCSB accounting guidelines for one audit cycle. School has implemented a corrective plan.	The school has failed to follow PCSB accounting guidelines for more than one audit cycle and/or the school has committed a significant breach in one cycle. A corrective plan is in development.	The school has failed to follow all PCSB accounting guidelines for more than one audit cycle. A corrective plan was not developed or was never followed.

Comments: Based on its interim financial reports and annual financial audits, Howard Road Academy has adhered to GAAP.

GRADE FOR ACCOUNTING POLICIES: 4.0

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting a. Audited Statements				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management displays a high level of transparency and an interest in continuous improvement of financial management.	Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management letter reflects minimal need for changes in financial management. Any changes are implemented immediately.	Audits are submitted on time or with slight delay due to specific circumstances. Audit findings show need for significant improvement; school implements changes immediately. Procedures are tracked to ensure compliance with auditor's recommendations.	At least one audit has been significantly delayed. Annual audit receives a qualified opinion. Audit report or management letter indicates significant financial problems; changes not implemented from prior year's findings. School develops realistic plan based on auditor's recommendations to be implemented over the next year.	Audits have been significantly delayed for more than one cycle and/or not submitted at all. Annual audit receives a qualified opinion for two years or more. Audit report or management letter indicates significant financial problems for which turnaround is not feasible; changes not implemented from prior year's management letter.

Comments: The FY05 audit was submitted to the PCSB on November 1, 2005. The following audit findings from FY04 were identified as being resolved during the 04-05 operating cycle:

- Accurate and timely posting of accounting entries (Improvements were needed over timeliness and accuracy of accounting entries).
- Compliance with Board Requirements of DC Public Charter School Board (The school's 2004 Board of Trustee's count and composition did not comply with the DCPCSB requirements).

However the school was not able to satisfy the FY04 audit finding requiring it to develop a more detailed fixed asset record. This remains as an area of improvement for FY06.

Some of the other key findings from the FY05 financial audit were…

- No matters involving the internal control over financial reporting that are considered to be weaknesses.
- No instances of noncompliance which are required to be reported under Government Auditing Standards

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting b. Budgets and Interim Financials				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Budgets and interim financials are submitted on time and follow the PCSB template. No significant problems identified in reports.	Budgets and interim financials are submitted on time and follow the PCSB template with few exceptions. Only minor spending variances or other problems are reported.	Budgets and interim financials are submitted late and/or do not follow the PCSB template. Significant variances or other problems are reported, but they have reasonable justifications and do not necessarily jeopardize the school's financial health.	Budgets and interim financials have not been submitted one or two times. Or, significant variances or other problems are reported without reasonable justifications. The school's financial health is potentially weakened.	Budgets and interim financials have not been submitted on several occasions. Or significant variances or other problems are reported, considerably jeopardizing the school's ability to operate as a going-concern.

Comments: Howard Road has been extremely delinquent in submitting quarterly financial statements to the PCSB during the start of the 05-06 school year. The school is currently required to submit financials to the PCSB on a monthly basis and has failed to submit all pertinent monthly financial data since July 05.

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting c. Taxes and Insurance				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Required IRS forms are filed and evidence of adequate insurance coverage is provided. All documentation is adequately maintained.	Required IRS forms are filed and evidence of minimal insurance coverage is provided. All documentation is adequately maintained, with minor exceptions.	Required IRS forms are filed, but have been late once or twice. Evidence of insurance is provided. Documentation is not properly filed or maintained.	Required IRS forms are consistently filed late. The school shows no evidence of adequate insurance coverage. Documentation is not properly filed or maintained.	Required IRS forms are not filed. The school does not have adequate insurance coverage. Adequate documentation is lacking.

Comments: The PCSB has not previously monitored schools' submission of filings to the Internal Revenue Service, so data are not available to confirm or deny that forms have been filed. Similarly, historical data on schools' level of insurance coverage are incomplete, as this criterion was previously checked onsite without documenting specific levels.

GRADE FOR FINANCIAL REPORTING: a. Audited Statements 4.0 **b. Budgets and Interim Financials** 1.5 **c. Taxes and Insurance** n/a

OVERALL AVERAGE 2.75

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls a. Establishment and Adherence to Internal Controls Policy				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Based on PCSB review and annual audit, school has clear, written internal controls in place to provide checks and balances. Audit indicates that all internal control policies are followed.	School has clear, written internal controls in place to provide checks and balances, with minor exceptions. Weaknesses identified by PCSB or auditor are minor and can be addressed immediately.	School has some internal controls in place. Weaknesses identified by PCSB or an auditor can be addressed over the course of the fiscal year.	School lacks some major internal controls. Weaknesses identified by PCSB or auditor need one to two years to be addressed. School is developing a corrective action plan.	School lacks basic internal controls and there is evidence of financial mismanagement.

Comments: The PCSB has not previously directly monitored schools' adoption of internal controls, so the PCSB lacks data to affirm the existence of written policies other than what is reported by an independent auditor.

The school has engaged thorough audits and appears to have responded to any recommendations for improvements to internal controls.

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls b. Procurement				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School is in compliance with PCSB's contracting / procurement requirements.	School is in compliance with PCSB's contracting / procurement requirements, with minor exceptions noted.	School has had some violations of PCSB's contracting / procurement requirements over the course of the year. Violations were reasonably justified. Policies and procedures are in place to preclude future violations.	School has had consistent violations of PCSB's contracting / procurement requirements. A corrective plan is in development.	School has had consistent violations of PCSB's contracting / procurement requirements. Management lacks capacity to assure compliance.

Comments: The PCSB believes that the school has been compliant in following procurement requirements.

GRADE FOR INTERNAL CONTROLS: a. Internal Controls Policy __5.0__ b. Procurement __5.0__

OVERALL AVERAGE: __5.0__

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management a. Annual Budgets				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The schools prepares an annual operating budget, a cash flow projection and, when required, a capital budget by June 1 each year. Budget reflects thoughtful planning and detailed assumptions. These documents are certified by the Board of Trustees. Modifications are made as necessary and are submitted to PCSB.	With some exceptions, school regularly prepares annual operating budget, cash flow projection and, as required, a capital budget. Budget reflects thoughtful planning. These documents are certified by the Board of Trustees. Modifications occur as necessary and are submitted to PCSB.	The school does not consistently submit budgets and/or modifications of budgets to PCSB. Budget lacks planning and/or clear assumptions. There appears to be a lack of consensus or understanding of the budget by board members. Corrective plans are in process and will be implemented within a fiscal quarter.	Budgets are not submitted on time and/or do not have board's approval. Clear budget policies are in development.	School lacks budget policies and procedures. The board and staff lack capacity to implement standard budgeting procedures.

Comments: Historically, the school has been very proactive in revising its budget as needed and providing updates to the PCSB. Budgets are thoughtful, show detail and provide relevant explanations.

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management b. Management Organizations				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair.	School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair with few exceptions.	School does not adequately disclose relationship with organization upfront. Information is provided at PCSB's request. Contracts are unclear or present concerns in terms of financial and /or management control. There are indications of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. Information is not easily obtained by PCSB. There is evidence of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information.

Comments: The school has a management agreement with Mosaica Advantage, Inc., a wholly owned subsidiary of Mosaica Education, Inc. a charter management company, to provide various services to the school including: program development, faculty training, general, administrative and financial services. The management agreement was amended in August 2004 and expires on June 30, 2011. During the year ended June 30, 2005, Mosiaca Advantage, Inc. was paid total management fees of $1,022,701 as compensation for the services provided. Based on the information available, the PCSB believes that the school discloses any related party transactions as required.

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management c. Related Party Transactions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses transactions with related parties, as required by PCSB's guidelines.	School accurately discloses transactions with related parties, with minor exceptions.	School fails to disclose related party transactions. Information is provided at PCSB's request.	School fails to disclose related party transactions. Information is not easily obtained by PCSB. There is evidence of inadvertent mismanagement.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information and/or there is evidence of unethical behavior and mismanagement.

Comments: Based on the information available, the PCSB believes that the school discloses any related party transactions as required.

GRADE FOR TRANSPARENCY: a. Annual Budgets **5.0** **b. Management Organizations** **5.0** **c. Related Party Transactions** **4.5**

OVERALL AVERAGE **4.83**

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence a. Balanced Budget				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The school has a balanced budget, based on reasonable assumptions, for the upcoming fiscal year. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Budgeting is thoughtfully aligned with long-term financial goals.	The school has a balanced budget using reasonable assumptions. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Current spending plans will contribute to long-term financial goals.	The school has a balanced budget using some questionable assumptions. Expenses are greater than revenues for one or more years.	The school does not have a balanced budget or has one with questionable assumptions. Expenses have exceeded revenues more often than not.	The school has no prepared budget. Expenses consistently exceed revenues.

Comments: Based on the data provided from the school's FY04 and FY05 audits, the PCSB believes that the Howard Road Academy has been fairly effective at balancing its revenues and expenses. The schools net assets grew by approximately $1.2MM and $1.8 MM at the conclusion of fiscal years 04 and 05 respectively.

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence b. Debt Capacity:				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school takes on debt only with very thoughtful planning and well within its debt service capacity. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school stays within its debt service capacity as required by the lender. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school has significant debt and has exceeded its debt service capacity, potentially violating loan covenants. School and lender are implementing remedies. Polices were in place and were followed but extraordinary circumstances led to the current situation.	According to financial statements, school has significant debt and/or has defaulted on its loan. Lender has school on a watch list. School and lender are discussing remedies. Polices were not in place or were not followed.	According to financial statements, school has significant debt and defaulted on its loan. The lender has called the loan. No remedies are possible.

Comments: The school has taken on low levels of debt as suggested by the school's debt-service-coverage ratio of 5.65. Judging from the schools low debt levels, the PCSB believes that the school has implemented appropriate debt controls and policies to minimize excess borrowing.

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence c. Appropriate Spending Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs, in particular, are in line with industry comparables. Minor variances from industry standards are well explained and justified.	School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are slightly out of line with industry comparables, but with reasonable justifications.	School makes some inappropriate spending decisions, inadvertently. Salaries and occupancy costs are out of line with industry comparables but still have sufficient justifications. A corrective plan is being implemented.	School has a record of inappropriate spending decisions, with some reasonable justification. Salaries and occupancy costs are considerably out of line with industry comparables. A corrective plan is in development.	School has a record of inappropriate spending decisions which adversely impact programming, with no rational justifications. There is evidence of unethical behavior and fiscal mismanagement. Salaries and occupancy costs are egregiously out of line with industry comparables. No corrective plan is feasible.

Comments: Salaries and other expenditures at the Howard Road Academy seem to be within industry standards and are within acceptable ranges as determined by the PCSB. The PCSB has no reason to believe that inappropriate spending decisions have been made.

Preliminary Charter Review - Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence d. Investment Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school has significant liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets but their management is questionable; investment decisions appear somewhat risky.	According to financial statements, school has minimal to no liquid assets. Any assets invested are in high-risk/questionable areas.	According to financial statements, school has no liquid assets or minimal assets with no track record of investment decisions.

Comments: In connection with its 2004 building purchase and the related financial arrangement, the school entered into an interest rate swap agreement with a financial institution to manage the interest cost and economic risk associated with variability in cash outflows for interest payments for the variable rate District bonds used in part for the building purchase.

To minimize its exposure to credit risk, the school places cash in financial institutions which are federally insured under the FDIC. The balances in each institution are insured by the FDIC up to $100K. At June 30, 2005, the school's balances in excess of the $100,000 threshold totaled $2,767,722. The school further mitigates the related risk by limiting the designation of investment vehicles to government securities. The school has not experienced any losses on these instruments to date.

GRADE FOR FISCAL PRUDENCE: a. Balanced Budget 4.5 b. Debt Capacity 5.0 c. Appropriate Spending 4.5 d. Investment Decisions 5.0

OVERALL AVERAGE 4.75

Preliminary Charter Review Analysis - Howard Road Academy Public Charter School
Based On Charter Review Framework

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

Performance Level	Rating
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

Category	Performance Level/Rating
1. Accounting Policies	4.0
2. Financial Reporting	2.75
3. Internal Controls	5.0
4. Transparency of Financial Management	4.75
5. Fiscal Prudence	4.75

OUTCOME: Howard Road Academy Public Charter School demonstrated satisfactory or above average performance in 4 out of 5 categories, and thus meets this standard for organizational performance.



Memorandum of Understanding

between the
District of Columbia Public Charter School Board

and the
Howard Road Academy Public Charter School

March 23, 2006

This Memorandum of Understanding summarizes agreements between the Howard Road Academy Public Charter School (HRA) and the District of Columbia Public Charter School Board (PCSB) regarding actions each will take in response to the school's placement on the Charter Warning List in March 2006.

Background

As part of the PCSB monitoring process, schools in their fifth year of operation receive feedback on their performance against the criteria outlined in the PCSB's Charter Review Framework. Any school that has not met the academic, non-academic, and organizational performance standards of the Charter Review Framework is in jeopardy of charter revocation and is placed on the Charter Warning List.

In March 2006, PCSB staff analyzed HRA's academic and non-academic performance in relation to its accountability plan goals, and the organizational performance standards related to compliance, governance, and fiscal management. In conducting the analysis, PCSB staff found that the school met the non-academic performance standards and the organizational performance standards related to compliance, governance, and fiscal management the Charter Review Framework. As such, on March 20, 2006, the PCSB voted to place HRA on the Charter Warning List.

Recommendations and Action Steps

The following statements summarize comments and the recommendations from PCSB staff, the 2005-2006 Program Development Review; the School Improvement Plan Review, and the Charter Review Analysis, as well as describe the actions underway or planned by the school in response to the recommendations.

I. 2005-2006 PROGRAM DEVELOPMENT REVIEW FINDINGS - SUMMARY OF CONCERNS AND RECOMMENDATIONS

Concern 1: **Curriculum** - *The school's curriculum is inadequately implemented and aligned appropriately.*

It is not clear how **actively** the school ensures the alignment of the academic program with the school's mission and goals. There is limited evidence of the alignment of math and reading instruction and assessments. Although Open Court has been adopted as the Core Program for most students in grades K-6, Direct Instruction is being for this purpose with students performing below grade level. Direct Instruction is not a balanced literacy program, and consequently, many students are not experiencing the full complement of a literacy rich program. Additionally, the Program Development Review revealed that there is not enough time allotted for math and reading instruction at the middle school level. Therefore, it is recommended by PCSB staff and the Program Development Review team that HRA align the standards and pacing with the established curriculum. Fully implement the Open Court program, including all components while embracing the Reading First program and monitoring its implementation. To ensure consistency of instruction and exposure to the Scientifically Based Reading Research (SBRR) practices in a Balanced Literacy Program, instruct all lower school students in the full literacy program of Open Court. The school should also employ Direct Instruction for intervention purposes at time periods separate from the full 120 minute Literacy Block. Finally, as the school continues to develop the middle school program, consider an intervention literacy program for school students below and above grade level and block scheduling for core courses.

Response:

Concern 2: **Instruction** – *Although HRA met Adequate Yearly Progress (AYP) in reading during the 2004-2005 school year, it has failed to meet the accountability plan target related to reading for two consecutive years. Additionally, HRA failed to meet the AYP standard in math during the 2004-2005 school year.*

The Program Development Review Team observed limited evidence of the use of comprehensive reading strategies across the curriculum. Moreover, the team saw little evidence of small group differentiated instruction in math and reading lessons. Some classrooms reflected activities and student work which featured lower-level thinking skills and tasks which did not correlate to specific areas of need and skill development. Additionally, current professional development opportunities do not adequately address best instructional and organization practices for math instruction. Therefore, it is recommended by PCSB staff and the Program Development Review team that HRA consider teacher training on specific reading instruction strategies (fluency, tracking, running records, modeling and thinking aloud, prior knowledge, etc.). The school should provide assistance with differentiated instruction including providing resources that can be aligned to the curriculum and allow for more practice at the students' individual level. Finally, the school should target professional development that addresses specific strategies for grouping and instruction in math.

Response:

***Concern 3:* Assessment -** *The school's use of internal assessments and standardized test data to improve student learning and instructional effectiveness is at the inadequate level of implementation.*

Although the Instructional Leadership Team was able to communicate the process for interpreting internal assessment data, teachers were unable to articulate how the assessment results inform their instruction delivery practices. The quarterly assessments given in each content area are based on what was taught, rather than being based on a consistent scope and sequence of standards. As a result there appears to be little alignment between the standards, instruction and assessments. Therefore, it is recommended by PCSB staff and the Program Development Review team that HRA provide staff development for teachers that will allow them to analyze assessment data (formal and informal – qualitative and quantitative) to determine specific strengths and weaknesses relative to content standards. Additionally, the school should provide support on how to adjust pacing to allow for re-teaching and remediation.

Response:

II. IMPLEMENTATION OF SCHOOL IMPROVEMENT PLAN

***Concern 1:* Planning and Implementation** - *There is little ongoing monitoring of the SIP Plan by the SIP team.*

Many of the strategies/activities listed in the SIP were evident in classrooms. However, teachers seemed unable to articulate "how" their implementation of the strategy/activity (monitoring forms, classroom profile sheets, personalized student achievement plans) impacted or connected to their daily instructional practices. School-wide, there was little evidence that several of the strategies/activities for reading (book logs, SuccessMaker, Book of the Month) identified in the SIP, have not been implemented. Therefore, it is recommended by PCSB staff and the SIP Reviewer that HRA establish a timeline for the SIP team to regularly monitor the implementation of the plan. The plan should be routinely updated by noting changes, successes, additions. To ensure that all stakeholders are actively involved in school improvement, consider placing middle school staff on the SIP team. Finally, the leadership team needs to provide explicit guidelines and procedures to the teachers regarding how these SIP strategies and activities connect to their daily instructional practices.

Response:

Concern 2: **Budget and Resources** – *HRA lacks a system for tracking expenditures identified in the SIP to support implementation of Action Plan activities.*

Category descriptions provided in the state budget report does not offer sufficient information on services and/or materials; and therefore makes it impossible to determine if expenditures are appropriately supporting SIP activities. There is no process in place that allows for identification of inconsistencies between projected expenditures in the SIP Action Plan budget and actual expenditures and encumbrances. Therefore, it is recommended by PCSB staff and the SIP Reviewer that HRA create a system for tracking SIP expenditures as reported in the SIP budget, by category and funding source, and distinguished from other school activities/functions. The SIP team should provide additional details within the description and any supporting documentation that can verify purpose of service and/or material, i.e. invoice/contract. The SIP team should establish a process for periodic review of SIP expenditures year-long and report those findings to the school's Board of Trustees.

Response:

It is agreed that the above statements represent an accurate summary of the recommendations contained in the Charter Review Analysis and 2005-2006 Program Development Review Panel Report, as well as suggestions by PCSB staff. The actions to be undertaken by the Howard Road Academy Public Charter School in response to the Public Charter School Board's conditions and recommendations will be added to this agreement. It is also agreed that, as part of its 2006-2007 Annual Report to the Public Charter School Board, the Howard Road Academy Public Charter School will include a brief statement of progress on each of the conditions contained in this Memorandum of Understanding.

(Authorized Signature - Howard Road Academy)	(Authorized Signature—Charter Board)
(Date)	(Date)

HRA / School File

Howard Road Academy

Public Charter School of Excellence
701 Howard Road SE, • Washington, D.C. 20020
(202) 610-4193 Office • (202) 610-2845 Fax

September 1, 2005

Thomas A. Nida
Chair, District of Columbia Public Charter School Board
1436 U Street, NW Suite 401
Washington, DC 20009

Dear Mr. Nida,

Please accept the enclosed document as Howard Road Academy's request for accountability plan revisions.

Our school would like to revise our accountability plan. Enclosed you will find a matrix detailing the reasons for each change.

Sincerely,

[redacted]

LaTonya Henderson
Principal
Howard Road Academy

Cc: Jacqueline Scott-English

Howard Road Academy Public Charter School

Public Charter School Accountability Plan

School Years 2001 – 2002 to 2005 – 2006

The mission of Howard Road Academy Public Charter School is to demonstrate the heights of academic achievement that all public schools students can attain when provided superior educational opportunities, including a structured, proven curriculum and a safe and orderly environment. The school aims to provide students with a world class education and a place where every student will learn and achieve.

I. Academic Performance Objectives

Original	Proposed Revision	Justification
Performance Objective Students will improve in Reading beyond the average gains made by their peers nationally Performance Indicator Increased Normal Curve Equivalent scores (NCE) on SAT-9(See Targets) Assessment Tools SAT-9 Annual Target increase an average of 2.5 NCE points from Spring to Spring for the same individual student Five-Year Target By Spring 2007 Every student who started HRA during 2000 school year and is still enrolled in 2007 will have an average Reading NCE score of 53.4 Baseline Data Spring 2002 SAT-9 had an average Reading NCE score of 40.9. This result was based on 258 students who took the test	Performance Objective None Performance Indicator None Assessment Tools State Assessment Annual Target increase an average of 2.5 NCE points from Spring to Spring for the same individual student Five Year Target By Spring ~~2007~~ 2006 40% who started HRA during 2001 school year and is still enrolled in 2007 will have an average Reading NCE score of 53.4 Baseline Data None	Past Performance Howard Road Academy has grown in Reading NCE Scores. In 2003 the school had an over all Reading NCE score of 43.3 in 2005 the school has and over all Reading NCE score of 44.8. Rationale Based on the number of students who are currently enrolled at Howard Road Academy that where part of the initial enrollment, 40% of the student appears to be a more attainable goal.
Performance Objective All student will improve in Math beyond the average of their peers nationally Performance Indicator Increased Normal Curve Equivalent scores (NCE) on SAT-9 (See Targets) Assessment Tools SAT-9 Annual Target An increase an average of 2.5 NCE points from Spring to Spring for the same individual students	Performance Objective None Performance Indicator None Assessment Tools State Assessment Annual Target An increase an average of 2.5 NCE points from Spring to Spring for the same individual students	Past Performance Howard Road Academy had Math NCE scores of 46.6 in 2004; the Math NCE scores of 49.1 in 2004 however; in 2005 the school experienced a decline in performance with an NCE score of 46.5. Rationale Based on the number of students who are currently enrolled at Howard Road Academy that where part of the initial enrollment, 40% of the student appears to be a more attainable goal.

Five Year Target By Spring 2007 Every student who started HRA during 2000 school year and is still enrolled in 2007 will have an average Mathematics NCE score of 53.3 Baseline Data Spring 2002 SAT-89 had average Math NCE score of 40.8 This result was based on 266 students who took the test	Five Year 2006 By Spring ~~2007~~ 40% who started HRA during 2001 school year and is still enrolled in 2007 will have an average ~~Reading~~ Math NCE score of 53.3 Baseline Data None	
Performance Objective Students will demonstrate success in Paragon (grades k-5) & in Paragon Humanities (Grade 6) Performance Indicator Increased scores on performance assessment Assessment Tools End of the unit rubric Outcome Indicators measured by the state content standards Annual Target The percentage of students scoring 70% or above on Performance Assessment will increase by 10% each year until five year target is met Five Year Target 95% of students will score 85% or above on Performance assessment Baseline Data Spring 2004 performance assessment	Performance Objective None Performance Indicator None Assessment Tools None Annual Target The school will maintain 70% of student passing the performance assessment. Five Year Target The school will have 2% increase in The number of students passing the performance assessment Baseline Data None	Past Performance 2004 Compliance Review End of Unit Paragon Rubric Summary Page for 2003-2004 indicates that 541 student achieved a 70% or better. 2003-2004 Attendance Data verifies that the school enrollment range between 547-555 students. Thus, 541 students reflect 97% achieving 70% or better. However, because there the 2002-2003 data could not be verified by PCSB, a 10% increase could not be determined. Rationale The annual target was not in mathematical sequence with the five year target. An increase by 2% per year will equal a 10% growth over five years.

II. Student Non-Academic Performance Objectives		
Original	**Proposed Revision**	**Justification**
Performance Objective Students will attend school regularly Performance Indicator Increased daily rate of student attendance Assessment Tools Student attendance aggregate data Annual Target >85% daily attendance rate. Increasing by 2% annually Five Year Target > 93% daily attendance rate Baseline Data student attendance aggregate data as of Spring 2003 on average for entire year	Performance Objective None Performance Indicator None Assessment Tools None Annual Target will maintain an attendance target of 90% Five Year Target will reach and maintain an attendance percent target of 92% Baseline Data None	Past Performance Howard Road Academy has met the 90% attendance target for the past two years consecutively. Rationale Howard Road Academy has met the 90% attendance target for the past two years consecutively. However, the school has not grown 2% annually. In staying committed to the goal of No Child Left Behind the will focus its energy to maintain an annual target of 90% student attendance. This effort will allow the school to concentrate on stressing the importance of regular school attendance and the effective it has on student achievement.
Performance Objective Student will participate in extracurricular activities Performance Indicator Increased student involvement in extracurricular activities Assessment Tools Student attendance participation in after school activities Annual Target >50% students participation in activities Five Year Target >65% students participation in activities Baseline Data Student participation aggregate data as of Spring 2003 on average for entire year	Performance Objective None Performance Indicator None Assessment Tools None Annual Target Howard Road Academy will offer a variety of extracurricular activities for students Five Year Target the school will have a 2% increase of students who will participate in extracurricular activities Baseline Data None	Past Performance The school had 8% student participation in 2003-2004 school year. Rationale The school would like to take the focused off the quantity of student's participant from year to year and focus on the quality of the extracurricular program. The school will continue to promote student wellness which focuses on academic growth and physical fitness. Once the school reaches its five year the quantity of student participating will become a factor.

Performance Objective Students will demonstrate skills necessary to reason, communicate, and live with dignity in a civil society Performance Indicator Decrease number of Behavior referrals Increase number of "Student of the Day Awards" Increase number of "High Five Awards" Increase percentage of students who feel safe in school Assessment Tools Behavior referrals aggregate data Student Survey aggregate data Number of high-fives received on a monthly basis Annual Target >50% of students surveyed will indicate that they feel safe in school Five Year Target >90% of students surveyed will indicate that they feel safe in school Baseline Data Behavior Referral aggregate data as of Spring 2003 on an average for an entire year Student of the Day aggregate data as of Spring 2003 on average for an entire year High Five aggregate data as of Spring 2003 Student Survey aggregate data as of Spring 2003 on average for an entire year	Performance Objective Performance Indicator Assessment Tools Annual Target >50% of 5th and 6th and 7th students surveyed will indicate that they feel safe in school Five Year Target >90% of 5th and 6th and 7th students surveyed will indicate that they feel safe in school Baseline Data	Past Performance Student did not take student surveys before 2004-2005 school year. Rationale We believe the cognitive ability of 5th, 6th, and 7th graders is more developed than that of the other students. These students can conceptualize what it means to feel safe in school. The school will be able to use this data to make improvements to the school and the programs based on the data.

Sch File: HRA/Board Action/2005 Notice of Concern

Howard Road Academy

Public Charter School of Excellence
701 Howard Road SE, • Washington, D.C. 20020
(202) 610-4193 Office • (202) 610-2845 Fax

September 1, 2005

Thomas A. Nida
Chair, District of Columbia Public Charter School Board
1436 U Street, NW Suite 401
Washington, DC 20009

Dear Mr. Nida,

In response to the Notice of Concern that was issued to Howard Road Academy, (March 8, 2005), you will find the attached, strategies that speak to the plan we have developed to address teacher retention at Howard Road Academy.

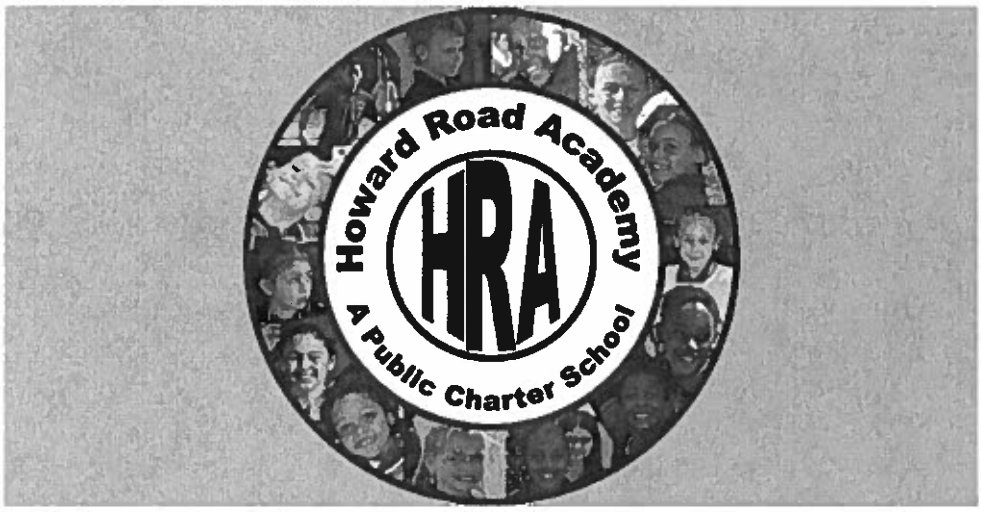
We have taken this task very seriously and solicited help from the entire school community to try to make certain that all concerns and needs are addressed. We understand the retention of qualified staff creates a more effective learning community for our students and their families. We have been lucky enough to acquire a new Regional Vice-President, Dr. Patricia Hoffman-Miller, through our management company, Mosaica Education Inc. that comes to us with a wealth of knowledge in this area. We have done extensive research on the reasons why teachers may choose to leave and addressed all of the strategies we could set in place to alleviate some of these challenges.

We are confident with the modifications and additions to our program that we will find tremendous success in the area of teacher attrition.

Sincerely,

[redacted]
Principal
Howard Road Academy

Cc: Jacqueline Scott-English



Howard Road Academy Teacher Retention Plan 2005-2006

Approximately 30% of newly hired teachers leave the profession within the first three years of their careers. Approximately 10% leave within their first year. The situation in urban districts is much worse. In some high-poverty, urban schools, up to 70% of teachers leave within their first three years on the job. At Howard Road Academy, we have made a concerted effort to retain the quality teachers we have been fortunate to find.

Statistics say that the top reasons why teachers do not stay in schools are:

· Isolation
· Too Much Paperwork
· Lack of Professional Development Opportunities
· Large Class Size
· Lack of Respect and Professionalism
· Inadequate Support from Administrators

The administration and Board of Trustees at Howard Academy have strategically planned and addressed all of these points in an effort to recruit and **retain** qualified teachers and staff.

Isolation
Teachers have each been offered a seasoned teacher as a "buddy" or mentor to address any of the issues or concerns they may encounter as a new teacher. Even if the teacher is not a new teacher to the field, simply new to HRA, they are assigned a partner.
Teachers also work on teams and are assigned common planning times to work and plan with their colleagues. Different committees have also been put in place for teachers to serve on together as well as social activities such as Christmas Socials and random staff breakfasts and lunches to build community.

Too Much Paperwork
Howard Road Academy and its administration makes an effort to minimize additional duties for teachers wherever possible, whether it is creating address labels in the office to facilitate mailings or allowing staff members to complete portions of reports in cooperative groups, progress reports were simplified on the computer as well as a set of numerical codes set in place for comments, the administrative team makes an effort to lighten the workload of the instructional staff whenever possible.

Lack of Professional Development Opportunities
Research has shown that student achievement is directly linked to teacher quality. State and national teaching standards provide a framework for teachers' professional growth that requires teachers to engage in ongoing professional development throughout their careers. The increasing demand for continuous professional development means that the administration must expand face-to-face programs to include activities and content that engage teachers anytime, anywhere. The growing recognition that no single professional development session once per month can satisfy teachers' ongoing professional development needs requires that more opportunities and self-reflection on the behalf of teachers be encouraged.

This can be done by pointing out the need for educators to step aside and reflect on their *personal* teaching practices and to use those reflections to improve their programs. Other researchers have gone so far as to say that unless teachers get down and personal, they will become the change agents of others. It is vital to make way for teacher autonomy within a school's professional development initiatives. It is imperative that teachers be *encourage,* to explore such questions as:

- What interests me?
- What learning/teaching gaps do I see in my classroom?
- What action research would I like to collect?
- What outside resources do I want to connect to and how do I want to access them?

Asking questions such as those has led to the creation of a personal improvement plan that is unique to the needs of each individual staff person. In a responsive way, the learning gained during self-study enriches the schools' learning community by creating a middle ground of professional discussion that benefits both individual teachers and the larger learning community.

How will the program work?

Teachers will be given a **Personalized Professional Development Plan**. Teachers will be asked to evaluate themselves and their skill sets and make goals for where they would like improve and grow professionally for the year.

The administration will offer professional development opportunities for teachers to participate in throughout the year (at LEAST one opportunity a month in addition to the regularly scheduled professional development opportunity that is offered to the entire staff) based on the requested sessions on the list. Teachers will sign up to participate in the opportunities that pertain to the skill sets needed.

Teachers will receive a certificate upon completion of all trainings. Participation in staff development opportunities **above and beyond the required dates already set on the school calendar** will result in a favorable rating in the area of professional development on their mid-year and end-of-the year evaluations. The more participation, the higher their rating, staff members participating in graduate and post graduate programs will receive automatic credit for those endeavors.

As a charter school and *most* of all as a school with a novice staff, it is imperative that opportunities be made available for teachers to grow professionally. Professional development opportunities are not *one size fit all.* Teachers are growing weary of sitting through trainings that "do not apply" to them or trainings for areas in which they are already proficient. It is time to empower our educators to exude power in our classrooms.

Large Class Size

Grades kindergarten and first grade have a dedicated teaching assistant lowering the student teacher ratio to 12:1 and in second grade through seventh grade there is a teaching assistant for each grade level. This instructional assistant rotates between each classroom on the grade level throughout the day (which makes the ratio 12:1 for at lease 1/3 of the day in each classroom)

Lack of Respect and Professionalism

Teachers are highly regarded and respected. As a token of appreciation, the Board of Trustees implemented the Teacher of the Month program in which teachers are selected by votes from their peers. Each winning teacher and staff member is presented with a plaque and a stipend for their outstanding

contributions to the school. Another incentive offered to our teachers is tuition reimbursement for them to continue their pursuits in the field of education as well as reimbursement for their Praxis preparation classes and materials. The largest and most recent addition to our teacher incentives is the new pay raise that made Howard Road Academy Teachers some of the highest paid professionals in the Washington Metropolitan Area. This is a huge incentive and has the potential to attract and retain highly qualified staff.

Inadequate Support from Administrators

Howard Road Academy has taken a unique approach in that each floor in the school has a floor administrator. The duty of these seasoned educators is to act as a floor principal. Any needs teachers may have instructionally, in the area of classroom management, or organization can be served by the floor administrator. Floor administrators can act as mentors and facilitators of grade level meetings and professional development. Floor administrators are the first line of support for teachers. These administrators are posted on their hallways all day and are very readily accessible. They can observe and give constructive feedback. They can also model lessons. Floor administrators review lesson plans and provide any assistance necessary. In addition to the floor administrators, teachers receive assistance from the Assistant Chief Administrative Officer (Assistant Principal) for curriculum support, planning, and resource needs.

Howard Road Academy Teacher Induction Plan

Howard Road Academy will implement a teacher induction program for teachers new to teaching and/or new to Howard Road. This program was developed to provide additional support to teachers during their first years in the classroom. Attached is the teacher induction plan that will be incorporated into the Howard Road Academy new teacher orientation.

Howard Road Academy Teacher Induction Program

Howard Road Academy

Induction Plan

INTRODUCTION

Upon successful completion of the current requirements for an undergraduate teacher program, a candidate is awarded a professional teaching certificate and enters the classroom alone. Gone is the helpful, sympathetic cooperating teacher. Gone is the practicum class where ideas are feely exchanged. Gone is the opportunity for the cooperating teacher to take over when classroom difficulties arise. One day the person is a student, and, a few months later, a full-fledged teacher. There is often no one to whom to turn for support. Everyday experiences, or an accumulation of unresolved classroom problems, may aggravate, or even overwhelm, the beginning teacher. This may lead to frustration and demoralization resulting in students taking control of the class. Unless a positive, supportive experience occurs early, the beginning teacher may be faced with serious problems. To bridge the gap between "student teacher" and "teacher," Howard Road Academy has established an Induction Program.

Induction is very important in the process of becoming a competent teacher for the following reasons:

- First year professionals develop behaviors in classroom organization, planning, and management that become predictors of their future performance. The first year is crucial in molding the appropriate behaviors and attitudes toward serving effectively in the position and in the profession.
- Upon entering the teaching profession, the beginning educator must learn the following:

  ,/ the continuous need for high expectations
  ,/ the essential value of education in our School
  ./ the implementation of a standards-based educational system
  ,/ the rules of our school
  ./ positive ways to communicate with parents, peers, and the community.

- Mentors for beginning teachers provide guidance, diagnosis, confidentiality, and support on a continuous basis.

PURPOSE

The purpose of the Howard Road Academy Teacher Induction Program is as follows: to identify and meet the needs of the beginning teacher by providing guidance and support through the collaborative efforts of an Induction Team; to ensure an orderly and successful passage through the first year of teaching in the school; and to refine the knowledge and skills needed to participate in a standards-based educational system.

GOALS

1. To provide training for the inductee in instructional strategies and school's expectations as they relate to curriculum, instruction, assessment, and classroom management.

2. To provide a support system for the inductee through the use of an Induction Team.

3. To provide a formal structure through which the inductee may become familiar with school policies, procedures, and resources.

4. To promote the personal and professional well being of beginning teachers.

5. To increase the retention of promising beginning teachers.

6. To develop and implement a system for training mentors to effectively assist begging teachers.

OBJECTIVES

1. In order to provide professional and personal assistance, mentors will:

- Analyze needs
- Aid in problem solving
- Peer coach
- Model and advise on conflict management
- Facilitate adult learning
- Facilitate reflective practice
- Serve as a role model
- Serve as a consultant

2. Beginning teachers will acquire the knowledge necessary to work in and with the school and community:

. Community history, demographics, and resources
. Students served by the school
. School policies, procedures, and routines
. The school curriculum
. Instructional resources related to the curriculum
. The school building
. The professional colleagues and staff at the school site

3. The beginning teacher will develop or enhance the skills necessary to effectively implement the following:

. Manage the classroom
. Plan, organize, and evaluate student learning
. Facilitate student achievement

. Motivate students
. Diagnose and meet the needs of individual students
. Use effective teaching strategies

DESIGN AND CONTENT OF THE PROGRAM

Howard Road Academy's Induction Program is monitored and guided by an Induction Council which is representative, of all instructional and administrative personnel. The members of the Induction Council are chosen on the recommendation of school's, Chief Administrative Officer.

At the building level, the plan provides for building a relationship among the members of the Induction Team composed of the following persons: a support teacher (mentor), a building administrator, and the inductee.

INDUCTION COUNCIL

Membership

Chief Administrative Officer
Academic Services Personnel
Building Administrator(s)
Elementary School Teacher(s)
Middle School Level Teacher(s)

One of whom may serve as Chairperson of the Committee

Responsibilities of the Induction Council

- Assist whenever possible in the mentor selection process.
- Coordinate and monitor the School's Induction Program.
- Identify training needs of new teachers and mentors.
- Monitor, evaluate, and make recommendations for improving the Induction Program
- Participate in bimonthly meetings

MENTOR

Sheehy (1989) defines a mentor as "a non-parental career model who actively provides assistance, support and opportunities for the protege."

Qualifications (Eligibility must be renewed every five years.)

1. Two years teaching experience in the Howard Road School with satisfactory ratings and attendance records.

2. An Instructional Certificate.

3. A record of competence in instruction, planning and classroom management.

4. Positive attitude toward the teaching profession.

5. Positive attitude toward students and the community.

6. Position/subject area/grade level appropriate for the inductee.

7. Willingness to provide guidance, coaching, and demonstration of teaching techniques for the new teacher.

8. Effective oral and written communication skills including the ability to share own experiences and ideas with others.

9. Willingness to participate in after-school staff development programs with the inductee.

10. Willingness to actively participate in a training program for mentors.

PROCEDURE FOR SELECTION OF MENTORS

1. Qualified applicants will submit an application to the Office of Human Resources at Howard Road Academy where eligibility will be determined.

2. The Induction Council may assist the building administrators in the selection of mentors.

3. Selected mentor candidates must participate in a school-sponsored training program and may remain on the mentor roster for five years at which point they must participate in the training again

4. Mentors may submit a resignation for the position of mentor, and their names will be removed from the roster.

5. Mentors who do not comply with the responsibilities outlined in this document will be replaced.

RESPONSIBILITIES

. Attend mentor training sessions at least every five years

. Attend the first induction meeting with the inductee.

. Assist inductee in the following areas: DC Academic Standards, School curriculum, policies, attendance procedures, grading, and standardized testing procedures, record keeping, lesson plans, and any other appropriate teaching responsibilities.

. Assist inductee in organizing the classroom and preparing for the opening of school including the students' first day.

. Introduce school support staff (nurse, parent coordinator, guidance counselors, secretary, lunch room assistants, custodians, SAP teams, Title 1 teacher, etc.) to the inductee.

. Assist inductee in organizing classroom and acquiring materials, supplies, and A V equipment.

. Schedule inductee to observe in mentor's classroom at least once a month

. Observe inductee at least once a month for the following purposes:

to provide specific feedback on instructional techniques
to identify strategies for the improvement of the teaching/learning process
to provide on-site coaching in instructional and classroom management techniques, etc.

. Assist inductee in preparing for teacher/parent contacts (conferences, phone calls, meetings, etc.) (See Appendix A)

. Meet with inductee weekly to provide assistance and direction.

. Maintain records of meetings, consultations and assistance. (See Appendices B and C)

. Meet once monthly with building Induction Team to complete and review appropriate forms (See Appendix C.)

• Complete a Program Evaluation Form for Mentors. (See Appendix E)

• Complete a Mentor's Needs Assessment. (See Appendix F)

COMPENSATION

The mentor will receive remuneration for each inductee in accordance with the supplemental pay scale. Release time will be provided as needed for the mentor to observe and assist the inductee.

BUILDING ADMINISTRATOR

Responsibilities

- Provide an orientation session for all inductees and mentors in the building.
- Meet monthly with each individual inductee and mentor for the purpose of monitoring inductee progress, providing assistance as needed, and completing necessary paperwork. (See Appendix C)
- Observe and monitor the relationship between the mentor and the inductee, and make recommendations when appropriate.
- Facilitate and promote classroom visitations for mentor and inductee.
- Monitor the completion of paperwork required of the mentor and inductee.
- Be familiar with all parts of the Induction Plan. Keep a current copy of the plan on file.

- Be familiar with all components of the training program for mentors.
- Complete a Program Evaluation Form for building Administrators. (See Appendix G)

INDUCTEE

Responsibilities

. Participate in all induction programs given by the School.

. Participate in weekly mentor/inductee planning sessions.

. Attend monthly Induction Team meetings with the mentor and the appropriate administrator.

. Communicate needs to respective Induction Team members.

. Implement suggestions or recommendations made by Induction Team members.

• Maintain a record of parent contacts (See Appendix A)

. Maintain a reflective journal of meetings, observations, events, and suggestions (at least one entry per week) (See Appendix H.)

. Participate in courses, seminars, and activities designed to strengthen teaching skills and increase knowledge.

• Complete a Program Evaluation Form for Inductees. (See Appendix I)

. Observe mentor a minimum of one time per month.

. Observe at least two additional veteran teachers.

. Submit a quarterly log of all observations. (See Appendix J)

. Participate in a needs assessment to be held at the close of the school year for the purpose of proposing modifications for the next year's program (See Appendix K.)

EVALUATION OF THE INDUCTION PROGRAM

All Induction Program participants (inductees, mentors, and administrators) will be involved in the overall summative and formative evaluation of the program. Results will be used to refine the program.

MAINTENANCE OF RECORDS

Documentation of participation in courses, activities, and seminars, as well as verification of the completion of the Induction Program, will be maintained in the permanent personnel file of each inductee.

Appendix A
Sample Family Contact Log

Howard Road Academy
Teacher Induction Program
Sample Family Contact Log

Name of Teacher _____ School Year_____

Name of Student _____ Phone Number_____

Address_____ Parent _____

Date	Purpose	Type of Contact	Person Contacted	Outcome

Appendix B
Mentor's Log of Weekly Meetings with Inductee

Howard Road Academy
Teacher Induction Program

Mentor's Log of Weekly Meetings with Inductee

Name of Mentor _____ Inductee _____

School _____ School Year _____

Date	Result of Meeting/Conference

Appendix C
Mentor's Monthly Report

Howard Road Academy
Teacher Induction Program

Mentor's Monthly Report

Name of Mentor_____ Name of Inductee _____

Month _____ Date of Induction Team meeting_____

Write a narrative describing the past month's progress of the inductee. The report should include, but not limited to, the following topics:

Success Identified
Changes Implemented
Changes Recommended
Problems Encountered
Support Help Requested

Target for Next Induction team Meeting_____

Dates of Weekly meetings with inductee_____

Signatures:

Principal _____
Mentor _____
Inductee _____

Appendix G
Program Evaluation Form
For School Administrators

Howard Road Academy
Induction Program

Program Evaluation Form
(By Principal)

Please answer the following questions by placing a circle around the appropriate number. One

1. My relationship with the support teacher was

   1 unsatisfactory 2 3 5 Outstanding
   Comments:

2. My relationship with the inductee was
   1 unsatisfactory 2 3 5 Outstanding
   Comments:

3. Communication between me and the other members of the induction team

   1 unsatisfactory 2 3 5 Outstanding
   Comments:

4. The monthly meeting of the induction team were

   1 unsatisfactory 2 3 5 Outstanding
   Comments:

5. The relationship with the induction Council was

   1 unsatisfactory 2 3 5 Outstanding
   Comments:

6. My overall rating of the Induction Program is

   1 unsatisfactory 2 3 5 Outstanding
   Comments:

7. I offer the following suggestions for improving the induction Program

_____

_____

_____

_____

Appendix H
Inductee's Weekly Reflection Log

Howard Road Academy
Teacher Induction Program

Inductee's Weekly Reflection Log

Reflect on your experiences as a first year teacher. Include thoughts about lessons you have taught, observation, conferences with your mentor and with the Induction Team, and professional development activities. Write at least one entry per week. This is a personal log; however, your mentor will check on its completion.

Date	Reflections

Appendix 1
Program Evaluation Form for Inductees

Howard Road Academy
Induction Program

Program Evaluation Form
(By Inductee)

Please answer the following questions by placing a circle around the appropriate number. One (1) is unsatisfactory and five (5) outstanding. Use the reverse side of the paper if necessary.

1. The orientation to the induction program was

   1 unsatisfactory 2 3 5 Outstanding
   Comments:

2. The assistance I received from my support teacher was

   1 unsatisfactory 2 3 5 Outstanding
   Comments:

3. The bi-weekly meeting with my support teacher was

   1 unsatisfactory 2 3 5 Outstanding
   Comments:

4. The monthly induction team meeting were

   1 unsatisfactory 2 3 5 Outstanding
   Comments:

5. The relationship between me and the principal was

   1 unsatisfactory 2 3 5 Outstanding
   Comments:

6. Communication between me and the induction team was

   1 unsatisfactory 2 3 5 Outstanding
   Comments:

7. My overall rating of the induction program is outstanding
   1 unsatisfactory 2 3 5 Outstanding
   Comments:

8. I offer the following suggestions for improving the program

   1 unsatisfactory 2 3 5 Outstanding
   Comments:

Appendix J

Inductee's Log of Teacher Observations

Howard Road Academy
Teacher Induction Program

Inductee's Log of Teacher Observations

Name of Inductee_____ Month Due _____

Date	Teacher Observed Building	Subject/Activity Observed	Time In	Time Out

Appendix K
Induction Plan Needs Assessment – inductee

Howard Road Academy
Teacher Induction Program

Induction Plan Needs Assessment- Inductee

Instructions
Listed below are orientation and staff development topics that search has shown to be important for the beginning teacher. There are also spaces for you to list additional topics. For each topic, please circle a number from 1 to 4 to indicate the level of need for first year teacher such as yourself. We will use this information to plan next year's program.

1= Little or no need 2=Some need 3=High need 4=great need

Orientation

1. School goals and philosophy	1	2	3	4
2. Policies and regulations	1	2	3	4
3. Contractual and professional obligation	1	2	3	4
4. Discipline policy	1	2	3	4
5. Grading and retention policy	1	2	3	4
6. Finding out what is expected of me as a teacher	1	2	3	4
7. Maintaining student discipline	1	2	3	4
8. Obtaining instructional resources and material	1	2	3	4
9. Planning for instruction	1	2	3	4
10. Attendance procedures	1	2	3	4
11. Managing my time and work	1	2	3	4
12. Assisting students with special needs	1	2	3	4
13. Diagnosing students' needs	1	2	3	4
14. Dealing with individual differences among students	1	2	3	4
15. Home/Schooling communication procedures	1	2	3	4
16. Understanding the curriculum	1	2	3	4
17. Using a variety of teaching methods	1	2	3	4
18. Grouping effective instruction	1	2	3	4

Appendix L
Professional Contribution Log

Howard Road Academy
Teacher Induction Program
Professional Contribution Log

Name _____School_____ School Year_____

Date	Event or Service (e.g., conference presentation, mentoring, etc.)	Contribution

Appendix M
Professional Development Log

Howard Road Academy Charter School

Professional Development Calendar

2005-2006 School Year

Month	*Name of Program*	*Audience*	*Location*
August			
	Paragon and Paragon Humanities Training; Open Court Training	New Staff; middle school staff	Crystal City Marriott
	Framework for Understanding Children of Poverty ; Building Community; Differentiated Instruction	Teachers Instructional Assistants Administrators	On Site
	Mental Health- Rehab Plus	Teachers Instructional Assistants Administrators	On Site
	Classroom Management	Teachers Instructional Assistants Administrators	On Site
	Small Learning Community Construction	Teachers Instructional Assistants Administrators	On Site
	Student Services including Special Education, Intervention, Counseling	Teachers Instructional Assistants Administrators	On Site
	Special Education Implementation	Teachers Instructional Assistants Administrators	On Site
	Lesson Plan Format (BBC)	Teachers Instructional Assistants Administrators	On Site
	Harcourt Science 2002	Teachers Instructional Assistants Administrators	On Site
	Saxon Math	Teachers Instructional Assistants Administrators	On Site

	Behavior Intervention	Teachers Instructional Assistants Administrators	On Site
September			
On-going	Aligning Your Curriculum with DC Standards	Grade Team Leaders Administrators	On Site
On-going	SRA Open Court Reading	New Instructional Staff Administrators	On Site
	"Good Morning Mrs. Tolliver" introducing manipulatives and other content areas into your math class.	Richardson	On Site
	Special Education and You	Richardson	On-site
	Incorporating Writer's Workshop in YOUR classroom	Richardson	On-site
October			
	Practical strategies for using Technology to Strengthen classroom Instruction and Student Learning		Off-site
	Saxon Math:Train the Trainer		Off-site
	Better Readers and Writers with Literacy Centers		Off-site
	Word Problems	Blessing	On-site
	Enhancing the Literacy Development of Your Kindergartners		Off-site
	Incorporating Effective Teaching Techniques into Your Language Arts Classroom	Swann	On Site
	Helping Students meet and Exceed Writing Standards:Connecting Grammar, Vocabulary, and Literature for Powerful Writing results		Off-Site
November			
	Strengthening Instruction for Gifted Students Through Differentiated Strategies		Off-site
	Classroom Management	Te'Money	On Site
	Effective Teaching Strategies	Swann	On-site
	From Disruptive to Self-Disciplined:Succeeding with Today's Most Challenging Students		Off-Site
	Retelling: Powerful Strategies to Build Your Students' Vocabulary, Fluency and Comprehension Skills		Off-site
December			

	Successful Inclusion Strategies snd Techniques for Differentiating Curriculum to Meet IEP Requirements for Students with Mild to Moderate Special Needs		Off-site
January			
	Incorporating the Multiple Intelligences into your Classroom	Richardson	On-site
	Best Strategies to Teach Young WritersUsing Modeled Interactive and Guided Writing		Off-site
	SAT-9 Strategies and Preparation	Grade Team Leaders Administrators	On Site
	Mathematics Across the Curriculum	Blessing	On-site
February			
	SRA Open Court Reading	New Instructional Staff	On Site
	Community Building	Te-Money	On-site
	7 Habits of Highly Successful People	Hamlin	On-site
March			
	SRA Open Court Reading	New Instructional Staff	On Site
	TBA	Lead Teacher	On Site
April			
	TBA	Lead Teacher	On Site
May			
	TBA	Lead Teacher	On Site
	TBA	Lead Teacher	On Site
June			

Sch Fld HRA/Board Action/2005
Notice of Concern

Howard Road Academy

Public Charter School of Excellence
701 Howard Road SE, • Washington, D.C. 20020
(202) 610-4193 Office • (202) 610-2845 Fax

September 1, 2005

Thomas A. Nida
Chair, District of Columbia Public Charter School Board
1436 U Street, NW Suite 401
Washington, DC 20009

Dear Mr. Nida,

In response to the Notice of Concern that was issued to Howard Road Academy, (March 8, 2005), we were asked to formulate a master plan to deliver effective instruction in our middle school.

We have examined models of other successful schools in our area and conducted a week-long strategic planning session with seasoned middle school educators and consultants to formulate the attached middle school plan.

We have taken into consideration the unique social and emotional needs of middle school students, in addition to an instructional program that would best serve the needs and goals of our school's instructional program. You will also find that our curriculum is in full alignment with the new District of Columbia Instructional Standards and will sufficiently prepare our students for high school.

[redacted]
Principal
Howard Road Academy

Cc: Jacqueline Scott-English

MIDDLE SCHOOL PLAN



Submitted to the
Howard Road Academy Board of Trustees
Prepared by:
LaTonya Henderson
Syreeta Richardson
Devoria Armstead
Tennile Bowser
Jessica O'Babatunde
Nick Kaisharis
Kierra White-Johnson

Executive Summary

MEMORANDUM

TO: The Howard Road Academy Public Charter School Board of Trustees

FROM: LaTonya Henderson, Syreeta Richardson, Devoria Armstead, Tennile Bowser, Jessica O'Babatunde, Nick Kaisharis, & Kierra White-Johnson

SUBJECT: Middle School Plan

DATE: June 29, 2005

Improvements to the overall Instructional Program

The goal of Howard Road Academy is to ensure that every child is successful academically. In order to ensure that the school achieves its mission, the academy has made some changes to its over all program. The academy has added a full time counselor, and a dedicated full time middle school Program Facilitator, as well as adopted the District of Columbia's Standards in Math and English-Language Arts. In an effort to improve services to all students we added two special education Instructional assistants. The Academy has sent all if its administrators to professional development training provided by Mosaica Education, Inc. Mosaica has added a new Regional Vice-President who will be residing in the area. The new Regional Vice-Presidents will give direct support to the school in an effect to improve student achievement.

The school will use a transition model to move its elementary students into middle school. We will use a buddy system which will pair every elementary student (transitioning to middle school), with a current middle school students. Middle school students will help elementary school students to understand the importance and educational values of middle school. The elementary school students will become comfortable with the middle school teachers and routine. This will allow for a smooth and effective transition to a higher level in the educational process.

Middles School Plan OVERVIEW

Howard Road Academy's charter states that each year, since its inception, that it would add an additional grade. Fall 2004 marked the beginning of the Howard Road Academy Middle School endeavor with the addition of seventh grade. In order to provide

consistency and to maintain the culture and climate of the school, only students previously enrolled for the 2003-2004 school year were eligible for the Howard Road Academy Middle School.

The following Middle School Plan was developed to provide the children of Howard Road Academy with a strong foundation and to prepare them for high school. The Howard Road Academy Middle School experience creates small learning communities with a strong emphasis on cultivating the skills of the individual child in all subject areas. Sixth and Seventh grade students are scheduled together for cooperative and differentiated instructional opportunities wherever and whenever appropriate.

The Middle School the implement the new Mosaica Education Inc. literacy initiative as well as current best practices identified in the current Middle School research:

- **Interdisciplinary Team Approach**
- **Small Learning Communities**
- **Content Specialists**
- **Exploratory Wheel**

Howard Road Academy
Middle School
Mission Statement

Howard Road Academy Middle School is anchored in the belief that students in transition from elementary school to the high school requires a school focus which encourages and nurtures their educational, emotional, physical and social development. The curriculum is organized to maximize individual growth, academic skills, and to provide optimum opportunities for exploration of related and extracurricular activities.

The staff at HRA will provide a safe learning environment that stimulates involvement and fosters learning and self-esteem.

Interdisciplinary Team Approach

The entire middle school staff operates under a team concept. The team, inclusive of all teachers, instructional assistants, middle school Program Facilitators and special needs staff work together to create a cohesive unit. Interdisciplinary teaming refers to the organizational structure of a core of teachers assigned to the same group of students. Teaming provides the structure to support two essential aspects of middle level education: (1) a positive psychosocial environment that allows flexibility and variety (Keefe et al., 1983), and heterogeneous grouping of students (Mac Iver & Epstein, 1993) and (2) a structure to plan and deliver a curriculum that balances academic and humane factors (NMSA, 1995). Because teachers share the same students and have a

common planning period, they are able to respond more quickly to the needs of individual students though collaboration, meeting jointly with parents, and designing thematic units which foster the transfer of ideas among disciplines and increase relevance.

Small Learning Communities
There is a growing body of evidence (John Hopkins) that suggests that smaller schools may have advantages over larger schools. Research suggests that the positive outcomes associated with smaller schools' ability to create close, personal environments in which teachers can work collaboratively with each other and with a small set of students challenges students and enhances learning.

Students are divided into flexible groups based on the data from their standardized testing and academic performance in the areas of reading and math. In their teams, teachers discuss students and their progress and student work to discuss movement of students from group to group.
Research points to the need to know our students better. The better we know the students, the more they will conform to standards, and the more educators will know each student's strengths and weaknesses.
Small learning communities give students a sense of belonging and self-confidence, allowing students to grow socially and emotionally. Students have the opportunity to work in small groups, to cooperate, collaborate, and select assignments that develop their interests and abilities. Such attention to the nature of the middle school student allows each child to grow emotionally and socially even as they work academically.

The benefits of small learning communities are:

- Personalization of a student's education
- Closer relationships between teachers and students
- Teachers grouped as interdisciplinary teams
- Improved student learning and achievement
- Increased academic rigor

Content Area Specialists
Creating a situation in which teachers are delivering instruction in areas in which they are most proficient creates the best quality instruction to their students. We know that often times when teachers are asked to teach subject areas in which they do not feel comfortable, students do not receive the best instructional delivery. We have made a concerted effort to make the best fit of teachers and their educational certifications.

Exploratory Wheel
The middle school exploratory resource schedule is a part of the elective exploratory wheel of resource classes all middle school students participate in.

Resource classes are scheduled in blocks so that teachers are able to give students a concentrated unit at a time in their content areas. It is clear that as students grow older, concepts in these classes become more complex and a concentrated block of weeks would be more beneficial for students versus once a week (especially subjects such as music and Spanish where skills build upon each other).

MIDDLE SCHOOL Exploratory SCHEDULE

Resources classes include: **music, art, physical education, and technology**

Each block is 6 weeks long with the exception of Rotation 6, which has been extended due to Spring Break and Spring Testing.

	Rotation 1 8/24-9/30	Rotation 2 9/3-11/10	Rotation 3 11/14-12/22	Rotation 4 ¼- 2/10	Rotation 5 2/13-3/24	Rotation 6 3/27-5/19	Rotation 7 5/22-6/30
Spanish	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher A	Teacher B
Art	Teacher B	Teacher C	Teacher D	Teacher E	Teacher A	Teacher B	Teacher C
Tech	Teacher	Teacher	Teacher	Teacher A	Teacher B	Teacher C	Teacher D
PE	Teacher	Teacher	Teacher	Teacher B	Teacher C	Teacher D	Teacher E
Music	Teacher E	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher A

Logistics

- All middle school students will eat lunch together in the multi-purpose room
- Lunch will be supervised by teachers
- The Middle School will be housed on the third floor
- All resources classes will be held on the third floor for middle school students (with art being on the 2nd floor)
- Middle School Core Teachers will have common planning time each day

Training

During the first two weeks of summer pre-service professional development all middle school teachers will receive training in the middle school concept and effective instruction strategies in pull-out sessions. Content area training will take place in each of the core subject areas during staff development sessions. Mosaica Education, Inc., our management company, provides on-going professional development as well as observation, mentoring and feedback on a regular monthly basis, but this service is available more frequently if we requested.

Howard Road Academy is in the process of implementing a new professional development initiative that would provide many more opportunities for teachers to partake in training opportunities that extend beyond the pre-selected days provided to the entire staff. Teachers can choose different topics during the month to participate in after school. These trainings will be facilitated by the administrators at the school based on different topics that are needed throughout the school.

Observation

Teachers are also observed regularly and given feedback within 24 hours of observation by their floor administrators as well as by the principal and assistant principal. Formal observations take place twice a year. Informal observation can happen at any time throughout the week.

Support

Howard Road Academy has taken a unique approach in that each floor in the school has a Program Facilitators. The duty of these seasoned educators is to act as a resource for teachers. Any needs teachers may have instructionally, in the area of classroom management, or organization can be served by the Program Facilitators. Program Facilitators can act as mentors and conduct grade level meetings and professional development. Program Facilitators are the first line of support for teachers. These Program Facilitators are posted on their hallways all day and are very readily accessible. They can observe and give constructive feedback. They can also model lessons. Program Facilitators review lesson plans and provide any assistance necessary. In addition to the floor administrators, teachers receive assistance from the Assistant Chief Administrative Officer (Assistant Principal) for curriculum support, planning, and resource needs.

Curriculum

Language Arts: *Glencoe Literature and Writers Choice* (McGraw-Hill)
Open Court (McGraw Hill)
Are the textbooks for the middle school reading and language arts component.

Language: Language instruction is provided through the Writer's Choice Curriculum. This curriculum covers the areas of writer's workshop, grammar, as well as spelling. It is also a part of the Open Court Series.

*All **sixth graders** read from the Open Court series, which is used for reading instruction throughout the rest of the school.*
Students read and study a variety of literature, building on an understanding of reading as a process that includes analyzing and comprehending texts. Language and study includes vocabulary building, learning about grammar and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proof-reading, and publishing. They use writing to develop ideas and learn new concepts.

***Seventh Grade**: Glencoe* is a graduated component of the *Open Court* reading series (used in the lower grades at Howard Road Academy). Glencoe is a rich blend of classic and contemporary selections in 8 thematic units, each with a Genre Focus.
Students read and study a variety of literature, building on an understanding of reading as a process that includes analyzing and comprehending texts. Language and study includes vocabulary building, learning about grammar and spelling. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proof-reading, and publishing. They use writing to develop ideas and learn new concepts. Students practice a variety of writing forms including informational/technical essay writing.

Math:
Mathematical concepts are introduced through the use of physical materials and are developed through applications and problem solving situations. Students refine their understanding of the patterns and relationships within the number system and continue working on fractions and decimals, apply percents and ratios in problem solving situations, and explore computation with integers

Saxon 65 Fifth grade math
Saxon 76 sixth grade math
Saxon 87 (Pre-Algebra) Seventh grade math

Are the math textbooks for the middle school. Students are placed in the math textbook that best fits the appropriate level of math achievement. Students are placed in flexible groups for math and when they show sufficient growth, they are moved to the next level. There are different levels of each book. There are students who may need remediation in the early sections of *Saxon 65* and that is where they begin in the school year, there may be students who are proficient in the skills within the early sections of *Saxon 65* and need remediation in the final chapters, these students will eventually move forward and begin *Saxon 76* when they are ready.

Social Studies: *Paragon Humanities/ Paragon World Literature*
The unique Paragon Curriculum is predicated on the idea that we must impart to all children the content knowledge and academic skills that will provide the necessary intellectual capital to succeed in mainstream culture. Rather than teach history in bits and pieces and in an arbitrary sequence, Paragon's fully integrated chronological approach demonstrates how an idea builds upon and evolves in another idea. The curriculum illustrates how sweeping cycles of conflict and resolution repeat themselves, leading students to understand various world cultures and how they rose to power and prominence. Later in the model, the student learns how new precedents developed by other peoples and cultures eventually supplant such a culture.

For older students, studying history across continents depicts the manner in which many ideas simultaneously develop in different cultures, unbeknownst the other. By comprehending synchronicity and the legacy of ideas, students develop a broader conceptual understanding of history and an enhanced awareness of the interrelationships of a wide array of knowledge. Rather than memorize names, dates, and events of history in a vacuum, students recall the sequential circumstances surrounding a particular event and more readily recall and place into context both factual information and conceptual relevance.

Paragon Humanities/History Curriculum

The Paragon Curriculum is designed around ten ages of history or **Human Eras**, which constitute the monthly concept or theme:

1.	The Ancient World - 4000 BC to 500 BC
2.	The Classical World - 499 BC to 500 AD
3.	Trading Goods and Communicating Ideas - 501 to 1100
4.	The Middle Ages - 1101 to 1460
5.	The Renaissance - 1461 to 1600
6.	Adventurers and Colonists - 1601 to 1707
7.	Revolution and Slavery - 1708 to 1835
8.	Empire and Industry - 1836 to 1914
9.	The World at War – 1915 to 1959
10.	The Global Village - 1951 to Present Day

All students who learn using the Paragon curriculum will immerse themselves in the historical, cultural and scientific worldview of the **Human Era**. What is unique about this system is that students study simultaneously with other grade levels, with each grade level focusing on their unique **Global Understanding**. The monthly conceptual theme, or Global Understanding, allows teachers to focus on one principal over others while also focusing on reading, writing and academic content, which aids in the understanding of the monthly concept. This also

enables Paragon to satisfy various state and local curriculum standards by highlighting those areas that students are expected to master at a specific grade level. Paragon provides continuity by maintaining the over-arching chronological order dictated by history, but accommodates specific content standards with monthly units based on a conceptual theme, which can be adapted for different grade levels. Paragon aligns its curriculum units with national, state and local district needs, freeing faculty to spend their time crafting creative and compelling lessons for the unique interests and needs of their students. Step-by-step Daily Lesson Planners are organized around **Essential Questions;** the types that have no easy answers and that have captivated thinkers for millennia.

Special Education/Instructional Support

Classroom teachers, counselors, or parents may refer students for special education. The TAT (Teacher Assistance Team) in accordance with the special education laws determines eligibility for services. Each student is evaluated on educational, socio-cultural, psychological, and medical information. The parents in conjunction with the MDT team create an IEP (individualized education plan). Howard Road Academy is a school that operates under an inclusion model. This means that students with disabilities and special needs are included as members of our small learning communities. The special education utilizes the expertise of a school psychologist, special education teacher, instructional assistant, speech and language therapist, occupational therapist and other specialists specified in the student IEP.

The continuum of learning disability services range from team-taught classes where the teacher teaches with the general education teacher, to smaller classes taught within individualized settings.

Middle School Master Schedule

A	8:00 –8:15	8:15-9:45	9:45 - 10:45	10:45- 11:45	11:45-12:15	12:15 -12:45	12:45 -1:45	1:45 -3:15
	Homeroom	Reading/ Language	Math	Special	Lunch	Recess	Science	Paragon
B	8:00 –8:15	8:15-9:45	9:45 - 10:45	10:45- 11:45	11:45-12:15	12:15 -12:45	12:45 -1:45	1:45 -3:15
	Homeroom	Reading/ Language	Math	Special	Lunch	Recess	Science	Paragon
C	8:00 –8:15	8:15-9:45	9:45 - 10:45	10:45- 11:45	11:45-12:15	12:15 -12:45	12:45 -1:45	1:45 -3:15
	Homeroom	Reading/ Language	Math	Special	Lunch	Recess	Science	Paragon
D	8:00 –8:15	8:15-9:45	9:45 - 10:45	10:45- 11:45	11:45-12:15	12:15 -12:45	12:45 -1:45	1:45 -3:15

	Homeroom	Reading/ Language	Math	Special	Lunch	Recess	Science	Paragon
E	8:00 –8:15	8:15-9:15	9:15 - 10:15	10:15 – 11:15	11:15 -12:15	12:15 -1:15	1:15 - 2:15	2:15 - 3:15
	Homeroom	Reading/ Language	Math	Special	Lunch	Recess	Science	Paragon

Appendix G

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Board Action Proposal

Staff Proposal	School Request
☐ Board Action	☐ Enrollment Ceiling Increase
☐ Notice of Concern	☐ Change in LEA Status
☐ Notice of Deficiency	☐ Lift Board Action
☐ Notice of Probation	☐ Approve Accountability Plan
☐ Charter Warning	☐ Operate in a New Location
☐ Proposed Revocation	☐ Charter Amendment
☐ Revocation	☐ Approve E-Rate Plan
☒ Charter Continuance	
☐ PCSB Policy	

PREPARED BY: **Theresa Garcia, School Performance Officer**

SUBJECT: **Howard Road Academy Public Charter School - Candidacy for Charter Continuance**

DATE: **January 23, 2012**

BACKGROUND

The review of a school's charter is based on its performance as outlined in the School Reform Act, §38-1802.13(a)(b) ("Act"). Pursuant to the Act, a public charter school is a candidate for revocation if the eligible chartering authority determines that the school: 1) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) failed to meet the goals and student academic achievement expectations set forth in the charter; 3) engaged in a pattern of non-adherence to generally accepted accounting principles; 4) engaged in a pattern of fiscal mismanagement; *or* 5) is no longer economically viable. Additionally, a standard charter school[1] may be a candidate for charter revocation if its Performance Management Framework (PMF) performance falls into any one of the following categories:

(1) Performs in Tier III for three consecutive years;

(2) Performs in Tier III and shows ≥ 5 percentage point decrease in academic score for two consecutive years; or

(3) Scores 20 percentage points or below in the most recent year.[2]

[1] Standard charter schools and programs administer statewide assessments to 3rd – 8th and 10th grade students.

[2] Standard charter schools and programs will be evaluated using the 20% points or below threshold this charter review cycle. Once schools have established two years or more of PMF data, the PCSB will hold them accountable to one of the three criteria cited.

As well, a non-standard charter school[3] may be a candidate for revocation of its charter if it fails to:

(1) Attain the majority of the academic performance goals listed in its accountability plan; or come within 90% of all missed academic performance goals on its accountability plan;

(2) Perform within a minimum of 90% of its accountability plan attendance targets; or

(3) Maintain enrollment levels sufficient to sustain the economic viability of the school.

Howard Road Academy (HRA) was chartered by the District of Columbia Public Charter School Board in June 2000. It is in its eleventh year of operation. The mission is "*committed to academic excellence for all students. We will achieve individual measurable academic outcomes through a rigorous, engaging, and safe learning environment designed to prepare students to gain entry into selective high schools – No exceptions, No excuses*!" HRA currently serves 816 students in Pre-school – 8th grades and operates three campuses in wards 7 and 8.

HRA's Main Campus is a Tier III school with a total score of 30.5% out of a possible 100 points under the Performance Management Framework (PMF); the Martin Luther King (MLK) Campus is a Tier II school with a total score of 43.5%. The Pennsylvania Campus is not tiered under the PMF, and met 8 of 10 Accountability Plan targets for its PS-3rd grade students. Additionally, the Main Campus' PS-2nd grade program met 8 of 10 targets of its Accountability Plan targets.

The school has not committed any known violations of the conditions, terms, standards or procedures set forth in the charter, including violations relating to the education of children with disabilities; has not engaged in a pattern of fiscal mismanagement; has engaged in generally accepted accounting principles, and is economically viable.

PROPOSAL

Howard Road Public Charter School is a candidate for charter continuance as it met the 2010-2011 PMF academic standard and the non-academic criteria stated in §38-1802.13(a)(b) of the School Reform Act.

Date: 1/23/12

PCSB Action: ✓ Appro[redacted] Rejected

Changes to the Original Prop[redacted]

Appendix H

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

Howard Road Academy Public Charter School

Background

Howard Road Academy (HRA) was chartered by the District of Columbia Public Charter School Board in June 2000. It is in its eleventh year of operation. The mission statement is "…committed to academic excellence for all students. We will achieve individual measurable academic outcomes through a rigorous, engaging, and safe learning environment designed to prepare students to gain entry into selective high schools – No exceptions, No excuses!" HRA currently serves 816 students in Pre-school – 8th grades and operates three campuses in wards 7 and 8. HRA is accredited to serve grades K – 7, through the Middle States Association of Colleges and School Commission on Elementary Schools until May 2015.

HRA is governed by a Board of Trustees consisting of 11 members. The school's governance structure was out of compliance with the School Reform Act's board composition requirements in SY 2010-2011 and at the beginning of 2011-2012. HRA addressed this issue by voting in new members at its December 12, 2012 board meeting. The board utilizes the services of Mosaica Education, a charter management organization. HRA filed a charter amendment in 2008 and was approved to assume operations of the Washington Academy Public Charter School.

HRA has not met AYP since 2007. The Main campus serves 536 students in Pre k – 6th and is in "Corrective Action". The Martin Luther King (MLK) campus serves 128 students in grades 6th – 8th and is "In Need of Improvement Year 1." The Pennsylvania Campus serves 134 students in PS – 3rd grade. As of 12/29/11 Howard Road Academy PCS-Main Campus had an overall student enrollment of 513 students of which 11% (55 of 513) have been determined eligible for special education services. The school serves special education service levels 1 through 4. Howard Road Academy PCS—Main Campus received an overall special education review score of 30 of 39 points which means the overall quality of the special education program is *Adequate*.

The main campus participated in a Program Development Review in October 2011. The review cited mass change throughout the school including staffing, a developing instructional philosophy, a number of new curricular programs, assessments, a new approach to instructional oversight, with gaps in curricular alignments. Data was not readily accessible to teachers or in a user friendly format to afford data driven corrections. The review also noted that the curriculum and instruction lacked rigor. The staff attrition rate is 70%. However, the board was acknowledged for commissioning an audit of itself and the larger school organization which resulted in the adoption of a more targeted approach to governance and performance.

Charter Review Summary
HRA's Main Campus is a Tier III school with a total score of 30.5% out of a possible 100 points under the Performance Management Framework (PMF); the Martin Luther King (MLK) Campus is a Tier II school with a total score of 43.5%. The Pennsylvania Campus is not tiered under the PMF, and met 8 of 10 Accountability Plan targets for its PS-3rd grade students. Additionally, the Main Campus' PS-2nd grade program met 8 of 10 targets of its Accountability Plan targets. The school has committed no known violation of the conditions, terms, standards or procedures set forth in the charter.

Academic Performance Results
The following analysis of Howard Road Academy Public Charter School's academic performance is based on the four common Performance Management Framework (PMF) indicators:

Standard PMF:

(1) Student Progress (40 Points)

Main Campus: HRA's 3rd – 6th grade students earned a Median Growth Percentile (MGP) of 48.7 in reading and a median growth percentile of 50.4 in mathematics on the DC CAS. For both measures, HRA earned 9.4 out of 20 possible points in reading and 10.2 of 20 possible points in mathematics. Thus, HRA earned 19.6 of 40 points for its MGP indicator.

MLK Campus: HRA's 7th – 8th grade students earned a MGP of 55.5 in reading and a median growth percentile of 43.0 in mathematics on the DC CAS. For both measures, HRA earned 12.8 of 20 possible points in reading and 6.5 of 20 possible points in mathematics. Thus, HRA earned 19.3 of 40 points for its MGP Indicator.

(2) Student Achievement (25 Points)

Main Campus: For its 3rd – 6th grade student population, 27.6% of the students scored proficient and advanced in reading, earning the school .73 of 10 possible points, and 1.6 % scored advanced in reading on the DC CAS, earning the school .16 of 2.5 possible points. In mathematics, 26.3% of the students scored proficient and advanced, earning the school 1.81 of 10 possible points, and 2.2% of the students scored advanced in mathematics, earning the school .22 of 2.5 possible points. Thus, HRA earned 2.92 of 25 points for its Achievement Indicator.

MLK Campus: For its 7th – 8th grade student population, 36.9% of the students scored proficient and advanced reading, earning the school 1.58 of 10 possible points, and 6.6% of the students scored advanced in reading, earning the school .66 of 2.5 possible points. In mathematics, 45.9% of the students scored

proficient and advanced earning the school 3.4 of 10 possible points and 2.5% of the students scored advanced in mathematics, earning the school .25 of 2.5 possible points. Thus, HRA earned 5.89 of 25 points for its Achievement Indicator.

(3) Gateway (15 Points)

Main Campus: For its 3rd grade student population, 21.8% of the 3rd grade student population scored proficient and advanced in reading, earning the school .81 of 15 possible points. Thus, HRA earned 0.81 of 15 points for its Gateway Indicator.

MLK Campus: For its 8th grade student population, 54% of the students scored proficient and advanced in math, earning the school 6.2 of 15 possible points. Thus, HRA earned 6.2 of 15 points for its Gateway Indicator.

(4) Leading Indicators (20)

Main Campus: For its 3rd – 6th grade student population, 92.2% of the students met the attendance goal, earning the school 7.25 of 10 points; and only 32.2% of the students re-enrolled, earning the school zero points. Thus, HRA earned 7.25 of 20 points for Leading Indicators.

MLK Campus: For its 7th – 8th grade student population, 92.9% of the student population met the attendance goal, earning the school 7.9 of 10 points; and the re-enrollment figures were N/A. Thus, HRA earned 7.9 of 10 points for its Leading Indicator.

Non-Standard PMF:

HRA's Main and Pennsylvania campuses adopted the same Accountability Plan targets and each campus met 8 out of the 10 targets for student progress, student achievement, and mission specific measures for their pre-school through 2nd grade students.

(1) Student Progress:

Main Campus: The school met two of the three targets. On the Get It! Got It! Go! Assessment, 62% of the preschool and pre-kindergarten students advanced one grade level and the target was not met. On the Scranton Reading test, 80% of the kindergarten – 2nd grade students scored at or above the basic level of growth. On the Scranton Math test, 88% of the kindergarten – 2nd grade students scored at or above the basic level of growth.

Pennsylvania Campus: The school met all three targets. On the Get It! Got It! Go! Assessment, 77% of the students advanced one grade level. On the Scranton Reading test, 73% of the kindergarten – 2nd grade students scored at or above the

basic level of growth. On the Scranton Math test, 73% of the kindergarten – 2nd grade students scored at or above the basic level of growth.

(2) Student Achievement:

Main Campus: The school met two of the three targets. On the Get It! Got It! Go! Assessment, 62% of the preschool and pre-kindergarten students scored at or above the expected level of growth and the target was not met. On the Scranton Reading test, 80% of the kindergarten – 2nd grade students scored at or above the 50th percentile of growth and the target was met. On the Scranton Math test, 88% of the kindergarten – 2nd grade students scored at or above the 50th percentile of growth and the target was met.

Pennsylvania Campus: The school met one of the three targets. On the Get It! Got It! Go! Assessment, 77% of the preschool and pre-kindergarten students advanced one grade level and the target was met. On the Scranton Reading test, 73% of the kindergarten – 2nd grade students scored at or above the 50th percentile of growth and the target was not met. On the Scranton Math test, 73% of the kindergarten – 2nd grade students scored at or above the 50th percentile of growth and the target was not met.

(3) Leading Indicators:

Main and Pennsylvania Campuses: 3 targets were established and met. Of the pre-school – 2nd grade students, 73.7% re-enrolled. The preschool and pre-kindergarten attendance averaged 89.7% for daily attendance. The kindergarten – 2nd grade students' average daily attendance was 92.3%.

(4) Mission Specific:

Main and Pennsylvania Campuses: 1 target was established and met. 100% of the parents' surveyed reported satisfied or highly satisfied.

Non-Academic Performance Results

The following analysis of Howard Road Academy Public Charter School's non-academic performance is based on §38-1802.13(a) (b) of the School Reform Act:

(1) Compliance – The school has submitted Annual Reports and other required documentation in a timely manner; has maintained the health and safety of its students; and has not committed any known violations related to the education of children with disabilities. The school is not under PCSB corrective action and has worked to resolve compliance issues during the 2010-2011 school year.

(2) Financial – Based on the information available, PCSB believes that the Howard Road Academy PCS has sound fiscal management processes in place. The school's audit reports (FY08-FY10) reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to perform well in terms of cash flow and liquidity management. For the year ending June 30, 2010, the school's nets assets approached $7.43 million up $1.5 million from FY09 year-ending results. The school incurred a $1.5 million increase in net assets during the year. Additionally, the school's liquidity ratio of 3.14 indicates that the school possessed $3.14 of liquid assets for every $1 of short-term debt (a one-to-one ratio is adequate). As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

(3) Economic viability – Based on the information contained in the financial analysis, PCSB staff concludes that Howard Road Academy is economically viable and of sound fiscal health.

Appendix I

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

2014-15 Charter Renewal Report

Cedar Tree
Public Charter School

December 15, 2014

DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpcsb.org

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RENEWAL DECISION

On December 15, 2014, the District of Columbia Public Charter School Board ("PCSB") voted 6-0 to approve the renewal application of Cedar Tree Academy Public Charter School ("Cedar Tree PCS") and renew the school's charter for a second fifteen-year term, based on the findings and analysis detailed in the following report.

STAFF RECOMMENDATION AND KEY FINDINGS

After reviewing the renewal application[1] submitted by Cedar Tree PCS, as well as the school's record established by PCSB, PCSB staff concludes that Cedar Tree PCS met the standard for charter renewal set out in the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.* (the "SRA").

Specifically, the school did not commit a material violation of the law or its charter;[2] is financially in good standing; and met nine and partially met one of its 10 goals and student academic achievement expectations ("academic achievement expectations"). (PCSB did not assess two additional goals for reasons described on pages 7-8 of this report.)

Based on these findings, PCSB staff concludes that Cedar Tree PCS substantially met its goals and academic achievement expectations.

The school completely restructured its education program only last year and adopted the EC PMF as its academic achievement expectations, along with specific measures to be used to determine charter renewal. However, there were technical complications with the pre-kindergarten math assessment that affected the school's performance on the EC PMF, which prevents PCSB staff from fully analyzing and assessing the school's academic performance. For this reason, it is essential that the school commit to fully measurable (and rigorous) academic achievement expectations in its renewed charter. PCSB staff recommends that these goals and academic achievement expectations be based on the school meeting sector averages on the indicators of the Early Childhood Performance Management Framework ("EC PMF").

Because of PCSB staff's inability to fully analyze and assess the school's academic performance, over the next three years, PCSB staff will closely monitor the school's academic performance. If, after three academic years (at the conclusion of the 2016-17 school year) the school has not met its goals and

[1] See Cedar Tree PCS renewal application, attached to this report as Appendix A.

[2] PCSB notes that as the school reorganized in 2013-14, it inadvertently violated a provision of the SRA by publishing a revised version of its mission before first seeking PCSB Board approval for this change. Cedar Tree PCS is in the process of curing this point of noncompliance. It also should be noted that the changes made were not material.

academic achievement expectations for those years (2014-15, 2015-16, and 2016-17), PCSB staff will undertake a full review of the school's charter at that time.

The school has expressed interest in expanding its programming to serve additional grades. Given the issues described above, PCSB staff recommends to the PCSB Board that Cedar Tree PCS's renewal application be approved for the school to continue operating only a pre-kindergarten and kindergarten program at this time. If, at the conclusion of three academic years, PCSB finds that the school has met its goals and academic achievement expectations detailed in its renewed charter, PCSB would then consider a charter amendment from the school to expand grade levels.

CHARTER RENEWAL STANDARD

The standard for charter renewal is established in the SRA: PCSB shall approve a school's renewal application, except that PCSB shall not approve the application if it determines one or both of the following:

(1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; or

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[3]

Separate and apart from the renewal process, PCSB is required by the SRA to revoke a school's charter if PCSB determines that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP"); (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.[4]

Given the SRA's standard for charter renewal, as well as PCSB's obligation to revoke a school's charter if it has engaged in the above types of fiscal misconduct, this report is organized into three sections. Sections One and Two are analyses of the school's academic performance and legal compliance, respectively, and serve as the basis for PCSB staff's renewal recommendation. Section Three is an analysis of the school's fiscal performance – included so that in the case that a school is found to have met the standard for charter renewal but has also engaged in fiscal mismanagement, PCSB staff can advise the PCSB Board accordingly.

[3] D.C. Code §38-1802.12(c).
[4] D.C. Code §38-1802.13(b).

SCHOOL OVERVIEW

Cedar Tree PCS, chartered by PCSB in 2000, originally opened as the Washington Public Charter School For Academic Excellence, Inc., with Advantage Schools as its charter management organization. The school was originally chartered to serve 550 students in kindergarten through fifth grade, and to expand through twelfth grade.[5] Sometime between when the PCSB Board approved the school's petition and its first year in operation, the school changed its name to Howard Road Academy Public Charter School. (The record is unclear as to why or when this change occurred.) In 2001, after the school's first year in operation, Mosaica Education acquired Advantage Schools and Advantage Schools assigned to Mosaica its contract with Howard Road PCS.[6]

In 2008, the school submitted to PCSB a proposal to assume the operations of the Washington Academy Public Charter School ("Washington Academy PCS"), a school serving students in pre-kindergarten through sixth grade that was closing due to economic nonviability.[7] In February 2008, PCSB approved this proposal and an accompanying charter amendment petition for Howard Road PCS to expand to pre-kindergarten-3 and -4, and to increase its enrollment ceiling from 600 to 900 to accommodate the incoming students from Washington Academy PCS.[8] The school expanded through eighth grade in the 2009-10 school year, but never expanded to serve a high school.

In February 2013, the school petitioned to amend its charter to: (a) change its mission; (b) terminate its contract with Mosaica; (c) close its Pennsylvania Avenue and Martin Luther King campuses; (d) eliminate its first through eighth grade programming, and to instruct only pre-kindergarten-3, pre-kindergarten-4, and kindergarten students.[9] The PCSB Board conditionally approved this petition on February 25, 2013, and fully approved it in July 2013. The Board accepted the school's change of name from Howard Road PCS to Cedar Tree PCS on June 24, 2013.

The amendment established that the standard of renewal for the school would be based solely on its 2013-14 performance, with each EC PMF indicator treated as a separate goal. To meet each of these goals, the school needed to score at or above the corresponding indicator's "floor." The 2013-14 EC PMF floors were determined using data from the 2012-13 EC PMF pilot program. Each indicator's floor was set to the respective performance of the school in the tenth percentile among all schools participating in the pilot program.

[5] See Charter Agreement, attached to this report as Appendix B.
[6] See "Howard Road Opening" memorandum, dated July 12, 2001, attached to this report as Appendix C.
[7] See Howard Road PCS proposal, attached to this report as Appendix D.
[8] PCSB Board Memo – "Howard Road Academy – Charter Amendment and Enrollment Ceiling Increase Requests" dated February 21, 2008, attached to this report as Appendix E.
[9] See PCSB February 25, 2013 board memorandum, attached to this report as Appendix F.

The school currently serves students in pre-kindergarten-3, pre-kindergarten-4, and kindergarten. The school describes its curriculum as "designed to enhance the social and emotional growth as well as cognitive and creative development while preparing students to become active independent learners."[10]

In its July 2013 charter amendment, the school updated its mission, basing it on the school's previous mission it used when operating as Howard Road PCS.[11] The updated mission is as follows:

> *The Academy is committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. – No exception, No excuses!*[12]

However, the school currently publishes a different mission on its website, as well as in its annual report and renewal application.

> *Cedar Tree Academy believes all children have the right to be respected, accepted and embraced as having capable, young minds. We are committed to academic excellence for all students and achieve this by building a foundation for lifelong learning, in a safe, nurturing learning environment. Our curriculum is designed to enhance social and emotional growth, as well as cognitive and creative development while preparing students to become active independent learners. Learn Today, Lead Tomorrow.*[13]

The SRA require schools to submit a charter revision petition to change their missions.[14] It does not appear that Cedar Tree PCS followed this rule here. However, the changes made were not material.

Information about the school and its historic performance on accountability plans and PCSB's Performance Management Framework(s) is included in the table below.

Campus	Grade Levels	Ward	Year Opened	2013-14 Student Enrollment	2010-11	2011-12	2012-13	2013-14
					EC Accountability Plans			EC PMF

[10] See Cedar Tree PCS 2013-14 Annual Report, attached to this report as Appendix G.
[11] The school's previous mission was "the Academy is committed to academic excellence for all students. We will achieve individual measurable academic outcomes through a rigorous, engaging, and safe learning environment designed to prepare students to gain entry into selective high schools – No exception, No excuses!
[12] See Appendix F.
[13] See Appendix H.
[14] DC Code §38-1802.04(c)(10).

					ES/MS PMF Tier			
Cedar Tree PCS (Formerly HRA PCS-Pennsylvania Ave)	PK3-K	8	2009	322	Met 8 of 10 targets	Met 7 of 9 targets	Met 3 of 5 targets	Met or exceeded 8 of 9 indicator floors[15]
HRA PCS–Main Campus	PK3-2	8	2000	N/A	Met 8 of 10 targets	Met 2 of 9 targets	N/A (closed end of 12-13)	Closed
	3-6				30.5% **Tier 3**	28.8% **Tier 3**		
HRA PCS–MLK Middle School	7-8	8	2009	N/A	43.5% **Tier 2**	29.8% **Tier 3**	N/A (closed end of 12-13)	Closed

Charter Reviews

In the 2006-07 school year, PCSB conducted a charter review of the school and found that it met all academic and non-academic standards that were in place at that time.[16] It was noted in this review that the school's reading proficiency average on the DC CAS was 57.2 and that its math reading proficiency average was 53.6%. Based on this review, the school was granted full charter continuance in January 2007.

In January 2012, PCSB conducted another review of the school and granted charter continuance based on it meeting "the PMF Academic standard" in place at the time as well as compliance and fiscal criteria.[17] Notwithstanding the continuance, PCSB staff noted in the charter review that the school's "curriculum and instruction lacked rigor" and that the staff attrition rate was 70% and the student reenrollment rate was 32.2%.[18]

October 2014 Amendment

In October 2014, the PCSB Board approved an amendment petition submitted by Cedar Tree PCS to revise two of its academic achievement expectations.[19] The previous school year (2013-14), the school submitted to PCSB the early childhood assessments it selected as part of the EC PMF, as well as metrics specific to these assessments by which PCSB would calculate student achievement and progress on the EC PMF. At this time, the school proposed, and PCSB accepted, to measure kindergarten students' reading and math achievement and growth on a Scantron assessment based on students' normal curve

[15] Schools did not receive a score on the Early Childhood PMF in 2013-14, the first year PCSB used this tool to measure early childhood performance. PCSB invalidated the school's performance on the myIGDI assessment, as described further below.
[16] See 2006 charter review, attached to this report as Appendix I.
[17] See 2012 letter from Brian Jones, PCSB Chair, to Dr. Latonya Henderson, Board Chair of Howard Road Academy PCS, attached to this report as Appendix J.
[18] See 2012 HRA PCS Charter Review Analysis, attached to this report as Appendix K.
[19] See October 2014 amendment, attached to this report as Appendix L.

equivalent score, which would be based on norm-referenced information published by Scantron. When PCSB sought to validate the school's submitted Scantron scores, it found that Scantron did not publish norm-referenced information, meaning the goals the school submitted, and the board accepted, could not be measured. The October 2014 amendment updated the school's goals with new, measurable metrics.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

For renewal, the SRA requires PCSB to determine whether or not a school has met its goals and academic achievement expectations. Goals are specific aims that are measurable and usually related to a school's mission, which may be categorized as academic, non-academic, and organizational, whereas academic achievement expectations are student academic aims measured by state or externally validated assessments. Attainment of goals and meeting academic achievement expectations are key to the renewal analysis.

The table below summarizes PCSB's determinations regarding the school's goals and academic achievement expectations that it adopted in its July 2013 amendment. These determinations are further detailed in the body of this report.

	Goals and Academic Expectations	Met?
1	60% of PK3 students will increase 3 points on the Picture Naming section of the myIGDI assessment.	**Yes**
2	60% of PK4 students will increase 1 cut score level on all three sections Picture Naming, Rhyming, and Sound ID of the myIGDI assessment.	**Partially**
3	60% of PK3 students will increase 1 cut score on the Quantity Comparison subtest on the lowest level and maintain on higher levels of the myIGDI assessment.	**N/A**
4	60% of PK4 students will increase 1 cut score on the Oral Counting, Quantity Comparison, and 1-to-1 Correspondence Counting subtests on the lowest level and maintain on higher levels of the myIGDI assessment.	**N/A**
5	60% of students will show a 200 point scale score increase from fall to spring on the Scantron Performance Series Reading assessment.[20]	**Yes**
6	60% of students will show a 200 point scale score increase from fall to spring on the Scantron Performance Series Math assessment.[21]	**Yes**
7	The school will score at least 3 on the Emotional Support domain of the CLASS Assessment.	**Yes**

[20] This goal was originally drafted as "60% of students will show 0 NCE or meet or exceed the 50th percentile on the Scantron Performance Series Reading assessment. This goal was amended in October 2014, after PCSB found that Scantron did not publish norm-referenced information, meaning the goals the school submitted, and the board accepted, could not be measured.

[21] This goal was originally drafted as "60% of students will show 0 NCE or meet or exceed the 50th percentile on the Scantron Performance Series Math assessment." This goal was amended in October 2014, after PCSB found that Scantron did not publish norm-referenced information, meaning the goals the school submitted, and the board accepted, could not be measured.

8	The school will score at least 3 on the Classroom Organization domain of the CLASS Assessment.	**Yes**
9	The school will score at least 1 on the Instructional support domain of the CLASS Assessment.	**Yes**
10	On average, PK3 and PK4 students will attend school 80% of the days.	**Yes**
11	On average, Kindergarten students will attend school 82% of the days.	**Yes**
12	70% of parents will report "Satisfied" or "highly Satisfied" with the school on the end of year parent satisfaction survey.	**Yes**

1. **60% of PK3 students will increase 3 points on the Picture Naming section of the myIGDI assessment.**

Assessment: **Cedar Tree PCS met this goal. 76.1% of pre-kindergarten-3 students increased 3 points on the Picture Naming section of the myIGDI assessment.** The myIGDI (the name is based on the phrase "Individual Growth and Development Indicators") is an assessment designed to monitor progress of beginning reading development. Students have one minute to identify pictures that are shown to them by an administrator. Each student's score is based on how many pictures he or she identifies.

2. **60% of PK4 students will increase 1 cut score level on all three sections Picture Naming, Rhyming and Sound ID of the myIGDI assessment.**

Assessment: **Cedar Tree PCS partially met this goal.** No students increased in all three of these sections because no student took the Sound Identification assessment. While 67.7% (84 of 124) of students increased one cut score level in both Picture Naming and Rhyming, the school did not administer a version of the assessment that included a Sound Identification section in the 2013-14 school year. Yet, the school committed to this goal in June 2013.

3. **60% of PK3 students will increase 1 cut score on the Quantity Comparison subtest on the lowest level and maintain on higher levels of the myIGDI assessment.**

4. **60% of PK4 students will increase 1 cut score on the Oral Counting, Quantity Comparison and 1-to-1 Correspondence Counting subtests on the lowest level and maintain on higher levels of the myIGDI assessment.**

Assessment: **These goals were not assessed in PCSB's renewal analysis or recommendation.** In the 2013-14 school year, PCSB and Cedar Tree PCS agreed to set academic progress targets for the myIGBI assessment because it was the school's preferred assessment tool for the EC PMF, and because the assessment publisher did not set such targets. PCSB has concerns that these targets were set inaccurately, and is considering a possible change to the way that progress is measured for this assessment for the 2014-15 EC PMF. Additionally, PCSB has since learned from the test's publisher, that while the myIGBI assessment measures student achievement, it is not an appropriate tool to measure student growth. PCSB staff is currently researching whether myIGBY is an appropriate assessment for the EC PMF. Given this open issue, PCSB staff will not assess these goals for purposes of this renewal analysis.

For the record, 51.0% (52 of 102) pre-kindergarten-3 students increased 1 cut score on the Quantity Comparison subtest or maintained the higher level of the myIGDI assessment and 44.7% (55 of 123) of pre-kindergarten-4 students increased one cut score or maintained the highest level on the Oral Counting, Quantity Comparison and 1-to-1 Correspondence Counting subtests of the myIGDI assessment.

Qualitative Evidence

The QSR team observed the following regarding math instruction:

> The review team noted in about half of the observations of math instruction that learning tasks were a mix of those requiring recall and deeper thinking. Students in one observation used manipulatives with math problems, and then wrote out those same math problems on post cards. In another observation, the teacher read students a math story and asked the students math-related questions
>
> ….
>
> In terms of moving students to advanced levels of proficiency in math, the review team saw differentiation and assessment in about half of the observations. Students in one observation collectively chose what number they would count by and which counting method…. The review team saw some teachers assess students one-on-one as other students worked in learning centers. In another class, the teacher provided feedback to individual students working at a learning center on a math worksheet.[22]

[22] See Qualitative Site Review report, p. 5, attached to this report as Appendix M.

5. **60% of students will show a 200 point scale score increase from fall to spring on the Scantron Performance Series Reading assessment.**[23]

Assessment: **Cedar Tree PCS met this goal.** 80.3% of students increased by at least 200 points on this assessment. The Scantron Performance Series assessment is a standards-based adaptive assessment that is aligned with Common Core standards. Per the publisher of the assessment, 200 points represents appropriate growth for kindergarten students.

Qualitative Evidence
Observations of the QSR team support PCSB staff's determination that this goal has been met:

> The review team saw a range of literacy instruction. Observers saw a content-related vocabulary lesson, a discussion on multiple problem-solving thought-processes to tackle a math problem, and phonemic awareness and fluency strategies.
>
> In terms of moving students to advanced levels of proficiency in reading, the review team saw differentiation and assessment in about half of the observations. Students in some observations worked in small, heterogeneous groups to do literacy activities. Students frequently answered direct questions from teachers around letter recognition, what they saw in read-alouds, and what they played with in centers. However, in about half of the observations, assessment was primarily global or relied only on student volunteers to gauge individual learning.[24]

6. **60% of students will show a 200 point scale score increase from fall to spring on the Scantron Performance Series Math assessment.**[25]

Assessment: **Cedar Tree PCS met this goal.** 72.1% of students increased by at least 200 points on this assessment. The Scantron Performance Series assessment is a standards-based adaptive assessment that is aligned with Common Core standards. Per the publisher of the assessment, 200 points represents appropriate growth for kindergarten students.

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[23] This goal was originally drafted as "60% of students will show 0 NCE or meet or exceed the 50th percentile on the Scantron Performance Series Reading assessment. This goal was amended in October 2014, after PCSB found that Scantron did not publish norm-referenced information, meaning the goals the school submitted, and the board accepted, could not be measured.
[24] See Appendix M, p. 4.
[25] This goal was originally drafted as "60% of students will show 0 NCE or meet or exceed the 50th percentile on the Scantron Performance Series Math assessment." This goal was amended in October 2014, after PCSB found that Scantron did not publish norm-referenced information, meaning the goals the school submitted, and the board accepted, could not be measured.

7. **The school will score at least 3 on the Emotional Support domain of the CLASS Assessment.**

Assessment: **Cedar Tree PCS met this goal.** The school scored 5.8 (on a scale of 1 to 7) on the Emotional Support domain of the Classroom Assessment Scoring System ("CLASS") assessment. The Emotional Support domain is designed to assess "teachers' attempts to support children's social and emotional functioning in the classroom."[26]

All DC charter early childhood programs that participated in PCSB's Early Childhood PMF Pilot, including Cedar Tree PCS, were assessed by independent reviewers using CLASS, which focuses on classroom interactions that boost student learning. CLASS measures emotional support, classroom organization, and instructional support. Each indicator is scored on a scale from 1-7, where 1-2 is low, 3-5 is medium, and 6-7 is high.

Qualitative Evidence

For the most part, the QSR team's observations support staff's determination that this goal was met. They found 78% of teachers to be proficient or exemplary in creating an environment of respect and rapport.[27] "Teachers in many observations created personal connections with students by asking them what they did the evening or day before." Further,

> [R]oughly two-thirds of teachers scor[ed] proficient or exemplary on the Classroom Environment [domain]. Teachers throughout these observations fostered social and emotional growth by helping students interact positively with classmates, as in one observation where the teacher redirected a student by asking the student to think of a nicer way to play with blocks. Additionally, teachers enhanced social and emotional growth by warmly greeting students as they entered classrooms, connecting with them at eye level, and encouraging them to resolve turn-taking issues on their own in respectful ways.[28]

8. **The school will score at least 3 on the Classroom Organization domain of the CLASS Assessment.**

Assessment: **Cedar Tree PCS met this goal.** The school scored 5.2 (on a scale from 1 to 7) on the Classroom Organization domain of the CLASS assessment, which assesses "classroom-level regulation processes that take place throughout the day."[29]

[26] 2013-14 District of Columbia CLASS Pre-K Evaluation Report, p. 9, attached to this report as Appendix N.
[27] See Appendix M, p. 7.
[28] See Appendix M, p. 7.
[29] See Appendix N, p. 9.

9. **The school will score at least 1 on the Instructional Support domain of the CLASS Assessment.**

Assessment: **Cedar Tree PCS met this goal.** The school scored 2.7 (on a scale of 1 to 7) on Instructional Support domain of the CLASS assessment, which assesses "ways in which teachers effectively support cognitive and language development in their classrooms."[30]

10. **On average, PK3 and PK4 students will attend school 80% of the days.**

Assessment: **Cedar Tree PCS met this goal.** In 2013-14, the school's pre-kindergarten-3 and pre-kindergarten-4 in-seat attendance rate was 84.7%, which is above the Early Childhood PMF floor of 80.0%.

11. **On average, Kindergarten students will attend school 82% of the days.**

Assessment: **Cedar Tree PCS met this goal.** In 2013-14, the school's kindergarten in-seat attendance was 86.4%, which is above the Early Childhood floor of 82%.

12. **70% of parents will report "Satisfied" or "Highly Satisfied" with the school on the end of year parent satisfaction survey.**

Assessment: **Cedar Tree PCS met this goal.** This mission-specific goal was also included in the school's June 2013 amendment, and is not a goal based on the EC PMC. While Cedar Tree PCS did not address this goal in its renewal application, it presented supporting data regarding this survey in its 2013-14 annual report. The school wrote that it "exceeded this goal, with 93.9% of parents [out of 225 respondents] reporting "Strongly Agree" or "Agree Somewhat" with the overall satisfaction with the child's experience at school.[31] While these survey results do not align exactly to the text of the goal the school agreed to, PCSB finds them sufficient to find the school met this parent satisfaction goal.

[30] See Appendix N, p. 9.
[31] See Appendix G.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

To renew a school's charter, PCSB must determine that the school has not "committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[32] The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. Since 2010-11, PCSB has found in its annual compliance reviews that Cedar Tree PCS has been in substantial compliance with applicable laws detailed in the table below.

Compliance Item	Description	School's Compliance Status 2012-13 to present[33]
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2010-11
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process[34] and the school must distribute such policies to students and parents.	Compliant since 2010-11
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students.[35] To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.	In 2011-12, the school did not have documentation available that all employees and volunteers had a background check on file; this issue has since been cured.
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2010-11

[32] SRA § 38.1802.12(c).
[33] See school compliance reports, attached to this report as Appendix O.
[34] See *Goss v. Lopez*, 419 U.S. 565 (1975).
[35] SRA § 38.1802.04 (c)(4)(A).

Compliance Item	Description	School's Compliance Status 2012-13 to present[33]
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2010-11
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2010-11
Highly Qualified Teachers Elementary and Secondary Education Act ("ESEA"), 20 U.S.C. §§ 6311 *et seq.*	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	Compliant since 2010-11
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	In 2011-12, the school was not compliant with the SRA regarding board composition; this issue has since been cured.
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2010-11

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) generally requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at $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 that the school has executed. Cedar Tree PCs is in full compliance with this requirement.

Year	Qualifying contracts executed by Cedar Tree PCS	Corresponding documentation submitted to PCSB
2010-11	8	8
2011-12	5	5
2012-13	5	5

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act ("IDEA")[36] and the Rehabilitation Act of 1973.[37] The following section summarizes Cedar Tree PCS' special education compliance from 2011-12 to the present.

OSSE Special Education Compliance Reviews

OSSE monitors charter schools' special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE's findings of Cedar Tree PCS' special education compliance are summarized below.

Annual Determinations

As required by IDEA's implementing regulations, OSSE annually analyzes each LEA's compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.[38] Each year's report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports.

Cedar Tree PCS's Annual Determination compliance performance is detailed in the table below. [39]

Year	Percent compliant with audited special education federal requirements	Determination Level
2010	75%	Needs Improvement
2011	64%	Needs Improvement

On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. If a school is less than 100% compliant with a student-level and/or LEA-level indicator, it must implement corrections and report these corrections to OSSE.[40]

In 2013, OSSE published an on-site Compliance Monitoring Report of Cedar Tree PCS based on the school's performance in the 2011-12 school year.[41] **The school was required to implement**

[36] 20 USC §1413(a)(5).
[37] 29 U.S.C. § 794a *et seq*.
[38] As required by federal regulation 34 C.F.R. § 300.600(c).
[39] See Cedar Tree PCS 2010 and 2011 annual determination reports, attached to this report as Appendix P.
[40] If OSSE finds that the school is less than 100% compliant with a student-level indicator that was impossible for the school to cure retroactively, OSSE would identify the point of noncompliance as an LEA-level violation.
[41] See 2012-2013 On-Site Monitoring Report Attachments, attached to this report as Appendix Q.

corrections as indicated in the following table. OSSE has since verified that Cedar Tree PCS has implemented corrections for all identified student- and LEA-level findings.

Student-Level Compliance	
Compliance Area	**Number of indicators where corrections were required**
Initial Evaluations and Reevaluations	6 out of 8
Individualized Education Program Development	9 out of 12
Least Restrictive Environment	1 out of 4
Discipline	2 out of 2
Data Verification	4 out of 7
Total indicators where corrections were required	**22 out of 33**

LEA-Level Compliance	
Compliance Area	**Number of indicators where corrections were required**
Dispute Resolution	1 out of 1
Fiscal	2 out of 16
Total indicators where corrections were required	**3 out of 17**

Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEA's compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements.

In September 2013, OSSE found the school to be noncompliant in reevaluation requirements.[42] The school has since cured this issue.

Blackman Jones Implementation Review

With compliance requirements pursuant to the Individuals with Disabilities Education Act (IDEA) and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEA's timely implementation of Hearing Officer Determinations (HODs) and Settlement Agreements (SAs).

As of July 2014, the Blackman Jones Database showed that Cedar Tree PCS had no HODs or SAs.

[42] See Cedar Tree PCS quarterly report, attached to this document as Appendix R.

SECTION THREE:
FISCAL MANAGEMENT AND ECONOMIC VIABILITY

Separate and apart from the standard for charter renewal, the SRA requires that PCSB Board shall revoke a school's charter if PCSB determines that the school:

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

In the following section, PCSB has analyzed the financial information provided to it by Cedar Tree PCS. Based on audited results, PCSB deems the school to be compliant with GAAP standards, to be economically viable, and to have shown no patterns of fiscal mismanagement.

SUMMARY OF FINDINGS

Cedar Tree Academy PCS was identified as a high fiscal-performing school by PCSB in FY2013. The School has no pattern of non-adherence to GAAP.

FINANCIAL OVERVIEW

The following table provides an overview of the school's financial information over the past four fiscal years. Notwithstanding the school's decreased enrollment, Cedar Tree PCS had a strong net asset position, with a surplus of over $10 million. The school has adjusted its expenses to account for the reduced revenue. The school's assets are high in part because the school owns two facilities.

	Audit Year			
	2010	**2011**	**2012**	**2013**
Audited Enrollment	933	798	805	684
Total DC Funding Allocation	$10,943,321	$10,323,166	$11,774,900	$10,272,167
Total Federal Entitlements and Funding	$2,938,954	$3,026,611	$2,020,085	$1,519,992
Unrestricted Cash and Cash Equivalents on 6/30/14	$3,025,744	$4,337,297	$7,638,820	$8,277,840
Total Assets	$16,987,767	$16,933,019	$19,347,366	$19,161,639
Total Current Assets	$4,102,057	$6,558,345	$8,757,472	$9,374,210
Total Liabilities	$9,550,368	$8,893,640	$9,320,401	$8,607,280
Total Current Liabilities	$1,466,421	$1,893,472	$2,688,775	$1,181,115
Net Asset Position	$7,437,399	$8,039,379	$10,026,965	$10,554,359
Total Revenues	$14,226,663	$13,657,880	$13,997,450	$11,966,510
Total Expenses	$12,564,318	$12,816,462	$12,009,864	$11,711,126
Change in Net Assets	$1,662,345	$841,418	$1,987,586	$527,394

SPENDING DECISIONS

The following table provides an overview of the School's spending decisions over the past four fiscal years, which are in line with PCSB's financial metrics for general education public charter schools.

	Audit Year			
	2010	**2011**	**2012**	**2013**
Total Personnel Salaries and Benefits	$7,948,653	$7,315,223	$7,035,994	$6,446,543
Total Direct Student Costs	(not detailed)	$1,218,398	$1,827,158	$1,527,331
Total Occupancy Expenses	$714,973	$1,371,030	$1,633,832	$1,587,616
Total Office Expenses	(not detailed)	$224,986	$471,497	$239,167
Total General Expenses	$3,900,692	$2,686,825	$1,041,383	$1,910,469
Operating Surplus/(Deficit)	$1,662,345	$841,418	$1,987,586	$527,394
	as a percent of revenue			
Total Personnel Salaries and Benefits	56%	54%	50%	54%
Total Direct Student Costs	(not detailed)	9%	13%	13%
Total Occupancy Expenses	5%	10%	12%	13%
Total Office Expenses	(not detailed)	2%	3%	2%
Total General Expenses	27%	20%	7%	16%
Operating Surplus/(Deficit)	12%	6%	14%	4%

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of Cedar Tree Academy PCS establish that the School has adhered to GAAP. The auditor expressed unqualified opinions on the financial statements in each of the past four years.

The auditor had no internal control findings in the past three years. The FY2010 audit findings related to lack of documentation for disbursement and payroll transactions, general ledger adjusting entries, and reimbursement claims to OSSE. These FY2010 audit findings were not subsequently repeated.

The following table provides a summary of Audit results for each of the past four fiscal years.

	FY2010	**FY2011**	**FY2012**	**FY2013**
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unqualified	Unqualified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives $500K+ in federal funds.	Unqualified	Unqualified	Unqualified	Unqualified
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	No	No

Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	3	No	No	No
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	No	No	No	No
Going-Concern Issue. Indicates the financial strength of the school is questioned.	N/A	N/A	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	N/A	N/A	No	No

FISCAL MANAGEMENT

Cedar Tree Academy PCS has not engaged in a pattern of fiscal mismanagement. In November 2012, the school completed an $8M refinancing package with a local bank for outstanding debt related to the 2004 purchase of its main campus and the 2009 purchase of a building on Martin Luther King Avenue, SE for its second campus.

The school's management and general expenses increased from $1.0 million in FY2012 to $1.9 million in FY2013 as result of the school's separation from Mosaica. The school offset this increase in expenses by decreasing other expenses by $1.2 million from FY2012 to FY2013. At the same time, Cedar Tree PCS modified its loan agreement with the bank to reduce the outstanding balance by approximately $650,000 and to provide additional cash collateral of $483,000 as it transitioned from operating three campuses to one campus.

ECONOMIC VIABILITY

Cedar Tree PCS is economically viable. The school experienced a substantial enrollment decrease between FY2012 and FY2013 from 805 to 684 students. Consequently, the school's total revenue was $11.9 million in FY2013, while it was $13.9 million in FY2012.

The following tables provide a summary of financial results for the past four fiscal years. Areas of Concern (where the school falls outside the norm among DC charter schools) are highlighted where applicable.

Financial Performance

PCSB assesses a school's financial performance with two key indicators. The first indicator is a school's "operating result," i.e., how much its total annual revenues exceed its total annual expenditures. In general, PCSB recommends that a school's annual operating results equal at least zero. Another indicator of a school's financial performance is its earnings before depreciation ("EBAD")[43], a financial performance measure that eliminates the effects of financing and accounting decisions.

The School's financial performance has been good. Cedar Tree Academy PCS reported an operating surplus in each of the past four years. The decrease in operating surplus from $1.9 million in FY2012 to

[43] EBAD is the change in net assets plus amortization and depreciation.

$527K in FY2013 was primarily attributable to decreased enrollment. Expenses were mostly consistent between these years: $11.7 million in FY2013 and $12.0 million in FY2012.

	Indicator of Concern	Audit Year 2010	2011	2012	2013
Operating Surplus/(Deficit)	< 0	$1,662,345	$841,418	$1,987,586	$527,394
Earnings Before Depreciation	< 0	$1,662,345	$1,235,887	$2,378,140	$924,389
Aggregated 3-Year Total Margin	< -1.5	(not measured)	10.5%	10.7%	7.8%

Liquidity

Two indicators of a school's short-term economic viability are its current ratio[44] and its days of cash on hand.[45] A current ratio greater than one indicates a school's ability to satisfy its immediate financial obligations. The school's FY2013 current ratio of 7.9 is one of the highest among DC charter schools.

Typically, 90 days or more of cash on hand indicates a school can satisfy immediate obligations with cash. Less than 30 days of cash on hand is a liquidity concern. With 254 days of cash on hand at June 30, 2013, the School is in excellent position to meet immediate obligations.

Cash Flow from Operations decreased from $3.9 million in FY2012 to $229k in FY2013. The substantial decrease was primarily due to decreased enrollment. Unrestricted cash was $8.2 million at June 30, 2013.

	Indicator of Concern	Audit Year 2010	2011	2012	2013
Current Ratio	< 0.5	2.8	3.5	3.3	7.9
Days of Cash On Hand	< 30	87	122	229	254
Cash Flow from Operations	< 0	$1,998,187	$1,935,390	$3,950,616	$229,863
Multi-Year Cumulative Cash Flow	< 0	(not measured)	$2,698,306	$4,613,076	$3,940,543

Debt Burden

A school's debt ratio[46] indicates the extent to which a school relies on borrowed funds to finance its

[44] Current assets divided by current liabilities. Current refers to the 12 months or normal operating cycles that a school can convert certain assets into cash or use up or settle certain obligations.
[45] "Cash on hand" equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days.
[46] Debt ratio equals total liabilities divided by total assets.

operations. A debt burden ratio in excess of 0.92 is a liquidity concern to PCSB. With a FY2013 debt ratio of 0.45, the School has no reliance on borrowed funds to finance its operations.

	Indicator of Concern	Audit Year 2010	2011	2012	2013
Debt Ratio	> 0.92	0.56	0.53	0.48	0.45
Debt Service Ratio	> 10.0%	2.0%	7.0%	5.0%	2.8%

Sustainability

A school's net assets[47] and primary reserve ratio demonstrate its sustainability.[48] PCSB recommends that schools accrue net asset reserves equal to three to six months of operating expenditures, and PCSB would be concerned with net assets reserves below zero. With FY2013 net assets of $10.5 million exceeding ten months of operating expenses, Cedar Tree Academy PCS' net assets of $10.5 million exceed ten months of operating expenses, well above PCSB's recommendation.

	Indicator of Concern	Audit Year 2010	2011	2012	2013
Net Asset Position	< 0	$7,437,399	$8,039,379	$10,026,965	$10,554,359
Primary Reserve Ratio	< 0.00	0.59	0.6	0.81	0.9

[47] Net Assets equals total assets minus total liabilities.
[48] Primary Reserve Ratio equals total net assets divided by total annual expenses.

Appendix A



Application for Charter Renewal

Prepared for the District of Columbia Public Charter School Board

October 15, 2014

CEDAR TREE
ACADEMY

701 Howard Road, SE • Washington DC 20020 • (202) 610-4193 • www.cedartree-dc.org

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Learn Today. Lead Tomorrow!

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CEDAR TREE ACADEMY

Cedar Tree Academy believes all children have the right to be respected, accepted and embraced as having capable, young minds. We are committed to academic excellence for all students and achieve this by building a foundation for lifelong learning, in a safe, nurturing learning environment.

I. RENEWAL APPLICATION COVER SHEET

Name of school: Cedar Tree Academy Public Charter School

Point person for renewal process: Dr. LaTonya Henderson

Certification Statement:

I, Dr. Carla Bailey*, certify that the information submitted in this charter renewal application is accurate to the best of my knowledge and that this application has been reviewed by the school's Board of Trustees.*

I also certify that the school has submitted the most current version of the school's articles of incorporation and bylaws to Epicenter as part of its renewal application.

Authorized Signature: [redacted]
Must be a member of the Board of Trustees

Print Name: Carla Bailey **Date:** 10/14/2014

II. Executive Summary

The Board of Directors of Cedar Tree Academy Public Charter School is applying for charter renewal based on academic performance, legal compliance, sound fiscal management, self-identification of areas of concern and actions taken to remedy concerns.

Cedar Tree Academy Public Charter School formerly Howard Road Academy was chartered by the District of Columbia Public Charter School Board in 2000.

We believe that all children have the right to be respected, accepted and embraced as having capable, young minds. We are committed to academic excellence for all students and achieve this by building a foundation for lifelong learning in a safe and nurturing learning environment. Our curriculum is designed to enhance social and emotional growth, as well as cognitive and creative development while preparing students to become active independent learners. Learn Today, Lead Tomorrow.

Cedar Tree Academy PCS formerly known as Howard Road Academy Public Charter School was managed by Mosaica Education, Incorporated until the end of school year 2012-2013. Cedar Tree is now governed by a dedicated Board of Trustees and has been accredited by Middle States Association of Colleges and Schools since May of 2008.

The year 2013 marked a new beginning for the former Howard Road Academy Public Charter School. The school now operates free from the Education Management Company and has been rebranded and is currently known as Cedar Tree Academy PCS. New leadership has been hired and the student body has been trimmed from more than 600 students to 350 students. This reduction of the student body was due to the closure of the elementary and middle school campuses and the relocation of the Pennsylvania Avenue Early Childhood Campus to the main campus located in Ward 8 at 701 Howard Rd SE, Washington, DC 20020.

Cedar Tree Academy's transformation is an effort to narrow the focus, strengthen the academic program, and to answer the call of the city to provide high-quality, all-day early learning programs for students in the district. Quality early learning programs are particularly important in Ward 8 which is the most economically-disadvantaged ward in the city according to the Washington-based Urban Institute.

We understand and appreciate the importance of early childhood education. Our exceptional teachers are united in their love for inspiring young minds. At Cedar Tree Academy, children learn life skills that will carry them through the rest of their academic careers. Our top quality early childhood education facility delivers both a place to learn and peace of mind.

Cedar Tree Academy is named as a tribute to the great abolitionist, educator, philosopher and land owner, Frederick Douglass. His estate and home, Cedar Hill, is a national historic

site very close to our school. His home provided the backdrop to his active political and academic life. Like the cedar trees that populate Douglass' estate, Cedar Tree Academy is strong, well-rooted and local. Cedar Tree Academy works hard to break down barriers to ensure all students are provided with a quality education. We hold true to Fredrick Douglass's saying, "It is easier to build strong children than to repair broken men".

III. Review of Charter Performance

We have learned many lessons from the past fifteen years of operation and dealt with many adverse situations but have stood as a beacon of hope for students with the most need, many coming from some the poorest neighborhoods in the city.

In our charter amendment dated January 2014, the DC Public Charter School Board (PCSB) granted our request to instruct students in grades pre-kindergarten through kindergarten, utilizing one campus located at 701 Howard Road SE. After spending three years at this grade configuration and provided that the school meets all requirements, the chartering authority has agreed to allow Cedar Tree to apply to amend our agreement to include additional grades.

We are in full compliance with PCSB's recommendations in order to receive full approval.

Until such time, our focus and mission has shifted to create a high quality early learning center at Cedar Tree Academy Public Charter School. We have increased our recruitment, training and development of teachers and seek those who possess the pedagogical knowledge and skill to work in our unique learning center. We exceeded our enrollment expectations for the second year in a row. We are confident that we are doing our part in helping the city meet the demand for high quality early learning programs. We are a part of the Early Childhood Performance Management Framework (PMF) taskforce; utilize effective approved curricula, and many staff members have been trained in the CLASS observation system. We have also partnered with the Far Southeast Family Strengthening Collaborative to ensure that our students and families have needed support.

It is with this commitment to early childhood that we submit this application to renew our charter for the next 15 years.

A. Fulfillment of Charter Goals

We believe that providing a strong foundation is paramount to our success as an early childhood school. In 2013, Our Board of Directors in conjunction with the DC Public Charter School Board decided to change the configuration of our student body. We moved away from

a PS3-8th grade model to an Early Childhood School. This paradigm shift was in effort to strengthen the knowledge-base of students and narrow the focus of our academic program.

Because DC Public Charter School Board approved the amendment to our charter which discontinued all upper grades subsequent to kindergarten, our goals for this renewal application are based solely on our performance from the 2013-2014 school year. In the following pages, we will discuss our progress on each of the goals.

The demand for our program is very high evidenced by our enrollment numbers for the past two years. We are excited about the potential of creating a stronger foundation for students in the District of Columbia.

B. Fulfillment of Charter Goals and Student Academic Achievement Expectations

Cedar Tree Academy Public Charter School is rooted in the understanding that building a strong foundation is paramount to any organization. Thus, we created a school that educates the youngest members of our society. We have worked closely with the District of Columbia Public Charter School Board this year and appreciate their support in guiding us through our transition from and Elementary/Middle School model to an Early Childhood Center. In the following pages, our PMF Goals will be discussed in detail.

Goal 1

Sixty percent (60%) of Pre-Kindergarten (3) students will increase 3 points on the Picture Naming section of the Individual Growth and Development Indicators, commonly referred to as *MyIGDIs* assessment.

Sixty percent (60%) of Pre-Kindergarten (4) students will increase one cut score or maintain Tier I status on all three sections of the *MyIGDIs* assessment: Picture Naming, Rhyming and Sound ID

Our Progress

Our Pre-Kindergarten students exceeded this goal with 76.1% of them meeting the required standard. We will continue to strengthen our program to ensure that more of our students are meeting the goals each year.

Goal 2

Sixty percent (60%) of Pre-Kindergarten (3) students will increase 1 cut score on the Quantity Comparison subtest on the lowest level and maintain on the higher levels of the *MyIGDIs* assessment.

Sixty percent (60%) of Pre-Kindergarten (4) students will increase 1 cut score on the Oral Counting, Quantity Comparison and 1 to 1 Correspondence Counting subtests on the lowest level and maintain on higher levels of the *MyIGDIs* assessment.

Our Progress

Forty-seven and three-tenths percent (47.3%) of our Pre-kindergarten students met this goal falling short of our expected target. As a result, teachers have been provided with professional development concentrated on Quantity Comparison which we identified as a major area of concern for our scholars. We have also started an after school tutoring program called Rising Stars to increase the academic achievement of students in Pre-Kindergarten and Kindergarten.

Goal 3

Sixty percent (60%) of students will show a 200 point scale score increase from fall to spring on the Scantron Performance Series Reading Assessment.

Our Progress

Our Kindergarten students, through the hard work and dedication of our teachers, exceeded this goal by 20%. Eighty and three-tenths percent (80.3%) of our students showed a 200 point scale score increase from fall to spring on the Scantron Performance Series Reading Assessment.

Goal 4

Sixty percent (60%) of students will show a 200 point scale score increase from fall to spring on the Scantron Performance Series Math Assessment.

Our Progress

Our Kindergarten students exceeded this goal as well with 72.1% of the scholars reaching the expected target.

Goal 5

The school will score at least 3 on the Emotional Support domain of the CLASS Assessment.

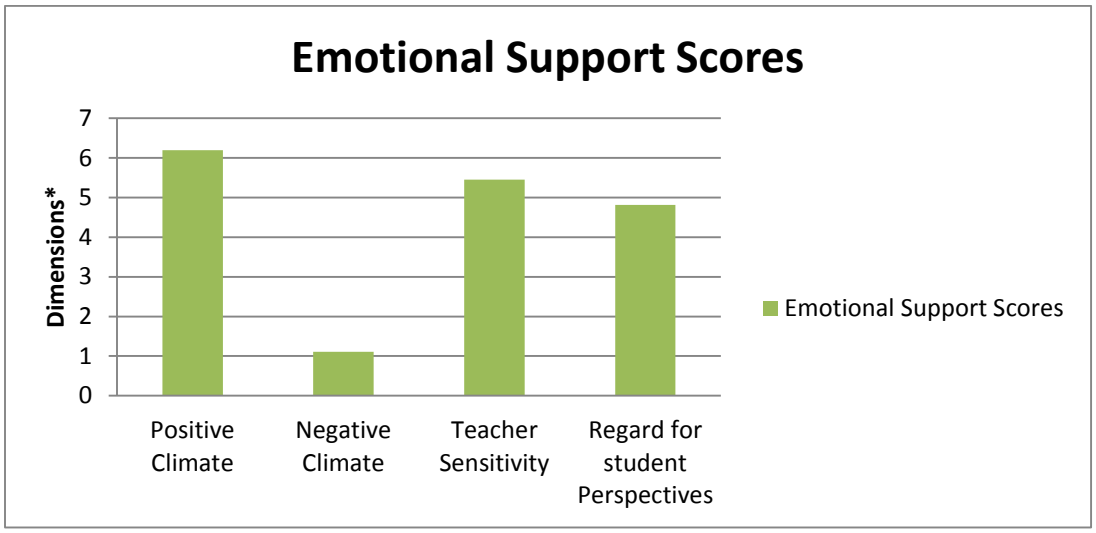
Our Progress

The emotional support domain assesses children's social and emotional functioning in the classroom. Children who are connected to others are more likely to positively develop in both social and academic areas. Teacher's support of children's social and emotional functioning is essential in an effective classroom. Emotional support contains four

dimensions: positive climate, negative climate, teacher sensitivity, and regard for students' perspectives.

Cedar Tree exceeded expectations in this area scoring 5.84 with the highest dimension being positive climate. It is evident that teachers and students enjoy warm, supportive relationships with one other. *See Table 1*

Table 1: Emotional Support Scores



**Dimensions are classified as: Low Range (1-2), Middle Range (3-5) and High Range (6-7).*

Goal 6

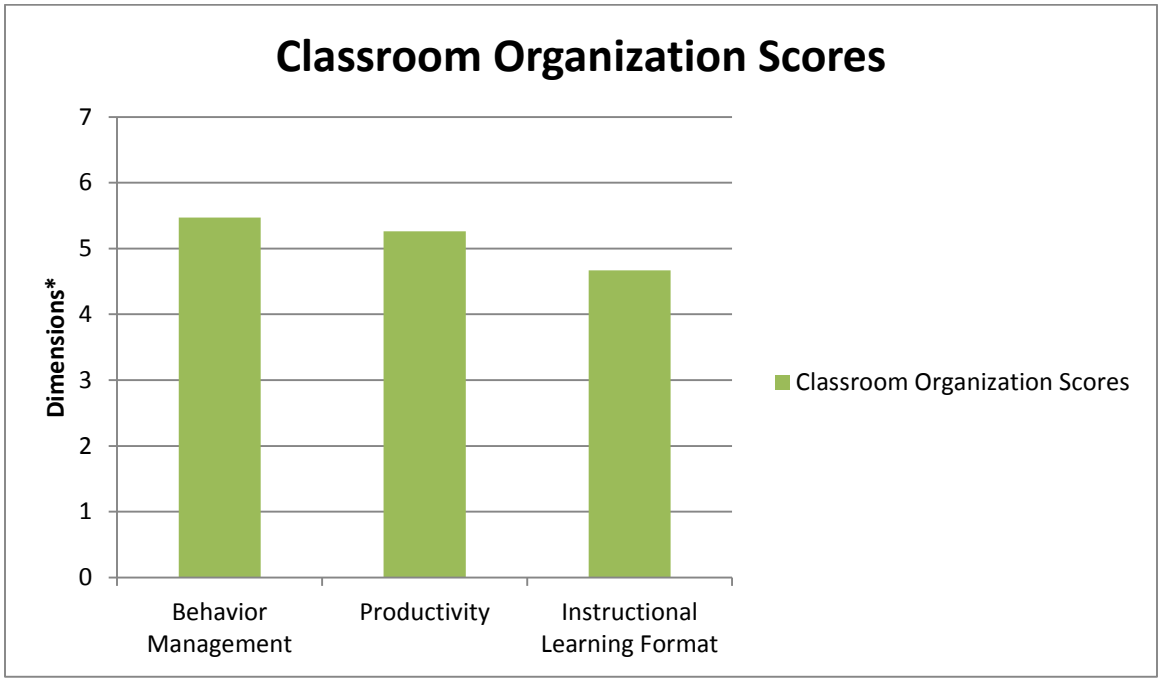
The school will score at least 3 on the Classroom Organization domain of the CLASS Assessment.

Our Progress

The classroom organization domain reflects the range of classroom processes regarding management of students, including their behavior and interest. Classrooms are able to provide more learning opportunities when students are well-behaved and engaged in activities. Classroom Organization contains three dimensions: behavior management, productivity, and instructional learning formats.

Cedar Tree exceeded the target in this area with a score of 5.2 with the highest score in Behavior Management (5.47) which is evident that teachers clearly communicate the rules and expectations of behavior and enforces rules in a consistent manner. *See Table 2*

Table 2: Classroom Organization Scores



**Dimensions are classified as: Low Range (1-2), Middle Range (3-5) and High Range (6-7).*

Goal 7

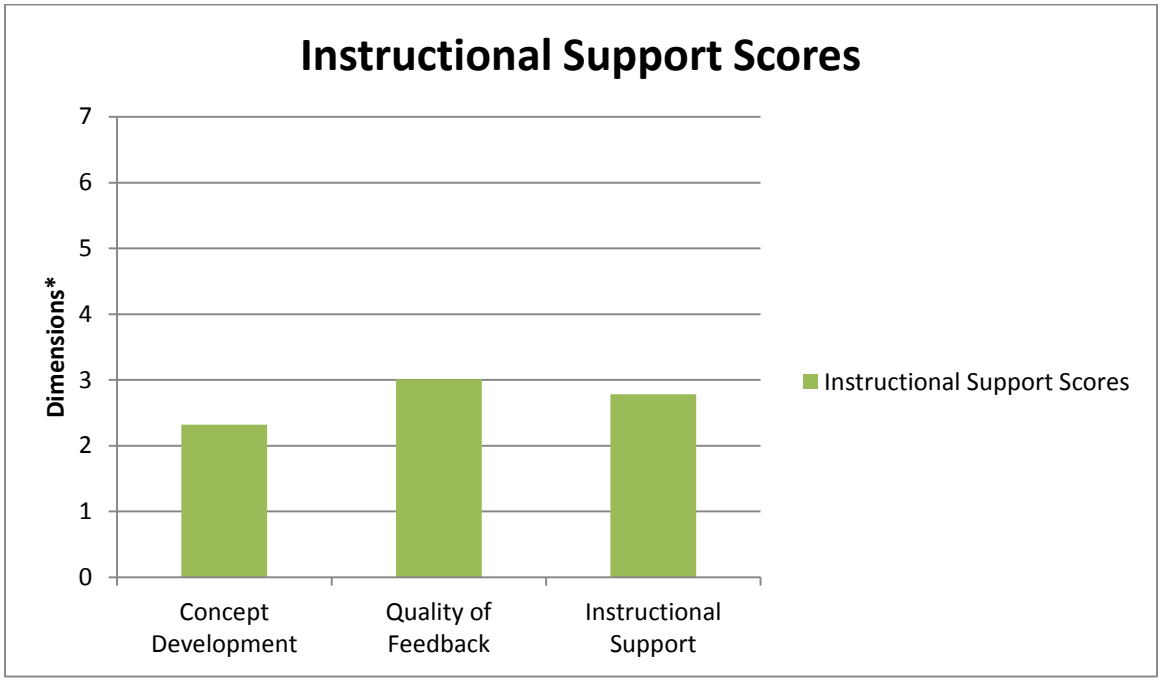
The school will score at least 1 on the Instructional Support domain of the CLASS Assessment.

Our Progress

The Instructional Support domain examines students cognitive and language development. There is a difference between simply learning facts and learning how facts are connected and organized. The ability of the child to develop comprehension and thinking/reasoning skills is paramount in their overall cognitive development. Interactions between teacher and students that develop these skills are examined through three dimensions: concept development, quality of feedback, and language modeling.

The teachers at Cedar Tree Academy exceeded this goal by scoring 2.7. Although Cedar Tree reached the expected target, this area is of concern to the school. As a result of this concern, many of our staff members have received CLASS training through OSSE and at least two key staff members are certified CLASS observers through Teachstone. *See Table 3*

Table 3: Instructional Support Scores



**Dimensions are classified as: Low Range (1-2), Middle Range (3-5) and High Range (6-7).*

Goal 8

On average, PK3-4 students will attend school 80% of the days. Kindergarten students will attend 82% of the days.

Our Progress

Cedar Tree students met this goal. The Pre- Kindergarten and Kindergarten students attended school 86.4% of days.

Goals-At-A-Glance

Domain	2013-2014 Goals	Progress on Goals
Pre-kindergarten Literacy Progress	60% of PK3 students will increase 3 points on the Picture Naming section of the MyIGDIs assessment. 60% of PK4 students will increase 1 cut score on all three sections Picture Naming, Rhyming, and Sound ID, of the MyIGDIs assessment.	Yes Yes

Pre-kindergarten Math Progress	60% of PK3 students will increase 1 cut score on the Quantity Comparison subtest on the lowest level and maintain on higher levels of the MyIGDIs assessment. 60% of PK4 students will increase 1 cut score on the Oral Counting, Quantity Comparison and 1-to-1 Correspondence Counting subtests on the lowest level and maintain on higher levels of the MyIGDIs assessment.	No No
Kindergarten Literacy	60% of students will show 200 point scale score increase from fall to spring on the Scantron Performance Series Reading assessment.	Yes
Kindergarten Math	60% of students will show a 200 point scale score increase from fall to spring on the Scantron Performance Series Math assessment.	Yes
Pre-kindergarten Emotional Support	The school will score at least 3 on the Emotional Support domain of the CLASS Assessment.	Yes
Pre-kindergarten Classroom Organization	The school will score at least 3 on the Classroom Organization domain of the CLASS Assessment.	Yes
Pre-kindergarten Instructional Support	The school will score at least 1 on the Instructional Support domain of the CLASS Assessment.	Yes
In-Seat Attendance	On average, PK3 - 4 students will attend school 80% of the days. On average, Kindergarten students will attend school 82% of the days.	Yes

Conclusion

The Board of Directors and Staff are excited about our performance of our Early Childhood Education Program. We believe that we have demonstrated a commitment to children and families in the District of Columbia. Under the guidance of a talented Board of Directors and a committed school leader, Cedar Tree Academy will meet and exceed our highest expectations. It is with this charge that we request that the Public Charter School Board renew our charter for the next 15 years.

C. Compliance with Applicable Laws

This information is on file at the DC Public Charter School Board

D. Fiscal Management and Economic Viability

Cedar Tree Academy has consistently received unqualified financial audits as well as high CHARM scores from the DC Public Charter School Board. The school is considered a low financial risk by both DC Public Charter School Board and an outside approved independent auditor.

Detailed information is on file at the DC Public Charter School Board.

Appendix B

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

March 5, 2014

Dr. Carla Bailey, Board Chair
Cedar Tree Academy Public Charter School
701 Howard Road, SE
Washington DC 20020

Dear Dr. Bailey:

The Public Charter School Board ("PCSB") conducts Qualitative Site Reviews ("QSR") to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a QSR during the 2013-14 school year for the following reason(s):

- School is eligible to petition for 15-year Charter Renewal during the 2014-2015 school year.

Qualitative Site Review Report
A QSR team conducted on-site review visits of Cedar Tree Academy Public Charter School between January 13 and January 24, 2014. 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 in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Cedar Tree Academy Public Charter School. Thank you for your continued cooperation as PCSB makes every effort to ensure that Cedar Tree Academy Public Charter School is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Cedar Tree Academy Public Charter School ("Cedar Tree PCS"), formerly known as Howard Road Academy Public Charter School, serves approximately 302 students in prekindergarten (PK)-3 through kindergarten. DC Public Charter School Board ("PCSB") conducted a Qualitative Site Review ("QSR") at all campuses in January 2014 because Cedar Tree PCS is eligible for 15-year Charter Renewal during the 2014-15 school year.

PCSB conducted observations over a two-week window, from January 13 through January 24, 2014. A team of three PCSB staff members and two consultants (including one Special Education Consultant) conducted observations of 23 classrooms, including classrooms where more than one teacher was present. The spirit of the QSR process is to observe the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR reflect what the QSR team observed in all learning environments within your school, including the one Special Education teacher observed in seven different pull-out and inclusion settings. Observers visited the school on multiple days throughout this two week window and saw classes in the morning and in the afternoon. In some instances, the review team may have observed one teacher twice. In addition to this two-week window, PCSB also attended a Board of Trustees meeting to observe the school's governance as it relates to fulfilling its mission and charter goals.

In 2013, as part of a school-initiated restructuring that resulted in the school closing grades 1-8 and focusing on offering a high quality early childhood program, Cedar Tree PCS chose the Performance Management Framework as its goals for student achievement expectations. The review team saw various ways in which the school was making progress towards meeting its goals. The review team saw the teaching of early literacy skills throughout classroom observations through modeling fluency and reading left to right in read-alouds, explicit vocabulary development, and frequent activities (both group and individual) focused on letter recognition. Math instruction included teachers reading math stories and asking math-related questions, whole-class counting, math centers using math manipulatives, and through independent student work. In the vast majority of observations, the review team noted that classroom activities required only recall. Teachers assessed individual student learning in about half of the observations.

Overall, observers rated just above two-thirds of classroom observations as proficient or above in the domain of Classroom Environments. The highest rated element within the Classroom Environments domain was Creating an Environment of Respect and Rapport with 78% of classroom observations rated as proficient or exemplary. Teachers and students were generally warm and kind to each other. Additionally, teachers throughout observations recognized and expected student effort. Routines and procedures were well-established, and transitions from activities

were generally smooth. Teachers addressed rare instances of student misbehavior on an individual basis, and did so in a way as to correct future behaviors by telling students explicitly how to work better together.

Observers rated under half (43%) of classroom observations, overall, as proficient or above in the domain of Instructional Delivery. This is extremely low for a school in its 14th year of operation and of concern to PCSB staff. The highest rated element within the Instructional Delivery domain was Communicating with Students, with 56% of observed classrooms rated as proficient or exemplary. Teachers presented content in clear ways, often modeling learning tasks for students. In some classrooms, students participated in presentations of content as they explained their thought processes to fellow classmates. Students throughout observations enthusiastically participated in classroom activities and were highly motivated to share thoughts with the class as a whole. The lowest rated element within this domain was Using Questioning and Discussion Techniques, with only 13% of observed classrooms rated as proficient. The review team noted that most questioning and discussion happened between teachers and students, with few lessons giving students opportunities to talk to each other and most questions requiring only recall.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes Cedar Tree PCS 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 those goals during the Qualitative Site Visit. Cedar Tree PCS adopted the goals of the Performance Management Framework for school year 2013-2014.

Mission and Goals	Evidence
Mission: The Academy is committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. No exception, No excuses!	The QSR team observed various ways that Cedar Tree PCS was making progress on meeting its mission. The school's safe learning environment was evident throughout observations, with roughly two-thirds of the teachers scoring proficient or exemplary on the Classroom Environment. Teachers throughout these observations fostered social and emotional growth by helping students interact positively with classmates, as in one observation where the teacher redirected a student by asking the student to think of a nicer way to play with blocks. Additionally, teachers enhanced social and emotional growth by warmly greeting students as they entered classrooms, connecting with them at eye level, and encouraging them to resolve turn-taking issues on their own in respectful ways. Teachers fostered cognitive and creative development in a number of ways and many presented content clearly, through well-organized lessons that followed a clear structure. Learning tasks were a mix of those requiring recall and higher-order thinking; however, the majority of tasks required only recall-level thinking, such as letter, animal, or color recognition. With regard to creative development, observers saw student artwork throughout the school. In some observations, students had choice in participating in learning centers and in how they fulfilled the learning task, as in the observation noted above where students had to choose and draw what they would make with apples. Teachers fostered independent learning by modeling learning tasks for students before having them attempt tasks on their own, by establishing clear procedures for learning tasks,

Mission and Goals	Evidence
	and by establishing clear standards for classroom routines (such as transitions and lining up to leave the classroom).
PMF Goal # 1: Student Progress – Academic Improvement over time *Effective Instruction supporting student academic progress and achievement in reading.* **PMF Goal #2: Student Achievement – Meeting or exceeding academic standards** *Moving students to advanced levels of proficiency in reading.*	The review team saw a range of literacy instruction. Observers saw a content-related vocabulary lesson, a discussion on multiple problem-solving thought-processes to tackle a math problem, and phonemic awareness and fluency strategies. In terms of moving students to advanced levels of proficiency in reading, the review team saw differentiation and assessment in about half of the observations. Students in some observations worked in small, heterogeneous groups to do literacy activities. Students frequently answered direct questions from teachers around letter recognition, what they saw in read-alouds, and what they played with in centers. However, in about half of the observations, assessment was primarily global or relied only on student volunteers to gauge individual learning.
PMF Goal #1: Student Progress – Academic improvement over time *Effective instruction supporting student academic progress and achievement in math* **PMF Goal #2: Student Achievement – Meeting or exceeding academic standards** *Moving students to advanced levels of proficiency in math*	The review team noted in about half of the observations of math instruction that learning tasks were a mix of those requiring recall and deeper thinking. Students in one observation used manipulatives with math problems, and then wrote out those same math problems on post cards. In another observation, the teacher read students a math story and asked the students math-related questions, such as "How many bears do you see? How many bears is that all together?" In another observation, students completed worksheets where they matched two sets of objects (such as pencils and erasers) In terms of moving students to advanced levels of proficiency in math, the review team saw differentiation and assessment in about half of the observations. Students in one observation collectively chose what

Mission and Goals	Evidence
	number they would count by and which counting method: snap, clap, or stomp, hey would use. One teacher asked students, "Can I challenge you? Let's see if you can do it. Count to 100." The review team saw some teachers assess students one-on-one as other students worked in learning centers. In another class, the teacher provided feedback to individual students working at a learning center on a math worksheet.
PMF Goal #3: Gateway – Outcomes in key subjects that predict future educational success *Promotion of reading proficiency by third grade and math proficiency by eighth grade*	See evidence described in literacy and math goal above.
PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement *Culture of learning and support in the classrooms*	The review team observed teachers promoting a culture of learning and support in classrooms. Teachers created warm and welcoming environments for students, greeting them and talking to them at eye level. Teachers encouraged and taught kind behaviors to students by explaining to them better ways to ask students to play with them and by telling students explicitly how to resolve turn-taking issues. Students greeted each other as they walked into classrooms. Please refer to the Classroom Environment domain of Establishing a Culture for Learning for additional information.
Board Governance	A PCSB staff member observed the Cedar Tree PCS Board of Trustee's meeting on January 30, 2014. Eight board members were in attendance and some school staff members. School leadership presented information on the school's assessments, compliance reviews, and MySchoolDC applications. The school is also focusing on a behavior mental health initiative and reading 50,000 books. EdOps

Mission and Goals	Evidence
	presented the financial report to the board.

CLASSROOM ENVIRONMENTS[1]

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited," "satisfactory," "proficient," and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 64% of classroom observations received a rating of proficient or exemplary for the Classroom Environment domain.

Class Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	Observers rated 78% of the observations as proficient or exemplary in Creating an Environment of Respect and Rapport. Teachers encouraged respectful talk among students. In a few classrooms, teachers privately addressed students who had been disrespectful to classmates. In one particular observation, the teacher told the student that s/he could ask another student nicely to help build a tower. This teacher also said, "Sharing is caring," as a reminder for how students work at centers. Students were generally warm and kind to each other. In one observation, a student entered late and multiple students greeted him warmly. Teachers were also kind to students. In one observation, a student who was having a hard time getting on task was invited to sit on the teacher's lap; in another, where one student was laying their head on the table, the teacher called the student over and felt their head to make sure they did not have a fever and asked the student what was wrong. This teacher eventually got the student to participate by joking around and encouraging the student to complete the learning task. Teachers in many observations created personal connections with students by asking them what they did the evening or day before. Interactions were uneven between teachers and students in approximately 20% of the observations, displaying little familiarity. In one classroom, the teacher's tone with two students was louder and more negative than with the rest of the class. In another classroom, the teacher's interaction with students focused on correcting their behavior for the entire class period.	Limited	0%
		Satisfactory	22%
		Proficient	74%
		Exemplary	4%

[1] Teachers may be observed more than once by different review team members.

Class Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	Observers rated just 61% of the observations as proficient or exemplary in Establishing a Culture for Learning. On the positive side, teachers often communicated the importance of learning. In one observation, a student was finishing breakfast and the teacher told the student they hoped the student would be finished by the time centers started because, "We don't want you to miss anything!" Teachers praised students for completing work of high quality and students took pride in their work. In one classroom, after the teacher had modeled an activity for a small group, the student told the teacher, "I can do it because I'm very smart!" and the teacher responded, "You *are* very smart!" In another observation, a student showed pride in their work by saying, "I did it! Look!" after completing a learning task. Teachers generally demonstrated high regard for student ability, as in one classroom observation where the teacher told students, "You can do anything. I believe in you." In another classroom observation, the teacher told students, "You can do anything you put your mind to. Say, 'I can do it.'" In roughly 40% of the classrooms, however, teacher expectations were not universally high, and teachers appeared to have low energy for the learning task. When teachers in these classrooms requested student participation, only some students complied and raised hands to answer questions or participate in reading activities like the Morning Meeting message. Students in another observation continued to socialize as the teacher sent them back to their tables to practice writing, indicating little commitment to the learning task. In another observation, a teacher or aide asked students to select a book for read-aloud; but when the students selected a book, the teacher didn't read it, saying that the book was too long for them.	Limited	17%
		Satisfactory	22%
		Proficient	57%
		Exemplary	4%

Class Environment	Evidence Observed	School Wide Rating	
Managing Classroom Procedures	Observers rated 57% of the observations as proficient in Managing Classroom Procedure, with none rated exemplary. Teachers and aides collaborated to ensure smooth transitions. Paraprofessionals and teachers took separate groups of students to the bathroom, with clear standards for lining up and how students should behave in lines, such as with their fingers on their mouths to hold in bubbles and by maintaining space between them and their neighbors in line. In one classroom, students waited quietly as the teacher called them to the carpet by table to transition from independent work to group story time. In other observations, teachers used students as clean-up helpers to transition from one activity to another. Teachers throughout these rooms used songs and chants to help with routines and transitions, such as "criss cross applesauce," to get students to sit on the carpet correctly. Teaching aides throughout classrooms also supported instruction by leading small groups. However, in almost half of the observations, routines functioned unevenly, leading to a loss of instructional time. In one classroom, students needed several reminders to respond to the teacher's request to transition. Procedures in other classrooms were chaotic, as demonstrated by students chatting with other students when they were supposed to be independently working, moving to areas of the classroom where they had not been assigned, and using materials beyond those intended for the learning task.	Limited	13%
		Satisfactory	30%
		Proficient	57%
		Exemplary	0%
Managing Student Behavior	Observers rated 61% classroom observations as proficient in Managing Student Behavior, with none rated exemplary. These teachers established standards of conduct in the classroom. Student behavior was generally appropriate. Teacher attempts to correct rare instances of negative behaviors were gentle and effective, as teachers gave reminders such as, "Use your walking feet, please,"	Limited	13%

Class Environment	Evidence Observed	School Wide Rating	
	and, “Bubbles in your mouths, please.” Teachers also monitored student behavior by moving around the room during learning tasks. They used wide-ranging, inventive strategies to respond to student misbehavior, such as breathing exercises, puppets, class discussion, and behavior tracking. In one classroom, the teacher used a gentle voice to guide the student from under the table back to his seat. Teachers consistently recognized positive student behavior by naming the specific action students took, such as listening to classmates, helping clean up, tracking the teacher with their eyes, staying “frozen” at their tables until called to the carpet, and by keeping their finger on their mouth to “hold in the bubble” in line. Behavior management was not effective in roughly 40% of the observations, leading to a loss of instructional time. In one classroom, the teacher appeared to be unaware of student misbehavior. In a few classrooms, the teachers attempted to address an individual student’s misbehavior, though the negative behaviors continued. The teacher in one observation seemed to have a different response for the same misbehaviors among different students, as the teacher ignored behaviors with some students but gave a consequence (moving the student’s clothespin down to a more negative color on a pole) to another student who had the same misbehavior. In another observation, the teacher threatened a student with a consequence, but failed to follow through.	Satisfactory	26%
		Proficient	61%
		Exemplary	0%

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited," "satisfactory," "proficient," and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, less than half (43%) of classroom observations received a rating of proficient or exemplary for the Instructional Delivery domain. This is extremely low for a school entering its 15th year of operation.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	Observers rated just over half (56%) of the observations as proficient or exemplary in Communicating with Students. These teachers clearly explained content and invited student participation. In one classroom, the teacher described rhyming words and asked students how they knew that a certain word rhymed with another word, leading students to answer that the words have the same ending. Teachers in several classrooms invited students to explain content to other students, such as in one classroom observation when the teacher asked, "Can someone raise a silent hand and remind us what a plus sign means?" Teachers used rich vocabulary, appropriate to students' level of development, and repeated new words throughout lessons. In one classroom where the teacher was reading a story about the jungle, the teacher frequently reviewed the new vocabulary, including the different words for the levels of the jungle, showing students with hands the location of the levels relative to each other. In another classroom observation, the teacher emphasized the proper way to discuss differences in a subtraction problem, telling students, "There are three leftover, so we would say there are three fewer pencils." In another classroom, the teacher told students, "We're so excited about enlarging our brains! What does 'enlarge' mean?" However, the learning objective was unclear in almost half of the observations, with teachers referring only in passing to what students would	Limited	22%
		Satisfactory	22%
		Proficient	52%

Instructional Delivery	Evidence Observed	School Wide Rating	
	be learning or not at all. In one classroom the teacher appeared to switch activities based on student behavior, without clear indication of how the activities related to an instructional purpose. In another classroom, the teacher had students sing four songs and listen to a story about baby animals and did not tell students the purpose of the learning activities. Teachers in some classrooms provided no specific directions or procedures for the learning tasks. In a few classrooms, explanations consisted only of a monologue by the teacher, inviting minimal to no student participation.	Exemplary	4%
Using Questioning and Discussion Techniques	Observers rated just 13% of the observations as proficient in Using Questioning and Discussion Techniques, with none scoring exemplary. This is a particularly weak result. A small number of teachers varied between open-ended and recitation-style questions, such as in one classroom where the teacher asked, "What was the shape of the balls? What could I use from nature to make the snowman's eyes? What do you predict will happen next?" Observers rated the vast majority of observations (87%) below proficient. Across observations questioning required mostly recall on the part of students with a single correct response, such as questions around the recognition of letters, animals, and colors or the number of objects on a page. Many teachers favored asking questions that required only one-word responses. In most classrooms teachers did not encourage students to answer in complete sentences or elaborate on their answers, such as by asking how they knew that their answer was right. In many classroom observations teachers did not appear to have a system for ensuring that all students participated in the discussion and questions.	Limited	17%
		Satisfactory	70%
		Proficient	13%
		Exemplary	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
Engaging Students in Learning	Observers rated 52% of classroom observations as proficient or exemplary in Engaging Students in Learning. Materials and resources throughout these classrooms generally supported the learning goals. Students enthusiastically participated in learning and free-play centers and in small groups with the teacher. In one observation, students were asked to isolate the beginning sounds (onsets) of words by matching a card with the last two letters of a word on it and its picture with the correct beginning letter from a pile of letters. These teachers connected learning tasks to real life and to other subject areas, such as in a manipulative center where a teacher told students that they needed to practice using zippers so that when the weather got warmer, they would be able to take their jackets off outside. In another classroom, the teacher asked students to draw on knowledge from their Spanish class by saying "white" in Spanish as the students learned colors in English. However, observers rated approximately half of observations below proficient. In these classrooms, learning tasks were a mix of those requiring thinking and recall. In one classroom, students spent time generating a list of words that began with their letter of the day and moved on to a read-aloud without any closure or explanation. Students in some classrooms performed only rote, low-cognitive challenge tasks, such as singing songs for most of the class. Pacing in these classrooms was uneven, such as in one classroom where students were sitting on the carpet for the entire observation period of thirty minutes. Students in this classroom continued to lose focus, lie on the ground, and socialize with their neighbors around non-academic content.	Limited	17%
		Satisfactory	30%
		Proficient	48%
		Exemplary	4%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	Observers rated 52% of the observations as proficient or exemplary in Using Assessment in Instruction. Feedback to students included specific guidance on how students could improve. In one classroom students worked on writing the letter H; the teacher watched and gave students specific feedback on how to improve. The teacher modeled how to write "H" for some students. In another classroom, a student was able to self-correct with feedback from the teacher. In another classroom, as students played at centers, the teacher rotated individual students through a short math assessment. The teacher in one observation gauged how students represented math problems by asking the students to look at pictures and write the math problem that the picture represented on notecards; the teacher provided individual feedback. Students had the opportunity to provide feedback to each other in one observation where students had to cut objects out of paper along dotted lines; students corrected each other in respectful ways. However, observers rated approximately half of classroom observation as below proficient. In these classrooms teachers requested only global indications of student understanding, without ensuring that all students understood the presentation. In some observations the teacher asked for volunteers to gauge understanding (such as letter recognition and math concepts) without eliciting that all students understood the presentation. Throughout these observations teachers made little attempt to adjust lessons based on student understanding. In some observations there was little to no monitoring of student learning, as students did not seem to be learning content—they were observed singing songs they knew or playing freely with minimal interaction by the teacher.	Limited	22%
		Satisfactory	26%
		Proficient	52%
		Exemplary	0%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

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.

APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

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 situation 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 may 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.

Appendix C

FIFTH AMENDMENT TO CHARTER SCHOOL AGREEMENT BETWEEN DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND CEDAR TREE ACADEMY PUBLIC CHARTER SCHOOL

Cedar Tree Academy Public Charter School (formerly Howard Road Academy Public Charter School, and formerly Washington Public Charter School for Academic Excellence, Inc.), a District of Columbia nonprofit corporation (the "**School Corporation**") and the District of Columbia Public Charter School Board (the **"Charter Board"**) entered into a contract, dated June 20, 2000 (the "**Charter Agreement**") wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, as amended (the "**Act**") and the Charter Agreement.

On November 21, 2005, the Charter Board voted to approve a petition from the School Corporation to change its reading curriculum. The petition submitted by the school constitutes the "**First Amendment**" to the Charter Agreement.

On October 16, 2006, the Charter Board voted to approve a petition from the School Corporation to change its math curriculum. The petition submitted by the school constitutes the "**Second Amendment**" to the Charter Agreement.

On February 21, 2008, the Charter Board voted to approve a petition from the School Corporation to amend its Charter Agreement to add a pre-school and pre-kindergarten program, and to increase its student enrollment ceiling from 600 to 900 students. The petition submitted by the school constitutes the "**Third Amendment**" to the Charter Agreement.

On June 24, 2013, the Charter Board voted to approve a petition from the School Corporation to amend its bylaws and articles of incorporation to change its name to Cedar Tree Academy Public Charter School. The petition submitted by the school constitutes the **"Fourth Amendment"** to the Charter Agreement.

This Amendment to the Charter School Agreement (the "**Fifth Amendment**") is effective as of July 29, 2013, incorporates all previous amendments as already agreed to by and between the **Charter Board** and the **School Corporation**") (individually, each may be referred to as the "**Party**," and collectively, the "**Parties**"), and is entered into by the Parties.

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

This **CHARTER SCHOOL AGREEMENT** AMENDMENT (this "Agreement") is dated as July 29, 2013, and entered into by and between the **DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD** (the "Charter Board") and **CEDAR TREE ACADEMY PUBLIC CHARTER SCHOOL** (the "School Corporation").

SECTION 1. AMENDMENT

1.1 The School Corporation and the Board agree to amend the Charter Agreement as follows:

A. Section 2.1 of the Charter Agreement and the "Mission" section on pages 9 and 10 of the Charter Application are deleted in their entirety and replaced with the following:

The Academy is committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. – No exception, No excuses!

B. The School Management Section on pages 67 through 71 of the Charter Application is deleted in its entirety, and is replaced with the following:

The School Corporation has terminated its contract with Mosaica Education, Inc. as its charter management organization, effective as of June 30, 2013.

C. The School Corporation closed its Pennsylvania Avenue and Martin Luther King Jr. Avenue campuses effective as of June 30, 2013, and operates the school from 701 Howard Road, SE Washington, DC 20020.

D. Section 2.2 of the Charter Agreement is deleted in its entirety and replaced with the following:

The School Corporation shall instruct students in grades pre-kindergarten-3, pre-kindergarten-4 and kindergarten at one campus located at 701 Howard Road, SE Washington DC 20020. After three years at this grade configuration, if the School Corporation meets all the requirements, the School Corporation may apply to PCSB's board to amend its charter to add grades.

Campus	Address	Grade Levels	Enrollment Ceiling
Cedar Tree PCS	701 Howard Road, SE Washington, DC 20020	PK-3, PK-4, K	600

Students enrolled in pre-kindergarten-3 and pre-kindergarten-4 in the 2012-13 school year may continue attending the School Corporation without participating in the lottery.

E. The "Goals" section on pages 10, 11, and 12 of the School Corporation's Charter Application is deleted in its entirety and replaced with the following:

The School Corporation has selected as its measure of goals and academic achievement expectations the Early Childhood Performance Management Framework developed by the Board (referred to as "EC PMF").

Changes to this PMF implemented by the Board after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights will automatically become part of the measurement of the School Corporation's academic achievement expectations. However, if changes are made to any PMF that the School Corporation elects not to accept, the School Corporation reserves it right to submit to the Board a petition for a charter revision pursuant to §38-1802.04(c)(10).

F. If, at any time during the duration of the charter agreement, the School Corporation amends it charter to operate two or more campuses under the Charter, each campus will be evaluated both individually by PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. ("**Campus**" is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school or a combination of the above. These may be in the same facility or different facilities).

G. Review. In the Charter Board's review assessments and renewal conducted after this amendment is executed, the Early Childhood PMF, will be assessed as the School Corporation's goals and academic achievement expectations starting in the school year that the PMF is formally adopted by the Charter Board. The Early Childhood PMF is still in pilot status, and PCSB anticipates it to be formally adopted in 2014, at which point PCSB will assess the Early Childhood PMF as the School Corporation's goals and academic achievement expectations for its early childhood programming using the following standard for review and renewal:

> In order to be considered for having met its goals and student achievement expectations at its charter renewal and every high stakes review there-after, a school will need to earn at least 55% of the possible PMF points in two of the previous three years and not under 45% of the points in any of the previous five years. In cases where the school has not achieved this but has demonstrated annual consistent improvement over the course of the previous five years, the PCSB Board may determine the school to have met its goals and student achievement expectations.

In the event that the Early Childhood PMF is not formally adopted, the Parties shall, no later than one month after the final decision by the PCSB Board to not formally adopt the Early Childhood PMF, work in good faith to establish other early childhood goals and academic achievement expectations for the School Corporation's early childhood programming, and will amend the School Corporation's charter accordingly to reflect these goals and academic achievement expectations.

Given that the School Corporation's current charter expires at the end of school year 2014-15; that the school will be undergoing charter renewal during that school year; and that the EC PMF is still in pilot phase for school year 2012-13 and 2013-14(the two years prior to the School Corporation's review), the standard for renewal above will not be used for the School Corporation's 2014-2015 renewal assessment. In addition, the School Corporation has either changed assessments or has incomplete data on the same assessment between 2012-13 and 2013-14, making it impossible to measure progress on any indicator except in-seat attendance[1]. Accordingly, the following standard will be used:

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[1] Choosing School Year 2012-13 baseline scores for attendance: Because the School Corporation operated two campuses in 2012-2013 that served early childhood grades, PK-3, PK-4, and K at

The School Corporation, when undergoing its charter renewal in the 2014-15 school year will perform at or above the floor on the indicators in the EC PMF Pilot, as indicated in the chart below. Each indicator will be treated as a separate goal or student achievement expectation.

Domain	2013-2014 Goals
Prekindergarten Literacy Progress	60% of PK3 students will increase 3 points on the Picture Naming section of the myIGDI assessment. 60% of PK4 students will increase 1 cut score on all three sections Picture Naming, Rhyming, and Sound ID, of the myIGDI assessment.
Prekindergarten Math Progress	60% of PK3 students will increase 1 cut score on the Quantity Comparison subtest on the lowest level and maintain on higher levels of the myIGDI assessment. 60% of PK4 students will increase 1 cut score on the Oral Counting, Quantity Comparison and 1-to-1 Correspondence Counting subtests on the lowest level and maintain on higher levels of the myIGDI assessment.
Kindergarten Literacy	60% of students will show 0 NCE growth or meet or exceed the 50th percentile on the Scantron Performance Series Reading assessment.
Kindergarten Math	60% of students will show 0 NCE growth or meet or exceed the 50th percentile on the Scantron Performance Series Math assessment.
Prekindergarten Emotional Support	The school will score at least 3 on the Emotional Support domain of the CLASS Assessment.
Prekindergarten Classroom Organization	The school will score at least 3 on the Classroom Organization domain of the CLASS Assessment.
Prekindergarten Instructional Support	The school will score at least 1 on the Instructional Support domain of the CLASS Assessment.
In-Seat Attendance	On average, PK3 - 4 students will attend school 80% of the days. On average, Kindergarten students will attend school 82% of the days.

H. Other Goals. For purposes of the 2013-2014 renewal only, the Charter Board will evaluate the following goal, which has been consistently measured over time:

i. 70% of parents will report "Satisfied" or "Highly Satisfied" with the school on the end of year parent satisfaction survey

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Pennsylvania Avenue and only K at Howard Road Main--there are two 2013 Pilot EC PMF reports. The School Corporation will adopt the Pilot EC PMF scores of the Pennsylvania Avenue campus as these students are the only reenrolled students from either campus at its current campus on 701 Howard Road, SE for the 2013-14 school year.

I. The school will supply PCSB with all valid student-level data needed to accurately calculate PMF scores.

J. The following updated documents are included in this amendment and attached hereto:

i. Revised discipline policy [Attachment A]; and

ii. Enrollment table [Attachment B].

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Fifth Amendment shall not, except as expressly provided in this Fifth Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement.

2.2 Continuing Effectiveness. Except as expressly provided in this Fifth Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 Representations and Warranties. The Parties represent and warrant that this Fifth Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 Severability. In case any provision in or obligation under this Fifth Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Fifth Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.3 Assignment. This Amendment shall not be assignable by either Party; except that if the Charter Board shall no longer have authority to charter public schools in the District of Columbia, the Charter Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.4 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Agreement. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.5 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.6 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.7 Dispute Resolution. Neither the Charter Board nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of the Charter Board and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict the Charter Board's ability to revoke, not renew, or terminate the Charter Agreement pursuant to Section 38-1802.13 of the Act.

3.8 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Cedar Tree Academy PCS
_____
Washington, D.C. 20020
Attention: LaTonya Henderson
Email: Lhenderson@cedartree-dc.org
Telephone: (202) 610-4193

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as of:

DATE: 1/30, 2014

CEDAR TREE ACADEMY
PUBLIC CHARTER SCHOOL

[redacted]

Name: CARLA L BAILEY

Title: BOARD CHAIR

[redacted]

Name: John H. "Skip" McKoy

Title: PCSB Board Chair

ATTACHMENTS

ATTACHMENT A	Revised Discipline Policy
ATTACHMENT B	Enrollment Table

ATTACHMENT A

Cedar Tree Academy PCS Discipline Policies

General Guidelines and discipline policies for Working with Children

We use positive discipline techniques at Cedar Tree Academy PCS. These techniques are based on the premise that even problem behaviors are spurred by a positive impulse—all behaviors are attempts, if occasionally misguided, to solve what children see as problems. Positive discipline is discussed below and will be discussed further at parent meetings. Keep posted, as these techniques are very helpful at home and during volunteer shifts at the school!

Corporal punishment is never used at Cedar Tree Academy. Staff members using corporal punishment will face immediately disciplinary action. Parents using corporal punishment at school will be reported to Child and Family Protective Services and may be forced to withdraw from the school. Yelling, humiliation, and intimidation of children are also never appropriate at Cedar Tree Academy PCS.

Practical Tips for Classroom Volunteers

When you are in charge of a group of children, stay close to them and at their level. Don't be afraid to play with the children, talk with them, and ask them directly how they feel. Listen to their conversations, and intervene if things get negative. Stopping hurtful words can often prevent physical fights.

Measures such as time-outs should be used only as a last resort. Solve problems through talking, providing words for younger children if necessary. If a conflict cannot be solved through direct negotiation, try redirection, or come up with a creative solution. ("I can see that you both want that shovel. What if we took turns? Well, what if we went over here and dug with these cans instead? Or, let's see if this tractor can also dig.") **However,** if something dangerous is about to happen, step in immediately with gentle physical intervention (for example, take the shovel out of a child's hand if he/she is about to hit another child with it). Remember to be mindful of your voice and strength—you are huge to these children.

Use neutral, positive language rather than commanding, negative language when working with the children (for example, instead of "Don't run!" try "Please walk," and instead of "Don't hit!" try "We are gentle with our friends at school"). When with very young children, "sports cast"—talk out loud about what they're doing. ("Bobby is digging with the shovel. Look at the hole he's making in the sand. Oh, it looks like Timmy would like to dig too...") Create choices for children, but be clear and direct. Avoid open-ended suggestions that encourage rebellion, such as "Would you like to come to circle now?" Only give choices that are real choices, such as "Would you like to hop or skip to circle?" However, if children are not comfortable participating in an activity, allow them to watch, and to the degree possible for supervision, allow them to play by themselves if they choose to do so.

Most importantly, model the sort of behavior you want to see in the children. In the long run, this is the most powerful teaching tool! If a child resists your suggestions, get a teacher to handle the discipline.

Please note: Report any accident, however small, to the head teacher. Accidents must be shared with parents via an On-Site Injury form, or, in the case of a serious accident, by an immediate phone call.

Positive Discipline Principles

The positive discipline method used at Cedar Tree Academy PCS encourages children to become increasingly self-regulated. We believe in creating dialogue with children and teaching them how to solve problems themselves. Children should be encouraged to come up with their own positive solutions, rather than to rely on adults to solve their problems for them. For example, if two children are fighting over a toy, the adult should ask them how they would like to resolve the conflict, rather than simply giving the toy to one party. Of course, if children begin to act destructive, their destructive behaviors must be stopped so that all children feel safe.

In situations requiring discipline, we distinguish between behaviors and the children themselves. For example, if a child is climbing the fence, we say "Fences are not for climbing," or "It is not acceptable to climb the fence." **We avoid blaming a child for an action.** Rather, limits are set in a neutral fashion. In general, children feel more comfortable when limits are clear (some children will contest limits to get attention; we attempt to redirect such behavior rather than engaging in a power struggle). It is also important to remember that feelings are valid to the individual having them. We encourage children to express their feelings in words, listen to them, and acknowledge their feelings. All children's behaviors, however misdirected, are an attempt to solve a problem in the children's eyes.

Do not be surprised if children try out new behaviors at school that they have never before displayed at home. Children can be intimidated by a group setting or become excited about mimicking behaviors they see in peers. It is important that we create a positive atmosphere in the classroom and on the playground at all times, encouraging helpful and cooperative behavior and discouraging destructive or competitive behavior. Adults need to model positive attitudes for the kids, to obey school rules and state regulations, and to act in a manner that they'd like the children to copy. Helpful behaviors that the children display should be praised. Negative behaviors should be ignored if they are not destructive, so that they are not seen as ways to get attention; if the negative behaviors are destructive,
children should be redirected to other behaviors or activities.

We try to set up the school environment so that children can succeed. Sometimes that setup changes depending on what's going on among the children at the time, and teachers will alert you to any changes in the rules. Parent helpers in the classroom should consult teachers whenever they are confused about which behaviors are admissible and which are not. They should also (if there is time) summon a teacher to handle any difficult behavioral situations in the area they are supervising. We try to anticipate problems in order to avoid them—setting up a safe environment with clear limits is central to avoiding discipline problems, as is good communication between teachers and volunteers about rules and boundaries.

Above all, our goal is to create a caring community, both for the children and among the teachers and parents who work with them. Discipline is not only the desire to regulate child behavior, but also to help shepherd children into an ability to live with others peacefully and productively. Learning to behave for the

good of the group is hard for young children. It needs to be taught like any other skill, and to be modeled by adults at all times.

Green, Yellow, and Red Light Behaviors

One useful concept is that of green light, yellow light, and red light behaviors. With very young children, choosing battles is vital and can sometimes be even more important than consistency (having the same rules all the time). Consistency becomes more important as children enter the elementary years and become interested in rules as a principle (this is one reason why preschool and elementary discipline often looks different).

Green light behaviors do not cause harm to the child or others. An example of a green light behavior might be a child taking off his/her shoes. If the weather is warm and you are not about to go to the park, it's probably okay.

Yellow light behaviors alert adults that something might go wrong, but are not yet dangerous or violating rules. If a child approaches another child who has a toy, the adult might watch to see what happens, rather than intervene too quickly. It is important to let children solve problems on their own if they can. On the other hand, it is important to be alert to situations that may become problematic, since many such situations can be prevented if intercepted early.

Red light behaviors are dangerous or violate firm rules. An adult needs to step in immediately. If a child is about to hit another with a shovel, the adult must intervene and grab the shovel. Then, when the danger has passed, the adult can speak with the children about why this behavior was occurring. In the older grades at Cedar Tree Academy PCS, scheduled time-outs can result from red light behaviors. This is developmentally appropriate, as children become increasingly rule-governed over time.

What to Do when Hurtful Words or Behaviors Occur

Children must feel safe at school, both physically and emotionally. School should be a place where they feel that they are encouraged and cared about by those around them, not that their self-esteem is being hurt. Adults need to watch children at play closely and redirect behaviors that are hurtful or potentially dangerous.

If a dangerous or hurtful behavior occurs, the following steps are taken:

1. Aggressors are stopped and reminded that their behavior is hurting another child or violating a rule.
2. The aggressors' targets are taken aside with their aggressor and asked to say how they felt, so that the aggressors can learn the consequences of their actions. Our attitude is not that anyone is bad, but rather that children need to communicate with each other in ways that are successful for all. Above all, our goal is to teach empathy, which children learn through seeing the reactions of others.
3. Children who are violating the rules of a certain area are asked to stop. If they do not comply, they may be redirected to another activity, while being told clearly why this is happening. ("You cannot play in the sand any more right now, since you are having trouble remembering not to throw sand. Would you like to play with blocks or read a book?")

4. If children will not sit by themselves, they are asked to accompany a teacher or parent. In all cases, everyone must be kept safe.
5. Children who get seriously upset or who defy a teacher or parent are referred to the head teacher. The teacher or parent who brings the troubled child to the head teacher relieves her in her current duties in order to let her deal with the child.
6. If children repeat the same patterns of hurtful language or aggressive acts over time, the teachers attempt the analyze the situation by considering other causes, such as upsetting things going on at home, conflict with a friend, illness, and the child's developmental stage.

7. Continued problems are handled with a behavior plan devised by talking to children and their parents and deciding what will work to remedy the situation. In some cases, the teacher may recommend the student to the schools Response to Intervention Team (RTI).

It is essential that judgment be avoided in disciplinary situations, and that all parties center on the goal of helping every child to succeed and get along with others. Children try out a variety of behaviors as they grow and change, and they are by nature experimental and egocentric. Our job is to help them learn to explore their worlds within reasonable limits, and without hurting others, while maintaining a positive sense of self-worth. This is no easy task—it is assumed that all children will have ups and downs, and that our community will be here to help all children succeed

Discipline Strategies NOT Allowed at Cedar Tree Academy

It is strictly forbidden to punish children physically by shaking, hitting, or intimidating them in any way. If a child is in danger, an adult may gently move that child from a position of danger. However, care must be taken not to hurt or intimidate the child in the process.

Punishments, as opposed to consequences, are discouraged, because they humiliate children and decrease their self-image. We try to teach children to be self-regulating by demonstrating the rewards of positive behavior and the consequences of negative behavior.

Beyond Discipline

Our goal is to create a positive community in which a group of adults and children care about each other's growth and welfare, cheer for each other's successes, and help each other through hard times. We seek to model tolerance rather than judgment, and embrace every child as a potentially successful member of the group.

Discipline Procedures & Policies

A very important part of the early childhood experience is helping children learn how to get along in the world, enjoy being with other children, and follow the direction of an adult other than their parent. A caring and positive approach will be taken regarding behavior management and discipline. The teachers will focus on the positive behaviors of the children and reinforce those behaviors as often as possible. Our goal is to help the children develop self-control and responsibility for their actions.

Our discipline procedures will consist of the following strategies:

1. Encouraging children to use their words when having a disagreement with another child. Facilitating children in their attempts to settle their own disputes.
2. Redirecting behavior when this seems potentially effective.
3. Separating a child from the group (Time-Out) – one minute away for each year of age.
4. Counseling children individually about their behaviors.
5. Making parents aware of disciplinary concerns (Incident Report).

Disruptive Behavior distracts from the full benefit of the early childhood program and will result in consequences. The following behaviors are considered disruptive:

- Requires constant attention from the staff for negative actions
- Inflicts physical or emotional harm on other children, adults, or self
- Disrespects people and materials provided in the program
- Consistently disobeys the rules of the classroom
- Verbally threatens other students and/or staff
- Uses verbal or physical activity that diverts attention away from the group of children.

Discipline Procedures for disruptive behavior

- Disruptive Behavior will be addressed in an incident report. This will be completed to document any inappropriate behaviors that directly impact other children, staff members, or the group as a whole. This report will be shared with the parent and will explain the behavior and how the behavior has affected others. It will also explain how the situation was resolved. The incident report will be placed in the child's folder to be taken home, signed, and returned the next day to the teacher.
- If a child has difficulty managing his/her behavior on a recurring basis, parents will be asked to meet with the child's teacher and school counselor
- If the child's behavior continues to be inappropriate, consistently disruptive, and/or dangerous, it may be necessary for the child to be sent home for a time to be determined, or removed from the early childhood program altogether.

Children cannot become self-disciplined unless adults teach them right from wrong. At Cedar Tree Academy, children will be taught the expectations for correct behavior and encouraged to live and act accordingly. When children know something is wrong, and choose to do it anyway, consequences will follow to communicate that the behavior is not acceptable and will not be tolerated in our school. The following chart will be used to help children self- regulate:

Behavior/Consequence Chart

Behavior	1st Offense	2nd Offense	3rd Offense	4th Offense
Fighting	2 days	5 days	7 days/ Expelled	10 days/ Expelled
Bullying	2 days	5 days	7 days/ Expelled	10 days/ Expelled
Physical Contact (harmful)	3 days	5 days	7 days	10 days/Expelled
Vandalism/ Property Damage	3 days	5 days	7 days	710days/Expelled
Inappropriate Language	Time out	2 days	3 days	5 days/Expelled
Stealing/Theft	Time Out	2 days	3 days	5 days/Expelled
Classroom Disruption	Time Out	2 days	3 day	5 days/Expelled
Disrespecting Staff	Time Out	2 days	3 days	5 days/Expelled
Lying	Time Out	2 days	3 days	5 days/Expelled
Teasing/Taunting	Time Out	2 days	3 day	5 days/Expelled

**Each infraction is explained for your reference below

Fighting- the exchange of punches between 2 or more people. All students that participate in a fight, both the aggressor and defender will be suspended.
Bullying- a form of aggressive behavior manifested by the use of force or coercion to affect others, particularly when the behavior is habitual and involves an imbalance of power. It can include verbal harassment, physical assault or coercion and may be directed repeatedly towards particular victims, perhaps on grounds of race, religion, gender, sexuality, or ability. Physical, emotional, and verbal bullying will yield the same consequences.
Physical contact - includes horseplay, wrestling, and pushing. Physical contact 1 is mild use of hands or feet in contact with another person or people. Physical contact 1 is not aggressive, but deemed playful by student and adult witnesses.- Physical contact with malicious intent including slapping, punching, kicking, pushing, or use of objects to hurt or harm others
Vandalism/property damage- writing on school items or property belonging to someone else or intentional destruction or attempt to destroy school property; including bulletin boards, walls, desks, chairs, books, lockers, bathroom stalls, etc.
Inappropriate language- any words, phrases or gestures that are deemed obscene or profane
Stealing- Intentional taking of objects/property of value that belongs to someone else (value will be determined at administrator's discretion)
Classroom disruption- significant and repeated interruption of classroom instruction that prevents teacher from teaching and other students from learning
Disrespecting staff- repeated and significant defiance or language used against staff member
Lying- repeated non-truth told to an adult in an attempt to avoid a task or prevent consequences
Teasing/Taunting- to irritate or provoke with persistent petty distractions, trifling raillery, or other annoyance, insulting or jeering including "joning."

Discipline Policy Agreement

I have read the early childhood Disciplinary Policies and Procedures. I have discussed this with my child and agree to comply with the discipline policies and procedures of Cedar Tree Academy PCS.

Parent/Legal Guardian Signature:_____

Parent/Legal Guardian Name Printed:_____

Child's Name:_____

Date:

ATTACHMENT B

Cedar Tree Public Charter School

Maximum Enrollment

Grade	Academic Year 2014	Academic Year 2015	Academic Year 2016	Academic Year 2017	Academic Year 2018
PK3 - K	600	600			
Total	**600**	**600**			

The school will undergo charter renewal in school year 2014 - 2015. If renewed, the school will negotiate a renewed charter, which will include a Schedule I.

Appendix D

CHARTER SCHOOL AGREEMENT

DATED AS OF ~~MAY __, 2000~~ June 19, 2000

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

WASHINGTON PUBLIC CHARTER SCHOOL
FOR ACADEMIC EXCELLENCE, INC.

Howard

Road

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "Agreement") is dated as of May ___, 2000 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the "Board") and WASHINGTON PUBLIC CHARTER SCHOOL FOR ACADEMIC EXCELLENCE, INC. (the "School Corporation").

RECITALS

WHEREAS, pursuant to Section 2203 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "**Act**"), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 2202 of the Act to establish a public charter school (such petition, as amended through the date hereof, the "**Application**"; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subtitle B of the Act and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the "**School**") in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation's charter for purposes of Section 2203(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board

and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits. The School shall be located at Lot 80, 81 and 949, Square 5861 @ Howard Road, SE, Washington, D.C. (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith. The School shall not begin instruction of students at the School Property until the School Corporation has provided to the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School as true, correct and complete. The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in grades K to 5. In subsequent academic years, the School may instruct students in grades K to 12. The School shall not instruct students of any other grade without the prior written consent of the Board.

2.3 Enrollment. **A.** Enrollment in the School shall be open to any pupil in the grade range set forth in Section 2.2 who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to the procedure set forth in the random selection process established pursuant to clause C below. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than 550 pupils in its first academic year and no more than 1390 pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. No later than April 1, 2005 and April 1, 2010, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of

any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School by up to 5% from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

2.4 Curriculum. **A.** The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "**Implementation Date**"). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

(i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets

set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or

(ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

2.5 Standards. As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

2.7 Student Policies; Expulsion and Suspension. **A.** No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

SECTION 3. EVALUATION

3.1 Accountability Plan. **A.** The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance

falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

SECTION 4. CONTRACTS

4.1 Contracts. A. Within 45 days after the end of each fiscal quarter, the School Corporation shall submit to the Board with respect to each contract (other than an employment contract) entered into, materially amended or terminated during such fiscal quarter that has (i) a value equal to or in excess of $10,000, or (ii) a term that exceeds one Fiscal Year, a list of the following items: (a) the parties, (b) an indication of whether any party is an Affiliate

(as defined in Section 4.5) of the School Corporation, (c) the product or service that is the subject of such contract, and (d) whether the value of such contract equals or exceeds $50,000 or such other threshold as the Board may determine in writing.

B. By October 1 of the School's first academic year and by October 1 of each subsequent year in which there is a change, the School Corporation shall submit to the Board a range of salaries and benefits in effect for each category of employees identified by the School Corporation. Within 45 days after the end of each fiscal quarter, the School Corporation shall submit to the Board a list of each employment contract entered into, materially amended or terminated during such fiscal quarter which provides an annual salary and benefits package in excess of the relevant range delivered to the Board pursuant to the preceding sentence.

C. Each contract described in clause A or B above shall be referred to herein as a "**Material Contract**." Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

4.2 Contracts for School Management. **A.** Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a "**School Management Contract**") for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

B. If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

4.3 Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

(i) Workers' compensation insurance as required by applicable Law. "**Law**" shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such insurance shall provide coverage with a $1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum deductible of $2,500 per occurrence and aggregate limits of liability of at least $2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a $1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a $5,000,000 minimum limit per occurrence and (b) otherwise, a $3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than $2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (x) not include any coinsurance provision, (y) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (z) include debris removals with a sub-limit of not less than $50,000. The property damage coverage shall not

contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a $1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a $1,000,000 minimum limit per occurrence.

B. If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the "**School Manager**") to maintain management professional liability insurance with a $1,000,000 minimum limit per occurrence.

C. The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days' prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

4.4 Insurance Certificates. No later than August 1, 2000 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or

render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

4.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the "**Board of Trustees**") or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. "**Affiliate**" shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by" and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.

4.6 Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

4.7 No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

4.8 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 5. REPORTS

5.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. **Annual Reports**: no later than November 1 of each year, beginning November 1, 2001, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 2204(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

B. **Audited Financial Statements**: as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; "**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

C. **Interim Financial Reports**: as soon as available and in any event within 45 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2000, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of $500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean (x) initially, month and (y) from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July and August 2000 on October 15, 2000;

D. **Budget; Fiscal Year**: no later than June 1 of each year starting June 1, 2000, an annual operating budget, an annual capital budget and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's operating budget for the period from July 1, 2000 to June 30, 2002 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2000 a revised operating budget for the period from July 1, 2000 to June 30, 2002; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

E. **Enrollment Census**: on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special education, (c) emergency migrants, (d) new or leaving students, (e) eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

F. **Attendance**: no later than 15 days after the end of each month during the academic year, a report listing the average daily attendance for the School during such month;

G. **Key Personnel Changes**: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;

H. **Events of Default, Etc.**: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default

under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

I. **Litigation**: (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

J. **Authorizations**: (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2001, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

K. **Board of Trustees Meeting Minutes**: Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

L. **Other Information**: such other reports, financial statements and information as the Board shall reasonably request.

5.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 6. ORGANIZATION

6.1 Organization. **A.** The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

6.2 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

6.3 Powers. The School Corporation shall have the powers set forth in the Act.

6.4 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

6.5 Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

6.6 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

6.7 Board of Trustees. **A.** The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

6.8 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

6.9 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

6.10 Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

SECTION 7. TERMINATION

7.1 Termination. **A.** This Agreement may be terminated and the charter of the School Corporation revoked:

(i) by the Board in accordance with Section 2213 of the Act; or

(ii) by mutual agreement of the parties hereto; or

(iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety, health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or

(iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2001; or

(v) by the Board, if the School fails to begin instructing students by December 31, 2001.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

B. This Agreement shall be terminated:

(i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or

(ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

7.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall:

A. if the School ceases operations on the Termination Date,

(i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

B. if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

C. if the Board of Education places the School in a probationary status pursuant to Section 2212(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

D. if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

SECTION 8. COMPLIANCE

8.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain,

renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

8.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.

8.3 Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a "**School Emergency**"), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation's response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

SECTION 9. MISCELLANEOUS

9.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within 5 business days of the School Corporation's receipt of such funding.

9.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District

of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

9.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words "hereof", "herein" and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes" or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

9.5 Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

9.6 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
1717 K Street, N.W.
Suite 802
Washington, D.C. 20006
Attention: Chairperson
Telephone: (202) 887-5011
Telecopier: (202) 887-5026

If to the School Corporation:

Washington Public Charter School for Academice Excellence, Inc.

4700 23rd Parkway
Apartment T-2
Temple Hills, Maryland 20748
Attention: Kenneth L. Evans, Jr.
Telephone: (301) 505-0415
Telecopier: (202) 399-7945

9.7 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege preclude other or further exercise thereof or of any other power, right or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

9.8 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.

9.9 Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

9.10 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

9.11 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple

separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

WASHINGTON PUBLIC CHARTER SCHOOL FOR ACADEMIC EXCELLENCE, INC.

[redacted]

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

[redacted]

Title:

Appendix E

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

DECISION MEMORANDUM

PREPARED BY : **Nelson Smith**

SUBJECT : **Howard Road Opening**

DATE : **July 12, 2001**

BACKGROUND

Howard Road Academy PCS was approved by PCSB in 1999 and delayed opening for a year due to Advantage Schools Inc.'s inability to begin construction on their new, modular facility at the downtown Anacostia site. Construction began this spring, and the building is about 2/3 complete. More than 350 students have been recruited, coming from a wide variety of schools and locations (although the largest single group, about 30, is from Savoy Elementary, the DCPS school two blocks away).

After running into financial losses, Advantage told Howard Road officials that they would suspend operations at the school, but then was acquired by Mosaica Schools Inc. Mosaica has made proceeding with Howard Road a top priority. The Howard Road management contract gives Advantage explicit right to assign the contract in case of a merger -- but Mosaica indicated that it did not want to take on any school "kicking and screaming" simply because of the assignment provision.

Under its charter, Howard Road must "secure use of the school property" by August 1, 2001, and must begin classes by December 31, or the PCSB may terminate the charter.

Wednesday evening, after considering other EMOs and the possibility of self-management, the Howard Road board met with Mosaica officials. The Board agreed to go ahead with Mosaica.

OPTIONS

1) Approve Howard Road opening with assurances about readiness of facility, staff, and academic program, as well as contingency plans for temporary location.

2) Begin revocation proceedings.

If the school is unable to open, enrolled students will have to find other options (and most are not from the immediate zone). In addition, there could be additional repercussions from a high-profile failure -- especially including damage to the credibility of the Board's budget estimates provided to the Council each spring, based on anticipated enrollments.

Recommendation of Staff and/or Board Committee

No recommendation at this point, pending Howard Road presentation at the public meeting.

DISPOSITION

1. **Approved** **Date:** _____
2. **Rejected** **Date:** _____
3. **Original memorandum changed** **Date:** _____
4. **Final resolution** **Date:** _____

Appendix F

Applicant Information Sheet

Request for Approval

This proposal is a request to assume operations of Washington Academy Public Charter School upon its closing.

Name of Charter School **Howard Road Academy**

Contact Person **LaTonya Henderson**, Chief Administrative Officer

Address **701 Howard Road, SE, Washington, DC 20020**
Daytime Telephone **(202) 610-4193** E-mail **LHenderson@howardroadacademy.org**
Fax **(202) 610-2845**

Name of Person Authorized to Negotiate **Tracey Johnson, Board President**

Authorized Signature _____

Proposed Budget **$1,110,169**

Enrollment: From age/grade **3/ECU** to age/grade 11/**6** Number of students **254**

Do you wish to retain the existing Washington Academy school sites? **Yes**

Jones Memorial United Methodist Church

X Yes □ No If yes, for what duration? □ End of SY-07-08 **X** SY 08-09

Pennsylvania Ave. Baptist Church

X Yes □ No If yes, for what duration? □ End of SY-07-08 **X** SY 08-09

Name of Educational Service Provider (if applicable): **Mosaica Education, Inc.**

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? (A document explaining public charter school LEA status is available upon request.) **X**Yes □ No

EXECUTIVE SUMMARY

The Board of Trustees of Howard Road Academy (HRA) is pleased to present the following proposal for assuming the operations of the Washington Academy (WA) effective March 1, 2008.

We believe that it is in the best interest of the charter school movement at large – and thus Howard Road Academy - that continuity of service at Washington Academy is ensured. Closing the Washington Academy mid-year would have serious negative ramifications not just on the school's students and staff, but also on the reputation of charter schools throughout the Washington DC area.

We recommend a long-term solution for Washington Academy. We believe that a smooth transition to new long-term management by HRA is in the best interest of the Charter School Board, the Washington Academy, and the community and students the Academy serves. HRA today operates at full enrollment and has a long waiting list. As a Board, we have extensive hand-on experience in operating a successful charter school, and we are enthusiastic about the prospect of serving a larger number of DC-area students.

> We have demonstrated the necessary financial responsibility. At HRA, our Board has proven its ability to effectively manage school operations within budget while providing quality education for its students. This financial management has included school start-up, acquisition/development of new facilities, and facilities expansion. HRA opened in 2001. We finished FY 2006 with a budget surplus and excellent results on our audit by an independent auditor.
>
> We have demonstrated educational excellence. Under our guidance, HRA has made AYP during both the 2005-2006 and 2006-2007 school years. Further, we have implemented numerous improvements over our tenure to ensure ongoing student achievement.

The Board of Trustees of Howard Road Academy will manage a smooth and effective transition for Washington Academy this year, and offer an outstanding long-term solution for the school's future.

Academic Program

Our academic program at HRA combines a rigorous program of the basics with the innovative integrated Paragon® Social Studies curriculum, intensive teacher professional development, and outstanding instructional strategies.

The strength of this program is evident in its results:

- HRA is one of few the DC charter schools achieving AYP for both of the last two school years
- HRA compares well to both PCSB schools and to BOE schools in 2007 District testing.

HOWARD ROAD ACADEMY CITYWIDE RANKING READING AND MATH
PCSB, BOE AND DCPS SCHOOLS - 2007

SCHOOL	CONTENT	RANKING	% GAIN	% PROFICIENT
Howard Road Academy – PCSB Schools	Reading	3	14.5%	63.39
	Math	2	19.9%	54.24
Howard Road Academy – DCPS Schools (City Wide)	Reading	8		
	Math	7		
Howard Road Academy – BOE Schools	Reading	1		
	Math	1		

We intend to begin immediately to transition WA to our academic program upon assumption of operations and to fully transition WA to this program for the 2008-2009 school year.

Governance
The Board of Trustees at Howard Road Academy has proven both active and effective. This Board, which is comprised of community members and parents, is seven members strong. Mosaica Education, Inc. serves as the school's educational service provider. Recognized as an "Educational Innovator" by the U.S. Department of Education[1], Mosaica Education, Inc. manages over 70 public charter schools, serving 15,000 students in eight states, the District of Columbia, and the countries of Qatar, and United Arab Emirates.

Together, HRA Board and Mosaica Education have achieved outstanding results for HRA:

- HRA has produced excellent academic results.
- HRA received an overall rating of better than 9 out of 10 on its spring 2007 parent satisfaction surveys.
- In 2007 audit, independent auditors found that: "No matters involving internal control over financial reporting that are considered to be weaknesses were identified and no instances of non-compliance which are required to be reported under Government Auditing Standards were identified".[2]
- HRA has successfully acquired its own permanent facility and is preparing for an expansion so we can serve some of the many students on our waiting list
- HRA's financial position is solid
- HRA has been effective in recruiting excellent teachers
- HRA operates at full capacity with a waiting list

We will manage Washington Academy to the same high standards and anticipate equally excellent results.

Finance
We have prepared viable operating budgets and cash flow projections based both on the given enrollment of 254 and a more conservative enrollment of 190 students. Total Revenues of $1,110,169 and expenses of $1,109,489 are anticipated for the final months of the 2007-2008 school year under the 254 enrollment assumption. Assuming an enrollment of 190, we place revenues at $831,477 and expenses at $819,570. In both instances, we conservatively assumed that almost all revenue would come from per pupil allocations.

Facilities
In the short term, we intend to keep all WA students where they are today. This will be least disruptive. Further, the distance between the two sites would make a quick consolidation difficult for students' families, and maintaining the status quo in the short term will enable us to conduct a more thorough assessment of facilities options for the longer term. The options for consideration going forward include: maintaining both current sites, consolidating students into one of the two WA sites, and/or identifying and securing a different site or sites that will better serve the school. We will make a final decision on sites for next school year by June 1, 2008.

Staffing
Mosaica Education will bring on additional management team members in order to make the transition work as effectively as possible. Key personnel have already been identified. These seasoned administrators are versed in running school campuses to the high standards set at HRA. All current WA teaching staff will be interviewed, and their capabilities and certifications will be reviewed. In keeping with HRA's policies, starting in school year 2008-2009, WA will limit class sizes to a maximum of 25 students per class.

In summary, Howard Road Academy is prepared to begin the replication of our strong academic program and financial and operational management at Washington Academy. Not only are we best positioned to do so, our proven track record of success to date will assure success for the students at Washington Academy.

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[1] U.S. Department of Education, The Education Innovator, September 8, 2003.

[2] 2007 School Performance Reports: Howard Road Academy Public Charter School, published by the District of Columbia Public School Board.

A. ACADEMIC PROGRAM

1. Mission and Philosophy

Mission: The mission the Howard Road Academy will share with the Washington Academy is to provide a rigorous academic program geared toward college preparation and designed to engender a lifelong love of learning.

Philosophy: At Howard Road Academy, we offer students a rigorous program of the basics coupled with an innovative integrated Social Studies curriculum. The design of this program comes from our educational service provider Mosaica Education, Inc., and it has proven highly successful in generating strong academic progress in schools across the country.

We structure each day for maximum educational impact, emulating the research-based best practices of the Reading First program for ELA instruction, and utilizing the best in math and science curricula. We also offer the innovative Paragon® curriculum, an integrated social studies program that allows students to learn about the history of great ideas and heroes in U.S. and world culture in a hands-on approach with integrated art and technology. This innovative curriculum and academic approach has successfully increased student achievement at schools across the country.

2. Curriculum

Student Population: The Washington Academy currently serves students from Early Childhood/Pre-school to grade 6. We plan to continue to serve all of these grades through the end of the 2007-2008 school year, and through 2008-2009. Subsequently, contingent upon space availability, we plan to add a grade per year for the next two years, so that the school ultimately serves students through the 8th grade.

Proposed Curriculum:
Objectives: Consistent with the school's overall objective and philosophy (presented above), Washington Academy will offer rigorous, researched-based curricula geared toward college preparation and designed to engender a lifelong love of learning.

Standards: This curriculum will be completely aligned with the standards set forth by the District of Columbia and No Child Left Behind.

Content/Materials to be taught for Core Subjects:

Early Childhood/Pre-school/Pre-K:

HRA does not currently offer Early Childhood or Pre-K programs at its campus. However, the HRA Board intends to request an amendment to HRA's charter to enable HRA to offer them at its present and other campuses; while we won't have space at our facility until our expansion is completed for the 2009-10 school year, in the interest of continuity and minimal disruption at WA, we are willing and able to continue these programs for the remainder of this school year and next at Washington Academy.

Mosaica Education offers Pre-K programs today at many of its other schools – and its founders (Dawn and Gene Eidelman) as the former owners of the Prodigy child care company, which provided pre-K and preschool programs across the country, have extensive experience in this area. Mosaica was also invited by the government of Qatar to establish an early childhood program there. Through a wide range of learning centers in Mosaica's current United States programs, children are able to explore, manipulate, solve problems, and learn at their own rate. Skills are carefully charted and each child's development is reported to the parents. Pre-reading skills are vigorously supported through activities emphasizing letter recognition, visual discrimination, eye-hand coordination, auditory discrimination, and concept development. Letters, sounds, word recognition, and language experiences are presented as foundations for reading. Pre-math concepts, such as sets, size, and counting, are developed through manipulatives and

hands-on experiences. Thematic units developed around topics of interest that integrate literacy and numeracy further stimulate the children's desire to learn. Art projects, a fitness program, foreign language and music round out the pre-kindergarten program. *Further information on these programs is included in the appendices*. Howard Road Academy will implement the same level and quality of program at the Pennsylvania Avenue site where Washington Academy now offers an early childhood and pre-K program.

Elementary/Middle School - the basics:

Short-term: For the remaining months of the 2007-2008 school year the practical choice is to continue on with the current curricula for the basics of English language arts (ELA), math and science. This will create the smoothest transition for students and teachers, and it is not viable to bring in new textbooks on such short notice. We will, however, modify how this curriculum is delivered to ensure maximum effectiveness. Our approach is discussed further in the instructional strategies below. We are pleased to note that Open Court is our preferred ELA curriculum and it is currently in use at WA.

Longer-term: For school year 2008-2009 and beyond, we propose to utilize the following curriculum:

Elementary school core morning program:

- Language Arts: *Open Court Reading, Phonics, and Language Arts* - SRA/McGraw-Hill
- Math: *SRA Real Mathematics* - SRA/McGraw-Hill,
- *Science: Science 2006*, published by Harcourt Brace.

Middle school core morning program:

- Language Arts: *Prentice Hall Literature Timeless Voices, Timeless Themes* - 2005 and *Prentice Hall Writing and Grammar* - 2004
- Math: *Impact Mathematics* – McGraw Hill/Roscoe
- Science: Holt *Science & Technology, Integrated Science* ©2006

These core-subject curricula are well-established and well-regarded. They are interdisciplinary, and lend themselves to programming connecting the basics with Paragon®. (discussed below)

Key in our selection of these curricula is the availability of specialized materials for students in need of intervention: both Open Court Reading (elementary) and Prentice Hall (middle school) provide strong solutions. These materials have proven effective for supplementary learning. This is an important factor in the Washington Academy community where so many students currently read below grade level.

Elementary/Middle School Social Studies/Technology/Music & Art: We feel it is viable and appropriate to shift the social studies and technology curricula immediately.

For social studies, HRA uses Mosaica Education's own proprietary, integrated Paragon® social studies curriculum – and we plan to use this curriculum at WA as well. Paragon® is an interdisciplinary world history curriculum that follows a student-centered, personalized approach to learning that combines constructivism with rich content. Paragon® Curriculum K-5 is divided into eight five-week units or Human Eras. Each unit immerses students in a school-wide study of the same historical time period, with each grade focused on a unique essential question, geographic location and concentration of study. This structure enables Paragon® to satisfy District standards by highlighting the areas that students are expected to master at a specific grade level and by aligning daily lessons plans with grade level expected outcomes. Paragon® provides continuity by maintaining the over-arching chronological order dictated by history, but accommodates specific content standards with five-week units based on an essential question that can address skills and content knowledge appropriate for different grade levels. Paragon Humanities 6–8 units

in Middle School are ten-week long quarters that align in modules with Washington DC's social studies, history, economics, and civics content standards.

A testament to MEI's arts- integrated Paragon curriculum, five of the Mosaica Education-managed schools in Michigan were awarded a federal multi-year dissemination grant to concentrate on true cross-curricular arts integration and pedagogies and to track student achievement. Mosaica is incorporating new and effective methods from this study and others in its professional development plans. *Materials from Paragon® aligned to DC standards are included in the appendices to this application.*

We consider technology, music and art to be fundamental elements of an HRA education. Technology at WA, as at HRA, will be integrated throughout the various school curricula rather than being taught as a discrete subject. Music and art will be incorporated throughout the various school curricula and will also be offered as "specials" at WA in the long term.

***Instructional Strategies**:* The approach in use at HRA today incorporates a wide range of instructional strategies. These are research-based and have been proven successful at numerous schools throughout the country. These strategies are discussed in further detail below (see A3). Key elements include: adopting best practices from the highly successful Reading First program, devoting mornings to rigorous curriculum of the basics (ELA and math/science), teaching to multiple intelligences, utilizing Personalized Student Achievement Plans (PSAPs) to bring out the best in each student, integrating technology throughout the curriculum, and using myriad assessments to ensure that our programs are working and our students are excelling.

Assessments: As with instructional strategies, assessments are described in greater detail in their own section below. HRA is committed to achieving its performance goals. As such, it utilizes a wide range of assessments including national norm-referenced tests, all tests required by DCPS, computer adaptive assessments, criterion-referenced tests in reading/language arts, mathematics, science, and social studies, authentic assessments using portfolios, performance-based assessments and documentary assessments. Further discussion of how these different assessments will be utilized is provided below in A6.

Special needs students: Both Open Court Reading (elementary) and Prentice Hall (middle school) provide excellent specialized materials for students in need of intervention solutions. This is an important factor for Washington Academy where so many students currently read below grade level. The instructional strategies (see A3) HRA employs also lend themselves to individualized learning. WA will put these strategies to use and provide after-school tutoring for students needing extra help. We favor inclusion and will pursue it whenever possible. However, we recognize that some students may need more accommodation than inclusion alone can provide. Our approach for identifying and assisting these students as needed is described below under A4.

English Language Learners: At present, Washington Academy has no ELL students enrolled, and the make-up of the local community is such that ELL enrollment is not anticipated. Nevertheless, Mosaica Education has considerable experience in supporting ELL students, and the core curricula selected for WA for 2008-2009 and beyond offers supports for ELL inclusion. Further detail on serving ELL students is provided below in A5.

Gifted students: We do not plan to offer a separate curriculum for gifted and talented students at WA. Rather, we will enrich and challenge gifted and talented students – as well as other students who may have a passionate interest in a given topic - through extensions to the existing curriculum.

Across subjects, Mosaica Education has developed enriching interventions that augment the curricula, enabling students in a single classroom to address any given topic at a variety of different levels. Often, particularly in the Paragon curriculum, there are opportunities for students to work individually or in pairs – and during these

times students with different capabilities and/or interest levels will be given different types of tasks appropriate to their personal capabilities and needs. Students will also have opportunities to present their findings and share their learning with their classmates – thus turning this differentiated approach into a richer learning experience for all.

The Paragon® curriculum treats all students as gifted students. Each lesson features an "Above and beyond" segment that provides supplementary materials and suggestions for further study, allowing a continuum of learning possibilities. Teachers will guide students to the appropriate materials based on their individual learning plans and goals and will help students challenge themselves and exceed their goals at every step.

3. Methods of Instruction

At HRA, as with other schools supported by Mosaica Education, innovative, research-based instructional strategies are employed to ensure best-practice delivery of all curricula. The same will be true at Washington Academy. Intensive teacher professional development and teacher mentoring in effective teaching strategies will begin as soon as the HRA Board assumes WA operations. The strategies include:

- **Cooperative learning:** in cooperative learning, learning occurs as a result of interactions between members of a group (meaning two or more individuals). Cooperative learning promotes all students' high achievement through sharing their strengths and helping each other to overcome their weaknesses.

- **Graphic Organizers** are tools that help students to sort, organize, summarize, retain and recall important information. Since most learners are visual, graphic organizers provide a great alternative to print for a more conceptual, big picture. These tools also foster effective group brainstorming techniques.

- **Role-plays** provide students with the opportunity to "step into the shoes" of another person or historical period. It allows students to understand another point-of-view experientially, kinesthetically and affectively. It gives them the chance to work out challenges and construct knowledge creatively. Students in the "audience" of a role-play learn from the performance of their peers.

- **Activating prior knowledge:** students use knowledge they already possess in order to construct and build further knowledge. When using prior knowledge, students are more likely to make connections and draw analogies. Students feel confident in learning because they feel that they already possess some of the knowledge. Using prior knowledge empowers students to learn more.

- **Personal connection journaling** leads students into a topic by connecting to their personal experiences. Teachers guide them to share family histories, personal and current experiences and anecdotal stories to make the content relevant. It may be used as a lead-in to a lesson, as a means of activating prior knowledge or as a comprehension activity for students to understand on a personal level an idea or historical event.

- **Socratic Discussion**: in Socratic discussion, the teacher uses logical, incremental questions to arouse interest and guide students in using their own insights to explore or decipher a complex idea or topic. In the Socratic Method the teacher uses no other instructional tool other than question asking. The teacher skillfully guides her students through making observations, connections, analysis and discoveries: each line of questioning, rather than being scripted, flows from the teachers' familiarity with students' prior knowledge, experience, level and frame of reference, as well as the responses the students give. When students answer questions for themselves, instead of passively relying on the teacher as a source of information, they construct the knowledge themselves and are more likely to remember and apply what they learn.

- **Experiential Learning:** HRA and Mosaica Education believe that "people learn best by doing" and that "learning is the driving force in human growth and development." Experiential activities will range from simulated "life" experiences in the subject areas of history and governance to math and the sciences. WA will feature both in-school experiences-based learning units that are connected with field trips and community-based learning experiences.

- **Teaching to Multiple Intelligences.** HRA recognizes different domains of ability, or "intelligences", as described by Dr. Howard Gardner[3] and will apply these at WA as well. Gardner's Theory of Multiple Intelligences provides a foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children likely have expertise in other areas, such as music, spatial relations, or interpersonal skills. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning. Our program seeks to capitalize on children's various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed.

- **Reciprocal Teaching:** Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. WA will use the Mosaica model, which is predicated on the Paragon Curriculum's yearly passage through the eight ages of history, to daily lessons that are integrated across multiple disciplines.

- **Constructivist Teaching Practices:** According to the Association of Supervision and Curriculum Development's The Language of Learning, "many researchers say that each individual 'constructs' knowledge instead of receiving it from others." This paradigm encourages teachers to value students' points of view, structure lessons to challenge students' suppositions, recognize that students must see relevance in the curriculum, plan lessons around big ideas, and assess student learning in the context of daily classroom investigations.

- **No Tracking by Ability.** HRA is committed to providing all students with a first-rate education and believes that early tracking often polarizes students into winners and losers and becomes a self-fulfilling prophecy. A substantial body of research suggests that tracking generally fails to increase learning and has the unfortunate consequence of widening the achievement gaps between students judged to be more able from those judged less able[4]. We realize that children have varying abilities and will accommodate their differences through personalized learning plans, use of tutorials, adaptive curriculum-based software and constructivist teaching practices at Washington Academy.

- **Use of Technology.** The national average student-to-computer ratio ranges from 8:1 in low-economic districts to 5:1 in affluent districts; WA will have a target ratio of two or three students to one multimedia computer. In addition, every teacher and administrative staff member is assigned a laptop computer. All of the computers will be networked and have Internet access. WA will use feature-rich multimedia to supplement all facets of learning - Math, Science, Language Arts and the Paragon® curriculum and infuse technology into our experiential activities. In-class computer usage improves student learning in two main ways. First, computer software allows frequent monitoring of student progress at individual and class levels. Second, it enables students of different abilities to work at levels that challenge them. WA will use the *A+Learning* software program to supplement teacher instruction and track student progress in math and language arts. *A+Learning* aligns with District of Columbia standards and national standardized tests including the ITBS and Terra Nova. *A+Learning* provides detailed reports to help evaluate individual students' needs, provides information for use in parent conferences, guides instructional decisions, and assesses progress toward critical goals. The software's "adaptive" features allow struggling students to experience successes while motivating able learners to extend their reach.

- **Personalized Student Achievement Plans (PSAPs).** In a coordinated analysis of initial base-line test results, teacher assessments of student learning styles and current learning levels, parent input, student self-analysis, and any requirements delineated in existing IEPs, staff at the Academy will design personalized learning plans for every student. These plans become the basis for monitoring individual student achievement. As students grow and master skills, the learning plans are modified to reflect increasing levels of challenge or emphasize areas of weakness that require intensive focus. These plans allow the leadership, teachers, parents, and the students to consistently document and reflect on learning successes or on-going needs. The use of *A+Learning* software tutorial program enhances the ease of modifying student plans by offering "real- time" student assessments in Reading / Language Arts, Mathematics, and ESL or Bilingual education.

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[3] Gardner, H. The unschooled mind: how children think and how schools should teach (1991); Gardner, H., & Hatch, T., Multiple intelligences go to school: Educational implications of the theory of multiple intelligences (1989) at 18(8), 4-9.

[4] Oakes, J. 1990a. "Multiplying inequalities: The effects of race, social class, and tracking on opportunities to learn mathematics and sciences," Santa Monica, CA: Rand Corporation. ED 329 615; Oakes, J., 1985. "Keeping track: How schools structure inequality," New Haven, CT: Yale University Press.

4. Students with Disabilities

Under Section 504 and Title II, students with disabilities enrolled in public schools, including charter schools, are entitled to a free appropriate public education (FAPE). We intend to comply with these regulations, Child Find, and the District's approved Policies and Procedures for the Provision of Specially Designed Instruction and Related Services at Washington Academy, implementing a series of effective practices that seek to identify at-risk students at the point of enrollment and prescribe the necessary instructional interventions that will meet the needs of individual students.

One such model is the Teacher Support Team Program (TSTP) developed by Chuck Stockwell, a long-time educator and school founder. TSTP meets recommendations issued by the *President's Commission on Excellence in Education Report* in 2001 and requirements under *NCLB.* TSTP is a general education service delivery approach that ensures compliance with special education legislation. A trainer will work with school staff to organize teams of expertise, train staff on the process of screening all students for foundational skill readiness (spoken language, motor, ocular, motor, and reading) and designing 10-week interventions to build skills in these areas. This process correctly identifies students that merely lack foundation skills and need quick training and greatly reduces the number of students who are misplaced in special education. It also permits students who require more long-term services to receive appropriate attention. This is a model, therefore, designed to prevent learning failure.

Philosophically, we favor inclusion, and whenever possible Howard Road Academy will apply at Washington Academy a general education service delivery approach rather than pull students out of the classroom. We recognize, however, that not all special needs can be adequately addressed through inclusion. Thus, when necessary, we will employ a "pull out" approach to provide specialized education for students who need it at Washington Academy.

Students who are pulled out will receive specialized instruction from qualified special-education teachers in the subjects necessary. When special education services are delivered using an inclusive model, services will include such activities as teacher consultation and co-teaching, with the special education teacher concentrating on differentiation of instruction to address student goals and objectives within the general education class. When a "pull out" model is used, students will receive supplemental instruction (after receiving original instruction in the general education curriculum in the general education classroom). This supplemental instruction could range from differentiation of the general curriculum to meet student goals and objectives, or additional targeted instruction to meet skill gaps and deficits using additional or alternate curriculum as defined by the IEP team.

The intention is always to provide the supports necessary for the student to participate and progress in the general curriculum. Both our inclusion and pull-out programs will be designed to comply with federal and district special education legislation and will be tailored to the needs of the student.

The specific nature of the special education services required at WA will be a function of the specific special needs of the school's students. IEP information and parental insight obtained at time of enrollment will enable us to begin to shape these services – once school begins, observations and assessments will help to define these further. When a student enrolls in WA with an active IEP, and as the charter changes hands, the school and parents will either agree to implement the current IEP as written, or will agree to a comparable services agreement for a period of no more than 30 days, at which time a new IEP will be developed with information collected as previously described (enrollment information, observations curriculum based assessments). The school will operate special education programming (such as Resource Rooms or other educational programming) that meets requirements set forth by district rules governing special education. Ancillary services will be provided to students based on need as outlined on their Individualized Education Plans (IEP). All decisions made regarding placement and services by the IEP team will be made to help the student progress and participate in the general curriculum.

Throughout planning, assessment and implementation, Washington Academywill benefit from the oversight of Mosaica specialists in special education. Howard Road Academy special education students are well served as are those students at the Mosaica schools with any significant enrollment of students with special needs; we are confident that Howard Road Academy and Mosaica's success in effectively addressing the special needs of these students will serve Washington Academy students well.

5. English Language Learners

At present, we do not anticipate a need for ELL programming at the Washington Academy sites. However, should a need arise, we will use an inclusion approach that incorporates elements of immersion and sheltered content. This approach will challenge students to quickly acquire English-language skills and will do so in a manner that keeps them closely involved in regular classroom life. Mosaica serves a number of schools with significant ELL populations, and has developed a professional development program specifically designed to prepare foreign-language specialists to work effectively with English language learners using an inclusion approach.

The program explores six effective teaching strategies for language teachers: Immersion, Total Physical Response (TPR), Cross-Curricular Connections, Reinforcing Parts of Speech, Writing in a Foreign Language, Listening in a Foreign Language. In addition to delving in depth into these strategies, this program also addresses the particular classroom-management challenges that arise in a classroom with various levels of ELL and native English speaking students, and it includes a discussion of how to effectively implement these six strategies.

A Mosaica Education language specialist versed in effective teaching strategies for ELL instruction will provide professional development instruction as necessary. ELL instructors will be certified and will comply with the qualification for their specialty as set forth by the District.

Teachers at WA will be expected to tailor the content and vocabulary they use with their given classes to a level appropriate to the students they are teaching. Methods for doing so, and for including/involving ELL students in classroom exchanges, will be components of our planned teacher professional development for WA faculty.

6. ***Student Assessment***

Existing performance data will be obtained from each student upon our assumption of WA operations. Data from ongoing assessments, annual tests, pre- and post-testing and the other forms of assessment mentioned below will then be logged and kept in each student's individual file and included as part of each student's Personalized Student Achievement Plan (PSAP).

1. All student performance data and school business records will be tracked and monitored by highly-qualified staff in order to meet and exceed DC standards;
2. Our core curriculum is fully aligned with DC content standards and as such our assessments provide guidance towards outcomes;
3. Our specific student expectations meet requirements for annual growth, growth of student subgroups, attendance requirements and measure all students using a statistically valid assessment approved under the District's accountability plan.
4. A progress monitoring plan meeting District requirements will be put in place. Parents will receive regular updates about their child's progress as per District law, and Washington Academy will work closely with parents to ensure a collaborative effort in improving student academic achievement.

Baseline standards for achievement will be set:

1. Utilizing national norm-referenced testing: the ITBS (Iowa Test of Basic Standards) will be taken as a pre-test and post-test (twice annually) by all students. Subsequent to 2007-2008, these baselines will be established within the first three months of the school year.

2. Using the school's prior performance on assessments required by the District of Columbia. (These may have to be tempered should drastic changes in enrollment occur despite all efforts to make the transfer of charter as smooth as possible).

Outcomes to be achieved include meeting and/or exceeding AYP as indicated by participation in District-wide testing, achieving NCE gains of 2.5 or better on the ITBS, achieving high levels of parent satisfaction, and demonstrating excellent progress against PSAPs.

Assessments will include:
District-wide assessments: The academy will participate in all required District-wide assessments in accordance with District rules and regulations.

National norm-referenced tests: as cited above.

Computer adaptive assessments: In addition, the use of computer adaptive assessments has the advantage of allowing frequent and convenient monitoring of the academic achievement of individual students, entire classes and the whole school. Thus, the most frequent assessment will be the weekly reports of student performance generated by the *A+Learning* software.

Criterion-referenced tests in Reading/Language Arts, Mathematics, Science, and Social Studies—specifically for detailed information about how well a student has performed on each of the educational goals of the curriculum.

Authentic assessments using portfolios—print and videotape: We will rely heavily on student portfolios at Washington Academy. These portfolios will document students' work, display a command of skills and content, and provide insight into the learning process over time. These portfolios will include a variety of student work samples along with observations and evaluations of student learning and performance by the student, peers, school staff and parents.

Performance-based assessments: These assessments require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include science experiments, dramatic and oral presentations, video productions, research, etc. Each Human Era curricular unit will culminate in a collaborative production. Children can elect to perform a dramatic production with a group of students on-stage, another group in costumes and set design, yet another in sound effects and lighting. Still another group of students can work together in promotions and marketing, designing a program with web site images and flyers with their own computer-generated designs. The possibilities are endless. Paragon® serves as an invitation to teachers and students alike to identify and actualize the possibilities best suited to their unique talents and collaborative efforts.

Documentary assessments: These assessments involve organizing the information a teacher collects regarding a child's learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction. These methods of assessment are connected to students' lives and learning experiences and represent the real-world challenges they will face.

Tailored instruction: The assessments we will use at Washington Academy will be designed to gauge student progress against goals, and a key element of teacher professional development and mentoring at WA will be the use of these assessments in tailoring instruction to better serve the needs of classes and individual students. These assessments will serve as the basis for PSAPs, and they will be continually referred to as the school fine-tunes its curricula to address Washington Academy enrollment.

Alignment to standards: The curricula at Washington Academy will all be aligned to District standards and, consistent with the curricula, the assessments will serve as measures of the school's success in meeting these standards.

7. Basis for Promotion and Graduation

At Washington Academy as at HRA, a "no social promotion" policy will mandate that students earn their way from one grade to the next through academic achievement. The school will provide myriad interventions both in the classroom and after school to assist students in achieving that goal.

8. Safety, Order, and Student Discipline: *Describe the procedures in place to ensure the school is a safe, orderly, and drug free environment where both teachers and learners can feel secure and where effective learning can take place. Describe the school's philosophy regarding student behavior, discipline, and participation in school activities for the general student population and special needs students. Describe the role of teachers, administrators, and other school staff in monitoring student behavior, advising and mentoring students, maintaining communication with parents and families, and other activities associated with orderly schools. See §38-1802.02(10) and §38-1802.02(11), DC School Reform Act.*

We will adapt the comprehensive behavior management system and discipline plan in place at HRA today for us at the Washington Academy sites. Creating a school culture and an environment conducive to learning is paramount to the Mosaica design that we currently use. The Code of Civility is a crucial tool in achieving the desired culture and environment. The Code delineates the rights and responsibilities of all the members of the school community—students, parents, teachers, administrators, and trustees—to ensure school integrity and to foster an environment conducive to learning.

The Code of Civility will be distributed to parents and students at the assumption of the charter and at the beginning of each school year. The parent, student, and teacher will be required to sign the acknowledgment page, stating that the parent understands the Code of Civility, including the consequences of unacceptable behavior by the student. The acknowledgement page also states that the parent has reviewed and discussed the Code of Civility with the child, and that the teacher shares responsibility with the parent to ensure a safe, secure school for learning.

Like the academic curriculum, this behavior management system is based on a large and varied body of research literature. CHAMPs, a program developed by Randall Sprick, Mickey Garrison, and Lisa Howard, has been derived from that literature, and serves as the basis for Mosaica's behavior management strategies. The program is centered on the following principles or beliefs:

- Classroom organization has a huge impact on student behavior; therefore teachers should carefully structure their classrooms in ways that prompt responsible student behavior
- Teachers should overtly teach students how to behave responsibly (i.e., be successful) in every classroom setting

A copy of the Code of Civility in use at HRA is included in the appendices.

9. Structure of the School Day and Year*.*

As soon as HRA Board assumes Washington Academy operations, WA daily schedules will be adjusted to emulate as closely as possible the schedules followed at HRA. (To minimize disruption, the length of the WA school day will not be changed for the remainder of school year 2007-2008. However, going forward, WA will match HRA's extended instruction time).

HRA's daily schedules allow for two full hours of ELA instruction, a full hour each of math and science and 90 minutes of integrated social studies curriculum. This time allotment for ELA is modeled after Reading First[5], a program with documented success in improving ELA performance among students below grade proficiency levels. Teachers at Washington Academy will instruct students in reading (including phonics for K-2), writing, arithmetic and science everyday in the morning without exception. The reading will be literature-based and drawn from classical and multi-cultural works. Students will be immersed in an experiential-based math and science program.

This year's HRA calendar *(included in the appendices)* will be used as a guide for scheduling for Washington Academy. However, our actual schedule will largely take into account the calendar parents had assumed the school would follow – as with all else, we will make every attempt to be as non-disruptive as possible. WA's 2008-2009 calendar will be modeled after HRA's current calendar, with adjustments made to reflect holidays, etc. in 2008-2009.

The longer school day and year proposed for 2008-2009 and beyond will enable Washington Academy students to graduate with significantly more schooling than other children. *A sample elementary school schedule for our proposed extended day is provided in the appendices as well.*

10. Before- and After-care Programs

We plan to offer the OASIS Before and After School Program at Washington Academy. The OASIS Program, an acronym for "Opportunities After School for Intellectual Success," is committed to providing children with various enriching and rewarding experiences that will enhance their childhood memories about school and learning. We believe that by being actively involved in our program, each child will have increased opportunities for developing social, psychological and academic growth – we've witnessed its effectiveness first-hand at HRA.

The OASIS program has been developed to assist parents in providing their school-age children the opportunity to relax, study and involve themselves in personal interests in a safe environment when they are not in school. The program does not duplicate the educational program, but rather supplements the program in a recreational manner. The *A+Learning* software program will be used during OASIS as an academic tutorial.

The OASIS program is offered for a nominal fee, and that fee is adjusted on a sliding-scale basis to reflect the families' ability to pay. The OASIS program will be offered at both Washington Academy sites. The proposed hours of operation will initially match the before/after school hours currently being offered by WA. Each site will be staffed by one person from the WA staff, and volunteers will be recruited from the community.

Further information on OASIS is included in the appendices to this application.

[5] Reading First grants are awarded to a limited number of schools nationwide. Their purpose is to provide intensive ELA instruction. Mosaica Education, the educational management company used by HRA, has adopted many of the Reading First best practices so that the schools they support can benefit with or without a Reading First grant.

B. GOVERNANCE

1. *Board of Trustees:* ***Describe the selection process and the terms of office of the Board of Trustees. See §38-1802.02(9), DC School Reform Act. Describe how parents have meaningful input into the selection of at least two parents to the Board of Trustees. See §38-1802.05, DC School Reform Act. Describe the composition, roles, and responsibilities of the Board. Please provide the name and home address of each member. See §38-1802.05, DC School Reform Act. Describe how the Board functions in making executive decisions about the operation of the school. Describe the relationship of the Board of Trustees to the school's administrative structure and staff, and to the parents, and students. Please submit the board's Articles of Incorporation and bylaws in the appendices. See §38-1802.02(7), DC School Reform Act.***

Washington Academy will be governed by the HRA Board of Trustees. The governing Board will set the direction for the charter school in accordance with this Charter Application. The governing Board will set policy, is responsible for compliance with the charter contract and all applicable laws, and will help guide and promote the ongoing vitality of Washington Academy, its staff and its students. *The names and addresses of the current board are listed below – their resumes are included in the appendices to this application.*

Tracey Johnson, Board President
15414 Overlea Court
Accokeek, MD 20607

Carla Bailey
12 Union Hall Court
Baltimore MD 21228

Clara Duhon
PO BOX 1150
Clinton MD 20735

Jewel A. Goodman
843 Chatsworth Drive
Accokeek, MD 20607

Chrystal L.M. Jones
1432 T Street, SE
Washington, DC 20020

Keith Reed
346 March Lane
Bolling AFB DC, 20032

Derek J. Spencer
15412 Overlea Ct.
Accokeek MD. 20607

Method of Selection: In accordance with local regulations, parents and other individuals from the community comprise the governing Board of Trustees. As a Board, we actively solicit Board applications from parents at HRA, and will also solicit Board applications from parents at WA for future vacancies. As vacancies arise, the governing Board shall nominate and vote on a list of potential members until the number of board members reaches a maximum of seven members.

Qualifications: Qualifications for Board membership shall include but not be limited to: 1) An interest in children and quality education; 2) Enthusiasm for HRA/WA and their mission; 3) A willingness to devote time and energy to accomplishing the school's mission; 4) Special skills needed to address Academy operations; 5) The ability to represent the community and interpret community needs and views; 6) A willingness to accept and support decisions made democratically; and 7) An ability to act as a representative of the schools within the community.

Length of Term: The term of each of the Board of Trustees shall be three (3) years.

Number of Trustees: The number of HRA Board members is currently at seven (7), though we anticpate expanding the Board to include at least one parent member from each Washington Academy site.

Background Checks: All Trustees are required to submit to background checks in accordance with District law.

Removal of Board Members: Board members may be removed by a majority vote of the existing Board.

Board Meetings: The Board meets a minimum of ten times per year. The Board decides, by majority vote, the number of additional meetings required to conduct Academy business. Public notice of all Board meetings is posted on the school's front door and bulletin board not less than 48 hours prior to scheduled meetings. Notices state the date, time, and place of meetings and shall include the following language: "This meeting is open to all members of the public."

Function of Board of Trustees:

A. Primary Function and Duties of the Board: The primary function of the Board of Trustees is to oversee the education of students enrolled at HRA and WA by setting policy. The responsibility of the Board is to pass the necessary resolutions to create policies and guidelines necessary for the effective operation of the school. Board members rely on school staff and Mosaica Education for information but are also required to visit the school on a routine basis and participate in school events. These policies and guidelines include, but are not limited to the following:

- Educate students
- Ensure the safety and welfare of the students on campus
- Acquire and dispose of school property
- Determine matters relating to school employees and contractors
- Control the expenditure and receipt of school funds
- Make joining arrangements and cooperative arrangements
- Set the curricula and course for educating students
- Employ an education service provider responsible for management
- Coordinate decisions on daily operational issues

B. Planning:

1) Define a future vision for Washington Academyand the means for achieving that vision.
    - Define the Washington Academymission.
    - Ensure that action steps are measurable and monitored for progress.

2) Financial Management:
    - A Budget and Finance Committee consisting of selected Board members, Mosaica representatives, and the school's CAO develops the annual budget. The Board approves and monitors the annual budget, ensuring a balanced budget.
    - Obtain and approve an annual audit.
    - Periodically review insurance coverage to ensure assets are protected.

3) Human Resources:
    - Ensure compliance with laws regarding employers and assist staff in policy development.

- Oversee Mosaica's employee hiring procedures
- Approve personnel policies.
- Approve employment contracts
- Oversee Mosaica's management of employee matters and functions

The governing board will work with Mosaica to ensure that CAO performance exceeds expectations each year. They will do this by reviewing student achievement scores, reviewing teacher performance in the classroom, reviewing parent-satisfaction forms and by speaking with the CAO directly about the direction and leadership provided. This information will then be shared with Mosaica and a decision reached about CAO compensation, training, and future employment.

The Board has ultimate authority over Washington Academy– it has engaged Mosaica to act on its behalf, performing management functions as set forth in the Management Agreement. Pursuant to that, Mosaica will hire all Washington Academy employees under carefully defined parameters and with the ultimate approval of the Board. Likewise, should Mosaica deem it necessary to terminate employees, it will do so with the Board's approval.

4) Information and Technical Support:

- Mosaica Education, Inc. will assist the Board in establishing a management information system with the technological and software support to ensure its effectiveness and compliance with DC requirements.
- Assist staff in determining a needs assessment to make quality decisions.

5) Board Affairs:

- Define the Board's composition and mission.
- Ensure Board continuity
- Institute Board governance training to help guide policy making and monitor effectiveness.
- Require Board members to be prepared for each meeting.

Rules for defining delegable and non-delegable powers:
The Management Agreement sets forth certain decisions that have to be made or approved by the Board and those that can be made by Mosaica as manager. In particular, the Board must approve budgets, significant school policies and other important matters. The bylaws also set forth certain actions that require Board and/or officer action, including the authority of officers to sign significant contracts.

Committees: The Chair of the Board has authority to establish committees proposed and approved by majority vote by the members of the Board of Trustees. Authority of established committees is defined and approved by the Board. At present, planned subcommittees are as follows: Curriculum, School Business, Community Relations and Outreach, Accountability, and Student Activities.

Board/Academy Staff Relations: The contracted EMO will employee all Washington Academystaff and therefore, with oversight from the Board of Trustees, Mosaica Education will manage the daily monitoring of school operations. Washington Academy's CAO will act as the main liaison between the governing board and school staff. The CAO will attend all board meetings and prepare reports for board members as needed. Mosaica's Regional Vice President (RVP) will also attend Academy board meetings to ensure board members are complying with the Open Meetings and Records laws and maintaining proper board relations with parents and the community. A representative staff member will sit on the governing board in a rotating position as an advisory member and other Washington Academy teachers and staff will be invited to participate in governance and advisory issues based on the establishment of committees by the governing board. As part of its services to Washington Academy, Mosaica will submit annual reports on comprehensive teaching and staff evaluations that will include staff members' self-analyses.

Articles of Incorporation and Bylaws for HRA are included in the Appendices.

2. ***School Management Contracts****:*

The Board of Trustees has a contract with Mosaica Education, Inc., a school management firm. The following documents are provided in the appendices:

a. A copy of the contract, including roles and responsibilities, performance evaluation measures, payment structure, conditions for renewal and termination, and investment disclosure

b. Audited financial statements (Mosaica does not prepare an annual report)

c. The total number of canceled contracts;

dA description of the firm's roles and responsibilities for the financial management of the proposed charter school, including descriptions of the accounting software to be used, the procedures for financial reporting to the Board of Trustees and the District of Columbia Public Charter School Board, and the internal controls that will be in place for the proposed charter school.

(as noted in the appendices, Mosaica Education does not have a credit rating since it has not issued bonds).

C. FINANCE

1. Anticipated Sources of Funds: *Discuss the level of funding you calculate will be generated by the per pupil allocation that you will be entitled to receive if you are approved to assume operations of the closed school. Indicate the amount and sources of additional funds, property, or other resources you expect will be available for the costs of operation of the public charter school. Where grants or loans are included, please indicate which of these are in hand and which are anticipated. For anticipated grants or loans, please provide evidence of firm commitments where they exist.*

The following excerpt from the proposed budget shows anticipated funding for WA at an enrollment of 254. As illustrated, we have made the conservative assumption that little additional funds will be available beyond the per pupil allocations.

Washington Academy Public Charter School FY08 Budget All Funds	
Enrollment of 254	FY08 Mar - June
Revenues	
Per Pupil Revenues	
Per Pupil Regular	753,786
Per Pupil SPED	44,856
Summer School	-
Facility Allotment	263,229
Subtotal - Per Pupil Revenues	**1,061,871**
Federal Meals Program	48,298
Subtotal - Federal Revenues	**48,298**
Subtotal - Other Revenues	**-**
Total Revenues	**$1,110,169**

Under an even more conservative assumption for an enrollment of 190, the revenues are anticipated to be as follows:

Washington Academy Public Charter School FY08 Budget All Funds	
Enrollment of 190	FY08 Mar - June

Revenues	
Per Pupil Revenues	
Per Pupil Regular	563,349
Per Pupil SPED	35,008
Summer School	-
Facility Allotment	196,903
Subtotal - Per Pupil Revenues	**795,261**
Federal Meals Program	36,216
Subtotal - Federal Revenues	**36,216**
Subtotal - Other Revenues	**-**
Total Revenues	**831,477**

2. Financial Management and Accounting: *Describe the financial management and internal accounting procedures of the school, including the fiscal controls you in place to ensure accountability.*

HRA uses Mosaica Education's services for financial management and accounting as follows – the same processes and procedures will be applied at WA:

Mosaica Education provides comprehensive financial, payroll, and accounting services through staff at its Midwest hub and New York Offices. The staff assigned to the various accounting, payroll, and reporting functions all have a high level of school accounting experience and/or professional certifications qualifying them to perform their assigned tasks. The staff utilizes

The typical finance management model Mosaica utilizes includes designating a hub accountant and a school-based employee with a college degree in accounting and several years of related work experience, who are assigned to perform day-to-day accounting and data processing functions, assist school site personnel in developing quality internal controls over cash flows, asset management, and procurement processes. In addition, the accountant works closely with school site staff and the regional staff to provide detailed financial reporting on a monthly basis and takes an active role in assisting auditors through the audit process. In addition to having an accountant assigned to each school, the regional hub office has a payroll/benefits department that processes time records provided by the school's staff to generate payroll checks and payroll reports that provide division/department breakdowns to the accountants. The payroll/benefits department is staffed by a number of individuals with significant payroll training and experience that helps them relate key data in easily manageable formats to the accountants. All financial reports and key procedures involving reconciliations, payroll allocations and budget to actual variances are reviewed by the regional school controller, a CPA with extensive experience as a school auditor and/or providing school business management services. In addition to assisting as needed in the daily and monthly accounting process, the school controller also facilitates the budget development/amendment process and oversees the audit process. MEI has found that the budget development/amendment process is most meaningful when a finance committee from the school's board of Trustees, the school leadership (as the practical source to identify what the school's needs are and how best to provide for those needs on a day to day basis) and regional management company leadership (as a resource for problem solving and thinking outside the box) are involved as team. To this

end, an annual budget workshop and periodic group sessions are held to address both the general budget development process and to address school specific issues that need attention.

The governing body of the school provides the vision and direction of the school and the finance/payroll staff work with the finance committee of the governing board to help them realize their visions in the most cost effective and time efficient manner possible. Monthly budget to actual reports are provided within 25 days of month end, supporting documentation for board authorized disbursements is made available for review as checks are being signed by the board, and oversight of the budget development process and control over the budget approval process are all ways that the governing boards are kept informed and involved.

On a monthly basis, Mosaica Education Inc. will prepare an Income Statement, a Balance Sheet and a Statement of Cash Flow. The HRA Governing Board will review these documents on a monthly basis for budget compliance. The preparation of the annual budget will begin 120 days before the beginning of the fiscal year and will be adopted by the Governing Board prior to the beginning of each fiscal year. Audits will be prepared by October 1 of each year by a District of Columbia independent auditor and will be paid for as a normal business expense of the school and provided for in the school budget.

Rita Hackel Chapin, Mosaica's Chief Financial Officer oversees school finances and answers to the school's governing board. Ms. Chapin, who earned her MBA at the Wharton School of Business, formerly worked for Citibank.

The following personnel will also be integrally involved in managing finances for WA:

- Sr VP School Finance – Roger Gray
- Director of Finance – Rich Troutman
- Assistant Corporate Controller (including Payroll & Benefits) – Diane Jiggetts
- Manager, Financial Planning & Analysis and Purchasing – Carla Holder
- Corporate, Midatlantic, and West Payroll – Caroline Kerins
- Corporate, Midatlantic, and West Benefits Coordinator - Nadyah Bissessar

Further information on our financial management and control processes can be found in the appendices documents on Mosaica Education.

3. Civil Liability and Insurance: *In the appendices, provide documentation of the types of insurance and the levels of coverage currently in place for the school.*

Please see the appendices for documentation of HRA's current insurance coverage. Similar coverage, in compliance with District requirements, will be obtained for Washington Academy.

D. FACILITIES

Identification of a Site: *Describe the locations where students will be served. If the applicant proposes to use its existing facilities, describe how the space is adequate to serve the additional students; transportation services to be provided (if any); and if serving the additional students is within the school's Certificate of Occupancy. If the proposed enrollment exceeds the school's capacity as stated in the Certificate of Occupancy, provide a timeline for obtaining a revised Certificate of Occupancy. If the applicant proposes to use the existing facility/facilities of the closed school, provide a description of the anticipated lease costs, the amount of building space you anticipate using (e.g., number of classrooms/floors; square feet); and the timeline for applying for a new Certificate of Occupancy in the school's name. Also, discuss the future plans for where students will be served, if not using the facility/facilities beyond the current school year.*

Washington Academy is currently housed in two locations. Presuming that these sites are sufficient to accommodate current enrollment (representatives attempted to visit these sites to assess them prior to preparing this application, but they were not permitted to enter the facilities), and consistent with our plan to make the transfer of Washington Academy as non-disruptive as possible for the students and their families, we plan to continue to use both these facilities and to keep all students at their current locations through the end of this school year. We will pursue valid Certificates of Occupancy for both sites upon assumption of responsibility for Washington Academy.

The HRA board, with the support of Mosaica Education, has successfully obtained a permanent site for HRA and is currently working on the application for bond financing for a new addition at its present site to accomidate the large number of students on its waiting list, as well as early childhood and pre-K students and Grade 8 students. We have experience in and an understanding of local DC real estate as pertains to facilities suitable for school use. Should the Washington Academy charter extend into 2008-2009 and beyond, the Board intends to begin this spring to investigate whether Washington Academy's facilities are optimal from both an educational and financial vantage point. In doing so, we will explore other options, including consolidation into a single facility and/or relocation to other facilities – new or existing – in the community.

E. **STAFFING**

1. Key Leadership Roles: *Please provide the names and qualifications of the persons who will hold the following or equivalent critical positions or roles--chief administrative officer (e.g., principal, executive director, or headmaster); curriculum leader (e.g., curriculum coordinator or director, lead teacher, principal); and business officer. If you are proposing to use the existing facility/facilities of the closed school, explain how the persons in these positions will interface with staff, students and parents at that site.*

The following personnel have been identified for key leadership roles at WA:

CAO/Program Facilitator – 1: Allen Blessing
CAO/Program Facilitator – 2: Vargha Azad
Business Officer/Assistant CAO - for both sites: Harold Belcher

Resumes of these individuals are included in the appendices. They will immediately assume their roles upon assumption of responsibility for Washington Academy, and they will be located onsite at the Washington Academy sites so as to be readily accessible to staff, students and parents. EAch CAOs will be assigned to one site and will have their offices at that site . The Assistant CAO will float between the two sites as needed.

As listed in the Transition Plan, an open meeting for parents and community members will be held (ideally in conjunction with DCPS on February 16th or 19th as tentatively proposed), during which these administrators, with support from the HRA Board and administrators as well as Mosaica personnel, will introduce themselves, the goals for the school and the transition process, and field questions.

2. Staffing Plan: *Please provide information about the anticipated number of staff members, their positions, and the pupil teacher ratio. Describe your plans, if any, to retain existing staff from the closed school.*

HRA's Board will act to make Washington Academy financially viable in part by reducing and streamlining administration and staff. In February 2008, mid-school year, our objective will be to make these changes in the least disruptive manner while keeping quality squarely in mind. For fall of 2008, we anticipate greater changes. Given our experience at HRA, we are confident that we can make these changes while improving educational standards:

Reducing administrative personnel: A reduction in administrative personnel at Washington Academy will not equate to a reduction in resources. Our educational management company, Mosaica Education, brings significant administrative resources to bear. At Howard Road Academy, our administrators are supported by a network of experts in all areas – from curriculum to professional development, records and financial management to IT, classroom management to parent and community relations.

In the interest of conducting a quick and effective transition, current top administrators at Washington Academy will be replaced with personnel as identified in E1 above.

Other administrative personnel currently in existing roles at Washington Academy will be interviewed. Three possible courses of action will result for each individual: termination at the start of the new charter, termination at the end of the school year, or indefinite retention (assuming that the charter extends into the next school year and beyond). Considerations will include the financial impact of retention, each administrator's capabilities, each

administrator's ability and willingness to adapt in a changing learning environment, and each administrator's willingness to accept a salary + bonus compensation scheme going forward.[6]

Additional new administrators, as needed, will be swiftly recruited. Mosaica Education has schools across the U.S. and has extensive recruiting capabilities. Mosaica also has the personnel necessary to bring in stand-ins as needed until the right longer term administrators can be brought onboard.

Reducing teaching staff: At HRA, we limit class size to no more than 25 students. We will apply the same size standards at Washington Academy beginning in school year 2008-2009. With that in mind, Washington's current staffing shows some room for reduction.

The HRA Board is committed to quality. Existing WA teachers will be interviewed, and their experience and certifications will be reviewed. As at HRA, we will also look closely at attitudes and objectives: we will seek personnel that are open to a rigorous approach that combines best practices and innovation, and we will seek personnel that are willing to step up to the challenge of salary + bonus incentive-based compensation. We anticipate that some teachers will be let go, some will retained until year end, and the best may be retained indefinitely.

As per the enclosed budget, the Washington Academy staff will be configured as follows for the remainder of this school year:

Enrollment	**254**	**190**
Teachers	12	10
IAs	5	2
SpEd Teachers	1	1
IT Teacher/Tech	1	0
Psychologist	1	0.5
BIS	1	1
Program Facilitator	1	1
AA	2	1
CAO	1	1
Custodians & Ops	3	2.5
Food Service	2	1
Nurse	2	1
Security Officer	1	1
OASIS	2 x 0.5	2 x 0.5
Total FTEs	**34**	**24**

Based on our experience with HRA, we are confident that Washington Academy will be able to attract a qualified, enthusiastic staff that embraces the school's mission. The charter school mechanism allows for schools that are schools of choice for teachers as well as for students and parents.

Washington Academy's teaching staff will be provided the tools necessary to succeed: extensive professional development; the freedom to focus on helping children learn; and access to state-of-the-art educational resources, including the latest textbooks, multimedia technology, and personal and classroom computers linked to the Internet. Because student learning will be interpreted as a direct reflection on how well they are taught, teachers and administrators will be personally and professionally invested in children's success and singularly focused on accelerating achievement.

[6] At HRA, our teachers are paid a salary and are eligible for a bonus provided that they achieve certain specific performance hurdles. The rationale: this creates a powerful incentive for teachers to take ownership of their students' educational experience and academic performance.

Washington Academy will prize diversity in its workforce, as a diverse staff brings a valuable breadth of perspectives to tasks and decisions faced in any given day. Discrimination against any individual on the basis of race, religion, color, national origin, gender, age, sexual orientation, disability, medical condition, marital status, or veteran status will not be tolerated. All reasonable accommodations will be made for those covered by the Americans with Disabilities Act.

The school's commitment to affirmative action means that beyond providing equal opportunities to all employees, the Academy will take positive action to hire and promote people of color, women, disabled persons, and veterans. Affirmative action will apply to all personnel activities, including employment advertising and recruiting; opportunities for upgrading and transferring; and providing opportunities for training and development. Mosaica will maintain the highest standards for equal employment opportunity and affirmative action including complying with applicable federal, state, local laws and regulations, and initiating and supporting programs and practices designed to create and sustain a diverse faculty and staff.

Washington Academy will offer teachers opportunities for professional growth and bonuses for outstanding job performance.

3. Employment Policies: *Describe your policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, (including pensions), and other matters related to staffing.*

As at HRA, all Washington Academy employees will be employees of Mosaica Education, Inc. Compensation will be competitive with the local district and is outlined in the attached budget. In addition to a competitive salary, all Academy employees will receive merit-based bonuses, and opportunities for career advancement both within the school and within Mosaica's network of over 70 schools in the U. S. and abroad. Each teacher will receive a laptop computer.

Mosaica's health insurance provider is Blue Cross/Blue Shield of Michigan.

All benefits eligible employees may participate in the school's medical benefits program (medical, prescription, vision, dental, life and long-term disability insurance).

Full-time employees: Washington Academy will contribute 100% of full-time employees' single premium coverage during employment by BCCS. Dependent coverage is available at the expense of the employee through a payroll deduction plan. Employees do get the advantage of group discount rates for dependent coverage. Employees are eligible for coverage the first day of the month following 30 days of employment. Eligible employees who choose not to obtain medical insurance through BCCS are eligible to receive cash in lieu (CIL) payment of $70/pay period. The employee ***must*** submit required documentation of health coverage elsewhere.

Part-time employees: Part-time employees regularly scheduled to work more than 20 or more hours per week may buy insurance for themselves and their dependents at full cost through a payroll deduction taking advantage of the BCCS group discount rate. Employees are eligible for coverage the first day of the month following 30 days of employment.

Employee rules and procedures are outlined in the Academy Employee Handbook, included in the appendices to this application.

G. BUDGET

We have prepared two revised versions of the operating budget and cash flow for WA: the first reflects the given 254 enrollment, and the second more conservatively assumes an enrollment of 190. These are presented in the pages that follow.

H. RESUMES

Submit a résumé from each board member that describes the expertise and resources that they bring to the charter school.

Please see the following pages for Board resumes, followed by signed and completed Conflict of Interest forms from each HRA Board member.

Appendix G

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

DECISION MEMORANDUM

PREPARED BY:	**Schools Committee and Staff (Jacqueline Scott-English and Susan Miller)**
SUBJECT:	**Howard Road Academy – Charter Amendment and Enrollment Ceiling Increase Requests**
DATE:	**February 21, 2008**

BACKGROUND

Section 2.4 of each school's charter agreement states that "The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "**Implementation Date**")."

In response to the impending closure of Washington Academy Public Charter School, Howard Road Academy submitted a proposal to assume operations of the school upon its closing on February 29, 2008. At a public meeting on February 13, 2008, the District of Columbia Public Charter School Board approved Howard Road Academy's request to operate Washington Academy's Pennsylvania Avenue and Jones Memorial campuses. In order to serve all of the students at Washington Academy, Howard Road must amend its charter to increase grade levels to include students in pre-school and pre-kindergarten.

Additionally, the school must seek an enrollment increase from 600 to 900 to accommodate the additional students. Section 2.3 of each school's Charter Agreement states the maximum number of students a school may enroll over a five-year period. Further, it states that schools may submit written requests to "the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request."

A school must meet the following criteria in order to be considered for an enrollment ceiling increase request:

1. at least a satisfactory rating on all areas of the Program Development Review for the two most recent reviews;

2. access to a facility to accommodate the projected enrollment (as demonstrated through a lease);
3. a history of meeting enrollment projections (within at least 80% of enrollment projections for the two most recent years);
4. currently not under corrective action; and
5. at least a satisfactory rating on 3 of the 5 Fiscal Management criteria outlined in the Charter Review Framework.

Additional consideration will be given to the following:

1. size of the requested increase;
2. rationale for the requested increase;
3. years in operation; and
4. if beyond Year Six of operation, accreditation status (or at least a candidate for accreditation).

PROPOSAL

Charter Amendment Request

Howard Road Academy Public Charter School is in its seventh year of operation. The school was granted full continuance of its charter in January 2007 and is a candidate for accreditation by the Middle States Commission on Elementary Schools. Howard Road has made Adequate Yearly Progress for the past two years and is a nominee for the U.S. Department of Education's 2008 Blue Ribbon Award.

Howard Road Academy seeks a charter amendment to add a pre-school and pre-kindergarten program that will enroll 52 three- and four-year old children for the remainder of the 2007-2008 school year. The school proposes to use Washington Academy's existing early childhood curriculum and materials for the remainder of this school year to ensure a smooth transition for both the teaching staff and the students.

The school will implement the *SRA Real Math Building Blocks Pre-K* (also referred to as *Building Blocks for Math*) mathematics curriculum beginning in the fall of 2008. The curriculum is designed to develop preschool and pre-kindergarten children's early mathematical knowledge through various individual and small- and large-group activities. In reading, Howard Road Academy will introduce Open Court Reading next school year. Open Court Reading presents early learners with rich language experiences through finger-plays, rhymes, songs and poems. Comprehension activities are included in each lesson to help promote understanding of quality literature. In addition, phonological, phonemic and print-awareness activities are incorporated into each lesson of the literacy program.

Howard Road Academy staff will receive training in *SRA Real Math and Open Court* prior to its implementation. Specifically, staff will receive extensive training in the summer and on-going professional development throughout the school year. Training will involve interactive hands-on activities in the use of teacher guides, instructional materials – manipulatives, literature, games, etc. - assessment tools and other components of the programs.

In addition, Mosaica Education, Inc.'s (Howard Road's management company), proprietary intranet technology will enable teachers and other staff to communicate online with their colleagues at other Mosaica locations to solve problems, to discuss new challenges or to share ideas. Teachers will have adequate professional development time each day, their own laptop personal computers and telephone/voicemail and facsimile machines and their own private workspaces among other teachers.

Finally, Howard Road Academy will bring on additional staff members in order to make the program work as effectively as possible. The school will maintain a low teacher-to-student ratio of 10:1 in both the Early Childhood Unit and Pre-K programs.

Enrollment Ceiling Increase Request

An evaluation of the school's performance in comparison to the criteria reveals the following:

1. *At least a satisfactory rating on all areas of the Program Development Review for the two most recent reviews*
   Program Development Reviews were conducted in 2004-05 and 2005-06. The 2004-05 review did not use the rubric now used for reviews; therefore, there were no performance ratings. In the 2005-06 review, the school received exemplary and satisfactory ratings in all areas except two—1) use of internal assessments to improve student learning and instructional effectiveness; 2) effective implementation and appropriate alignment of the curriculum.

2. *Access to a facility to accommodate the projected enrollment (as demonstrated through a lease)*
   HRA is negotiating with Pennsylvania Avenue Baptist Church and Jones Memorial United Methodist Church for leases. The existing Certificates of Occupancy can accommodate the expected enrollment.

3. *A history of meeting enrollment projections (within at least 80% of enrollment projections for the two most recent years)*
   In 2006-2007, the school came within 93% of its projected enrollment (600 projected vs. 560 actual). In 2007-08, it exceeded its projected enrollment by 10 students (600 projected vs. 610 actual).

4. *Currently not under corrective action*
   HRA is not currently under any corrective action.

5. *At least a satisfactory rating on 3 of the 5 Fiscal Management criteria outlined in the Charter Review Framework*
   HRA demonstrated satisfactory or above average performance in 5 of 5 categories.

The size of and rationale for the requested increase is in keeping with the expected student enrollment of Washington Academy students and PCSB's approval for Howard

Road to assume operations of Washington Academy, respectively. Howard Road Academy is in its seventh year and is a candidate for accreditation with Middle States.

RECOMMENDATION

Based upon the information provided in the charter amendment request, the School's Committee recommends full approval of Howard Road Academy Public Charter School's request to add pre-school and pre-kindergarten programs. Additionally, given the PCSB's approval of Howard Road's proposal and their generally satisfactory performance, the School's Committee recommends approval of the enrollment ceiling increase from 600 to 900 students.

[redacted]

Original memorandum changed
Final resolution

Date: 2/25/08
Date: _____
Date: _____
Date: _____

Appendix H

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
☐ Charter Application Approval (Full)	☐ Enrollment Ceiling Increase
☐ Charter Application Approval (Conditional)	☐ Change in LEA Status
☐ Charter Application Denial	☐ Lift Board Action
☐ Charter Continuance	☐ Approve Accountability Plan
☐ Proposed Revocation	☐ Operate in a New Location
☐ Revocation	☒ Charter Amendment
☐ Lift Board Action	☐ Approve E-Rate Plan
☐ Board Action, Charter Warning	
☐ Board Action, Notice of Concern	
☐ Board Action, Notice of Deficiency	
☐ Board Action, Notice of Probation	
☐ Proposed Revisions to PCSB Existing Policy	
☐ New PCSB Policy—Open for Public Comment	
☐ New PCSB Policy—Vote	
☐ Other	

PREPARED BY: **Monique Miller - Charter Agreement Team**

SUBJECT: **Charter Amendment Request - Howard Road Academy Public Charter School (Howard Road Academy)**

DATE: **February 25, 2013**

Proposal

PCSB staff requests the Board to approve with conditions Howard Road Academy Public Charter School's (Howard Road Academy PCS) request to amend its mission; terminate its contract with Mosaica Education, Inc.; and serve only prekindergarten-3 through kindergarten students beginning in school year 2013-2014 and grow a grade per year until it serves grades PK-5.

Background

Howard Road Academy PCS is in its 13th year of operation and has three campuses; Howard Road Academy - Howard Road Main (serving grades K through 6), Howard Road Academy - Pennsylvania Avenue (serving PK-3 - K), Howard Road Academy - Martin Luther King Jr. Avenue (serving grades 7 and 8). The Howard Road Academy - Martin Luther King Jr. Avenue and Howard Road Main campuses are located in Ward 8 and are .4 miles apart; Howard Road Academy - Pennsylvania Avenue Campus is located in Ward 7 and is 2.2 miles away from the Howard Road Main campus. Howard Road Academy PCS has 720 students enrolled and is accredited by the Middle States Association of Colleges and Schools.

The school's academic performance by campus is as follows:

Howard Road Main Campus (K - 6)	
Accountability Plan 2011 - 2012	2 out of 9 targets met
PMF school year 2010 - 2011 PMF school year 2011 - 2012	30.5% (Tier 3) 28.8% (Tier 3)
Pennsylvania Avenue Campus (PK - K)	
Accountability Plan 2011 - 2012	7out of 9 targets met
Martin Luther King Jr (MLK) Campus (7 - 8)	
PMF school year 2010 - 2011 PMF school year 2011 - 2012	43.5% (Tier 2) 29.8% (Tier 3)

Currently Howard Road Academy PCS is in full compliance with all special education performance reviews conducted by OSSE and is under no board action imposed by PCSB.

Summary of School's Proposal

Howard Road Academy PCS proposes to serve only PK-3 and -4 year-olds through Kindergarten, as such, the school requests to amend its charter and not renew its contract with Mosaica Education, Inc. Howard Road Academy PCS will close its Pennsylvania Avenue and MLK campuses and cease offering grades 1 – 6 at its Main Campus. The early childhood school would be located at the 701 Howard Road, SE Main campus and be open, without lottery, to all students currently enrolled in PK-3 or PK-4 at the Main Campus or the Pennsylvania Ave Campus. Because the school seeks to restructure its program and focus on early childhood, it proposes to amend its mission.

The current mission is:

> The Academy is committed to academic excellence for all students. We will achieve individual measurable academic outcomes through a rigorous, engaging, and safe learning environment designed to prepare students to gain entry into selective high schools—No exception, No excuses!

The proposed mission if approved would be:

> The Academy is committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. - No exception, No excuses!

Howard Road Academy will use the District of Columbia Early Learning Standards for its PK students and the Common Core State Standards for kindergarten students. The school would continue to implement its newly adopted curricula, Mother Goose Time for PK and Reading Street for K. Mother Goose Time integrates projects, music, storytelling, math games, and science experiments around a monthly theme. It includes skill building materials that support language, math, creative development, social-emotional and physical

development. HRA PCS chose these curricula because it believed it would better meet the needs of its students.

The school currently has a Response to Intervention model that it employs with struggling students that it proposes to continue to use. It has a special education coordinator to manage the school's special education case load and certified special education teachers as well as contracted related services providers to deliver services as outlined in a student's individualized education program. HRA PCS acknowledges that it must further develop its plan to service students who may require services at level 4 and that its current expectation of less than 4% special education does not reflect averages at neighborhood schools with similar grades.

Howard Road Academy PCS would need to recruit additional early childhood teachers and has engaged a firm to assist with recruitment efforts for both teachers and students. The school is particularly focused on recruiting teachers who are higly qualified and have early childhood certification. There are approximately 120 students who could re-enroll in the school, but the school must engage in an aggressive recruitment strategy to reach its target of 500 students. Should Howard Road Academy be unable to meet its ambitious target, the school submitted a conservative scenario budget based on an enrollment of 220 students. The school would remain fiscally viable at this enrollment level. Still, at 220, Howard Road Academy PCS, would need to recruit an additional 100 students to meet this conservative budget, if 100% of their current PK-3 and PK-4 students re-enroll.

In order to receive full approval, PCSB staff recommends:

1) Howard Road Academy PCS join the Early Childhood Performance Management Framework pilot and use this as their accountability measure beginning in SY12-13. It must also agree that the new campus will inherit the Early Childhood Accountability Plan scores from the campus with the majority number of students attending in school year 2013-2014. If equal numbers re-enroll, then the scores from Pennsylvania Avenue campus will become the school's year one in its EC PMF performance record.
2) Howard Road Academy PCS will develop mission-specific goals and goals specific to the achievement of students with disabilities.
3) The grades served remain at prekindergarten through kindergarten for, at minimum, three years, giving the school time to develop its PK program. If, after three years, the school's performance on the Early Childhood Performance Management Framework shows that they are in the top 45% of all Early Childhood schools, they may request a charter amendment to increase the grade levels served.
4) Howard Road Academy PCS agrees to use the Special Education Program Evaulation Rubric to evaluate its current offerings and identify areas of growth by April 16, 2013.
5) Howard Road Academy PCS agrees to submit the following documents by March 15, 2013:
   a) A realistic recruitment plan that is data-driven. It should include the number of students who completed re-enrollment paperwork, the number who completed enrollment paperwork, and the number who applied to the school but have yet to complete the paperwork.
   b) Revised discipline policy.
   c) Revised attendance policy.

d) An organizational chart and teacher recruitment plan. The chart should indicate who is a returning teacher and their years of experience at the grade level at Howard Road Academy PCS and new hires with their teaching experience outlined as well.
e) A completed Professional Development plan for SY13-14, focusing on areas of weakness as shown by interim assessment data results and missed Accountability Plan targets.
f) A transportation plan for students currently attending the Pennsylvania Campus (Ward 7) to attend the Main Campus (Ward 8) (2.2 miles apart).
g) Five-year budgets, based on no additional grades for at least three years.

Date: 2/25/13
PCS[redacted]oved with Changes _____Rejected

Appendix I

CEDAR TREE
ACADEMY
LEARN TODAY. LEAD TOMORROW.



Learn Today, Lead Tomorrow!

2013-2014 Annual Report

701 Howard Road, SE • Washington DC 20020
Office: (202) 610-4193 • www.cedartree-dc.org

Dr. Carla Bailey, Board Chair

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CEDAR TREE
ACADEMY

Cedar Tree Academy believes all children have the right to be respected, accepted and embraced as having capable, young minds. We are committed to academic excellence for all students and achieve this by building a foundation for lifelong learning, in a safe, nurturing learning environment. Our curriculum is designed to enhance social and emotional growth, as well as cognitive and creative development while preparing students to become active independent learners. Learn Today, Lead Tomorrow!

1. SCHOOL DESCRIPTION

A. Mission/Vision Statement

Cedar Tree Academy believes all children have the right to be respected, accepted and embraced as having capable, young minds. We are committed to academic excellence for all students and achieve this by building a foundation for lifelong learning, in a safe, nurturing learning environment.

B. School Program

Curriculum Design and Instructional Approach

Cedar Tree Academy Public Charter School is an early childhood learning center for 3, 4 and 5 year old children in grades Pre-School, Pre-Kindergarten, and Kindergarten. Our curriculum is designed to enhance the social and emotional growth as well as cognitive and creative development while preparing students to become active independent learners. We set high expectations for our young students and inspire a genuine love of learning.

All children are capable of achieving bright futures. At Cedar Tree Academy we nurture them so they can *learn today* and *lead tomorrow*.

Cedar Tree Academy Goals

- We aim to build a solid foundation for future success for every student.
- We stimulate and nurture every child in our care to develop physical, cognitive, social and emotional skills.
- We provide experiences that offer each child the ability to tap in to his or her potential as an individual and as a contributing member of the community.
- We support parents as their children's first teachers. CTA provides parent-child experiences and interactions, which enables the development of each child as a unique individual, ready to succeed in school and life.

***In Classrooms, you will see children working on the following*:**

- learning the letters of the alphabet
- learning to hear the individual sounds in words
- learning new words and how to use them
- learning early writing skills
- learning about written language by looking at books and by listening to stories
- becoming familiar with math and science
- learning about community expectations such as sharing, taking turns, caring for oneself and others

Core Academic Program

Pre-School

Mother Goose Time creatively weaves together art projects, music, storytelling, math games and science experiments around a monthly theme. Each month, our activities enable skilled teachers to balance teaching preschool skills and learning objectives. Mother Goose Time is a professionally designed preschool curriculum that nurtures the whole child and supports the child's social, emotional and intellectual growth. Our curriculum materials are complete with detailed lesson plan guidebooks as well as an array of supporting hands-on materials that support the diverse learning styles of students.

Pre-Kindergarten 4—Opening the World of Learning (OWL)

Our pre-k 4 students follow the comprehensive pre-K curriculum, Opening ***the World of Learning (OWL)***. OWL prepares children for Kindergarten with ongoing assessment of research-based success predictors and playful, purposeful, and personalized instruction. OWL is based upon the belief that immersion in a learning-rich, pre-K environment is critical. OWL prepares children for Kindergarten with ongoing assessment of research-based success predictors and playful, purposeful, and personalized instruction. The OWL curriculum is designed to develop oral language and early literacy skills for Pre-K children

Kindergarten—Reading Street

Scott Foresman Reading Street is an all-new comprehensive Reading and Language Arts series for the 21st Century. Reading Street delivers classic and soon-to-be classic literature, scientifically research-based instruction, and a wealth of groundbreaking online experiences for high student engagement. *Reading Street Common Core* helps you prioritize instruction to support higher levels of reading and writing.

- Increase text complexity in reading
- Provide accessible rigor
- Balance fiction and informational texts
- Build content-area knowledge
- Emphasize close reading
- Focus on informative/explanatory, argumentative/opinion, and narrative writing
- Implement performance assessments
- Integrate media and 21st century skills

Pearson enVision Math

Pearson enVision Math engages our students as it strengthens their understanding of math. enVision MATH uses problem based interactive learning and visual learning to deepen conceptual understanding. It incorporates bar diagram visual tools to help students be better problem solvers, and it provides data-driven differentiated instruction to ensure success for every student. *enVisionMATH Common Core* was built from the ground up to meet the Common Core State Standards. Mathematical Practices are deeply rooted in the curriculum. These practices promote student success in mathematics.

Parent Involvement Efforts

Cedar Tree Academy has embarked upon a renewed vision to collaborate with parents in an effort to increase student achievement and create a positive school climate. The table below outlines our Parental Involvement Calendar:

Activity	Date of Activity	Party Responsible
Open Houses	August 20 and 21, 2013	Principals, Teachers and Staff
Back to School Night	September 12, 2013	Teachers and Staff
Fall Harvest Festival	October 21, 2013	Parent Center Director, Teachers and all staff
Winter Extravaganza	December 17, 2013	All Teachers and Staff
Spring Book Fling	March 24-28, 2014	All Teachers and Staff
PTO Meetings	First Tuesday of each month	Parents Teachers and Staff
Week of the Young Child	April 18-23, 2014	All Parents and Staff
Planting of the School Garden	April 28 – May 2, 2014	All Parents and Staff
Celebration Around the World	May 22, 2014	All Teachers, Staff, Parents and Students
Kindergarten Graduation	June 25, 2014	Kindergarten Teachers and Staff

2. SCHOOL PERFORMANCE

A. Performance and Progress

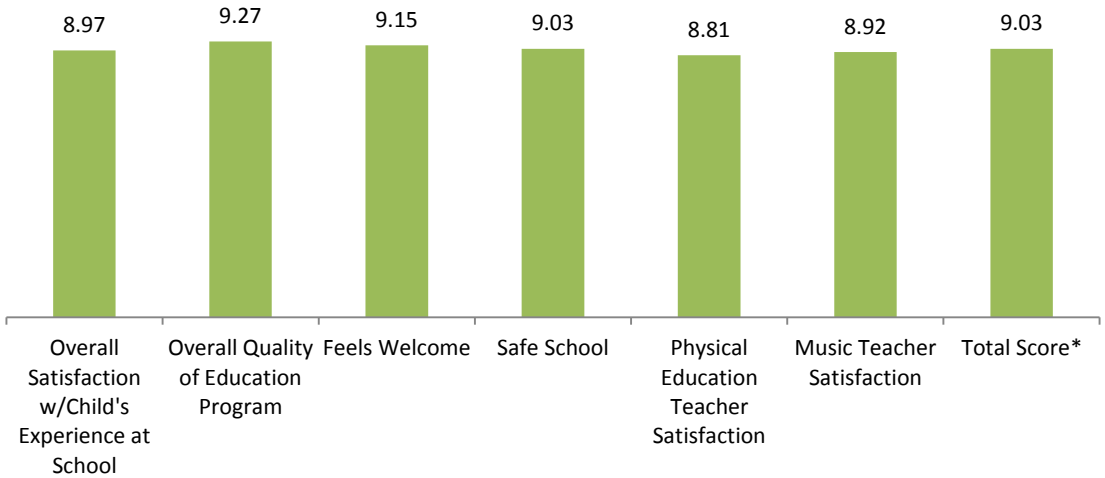
1. Cedar Tree Academy is committed to academic excellence for all students. We will achieve individual measurable academic outcomes through a rigorous, engaging, and safe learning environment designed to build a strong foundation in all areas of development. The chart below describes our progress on our mission specific goal or goals.

   Goal: 70% of parents will report "Satisfied" or "Highly Satisfied" with the school on the end of the year parent satisfaction survey.

CTA - 701 Howard Road SE

Average Ratings† (N=225)*

*Total Score is an average of all category average ratings



PERCENTILE DETAIL

	Overall Satisfaction w/ Child's Experience at School %	Overall Quality of Education Program %	Feels Welcome %	Safe School %	Physical Education Teacher Satisfaction %	Music Teacher Satisfaction %
10=Strongly Agree	63.60	78.80	78.80	75.80	59.30	61.50
7-9=Agree somewhat	30.30	15.20	9.10	9.10	25.90	30.80
5-6=Neutral	0.00	0.00	6.10	9.10	11.10	0.00
2-4=Disagree somewhat	3.00	3.00	3.00	3.00	3.70	7.70
1=Strongly disagree	3.00	3.00	3.00	3.00	0.00	0.00
N/A	0.00	0.00	0.00	0.00	0.00	0.00

Goal: 70% of parents will report "Satisfied" or "Highly Satisfied" with the school on the end of the year parent satisfaction survey.

Results: Cedar Tree exceeded this goal, with 93.90% of parents reporting "Strongly Agree" or "Agree Somewhat" with the overall satisfaction with the child's experience at school.

Student Achievement

Cedar Tree Academy Public Charter School adopted the Performance Management Framework (PMF) as its goals and academic achievement expectations. The Chartering Authority, DC Public Charter School Board will report the academic achievement of Cedar Tree in its annual publication of the PMF results.

Lessons Learned and Actions Taken

There are numerous lessons that the staff at Cedar Tree learned throughout this transition from Elementary/Middle School to an Early Childhood Center. We have changed to focus of professional development of teachers to hone in on the early childhood learner. Many of the staff members have joined the National Association for Education of Young Children. All teachers in the upcoming year will join the association in order to increase their knowledge base and stay current with best practices.

We also learned the importance of children coming from healthy families. With so many families in crisis, behavior problems and academic problems arise. We have partnered with the Far Southeast Family Strengthening Collaborative and continued a relationship with Department of Behavioral health to create a more robust Parent and Family Center.

Unique Accomplishments

- Opened a successful Early Childhood Center exceeding our expectations for enrollment.
- Planted and unveiled our first School Garden complete with garden vegetables and fruit.
- Installed a new state of the art early childhood playground.
- Councilmember Muriel Bowser gave keynote address at the Kindergarten Graduation.
- Hosted a family Harvest Festival with over 500 in attendance.
- Hosted our first Multicultural Celebration where students were exposed to 15 different countries.
- Partnered with Jumpstart from Trinity and Howard University to increase academic achievement.
- Partnered with the Far Southeast Family Strengthening Collaborative
- Partnered with the Department of Behavioral Health
- Continued a partnership with the Southeast Tennis and Learning Center where students learn from professional tennis players.

List of Donors

No significant donors for the 2013-2014 School Year

Data Report

Question	Source	Data Point	School Answers (fill in blank field)
1	PCSB	**LEA Name**	**Cedar Tree Academy PCS**
2	PCSB	**Campus Name**	**Cedar Tree Academy PCS**
3	School	**Ages served** – *adult schools only*	
4.a	PCSB	**All Grades**	**322**
4.b	PCSB	**PK3**	**115**
4.c	PCSB	**PK4**	**139**
4.d	PCSB	**KG**	**68**
4.e	PCSB	**1**	**0**
4.f	PCSB	**2**	**0**
4.g	PCSB	**3**	**0**
4.h	PCSB	**4**	**0**
4.i	PCSB	**5**	**0**
4.j	PCSB	**6**	**0**
4.k	PCSB	**7**	**0**
4.l	PCSB	**8**	**0**
4.m	PCSB	**9**	**0**
4.n	PCSB	**10**	**0**

4.o	PCSB	**11**	**0**
4.p	PCSB	**12**	**0**
4.q	PCSB	**PG**	**0**
4.r	PCSB	**Ungraded**	**0**
5	School	**Total number of instructional days** Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.	**191**
6	PCSB	**Suspension Rate** $\frac{number\ of\ students\ with\ out\ of\ school\ suspension}{number\ of\ students\ enrolled\ as\ of\ Oct\ 2013\ audit} \times 100$	**4.66%**
7	PCSB	**Expulsion Rate** $\frac{number\ of\ students\ expelled}{number\ of\ students\ enrolled\ as\ of\ Oct\ 2013\ audit} \times 100$	**0.00%**
8	PCSB	**Instructional Time Lost to Discipline** $\frac{(sum\ of\ suspension\ days\ due\ to\ out\ of\ school\ suspensions)}{(sum\ of\ enrollment\ days\ for\ all\ students\ for\ the\ entire\ school\ year)} \times 100$	**0.07%**
9	PCSB	**Promotion rate** $\frac{number\ of\ students\ who\ advanced\ \geq 1\ grade\ level\ in\ the\ LEA\ within\ SY20\ \ from\ the\ audited\ enrollment\ count\ to\ the\ end\ of\ the\ school\ year}{number\ of\ students\ enrolled\ as\ of\ Oct.\ 2013\ audit} \times 100$	**98.8%**
	PCSB	**AVERAGE DAILY MEMBERSHIP** The SRA requires annual reports to include a school's average daily membership. PCSB will provide this using three data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.	
10	PCSB	**Mid-Year Withdrawals Rate** $\frac{\#\ of\ students\ enrolled\ on\ or\ after\ October\ 7,2013\ \ who\ withdraw\ prior\ to\ June\ 1st}{number\ of\ students\ enrolled\ as\ of\ Oct\ 2013\ audit} \times 100$	**10.9%**
11	PCSB	**Mid-Year Entries Rate** $\frac{\#of\ students\ who\ enroll\ after\ October\ 7,\ \ 2013\ prior\ to\ June\ 1st}{number\ of\ students\ enrolled\ as\ of\ Oct\ 2013\ audit} \times 100$	**0.0%**
12	School	**Teacher Attrition Rate** $\frac{\#\ of\ teachers\ retired/resigned/outplaced\ between\ October\ 7,2013\ and\ first\ day\ of\ school\ 2014}{(number\ of\ teachers\ employed\ as\ of\ October\ 7,2013)} \times 100$	**5%**
13	School	**Number of Teachers** "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.	**15**
14	School	**Teacher Salary** 1. Average: $ Range -- Minimum: $ Maximum: $	**52,500** **50,000-55,000**
15	School	**Square footage for entire building (list separate facilities separately)**	**31,000**

16	School	**Square footage for entire classroom space**	**30,000**
17	School	**Cafeteria** (Yes/No)	**No**
18	School	**Theater/Performing Arts Space** (Yes/No)	**No**
19	School	**Art Room** (Yes/No)	**No**
20	School	**Library** (Yes/No)	**Yes**
21	School	**Music Room** (Yes/No)	**Yes**
22	School	**Playground** (Yes/No)	**Yes**
23	School	**Gym** (Yes/No)	**No**
24	School	**Playing field large enough to hold outdoor sports competitions** (Yes/ No)	**No**
25	School	**Integrated/Infused Arts Program** (Yes/No) School integrates arts into academic curriculum beyond dedicated art periods.	**No**
26	School	**Classical Education School** (Yes/No) School integrates classical texts in the Greek and Roman tradition into the curriculum.	**No**
27	School	**College Prep Program** (Yes/No) School uses a college preparatory curriculum.	**No**
28	School	**Expeditionary Learning Program** (Yes/No) School uses the expeditionary learning curriculum as its primary academic focus.	**No**
29	School	**Evening Program** (Yes/No) School offers a course schedule that allows students to attend classes exclusively in the evening hours. (School may also offer a separate day-time program.)	**No**
30	School	**Extended Academic Time** (Yes/No) School has at least 30% more mandatory academic time than the DCPS calendar.	**Yes**
31	School	**GED Program** (Yes/No) School has a program that specifically prepares students for a GED in lieu of a high school diploma. (School can also have a diploma track program.)	**No**
32	School	**Language Immersion Program** (Yes/No) School offers a language immersion program or teaches academic content in a language other than English.	**No**
33	School	**Math, Science, Technology Focus** (Yes/No) School uses math-, science-, or technology-focused curriculum beyond what is required by the Common Core State Standards.	**No**
34	School	**Montessori Program** (Yes/No) School uses a Montessori instructional approach to learning.	**No**
35	School	**Online/Blended Learning Program** (Yes/No) School offers an online-only or blended learning program.	**No**
36	School	**Public Policy/Law Program** (Yes/No) School integrates law or public policy into the curriculum.	**No**
37	School	**Reggio Emilia Program** (Yes/No) School uses the Reggio Emilia inspired curriculum.	**No**
38	School	**Residential Program** (Yes/No) School offers a program for students to stay overnight at the school.	**No**
39	School	**Special Education Focus** (Yes/No) A majority of students receive special education services. (Must be more than 50%.)	**No**
40	School	**Stand-Alone Preschool** (Yes/No) A preschool/prekindergarten without any upper grades.	**No**

41	School	**World Culture Focus** (Yes/No) School integrates world cultural awareness (such as Multiculturalism or African heritage) into the curriculum.	**No**
42	School	**Dual Enrollment** (Yes/ No) School offers dual enrollment with the charter school and a higher education institution.	**No**
43	School	**Career/Technical Program** (Yes/No) School offers a Career and Technical Education (CTE) program of study.	**No**
44	School	**Credit Recovery Courses Offered** (Yes/No) School offers a mechanism for students to earn credits in courses they did not pass the first time. If Yes: Are credit recovery courses free to the student?	**No**
45	School	**Advanced Placement** (Yes/No) School offers Advanced Placement course options to all students. If Yes: • Name of AP courses offered in SY13-14? • How many students took each course? • How many students took the AP exam? How many students passed with a 3 or higher? *(OPTIONAL)*	**No**
46	School	**International Baccalaureate Program** (Yes/No) School offers International Baccalaureate option to all students. If Yes: • Names of IB courses offered in SY13-14? • How many students took each course? • How many students sat for the exams? How many students received an IB diploma?	**No**

Appendix A: Staff Roster

Full Time Employee Roster		
Last Name	**First Name**	**Role/Responsibility**
Barnhill	Darnell	Security
Brown	Darlene	Teacher
Brown	Lola	Teacher
Bryant	Natasha	Paraprofessional
Cann	Dequirry	Paraprofessional
Cash	Tiffany	Paraprofessional
Coleman	Danieta	Admin Assistant
Coleman	Hazel Denise	HR Director
Edison	Celenease	Director of Curriculum & Instruction
Edwards	Marie	Paraprofessional
Faulker	Amber	Building Aide
Fogle	Chanel	Director of Parent Center
Fonville	Belita	Teacher
Hannah	Dayna	Teacher
Henderson	LaTonya	Executive Director
Henderson	Marquisha	Paraprofessional
Hicks	Latrice	Director of Accountability
Hill	Christen Camille	Paraprofessional
Hill	Mariela	Teacher
Jackson	Camille	Building Aide
Jayanthi	Usha	Accounts Manager
Jennings	Melinda	Paraprofessional
Johnson	Todd	Director - Before/After Care
Johnson	Aminah Hadiyah	Teacher
Jones	Dennis	Teacher
Kelley	Shirl	Building Aide
Kent	Jin K	Food Service
Knox-Smith	Crystal	Teacher
Lancaster	Deborah	Paraprofessional
Lewis Breedlove	Robinette	Director of Operations
Long	Sadiqa	School Counselor
Lowe	Freddie	Teacher
Lundy	Christal	Teacher
Matta	Anastashia	Paraprofessional
May	LaDonna	Admin Assistant
McQueen	Tiffany	Paraprofessional

Meissner	Alexis	Teacher
Paige	Tiara	Teacher
Park	Elisa	Food Service
Pierorazio	Erin	Teacher
Porter	Sequoia	Paraprofessional
Powell	Kameka	Paraprofessional
Quick	Clinton	Paraprofessional
Ray	Regina	Special Education Coordinator/Teacher
Smith	Francine Christine	Admin Assistant
Stevens	Lauren	Teacher
Stewart	Emma	Paraprofessional
Tucker	Meghan	Teacher
Washington	Ternaira Ophel	Paraprofessional
Watts	Crystal	Teacher
Whitehead	Dondra	Teacher
Williams	Justin	Paraprofessional
Wilson	Schiviena	Paraprofessional
Zellner	Torrance	IT

Staff Qualifications

All teachers are highly qualified at Cedar Tree Academy. One hundred percent of Cedar Tree teachers have Bachelor Degrees and forty-two percent the hold Master Degrees.

Appendix B: Board Roster 2013-2014

Board Member	Position
Carla Bailey	Board Chair
Monica Ray	Board Co-Chair
Vaun Cleveland	Treasurer
Jewell Goodman	Secretary
Antwon Biddy Sr.	Parent
Arneice Williams	Parent
Sandy Allen	Member
LaTonya Henderson	Ex-Officio

Appendix C: Unaudited Year end 2013 Financial Statement

Budget vs. Actual Cedar Tree Academy Public Charter School As of 6/30/2014						
-						
-						
		Month Ending 6/30/2014			Year-to-Date	
		Actual	Budget	Variance	Actual	Budget	Variance
REVENUE							
Per Pupil Charter Payments							
	UPSFF General Payment	259,338	327,197	(67,859)	3,938,459	3,926,361	12,098
	UPSFF Special Education Funding	30,318	9,911	20,407	105,290	118,936	(13,646)
	UPSFF Summer School Funding	(116,330)	-	(116,330)	28,134	20,246	7,888
	UPSFF Facilities Allotment	84,167	80,250	3,917	966,000	963,000	3,000
	Subtotal: Direct Student Expense	**257,492**	**417,358**	**(159,866)**	**5,037,883**	**5,028,542**	**9,341**
Federal Funding							
	Federal Entitlements	117,404	53,422	63,982	513,699	534,220	(20,521)
	Other Federal Income	34,952	47,139	(12,188)	326,110	471,395	(145,285)
	Food Service Income	24,580	17,061	7,519	196,417	170,607	25,810
	Subtotal: Direct Student Expense	**176,936**	**117,622**	**59,314**	**1,036,225**	**1,176,221**	**(139,996)**
Private Grants & Donations							
	Fundraising Income	-	25,050	(25,050)	601	150,302	(149,701)
	Subtotal: Direct Student Expense	**-**	**25,050**	**(25,050)**	**601**	**150,302**	**(149,701)**
Other Income							
	Rental Income-MLK	18,000	18,000	-	216,000	216,000	-
	Food Service Sales	-	-	-	-	-	-
	After-Care Reimbursements	10,793	7,273	3,520	99,502	72,729	26,773
	Interest Income	652	756	(105)	8,716	9,074	(358)
	Other Income	1,115	125	990	3,060	1,500	1,560
	Subtotal: Direct Student Expense	**30,559**	**26,154**	**4,405**	**327,278**	**299,303**	**27,975**
	TOTAL REVENUES	**464,987**	**586,185**	**(121,197)**	**6,401,987**	**6,654,369**	**(252,382)**
ORDINARY EXPENSE							
Personnel Salaries and Benefits							
	Salaries and Wages	143,678	19,818	123,860	2,417,041	2,534,387	(117,346)
	Staff Bonuses	4,000	21,667	(17,667)	105,250	130,000	(24,750)

	Health Benefits	277	14,210	(13,933)	157,572	170,521	(12,948)
	Social Security/Medicare	8,197	17,808	(9,610)	185,339	203,826	(18,487)
	Pension Benefits	790	2,328	(1,538)	8,709	26,644	(17,935)
	Unemployment Insurance	926	1,974	(1,049)	52,289	43,876	8,412
	Workers comp	5,009	2,517	2,492	46,051	30,202	15,849
	Staff Development Expenses	9,445	14,309	(4,864)	127,219	157,397	(30,178)
	Subtotal: Personnel Expense	**172,322**	**94,630**	**77,691**	**3,099,469**	**3,296,853**	**(197,384)**
Direct Student Expense							
	Student Supplies and Materials	14,899	-	14,899	165,593	151,435	14,158
	Library and Media Center Materials	-	-	-	-	-	-
	Student Assessment Materials	-	477	(477)	725	5,248	(4,523)
	Paragon Supplies	-	-	-	-	-	-
	Special Education Contracted Services	14,727	17,254	(2,527)	134,583	207,046	(72,463)
	Contracted Services-Miscellaneous	15,213	14,950	263	129,850	149,496	(19,646)
	Student Events/Food	5,292	1,818	3,473	27,743	20,000	7,743
	Before and Aftercare Supplies	-	434	(434)	-	4,771	(4,771)
	Food Service Expenses	25,574	17,561	8,013	188,672	193,166	(4,494)
	Subtotal: Direct Student Expense	**75,704**	**52,493**	**23,211**	**647,166**	**731,162**	**(83,997)**
Occupancy Expenses							
	Rent	-	1,324	(1,324)	3,893	15,893	(12,000)
	Building Maintenance and Repairs	4,494	10,909	(6,415)	153,920	200,000	(46,080)
	Utilities	10,393	14,080	(3,687)	161,009	168,960	(7,951)
	Janitorial Supplies	223	-	223	3,636	-	3,636
	Contracted Building Services	11,881	11,667	214	136,782	140,000	(3,218)
	Mortgage Interest Expense	17,421	18,591	(1,171)	211,135	223,096	(11,961)
	Subtotal: Occupancy Expenses	**44,412**	**56,571**	**(12,159)**	**670,375**	**747,948**	**(77,574)**
Office Expenses							
	Office Supplies and Materials	676	2,222	(1,546)	20,552	26,669	(6,117)
	Office Equipment Rental and Maintenance	1,809	1,510	299	14,838	18,119	(3,280)
	Office Equipment/Non-Capital	-	417	(417)	4,827	5,000	(173)
	Contracted Tech Support Services	11,750	8,763	2,988	99,402	105,150	(5,748)
	Admin-Software	-	398	(398)	2,981	4,771	(1,790)
	Telephone and Internet	2,155	1,250	905	23,735	15,000	8,735
	Legal and Accounting	5,906	12,206	(6,300)	128,982	146,470	(17,488)
	Printing and Binding	-	321	(321)	3,371	3,851	(480)
	Postage and Shipping	-	290	(290)	2,973	3,481	(508)
	Subtotal: Office Expenses	**22,296**	**27,376**	**(5,080)**	**301,663**	**328,512**	**(26,849)**
General Expenses							

	Contracted Administrative Services	27,728	18,650	9,078	203,327	223,800	(20,473)
	Insurance-General	5,015	2,817	2,199	42,565	33,800	8,765
	Transportation	57	954	(898)	9,061	10,496	(1,435)
	Other General Expenses	744	2,917	(2,173)	26,844	35,000	(8,156)
	Board Supplies	-	211	(211)	1,228	2,530	(1,302)
	Nursing Supplies	192	119	73	533	1,431	(899)
	PCSB Administrative Fee	-	-	-	28,869	28,869	-
	Management Fee	-	-	-	-	-	-
	Bank Fees	279	1,042	(763)	4,679	12,500	(7,821)
	Advertising	5,241	5,577	(336)	136,471	122,697	13,774
	Membership Dues and Fees-Admin	-	818	(818)	1,927	9,000	(7,073)
	Fundraising Supplies	-	199	(199)	100	2,385	(2,285)
	Subtotal: General Expenses	**39,257**	**33,303**	**5,953**	**455,603**	**482,509**	**(26,905)**
Depreciation Expense							
	Depreciation	30,241	34,075	(3,834)	373,454	408,906	(35,452)
	Subtotal: General Expenses	**30,241**	**34,075**	**(3,834)**	**373,454**	**408,906**	**(35,452)**
	TOTAL EXPENSES	**384,231**	**298,449**	**85,782**	**5,547,730**	**5,995,890**	**(448,160)**
NET INCOME		**80,756**	**287,735**	**(206,979)**	**854,257**	**658,479**	**195,778**
CAPITAL BUDGET							
	Facilities	-	-	-	-	-	-
	Furniture & Equipment	-	-	-	-	-	-
TOTAL CAPITAL BUDGET		**-**	**-**	**-**	**-**	**-**	**-**

Appendix D: Approved Budget

FY15 Budget Cedar Tree Academy Public Charter School March 31, 2014 Version		
	FY15	**FY15**
	Budget	**% of Total Revenue**
Enrollment	345	
REVENUE		
Per Pupil Charter Payments		
UPSFF General Payment	4,633,428	64.4%
UPSFF Special Education Funding	162,021	2.3%
UPSFF Summer School Funding	189,850	2.6%
UPSFF Facilities Allotment	1,059,840	14.7%
Subtotal: Per Pupil Charter Payments	6,045,139	84%
Federal Funding		
Federal Entitlements	170,688	2.4%
Other Federal Income	251,543	3.5%
Food Service Income	187,388	2.6%
Subtotal: Federal Funding	609,619	8%
Private Grants & Donations		
Private Grants	236,682	3.3%
Subtotal: Private Grants & Donations	236,682	3%
Other Income		
Food Service Sales	-	-
Rental Income-MLK	216,000	3.0%
After-Care Reimbursements	67,565	0.9%
Interest Income	9,346	0.1%
Fundraising Income	10,000	0.1%
Subtotal: Other Income	302,911	4%
TOTAL REVENUES	7,194,352	
ORDINARY EXPENSE		
Personnel Salaries and Benefits		

Principal/Executive	242,569	3.4%
Teachers	889,199	12.4%
Special Education	51,000	0.7%
Teacher Aides	833,485	11.6%
Before/After Care	81,600	1.1%
Other Ed Professionals	332,662	4.6%
Summer School	143,940	
Business/Operations	108,549	1.5%
Clerical	217,314	3.0%
Custodial	-	0.0%
Other Staff	-	0.0%
Substitutes	-	0.0%
Total Salaries and Wages	2,900,318	40.3%
Staff Bonuses	100,000	1.4%
Health Benefits	210,022	2.9%
Social Security/Medicare	229,524	3.2%
Pension Benefits	30,887	0.4%
Unemployment Insurance	63,202	0.9%
Workers comp	35,013	0.5%
Staff Development Expenses	152,119	2.1%
Subtotal: Personnel Expense	3,721,085	52%
Direct Student Expenses		
Student Supplies and Materials	170,250	2.4%
Library and Media Center Materials	-	
Student Assessment Materials	6,900	0.1%
Paragon Supplies	-	
Special Education Contracted Services	204,000	2.8%
Contracted Services-Miscellaneous	184,800	2.6%
Instructional Software	13,800	0.2%
Student Recruitment	34,500	0.5%
Student Events/Food	26,900	0.4%
Before and Aftercare Supplies	6,038	0.1%
Food Service Expenses	234,173	3.3%
Subtotal: Direct Student Expense	881,360	12%
Occupancy Expenses		
Rent	18,000	0.3%
Building Maintenance and Repairs	100,750	1.4%
Utilities	169,260	2.4%
Janitorial Supplies	13,950	

Contracted Building Services	155,000	2.2%
Mortgage Interest Expense	205,066	2.9%
Subtotal: Occupancy Expenses	662,026	9%
Office Expenses		
Office Supplies and Materials	29,325	0.4%
Office Equipment Rental and Maintenance	15,000	0.2%
Office Equipment/Non-Capital	5,000	0.1%
Contracted Tech Support Services	95,250	1.3%
Admin-Software	4,914	0.1%
Telephone and Internet	31,470	0.4%
Legal and Accounting	149,790	2.1%
Printing and Binding	5,175	0.1%
Postage and Shipping	5,175	0.1%
Subtotal: Office Expenses	341,099	5%
General Expenses		
Contracted Administrative Services	205,000	2.8%
Insurance-General	40,675	0.6%
Transportation	12,500	0.2%
Other General Expenses	40,000	0.6%
Board Supplies	1,500	0.0%
Board Events	10,000	0.1%
Board PD	20,000	0.3%
Nursing Supplies	1,450	0.0%
PCSB Administrative Fee	34,692	0.5%
Management Fee	-	
Bank Fees	12,875	0.2%
Advertising	50,000	0.7%
Membership Dues and Fees-Admin	2,000	0.0%
Fundraising Supplies	10,000	0.1%
Subtotal: General Expenses	440,692	6%
Contingency		
Contingency Funds	143,887	2.0%
Subtotal: Contingency Expense	143,887	2%
Depreciation		
Depreciation	398,475	5.5%
Subtotal: Depreciation	398,475	6%
TOTAL EXPENSES	6,588,624	91.6%

Appendix J

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	**Performance/Data Verified**				**Target Met?**	
	Baseline	**Year 3**	**Year 4**	**Year 5**	**Y**	**N**
1.1 Original five year target: By spring 2006, 70% of students who started HRA during 2000-2001 school year and are still enrolled in 2006 will have an average Reading NCE score of 53.4[1] **PCSB's Fifth Year Target:** School-wide, HRA will achieve no less than the middle performance level in reading on the DC CAS[2]	40.9	48.1	49.8	57.20%	X	
1.2 Original five year target: By Spring 2006, 70% of students who started HRA during the 2000-2001 school year and are still enrolled in 2006 will have an average Mathematics NCE score of 53.3[3] **PCSB's Fifth Year Target:** PCSB's Fifth Year Target: School-wide, HRA will achieve no less than the middle performance level in mathematics on the DC CAS[4]	40.8	54.9	49.9	53.59%	X	
1.3 95% of students will score 70% or above on Performance Assessment	97%	97%	97%	No data provided		X

[1] DCPS, acting as the State Education Agency, changed the standardized assessment from SAT-9 to DC CAS in spring 2006. Therefore, the absence of common data does not allow for an evaluation of the five year reading target as stated in the accountability plan.

[2] In its December 2006 monthly meeting, the PCSB approved final revisions to the Charter Review Framework for schools undergoing Charter Review. Using DC CAS P-Value, the percentage of items answered correctly, the PCSB established that a school undergoing Charter Review must achieve no less than a school-wide average of middle performance level (50-70% of questions answered correctly) on the DC CAS in reading.

[3] DCPS, acting as the State Education Agency, changed the standardized assessment from SAT-9 to DC CAS in spring 2006. Therefore, the absence of common data does not allow for an evaluation of the five year mathematics target as stated in the accountability plan.

[4] In its December 2006 monthly meeting, the PCSB approved final revisions to the Charter Review Framework for schools undergoing Charter Review. Using DC CAS P-Value, *the percentage of items answered correctly*, the PCSB established that a school undergoing Charter Review must achieve no less than a school-wide average of middle performance level (50-70% of questions answered correctly) on the DC CAS in mathematics.

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Fifth Year Target	**Performance/Data Verified**				**Target Met?**	
	Baseline	**Year 3**	**Year 4**	**Year 5**	**Y**	**N**
Attained majority of 5-year academic performance goals?					2	1
Achieved no less than school-wide middle performance level in DC CAS in reading and math?					X	
Currently meets the State Education Agency's standard for AYP in reading and math?					X[5]	

Comments: Howard Road Academy met 3 of 3 academic performance standards.

[5] Howard Road Academy has been identified as a school "in need of improvement" and will remain in this status until it makes AYP for two consecutive years. However, the school did meet the State Education Agency's 2005-2006 AYP standards for reading and math.

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth Year Target	**Performance Data Verified**		**Target Met?**	
	Baseline	**Year 5**	**Y**	**N**
2.1 Students will demonstrate skills necessary to reason, communicate and live with dignity in a civil society – a) <1-2 incidents of student violence or disruption each week b) >90% of students receive "Student of the Day" award at least once during the year c) >50% of students receive High Five awards during the year d) >90% of students surveyed feel safe in school	a) 10 incidents b) school exceeded 50% of students receiving "Student of the Day" c) 49% of students earned High Five Awards d) school exceeded 50% of students feeling safe in school	a) 1.8 incidents b) 98% of students received "Student of the Day" c) 67% of students received High Five awards d) 84% of students felt safe in school	X X X	 X
2.2 92% daily attendance rate	86% daily attendance rate	91% daily attendance rate		X
2.3 Students will participate in extracurricular activities – 10% student participation in activities	>50 of students participated in extracurricular activities	60% of students participated in extracurricular activities	X	
2.4 Faculty & staff will effectively implement the school model and curriculum design – a) 15% or lower turnover rate of staff b) 75% of teachers rate school as fair or better c) Achieve a score of 8.5 or higher on Parent Satisfaction Survey. d) 75% of students in grades 5-7 rate teachers as fair or better	a) SY '03-'04 30% staff turnover b) SY '05-'06 76%[6] c) SY '03-'04 8.21 Parent satisfaction d) SY '04-'05 81%	a) 10% turnover rate b) 76% of teachers rate school as fair or better c) 8.69 satisfaction score d) 86% of 5-7 graders rate teachers as fair or better	X X X X	

[6] Howard Road Academy was unable to provide verifiable data related to teacher satisfaction prior to its fifth year of operation. Therefore, baseline data and the fifth year performance data are the same.

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth Year Target	**Performance Data Verified**		**Target Met?**	
	Baseline	**Year 5**	**Y**	**N**
School-wide average within 80% of five-year targets?			X	
Attendance targets met?				X
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? Average re-enrollment = 74% 2005 – 2006 re-enrollment rate = 74 % 2004 – 2005 re-enrollment rate = 74%				X

Comments: Howard Road Academy met 2 of 4 non-academic performance standards.

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.	The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.	The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.	The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.

Comments: The PCSB has documentation of Howard Road Academy Public Charter School's board meetings as follows: 2006 (January, February, April, May, and June), 2005 (March, April, May, June, July, August, September and October), 2004 (February, September, October, November, and December), 2003 (January, October. November, and December), and 2002 (May, August, September, October and November). The minutes document evidence of a quorum being present at all meetings and oversight of academic, operational, and financial performance were discussed. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action was taken, as warranted, without a committee structure in place.

Performance Level: 3.5

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

Comments: Howard Road Academy Public Charter School received three remedial actions from the PCSB during its first five years of operation. The school provided satisfactory responses to each action within the designated timeframe.

Performance Level: 3

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board submits timely Annual Reports that fully describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school's performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school's performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

Comments: Howard Road Academy Public Charter School has regularly submitted timely Annual Reports that describes the school's academic and non-academic performance in relation to the targets established in its accountability plan. However, the 2003 and 2004 Annual Reports lacked some quantitative evidence of its performance as it relates to the accountability plan targets.

Performance Level: 3

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board and the school's administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school's deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school's board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

Comments: Howard Road Academy Public Charter School's Board and administration effectively deploy resources to further the school's academic success, as evidenced by its most recent Program Development Review findings. The Board has shown commitment and dedication to retaining teachers who are best suited to the needs of the students. It provides both financial support and opportunity for teachers to become "highly qualified." The Board also remains active in pursuing additional financial support, facility acquisition and recruiting new members.

Performance Level: 4

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school's design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school's design and/or they have failed to use the design in the management and governance of the school.

Comments: The Board provided input and guidance in developing the Memorandum of Understanding, School Improvement Plan, and the Accountability Plan as it relates to effectively implementing the school design. As such, the Board demonstrates a strong knowledge and appreciation of the school's design and works actively to support its full implementation. To ensure that the design is fully implemented and integrated, the Board has linked academic performance with performance standards for key administrative personnel and staff.

Performance Level: 4

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

Comments: Howard Road Academy is currently identified as a school "in need of improvement" and will remain in that status until it makes AYP for two consecutive years. However, the school met the AYP reading and math standards for the 2005-2006 school year and has developed measurable plans to meet the standard this school year. Achieving AYP and creating an instructional environment that promotes academic success can be contributed to the current leadership team's tenacity to improve student performance. While there has been no change in leadership [the principal has been there for four years], the Board has established a school that maintains average performance through its school leader.

Performance Level: 3

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board's composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board's composition and operations.

Comments: While there is no evidence that the by-laws are reviewed on a regular basis to ensure alignment, the operations of the Board are substantially in keeping with its bylaws. However, the Board should comply with the law regarding D.C. residency for the majority of its members.

Performance Level: 3

OVERALL COMMENTS - ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE
Howard Road Academy Public Charter School demonstrated fully functioning or exemplary performance in 7 of 7 categories, and thus meets the standard for organizational performance in governance.

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS

Exemplary level of development and implementation	Operational level of implementation and development	Limited development and/or partial implementation	Low level or no evidence of development and implementation
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

Comments: Howard Road Academy Public Charter School's 2006-2007 Compliance Review revealed that the school's performance is generally in keeping with applicable laws, rules and regulations.

Performance Level: 3

OVERALL COMMENTS - ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE

Howard Road Academy Public Charter School's past Compliance Reviews revealed that over a five year period, the school has been substantially compliant with applicable laws, rules and regulations. The school should ensure that funding sources are indicated on the inventories of assets. Additionally, the school must adhere to NCLB (HQT) and residency requirements for Board members.

Howard Road Academy Public Charter School demonstrated fully functioning or exemplary performance in 5 of 7 categories, and thus meets the standard for compliance.

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – ACCOUNTING POLICIES

1. Accounting Policies				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School follows PCSB accounting guidelines. Guidelines include 1) using approved auditors as required; 2) following audit policies; 3) maintaining records under accrual basis of accounting; 4) and reporting financial statements according to GAAP.	With minor exceptions, school follows PCSB accounting guidelines.	The school has failed to follow PCSB accounting guidelines for one audit cycle. School has implemented a corrective plan.	The school has failed to follow PCSB accounting guidelines for more than one audit cycle and/or the school has committed a significant breach in one cycle. A corrective plan is in development.	The school has failed to follow all PCSB accounting guidelines for more than one audit cycle. A corrective plan was not developed or was never followed.

Comments: Based on its interim financial reports and annual financial audits, HRA PCS has adhered to GAAP. Key findings of the FY06 financial audit are…

- Financial statements conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses
- No instances of noncompliance which are required to be reported under Government Auditing Standards.
- Other key audit findings
    - The school successfully remedied prior period audit findings
    - No additional reportable findings were presented in the FY2006 audit

Overall, HRA PCS has been efficient in administering accounting policies which follow PCSB accounting guidelines.

GRADE FOR ACCOUNTING POLICIES: 4.50

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting a. Audited Statements				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management displays a high level of transparency and an interest in continuous improvement of financial management.	Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management letter reflects minimal need for changes in financial management. Any changes are implemented immediately.	Audits are submitted on time or with slight delay due to specific circumstances. Audit findings show need for significant improvement; school implements changes immediately. Procedures are tracked to ensure compliance with auditor's recommendations.	At least one audit has been significantly delayed. Annual audit receives a qualified opinion. Audit report or management letter indicates significant financial problems; changes not implemented from prior year's findings. School develops realistic plan based on auditor's recommendations to be implemented over the next year.	Audits have been significantly delayed for more than one cycle and/or not submitted at all. Annual audit receives a qualified opinion for two years or more. Audit report or management letter indicates significant financial problems for which turnaround is not feasible; changes not implemented from prior year's management letter.

Comments: HRA PCS has submitted its annual audits to the PCSB in a timely fashion. Each of the school's audits received an unqualified opinion. The school's FY2005 audit identified two reportable findings pertaining to the school's December 2004 enrollment audit and its fixed asset record. The school successfully remedied each of the findings during the FY2006 accounting cycle.

GRADE FOR FINANCIAL REPORTING (Audited Statements): 4.50

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting **b. Budgets and Interim Financials**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Budgets and interim financials are submitted on time and follow the PCSB template. No significant problems identified in reports.	Budgets and interim financials are submitted on time and follow the PCSB template with few exceptions. Only minor spending variances or other problems are reported.	Budgets and interim financials are submitted late and/or do not follow the PCSB template. Significant variances or other problems are reported, but they have reasonable justifications and do not necessarily jeopardize the school's financial health.	Budgets and interim financials have not been submitted one or two times. Or, significant variances or other problems are reported without reasonable justifications. The school's financial health is potentially weakened.	Budgets and interim financials have not been submitted on several occasions. Or significant variances or other problems are reported, considerably jeopardizing the school's ability to operate as a going-concern.

Comments: HRA PCS has submitted its annual budgets and interim financial statements to the PCSB on time. During the FY2006 accounting cycle, the school expects to generate measurable spending variances as a result of it not reaching its projected enrollment target. However, because the school has a sizable net asset reserve, it will be able to function as a going concern with minimal operational interruptions.

GRADE FOR FINANCIAL REPORTING (Budgets and Interim Financials): 4.00

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting **c. Taxes and Insurance**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Required IRS forms are filed and evidence of adequate insurance coverage is provided. All documentation is adequately maintained.	Required IRS forms are filed and evidence of minimal insurance coverage is provided. All documentation is adequately maintained, with minor exceptions.	Required IRS forms are filed, but have been late once or twice. Evidence of insurance is provided. Documentation is not properly filed or maintained.	Required IRS forms are consistently filed late. The school shows no evidence of adequate insurance coverage. Documentation is not properly filed or maintained.	Required IRS forms are not filed. The school does not have adequate insurance coverage. Adequate documentation is lacking.

Comments: The PCSB has not previously monitored schools' submission of filings to the Internal Revenue Service, so data are not available to confirm or deny that forms have been filed. Similarly, historical data on schools' level of insurance coverage are incomplete, as this criterion was previously checked onsite without documenting specific levels.

GRADE FOR FINANCIAL REPORTING (Taxes and Insurance): N/A

OVERALL GRADE FOR FINANCIAL REPORTING (AVERAGE): 4.25

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls **a. Establishment and Adherence to Internal Controls Policy**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Based on PCSB review and annual audit, school has clear, written internal controls in place to provide checks and balances. Audit indicates that all internal control policies are followed.	School has clear, written internal controls in place to provide checks and balances, with minor exceptions. Weaknesses identified by PCSB or auditor are minor and can be addressed immediately.	School has some internal controls in place. Weaknesses identified by PCSB or an auditor can be addressed over the course of the fiscal year.	School lacks some major internal controls. Weaknesses identified by PCSB or auditor need one to two years to be addressed. School is developing a corrective action plan.	School lacks basic internal controls and there is evidence of financial mismanagement.

Comments: The PCSB has not previously directly monitored schools' adoption of internal controls, so the PCSB lacks data to affirm the existence of written policies other than what is reported by an independent auditor. The school has engaged thorough audits and appears to have responded to recommendations for improvements to internal controls and as stated earlier, no matters involving the internal control over financial reporting that are considered to be weaknesses were presented in the school's latest audit.

GRADE FOR INTERNAL CONTROLS (Internal Controls Policy): 5.00

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls b. Procurement				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School is in compliance with PCSB's contracting / procurement requirements.	School is in compliance with PCSB's contracting / procurement requirements, with minor exceptions noted.	School has had some violations of PCSB's contracting / procurement requirements over the course of the year. Violations were reasonably justified. Policies and procedures are in place to preclude future violations.	School has had consistent violations of PCSB's contracting / procurement requirements. A corrective plan is in development.	School has had consistent violations of PCSB's contracting / procurement requirements. Management lacks capacity to assure compliance.

Comments: HRA PCS regularly submits appropriate documentation of contracts to the PCSB for review. The PCSB believes that the school has been compliant in following procurement requirements.

GRADE FOR INTERNAL CONTROLS (Procurement): 5.00

OVERALL GRADE FOR INTERNAL CONTROLS (AVERAGE): 5.00

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management a. Annual Budgets				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The schools prepares an annual operating budget, a cash flow projection and, when required, a capital budget by June 1 each year. Budget reflects thoughtful planning and detailed assumptions. These documents are certified by the Board of Trustees. Modifications are made as necessary and are submitted to PCSB.	With some exceptions, school regularly prepares annual operating budget, cash flow projection and, as required, a capital budget. Budget reflects thoughtful planning. These documents are certified by the Board of Trustees. Modifications occur as necessary and are submitted to PCSB.	The school does not consistently submit budgets and/or modifications of budgets to PCSB. Budget lacks planning and/or clear assumptions. There appears to be a lack of consensus or understanding of the budget by board members. Corrective plans are in process and will be implemented within a fiscal quarter.	Budgets are not submitted on time and/or do not have board's approval. Clear budget policies are in development.	School lacks budget policies and procedures. The board and staff lack capacity to implement standard budgeting procedures.

Comments: HRA PCS has been very proactive in revising its budget as needed and providing updates to the PCSB. Budgets are thoughtful, show detail and provide relevant explanations. Budgets have been submitted to the PCSB on time.

GRADE FOR TRANSPARENCY (Annual Budgets): 5.00

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management b. Management Organizations				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair.	School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair with few exceptions.	School does not adequately disclose relationship with organization upfront. Information is provided at PCSB's request. Contracts are unclear or present concerns in terms of financial and /or management control. There are indications of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. Information is not easily obtained by PCSB. There is evidence of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information.

Comments: HRA PCS has a management agreement with Mosaica Advantage, Inc. (MAI), a wholly owned subsidiary of Mosaica Education, Inc. a charter management company, to provide services to the school including: program development, faculty training, general, administrative and financial services. The management agreement was amended in August 2004 and expires on June 30, 2011. During the year ended June 30, 2006, MAI was paid total management fees of $1,064,255 as compensation for the services provided. That stated, the PCSB feels that the school has been forthright in informing PCSB of all pertinent matters as they relate to HRA PCS and its management organization.

GRADE FOR TRANSPARENCY (Management Organizations): 5.00

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management c. Related Party Transactions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses transactions with related parties, as required by PCSB's guidelines.	School accurately discloses transactions with related parties, with minor exceptions.	School fails to disclose related party transactions. Information is provided at PCSB's request.	School fails to disclose related party transactions. Information is not easily obtained by PCSB. There is evidence of inadvertent mismanagement.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information and/or there is evidence of unethical behavior and mismanagement.

Comments: Refer to Management Organizations detail (section 4b; page 20) Based on the information available, PCSB believes that the school discloses all related party transactions as required.

GRADE FOR TRANSPARENCY (Related Party Transactions): 5.00

OVERALL GRADE FOR TRANSPARENCY (AVERAGE): 5.00

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence a. Balanced Budget				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The school has a balanced budget, based on reasonable assumptions, for the upcoming fiscal year. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Budgeting is thoughtfully aligned with long-term financial goals.	The school has a balanced budget using reasonable assumptions. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Current spending plans will contribute to long-term financial goals.	The school has a balanced budget using some questionable assumptions. Expenses are greater than revenues for one or more years.	The school does not have a balanced budget nor has one with questionable assumptions. Expenses have exceeded revenues more often than not.	The school has no prepared budget. Expenses consistently exceed revenues.

Comments: With the exception of FY2003, HRA PCS has concluded each of its fiscal periods with positive net income balances, enabling the school to amass a significant net asset reserve (see table).

fiscal period	2002	2003	2004	2005	2006
NI	$ 433,617	$ (26,819)	$ 1,295,613	$ 1,243,680	$ 354,721
Cumulative Reserves	$ 433,617	$ 406,798	$ 1,702,411	$ 2,946,091	$ 3,300,812

GRADE FOR FISCAL PRUDENCE (Balanced Budget): 4.50

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence b. Debt Capacity				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school takes on debt only with very thoughtful planning and well within its debt service capacity. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school stays within its debt service capacity as required by the lender. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school has significant debt and has exceeded its debt service capacity, potentially violating loan covenants. School and lender are implementing remedies. Polices were in place and were followed but extraordinary circumstances led to the current situation.	According to financial statements, school has significant debt and/or has defaulted on its loan. Lender has school on a watch list. School and lender are discussing remedies. Polices were not in place or were not followed.	According to financial statements, school has significant debt and defaulted on its loan. The lender has called the loan. No remedies are possible.

Comments: In August 2004, HRA PCS completed a transaction with Mosaica Advantage Inc. to purchase the land and building where the school currently resides at a contracted price of $7,000,000. To effect the transaction, the school obtained a short-term bridge loan from a bank in the amount of $6,215,000. The school obtained additional financing for the purchase transaction through a Loan Agreement with the District of Columbia Office of Charter School Financing and Support for $1,250,000. This interest-only loan carries an interest rate of 5% and matures with a balloon payment in 2009. Interest payments are made on a quarterly basis. In November 2004, the school entered into a Bond Indenture and Loan Agreement with the District of Columbia pursuant to which the District issued $6,295,000 of Variable Rate Revenue Bonds. The proceeds were used to pay off the aforementioned bridge loan. The District Bonds bear interest at a variable rate and mature in2024.

Fiscal Year Ended	District Bonds	DISB Loan	Total	Projected Revenues	Estimated Debt Service
2007	$ 230,000		$ 230,000	$ 7,988,262	**3%**
2008	$ 235,000		$ 235,000	8,148,027	**3%**
2009	$ 245,000		$ 245,000	8,310,988	**3%**
2010	$ 255,000	$ 1,250,000	$ 1,505,000	8,477,208	**18%**
2011	$ 265,000		$ 265,000	8,646,752	**3%**
2012 and thereafter	$ 4,735,000		$ 4,735,000	n/a	
Total	$ 5,965,000	$ 1,250,000	$ 7,215,000	$ 41,571,236	

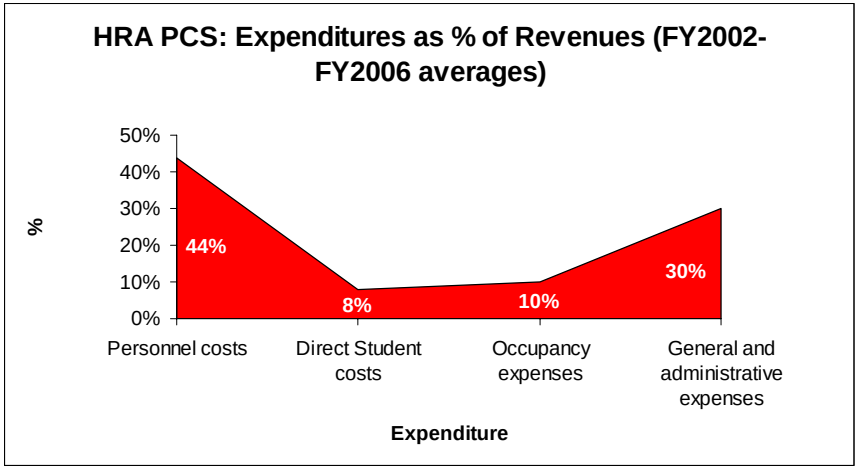
The annual maturities of the school's long-term debt are shown in the table above. Assuming that the school's annual revenues grow at 2%, the school should not have any problems satisfying annual debt service requirements. **GRADE FOR FISCAL PRUDENCE (Debt Capacity): 5.00**

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence c. Appropriate Spending Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs, in particular, are in line with industry comparables. Minor variances from industry standards are well explained and justified.	School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are slightly out of line with industry comparables, but with reasonable justifications.	School makes some inappropriate spending decisions, inadvertently. Salaries and occupancy costs are out of line with industry comparables but still have sufficient justifications. A corrective plan is being implemented.	School has a record of inappropriate spending decisions, with some reasonable justification. Salaries and occupancy costs are considerably out of line with industry comparables. A corrective plan is in development.	School has a record of inappropriate spending decisions which adversely impact programming, with no rational justifications. There is evidence of unethical behavior and fiscal mismanagement. Salaries and occupancy costs are egregiously out of line with industry comparables. No corrective plan is feasible.

Comments: HRA PCS makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. As indicated by the chart below, the school's five-year average salary and occupancy expenditures expressed as a percentage of total revenue are 44% and 10% respectively; well below PCSB established thresholds of 50% for salary and 25% for occupancy.



GRADE FOR FISCAL PRUDENCE (Appropriate Spending): 5.00

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence d. Investment Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school has significant liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets but their management is questionable; investment decisions appear somewhat risky.	According to financial statements, school has minimal to no liquid assets. Any assets invested are in high-risk/questionable areas.	According to financial statements, school has no liquid assets or minimal assets with no track record of investment decisions.

Comments: HRA PCS has been able to successfully manage its working capital needs and has been able to generate positive working capital balances at the conclusion of each fiscal period (see table below). Additionally, the school has purchased its building, which appears to be a sound investment. However, one area of concern regarding investment decisions surrounds that school's decision to enter in to an interest rate swap agreement with a financial institution to manage the cost and economic risk associated with variability in the school's cash outflows for interest payments required under provisions of the variable rate District Bonds. Little is known about the exact structure of the swap option arrangement.

fiscal period	2002	2003	2004	2005	2006
Working Capital	$ 433,617	$ 242,501	$ 1,375,911	$ 2,247,452	$ 2,108,965

GRADE FOR FISCAL PRUDENCE (Investment Decisions): 4.00

OVERALL GRADE FOR FISCAL PRUDENCE (AVERAGE): 4.625

Accountability Plan Performance Analysis
School: Howard Road Academy Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE (SUPPORTING DOCUMENTATION)

HRA PCS: 5-YEAR BALANCE SHEET ANALYSIS

	2002	2003	2004	2005	2006
Assets					
Current Assets:					
Cash	$ 1,390,013	$ 935,785	$ 1,754,047	$ 2,977,469	$ 2,940,895
Segregated cash	$ -	$ -	$ -	$ 19,036	$ 23,097
Due from Federal Government	$ 92,017	$ 185,735	$ 92,452	$ 52,331	$ 272,065
Prepaid expenses and deferred charges	$ -	$ 835	$ 7,103	$ 19,596	$ 45,406
Certificate of Deposit	$ 35,000	$ 35,000	$ -	$ -	$ -
Total Current Assets	$ 1,517,030	$ 1,157,355	$ 1,853,602	$ 3,068,432	$ 3,281,463
Fixed Assets					
Textbooks	$ -	$ -	$ -	$ -	
Restricted cash	$ -	$ -	$ -	$ 322,275	$ 327,756
Deferred charges, net	$ -	$ -	$ -	$ 304,076	$ 283,822
PPE net	$ -	$ 423,584	$ 440,813	$ 7,679,986	$ 7,702,946
Total Fixed Assets, net	$ -	$ 423,584	$ 440,813	$ 8,306,337	$ 8,314,524
Total assets	**$ 1,517,030**	**$ 1,580,939**	**$ 2,294,415**	**$ 11,374,769**	**$ 11,595,987**
Liabilities and Net Assets					
Current liabilities					
Accounts payable	$ 101,953	$ 390,291	$ 84,891	$ 113,175	$ 144,868
Due to management company	$ 981,460	$ 502,013	$ 163,828	$ 80,856	$ 71,848
Accrued payroll	$ -	$ -	$ 225,691	$ 278,727	$ 514,505
Deferred revenue	$ -	$ -	$ 3,281	$ 36,890	$ 194,945
Other liabilities	$ -	$ 22,550	$ -	$ 91,332	$ 11,332
Current portion of long-term debt	$ -	$ -	$ -	$ 220,000	$ 235,000
Total current liabilities	$ 1,083,413	$ 914,854	$ 477,691	$ 820,980	$ 1,172,498
Long-term liabilties					
Capital lease payable	$ -	$ 259,287	$ 114,314	$ -	$ -
Long-term debt	$ -	$ -		$ 7,465,000	$ 6,980,000
Total liabilities	**$ 1,083,413**	**$ 1,174,141**	**$ 592,005**	**$ 8,285,980**	**$ 8,152,498**
Net Assets:					
Net Income	$ 433,617	$ (26,819)	$ 1,295,613	$ 1,243,680	$ 354,721
Beg. Net Assets	$ -	$ 433,617	$ 406,798	$ 1,845,108	$ 3,088,788
Total Net Assets (Ending Net Assets)	$ 433,617	$ 406,798	$ 1,702,411	$ 3,088,788	$ 3,443,509
Total liabilities and net assets	**$ 1,517,030**	**$ 1,580,939**	**$ 2,294,416**	**$ 11,374,768**	**$ 11,596,007**
Long-term debt/ Total Equity ratio:	**-**	**-**	**-**	**2.42**	**2.03**
Net-working capital:	**$ 433,617**	**$ 242,501**	**$ 1,375,911**	**$ 2,247,452**	**$ 2,108,965**
Liqiudity ratio:	**1.40**	**1.27**	**3.88**	**3.74**	**2.80**

HRA PCS: 5-YEAR INCOME STATEMENT ANALYSIS

	2002	2003	2004	2005	2006
Revenue:					
Support and revenue:					
Fees and grants from government agencies	$ 3,577,397	$ 4,976,823	$ 6,857,419	$ 6,762,547	$ 7,486,960
Total revenue	**$ 3,577,397**	**$ 4,976,823**	**$ 6,857,419**	**$ 6,762,547**	**$ 7,486,960**
Expenses:					
Personnel costs	$ 1,572,783	$ 2,233,874	$ 2,297,070	$ 2,560,122	$ 3,915,777
Direct Student costs	$ 343,543	$ 400,918	$ 487,987	$ 452,473	$ 571,010
Occupancy expenses	$ 205,101	$ 867,648	$ 999,269	$ 457,798	$ 317,527
General and administrative expenses	$ 1,022,353	$ 1,501,202	$ 1,777,480	$ 2,048,474	$ 2,327,925
Total expenses	**$ 3,143,780**	**$ 5,003,642**	**$ 5,561,806**	**$ 5,518,867**	**$ 7,132,239**
Net Income	$ 433,617	$ (26,819)	$ 1,295,613	$ 1,243,680	$ 354,721
Beginning Net Assets	$ -	$ 433,617	$ 406,798	$ 1,845,108	$ 3,088,788
Total Net Assets (Year End Balance)	$ 433,617	$ 406,798	$ 1,702,411	$ 3,088,788	$ 3,443,509
Profit Margin	**12%**	**-1%**	**19%**	**18%**	**5%**
Personnel costs/Total Revenue	**44%**	**45%**	**33%**	**38%**	**58%**
Direct Student costs/Total Revenue	**10%**	**8%**	**7%**	**7%**	**8%**
Occupancy expenses/Total Revenue	**6%**	**17%**	**15%**	**7%**	**5%**
G&A expenses/ Total Revenue	**29%**	**30%**	**26%**	**30%**	**34%**

Charter Review Analysis - Howard Road Academy Public Charter School
Based On Charter Review Framework

ACADEMIC PERFORMANCE

A school becomes a candidate for revocation if it fails to meet 2 of the 3 academic standards below:

Criterion #1: The school must attain the majority of the fifth year academic performance goals.

Howard Road has 3 academic performance goals. Therefore, the school needs to meet 2 of 3 performance goals. The school met 2 goals related to the district-wide standardized assessment (DC CAS) in reading and mathematics. Howard Road failed to provide reliable data for the remaining target related to Paragon and therefore was not given credit.

Overall, Howard Road Academy Public Charter School did meet this criterion.

Criterion #2: The school must achieve no less than school-wide middle performance levels in reading and mathematics on the DC CAS.

Howard Road achieved school-wide middle performance levels in reading and mathematics on the DC CAS. The school-wide average in reading was 57.20%. The school-wide average in mathematics was 53.59%.

Overall, Howard Road Academy Public Charter School did meet this criterion.

Criterion #3: The school currently meets the State Education Agency's standard for AYP in reading and mathematics.

Howard Road met the State Education Agency's 2005-2006 AYP standards in reading and mathematics.

Overall, Howard Road Academy Public Charter School did meet this criterion.

OUTCOME: Howard Road Academy Public Charter School met 3 of 3 academic standards, and thus does meet the standards for academic performance.

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for revocation if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the five year targets.

Howard Road has 10 non-academic targets. Therefore, the school needs to meet 8 of 10 non-academic targets. The school met 8 targets and thus, it did meet the school-wide average of 80% of its fifth year targets.

Overall, Howard Road Academy Public Charter School did meet this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

Howard Road's fifth year attendance target was 92%. The school's daily attendance rate for the 2005-2006 school year was 91%. Therefore, the school failed to meet the fifth year attendance target set in its accountability plan.

Overall, Howard Road Academy Public Charter School did not meet this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

Howard Road student enrollment levels are sufficient to sustain the fiscal viability of the school.

Overall, Howard Road Academy Public Charter School did meet this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Howard Road's re-enrollment data for 2004-2005 was 74% and for 2005-2006 the re-enrollment rate was 74%. The average re-enrollment rate is 74%; therefore, the school did not meet the re-enrollment standard.

Overall, Howard Road Academy Public Charter School did not meet this criterion.

OUTCOME: Howard Road Academy Public Charter School met 2 of the 4 non-academic standards, and thus meets the standards for non-academic performance.

Charter Review Analysis - Howard Road Academy Public Charter School
Based On Charter Review Framework

ORGANIZATIONAL PERFORMANCE – GOVERNANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	3.5
PCSB Action	3
Annual Reporting	3
Adequate Resources	4
Implementation of School Design	4
Leadership	3
Operating within Bylaws	3

OUTCOME: Howard Road Academy Public Charter School demonstrated fully functioning or exemplary performance in 7 of 7 categories, and thus meets this standard for organizational performance.

Charter Review Analysis - Howard Road Academy Public Charter School
Based On Charter Review Framework

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates a low or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	3.5
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	3
Open Enrollment Process	3
NCLB Requirements	2.5

OUTCOME: Howard Road Academy Public Charter School demonstrated fully functioning or exemplary performance in 6 of 7 categories, and thus meets this standard for organizational performance.

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

Performance Level	Rating
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

Category	Performance Level/Rating
1. Accounting Policies	4.50
2. Financial Reporting	4.25
3. Internal Controls	5.00
4. Transparency of Financial Management	5.00
5. Fiscal Prudence	4.625

OUTCOME: Howard Road Academy Public Charter School demonstrated satisfactory or above average performance in 5 of 5 categories, and thus meets this standard for organizational performance.

Charter Review Analysis - Howard Road Academy Public Charter School
Based On Charter Review Framework

Executive Summary

Howard Road Academy Public Charter School met the academic, non-academic, and organizational performance standards in governance, compliance, and fiscal management, and thus is not a candidate for revocation.

Academic

Howard Road has performed very well meeting 3 of 3 academic standards. Although the school had only three fifth-year academic targets, it met 2 goals related to the district-wide standardized assessment (DC CAS) in reading and mathematics and failed to provide reliable data for the remaining target related to Paragon.[1] Therefore, Howard Road met the majority of its academic targets. The school also met the State Education Agency's standard in reading and mathematics and the standard related achieving no less than the middle performance level in reading and mathematics on the DC CAS.[2]

Non-Academic

Howard Road met 2 of 4 non-academic performance standards. The school met 80% of its fifth-year targets and the enrollment levels are sufficient to sustain the school's economic viability. However, the school did not meet the attendance target and missed the average re-enrollment rate target by 1%.

Organizational – Governance

Howard Road's board has performed extremely well in governing the school, demonstrating exemplary or fully functioning performance in 7 of 7 categories. Specifically, Howard Road performed well in the areas of board meetings, responsiveness to PCBS action, deployment of adequate resources, implementation of school design, and the establishment of stable leadership. The board could further its performance by ensuring compliance with the D.C. residency requirement for the majority of its members.

Organizational – Compliance

Howard Road met the organizational performance standards for compliance. Specifically, the school demonstrated exemplary or fully functioning compliance in 6 of 7 categories over the past five years. The school should continue to appropriately address NCLB

[1] Under the advisement of HRA's Board of Trustees, the school increased reading and math instructional time (in preparation for DC CAS), thus decreasing time allocated to Paragon instruction. As a result, the school did not administer the Paragon Assessment to all students at all grade levels. In the absence of complete and verifiable data, the school failed to meet the fifth-year target as stated in the accountability plan.

[2] State Education Agency changed the standardized assessment from SAT-9 to DC CAS in spring 2006. Therefore, the absence of common data did not allow for an evaluation of the fifth-year reading and mathematics targets as stated in the accountability plan. Consequently, in its December 2006 monthly meeting, the PCSB approved final revisions to the Charter Review Framework for schools undergoing Charter Review. Using DC CAS P-Value, t*he percentage of items answered correctly*, the PCSB established that a school undergoing Charter Review must achieve no less than a school-wide average of middle performance level (50-70% of questions answered correctly) on the DC CAS in reading and mathematics.

requirements related to "HQT" and the identification of funding sources on inventoried assets.

Organizational – Fiscal Management

Howard Road Public Charter School met the organizational performance standards for fiscal management demonstrating satisfactory or above average performance in 5 of 5 categories. Based on the information available, the PCSB believes that HRA PCS has developed, implemented and maintained strong fiscal management practices. The school's FY2006 financial audit indicates that the school has sound accounting and internal controls policies in place. The school has done an extremely good job submitting all necessary documents to the PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

Appendix K

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

January 25, 2012

Dr. Latonya Henderson
Board Chair
Howard Road Academy Public Charter School
2005 Martin Luther King Ave., SE
Washington, DC 20020

Dear Dr. Henderson,

This letter serves to inform you that in its public meeting held on January 23, 2012, the District of Columbia Public Charter School Board (PCSB) granted charter continuance to Howard Road Academy Public Charter School as it met the PMF academic standard and the non-academic criteria stated in §38-1802.13(a)(b) of the School Reform Act.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the charter review process as one that assesses a school's ability to meet high standards for providing quality education. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,

[redacted]

Brian Jones
Chair

cc: Marva Tutt, Executive Director

Appendix L

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

January 12, 2012

Dr. Latonya Henderson, Chair
Board of Trustees
Howard Road Academy Public Charter School
2005 Marin Luther King Jr. Avenue SE
Washington, DC 20020

Dear Dr. Henderson:

The District of Columbia Public Charter School Board (PCSB) will meet on **January 23, 2012 at 6:30 PM** to make a decision on Howard Road Academy Public Charter School's charter continuance based on an analysis of its academic and non-academic performance. The meeting will be held at **Carlos Rosario International Public Charter School (1100 Harvard Street, NW).** Pursuant to the School Reform Act, §38-1802.13 (a)(b), a public charter school is a candidate for revocation if the eligible chartering authority determines that the school: 1) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) failed to meet the goals and student academic achievement expectations set forth in the charter; 3) engaged in a pattern of non-adherence to generally accepted accounting principles; 4) engaged in a pattern of fiscal mismanagement; *or* 5) is no longer economically viable. A standard charter school may be a candidate for charter revocation if its Performance Management Framework (PMF) performance falls into any one of the following categories:

(1) Performs in Tier III for three consecutive years;

(2) Performs in Tier III and shows ≥ 5 percentage point decrease in academic score for two consecutive years; or

(3) Scores 20 percentage points or below in the most recent year.

A non-standard charter school may be a candidate for revocation of its charter if it fails to: (1) attain the majority of the academic performance goals listed in its accountability plan; or come within 90% of all missed academic performance goals on its accountability plan; (2) perform within a minimum of 90% of its accountability plan attendance targets; or (3) maintain enrollment levels sufficient to sustain the economic viability of the school.

Enclosed is a copy of your school's charter analysis based on its academic and non-academic performance. Please carefully review the report and plan to attend the January 23rd meeting and have persons most knowledgeable about your charter school's performance present as well. The PCSB will engage Howard Road Academy Public Charter School in a question and answer period for approximately 15-minutes to gain a thorough understanding of the school's overall performance.

Should you have any questions, please feel contact Jacqueline Scott-English at (202) 28-2671 or jse@dcpubliccharter.com.

Sincerely,



Brian
Chair

Enclosures

cc: Nicole Garcia, Principal
Allen Blessing, Principal
Marva Tutt, Executive Director

Appendix M

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- ☐ Approve a Charter Application (15 yrs)
- ☐ Approve a Charter Renewal (15 yrs)
- ☐ Approve Charter Continuance (5 or 10 yrs)
- ☒ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other_____

Non-Voting Board Items

- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

Policies

- ☐ Open a New Policy or Changes to a Policy for Public Comment
- ☐ Approve a New Policy
- ☐ Approve an Amendment to an Existing Policy

PREPARED BY: **Laterica Quinn, Equity and Fidelity Specialist**

SUBJECT: **Charter Amendment: Cedar Tree Academy Public Charter School, Goals and Student Academic Achievement Expectations**

DATE: **October 14, 2014**

A public hearing on the following Board Action was held at PCSB's September 15, 2014 meeting. No public comment was submitted regarding this proposal.

Recommendation

The DC Public Charter School Board ("PCSB") staff recommends that the PCSB Board approve Cedar Tree Academy Public Charter School's ("Cedar Tree PCS") charter amendment request, and approve that PCSB Board Chair John H. "Skip" McKoy sign the amendment on behalf of the Board. This proposed amendment revises two measures of the school's Early Childhood Performance Management Framework ("EC PMF"). The measures need to be changed because the school recently learned that Scantron, the test publisher, does not publish norm-referenced information for kindergarten, making the measure, as currently worded, invalid. Cedar Tree PCS proposes to change the measures as follows:

- 60% of students will show a 200 point scale score increase from fall to spring on the Scantron Performance Series Reading assessment
    - Formerly: 60% of students will show 0 NCE or meet or exceed the 50th percentile on the Scantron Performance Series Reading assessment

- 60% of students will show a 200 point scale score increase from fall to spring on the Scantron Performance Series Math assessment
    - Formerly: 60% of students will show 0 NCE growth or meet or exceed the 50th percentile on the Scantron Performance Series Math assessment

PCSB staff believes that these measures are equitable and worked directly with the school and Scantron to develop an alternative but equivalent age appropriate measure.

PCSB notified the local Advisory Neighborhood Commission ("ANC") in Ward 8 as well as Councilmember Barry and published in the DC Registrar the proposal on August 8, 2014, and that it was open for public comment on August 27, 2014 (see Attachment C).

Background

Cedar Tree PCS (formerly Howard Road Academy Public Charter School) was established in June 2000, and currently operates a single campus located in Ward 8. Presently, the school is a self-described "progressive early childhood" school that serves students in grades prekindergarten-3 through Kindergarten. Cedar Tree PCS had previously served grades prekindergarten-3 through eighth grade. On July 29, 2013 the PCSB Board approved the school's charter amendment request to close its elementary and middle schools.

The school is a candidate for charter renewal in school year 2014-2015. At the July 29, 2013 board meeting, the PCSB Board fully approved the amendment request of Cedar Tree PCS to adopt the EC PMF as its goals and academic achievement expectations for school year 2013-14. However, at that time the Early Childhood PMF was in its pilot stage and the results were not tiered, therefore PCSB staff negotiated how the indicators within the early childhood PMF would be measured to determine whether the school had met its goals and student achievement expectations at renewal in school year 2014-15. These determinations will be made based on one year of EC PMF measures and previous achievement on accountability plan goals that measured student achievement and progress in grades prekindergarten-3 through kindergarten only.

Attachment(s) to this Proposal

Attachment A: Charter Amendment Petition
Attachment B: "Elect the PMF as Goals" Policy
Attachment C: ANC, Council Member, DC Register, and Website Notifications
Attachment D: Charter Agreement Amendment

Date: 10/14/14
PCSB Action: [redacted] Approved with Changes _____ Rejected

Changes to the Or[redacted]

Appendix N

SCHOOL READINESS CONSULTING
Practice Policy Evaluation

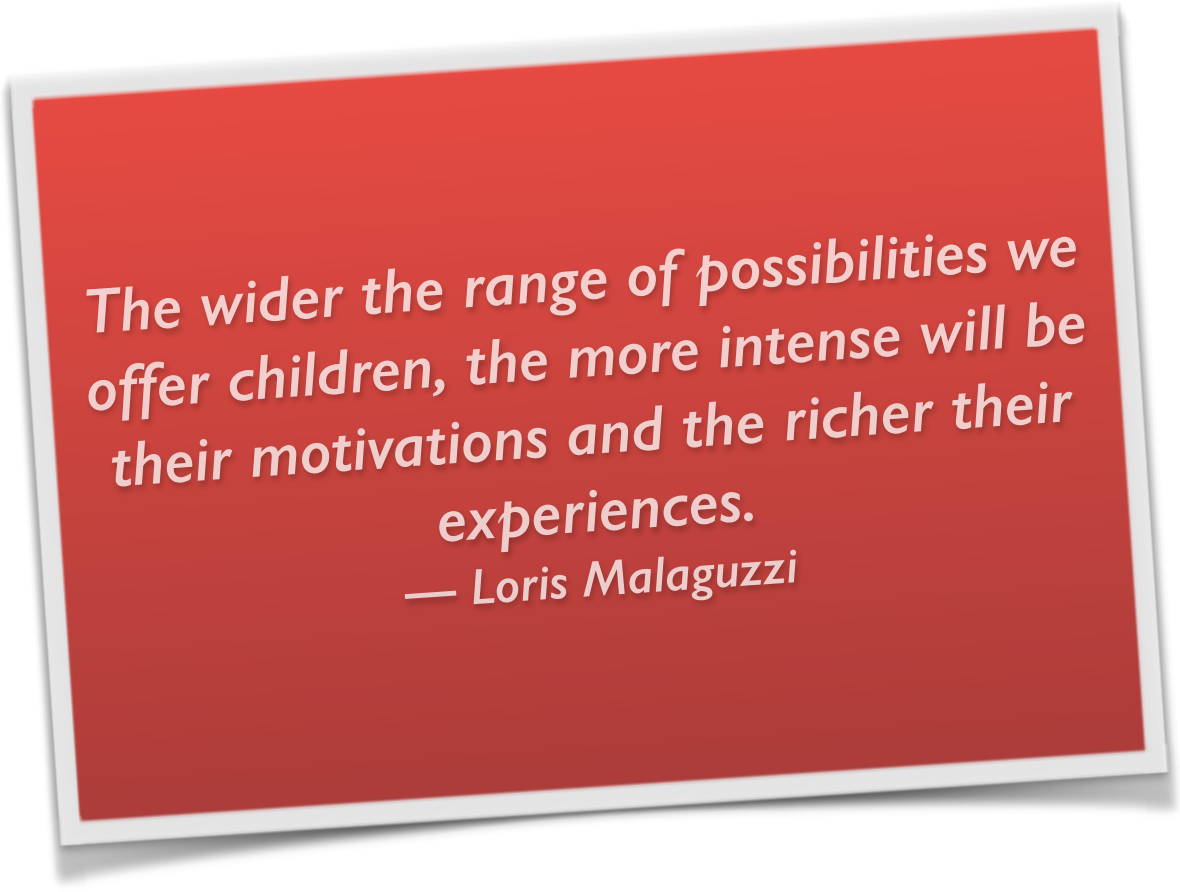
2013-14 District of Columbia CLASS Pre-k Evaluation Report



Sponsored by the Office of the State Superintendent of Education

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SCHOOL READINESS CONSULTING
Practice Policy Evaluation

Introduction

The District of Columbia has positioned itself as a national leader in the provision of early learning opportunities for young children. The District has made early childhood the centerpiece of its education reform agenda, and now outranks other states in both access and spending. In 2008, legislation was passed making free, universal pre-k available to all three- and four-year-olds residing within the District. Currently the District serves 80% of all three-year-olds and 92% of all four-year-olds – in contrast to a national average of 4% for three-year-olds and 24% for four-year-olds. In terms of spending, while the national average expenditure is $4,026 per child, the Districts' investment now stands at $11,000 - $14,000 per child (Barnett, Carolan, Squires & Clarke Brown, 2013).



The District utilizes a mixed delivery system offering pre-k services in traditional public schools, charter schools, and publicly-funded community-based programs participating in the child care subsidy program. Head Start services are available in Title I public schools, charter schools, and community-based programs. Child care subsidies in some cases represent the sole source of funding for community-based programs or may be used to support wrap-around services to extend the day or program year.

With this increased investment and myriad of service delivery options, an understanding of quality and ensuring accountability is critical to fully realize the benefits of early childhood education in the District. The District's leadership is committed to keeping with the national movement towards increased investment and public support for pre-kindergarten. At the federal level, Head Start Reauthorization, the Race to the Top Early Learning Challenge (RTT-ELC), and the impending Preschool

Development Grants mandate the implementation of program quality assessments and evaluations that expand the focus of state systems to include instructional quality. For example, all Head Start programs are subject to Classroom Assessment Scoring System (CLASS) observations as a part of ongoing monitoring, and programs that score in the bottom 10% are subject to re-competition for their grant. Thus, the District's focus on measuring classroom quality is critical for ensuring that programs are high-quality pre-k in all sectors, and that they are accountable for having an impact on children's short-term and long-term learning and development outcomes.

The Office of the State Superintendent of Education (OSSE) has oversight responsibility for monitoring and evaluating the quality of pre-k programs in the District. For the 2013-2014 school year, OSSE elected to use the CLASS Pre-k to collect data in classrooms across all three service delivery sectors. In addition to having established reliability and validity as a measure of instructional quality, the CLASS was selected based on the fact that it is currently being incorporated into a number of Quality Rating and Improvement System (QRIS) efforts as well as into the DC public charter Program Management Framework (PMF).



OSSE has partnered with School Readiness Consulting (SRC) to implement classroom observations, analyze results, and prepare a final report to summarize findings. This report describes the experiences of the nearly 7,365 (three- and four-year-old) children in participating classrooms across all three sectors, during the 2013-2014 school year. The study aims to create a baseline understanding of pre-k classroom quality throughout the District. The results from the evaluation will help OSSE create consensus around decisions regarding the quality improvement needs of pre-k programs throughout the District. A subsequent phase of work may build on this baseline study, implementing CLASS observations District-wide to inform a broader quality rating process and communicate this information to early learning stakeholders.

The two key research questions this evaluation project aimed to answer included:

1. What is the state of quality in the District of Columbia as measured by the CLASS?

2. Are there characteristics of programs or classrooms that are associated with CLASS scores?

Study Design

Sample
The sample of pre-k programs, determined by OSSE, included a total of 82 Community-Based Organization (CBO) classrooms (36 of which were Pre-k Incentive Grantees), 300 public charter school classrooms, and 109 D.C. Public School (DCPS) classrooms.

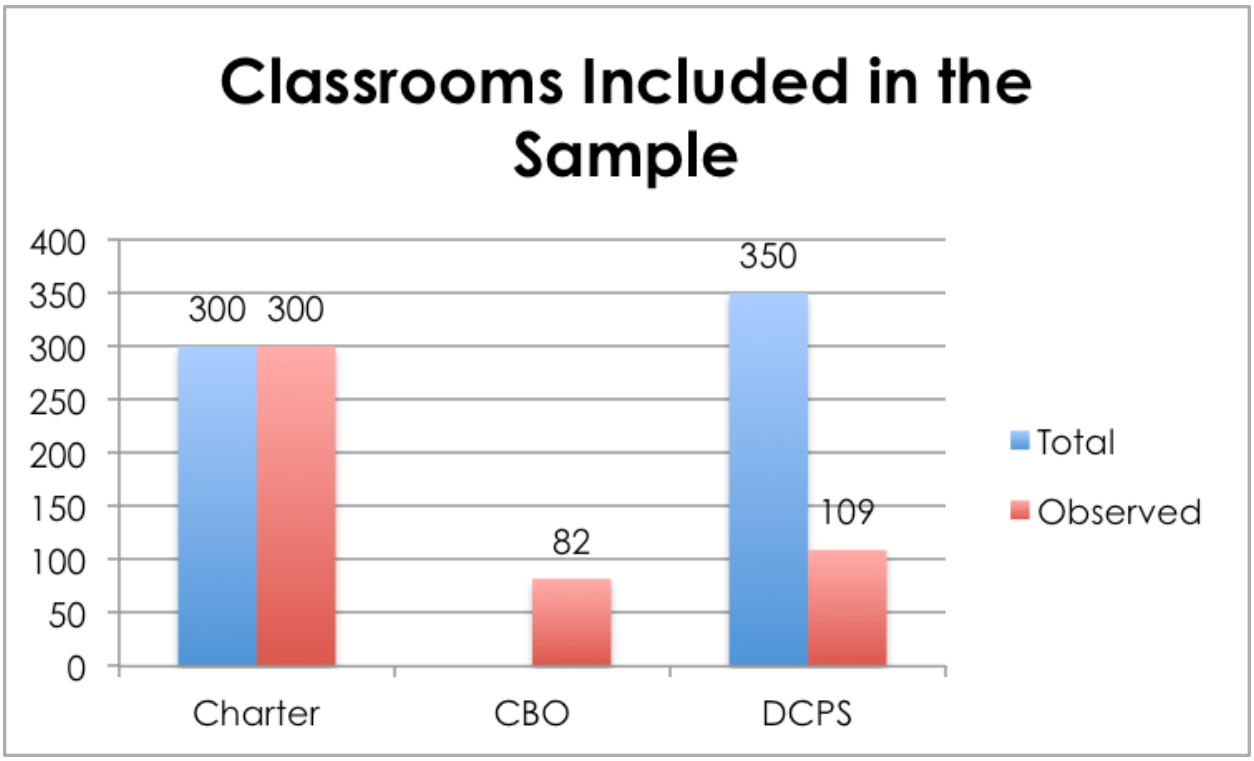


Figure 1: Number of Classrooms Observed, by Sector[1][2]

Pre-k Programs Included in the Study
Pursuant to the Pre-k Enhancement and Expansion Act of 2008, the District of Columbia offers free pre-k services to all three- and four-year-old children. Parents are able to choose from a mixed delivery system of

[1] The number of classrooms in the total CBO population is unknown.

[2] All of the classrooms in DCPS and 11 of the charter school classrooms were observed by another agency.

programs including charter schools, public schools or community-based programs.

In this study, classrooms in each sector that served a majority of three- and four-year-old children were observed. Pre-k classrooms in the charter schools, public schools and community based organizations received Pre-k Incentive grants, public funding on a per-student formula, or child care subsidy. In addition, some classrooms received additional Head Start or child care subsidy funding.

Funding Sources
Per-Student Funding: The District of Columbia's pre-k plan created a uniform per-student funding formula (USPFF) for providing services. The rate for the 2012-2013 school year was $11,986 per child, for three-year-olds, and $11,629 per child, for four-year-olds. DCPS, charter schools and community-based programs who receive Pre-k Incentive grants receive per-student funding.

Head Start Funding: The Head Start program provides a federal-to-local early childhood funding stream. The District of Columbia has several grantees and delegate agencies providing Head Start services to eligible children and families living below poverty levels as determined by the Poverty Guidelines published by the federal government (in 2014, $23,850 for a family of four). Children are also eligible if they are in foster care, homeless, or their families receive TANF or SSI.

In DCPS, the Head Start School-Wide Model (HSSWM), implemented in SY10-11, provides comprehensive Head Start services to all PK-3/PK-4 children and their families in Title I schools, regardless of income. The goals of the HSSWM are to blend local early childhood resources and Head Start dollars in order to serve additional Head Start-eligible children, ensure equitable services for at-risk children, improve accountability and direct resources to address areas of noncompliance, ensure a consistent standard of high-quality services across all early childhood programming, and meet all federal Head Start regulations (District of Columbia Public Schools, 2014). Head Start funding can be found in every sector, and in this study included 109 DCPS classrooms and 11 classrooms located in CBOs.

Child Care Subsidy Funding: Community-based organizations receive federal and local funds to provide child care services to working families through the Child Care Development Block Grant (CCDBG). Funds are allocated to every state and the District of Columbia. Subsidies can be

used for child care services including before- and after-care. In this study, a sample of 82 CBO classrooms were selected by OSSE for observation.

Delivery Systems

Charter Schools: Charter schools are independent entities that operate under the terms of a charter with a local or national authority. In DC, charter schools are public, taxpayer-funded, and open to all DC residents. Charter schools are not selective, but, if a charter is full, they may employ a lottery system to determine which students can attend. While charter schools receive per-student funding from the DC government, they operate independently of the DC school system. Charter schools are authorized and monitored by a separate entity, the DC Public Charter School Board (PCSB). Charter schools receive per-student funding as well as additional funding for facilities.

Measuring teacher-child interactions using the CLASS Pre-K is a requirement of the charter schools' Performance Management Framework (PMF), which is used to monitor and ensure the quality of early childhood education. The PMF provides information on program quality in other areas including student outcomes and attendance. As required by the PMF, all pre-k classrooms (AY 2013-2014 = 300 classrooms) in the charter schools were observed as part of this study.

Public Schools: The District of Columbia Public Schools (DCPS) offer pre-kindergarten for four-year-olds in all of their elementary schools. Many elementary schools also offer preschool for three-year-olds. Children participating in the pre-kindergarten programs receive funding at the per-student formula funding rate. Pre-k programs housed in DCPS implement a curriculum that meets the full range of children's developmental needs and is aligned to the District of Columbia Kindergarten Readiness Standards. In addition, at Title I schools, DCPS provides comprehensive child and family support services. Data from a sample of 109 Title I DCPS classrooms were included in this study. The data were provided by a third-party evaluation partner of DCPS.

Community-Based Programs (CBOs): Neighborhood-based CBOs provide child-care and before- and after-school services. All community-based programs in the sample received public funding through the child care subsidy program.

Pre-k Incentive Programs: Under the Pre-k Enhancement and Expansion Act of 2008, OSSE established the Pre-k Incentive

Program, which offered grants to community-based organizations to enhance high-quality standards such as teacher training opportunities, achieve accreditation, purchase curriculum and assessment materials, and increase parent involvement. These grantees are reimbursed at the same per-student rate, and also receive funding through the child care subsidy program to provide year-round, extended day services. Thirty-six of the classrooms observed for this study are Pre-k Incentive Grantees.

Measure

The CLASS is an observation instrument developed to assess classroom quality at all age levels. It was originally designed for pre-k classrooms but has since expanded to other grade levels, from infant to secondary school. The CLASS Pre-k was the version used for this evaluation. Data from several studies suggest that the CLASS tool can be reliably used in a variety of settings, with diverse populations of children, including dual language learners (Hamre, Goffin & Kraft-Sayre, 2009). While the tool has been validated in classrooms with diverse cultural backgrounds, it has not been validated in self-contained special education classrooms. However, the majority of studies using the tool have included children with disabilities. Teachstone, the creator of the tool, provides additional guidance on scoring in both self-contained classrooms, and classrooms with dual language learners (Hamre et al, 2009)[3].

The CLASS is "based on developmental theory and research suggesting that interactions between students and adults are the primary mechanism of student development and learning" (Pianta, La Paro, & Hamre, 2008, p. 1). The CLASS is composed of ten dimensions organized into three domains of classroom experience – Emotional Support, Classroom Organization, and Instructional Support. The Emotional Support domain is designed to capture teachers' attempts to support children's social and emotional functioning in the classroom; the Classroom Organization domain measures classroom-level regulation processes that take place throughout the day; and the Instructional Support domain captures the ways in which teachers effectively support cognitive and language development in their classrooms (Pianta et al, 2008). Their respective dimensions are listed below in Figure 2. Each dimension is scored on a

[3] For the purposes of this evaluation, self-contained classrooms were not included in the sample.

scale between 1 and 7, with higher scores indicating higher quality[4].

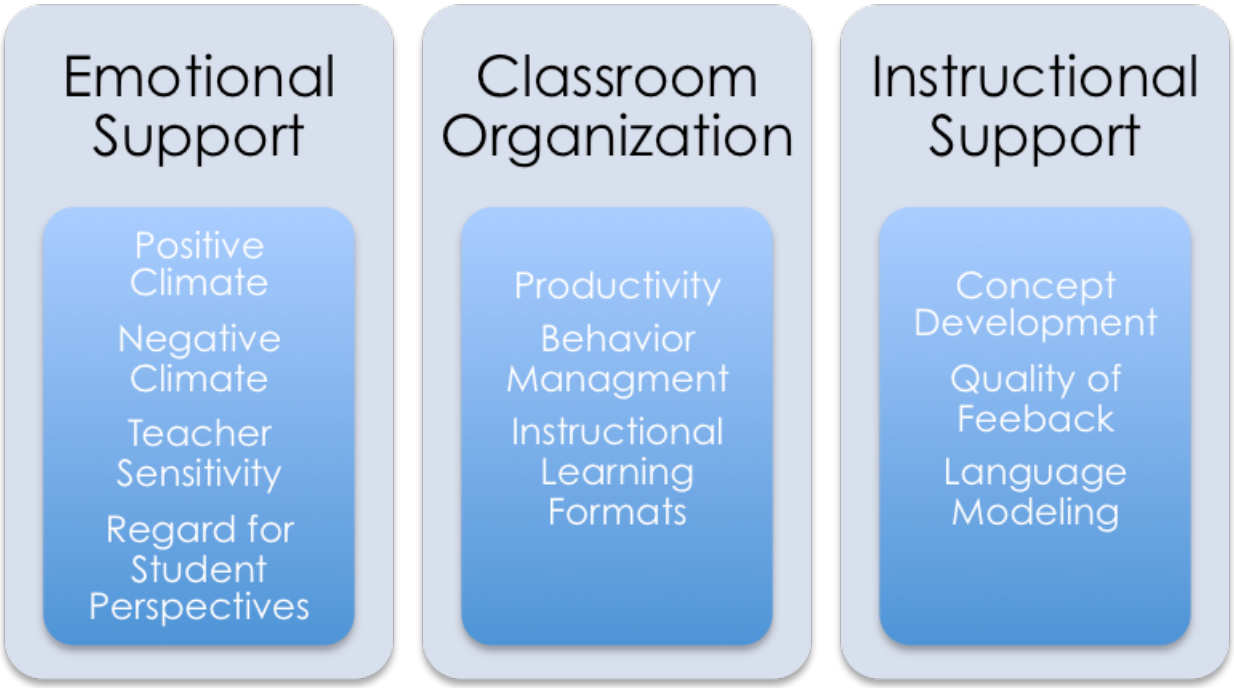


Figure 2: CLASS Domains and Dimensions

Method

Scheduling Observations

Observations lasting approximately two to three hours took place during the course of one morning in each classroom. All observations were pre-arranged, announced visits. The evaluation team consulted school calendars, as well as 'do not visit dates,' identified by administrators through an electronic survey. On the same survey, administrators were asked to provide lists of all pre-k teachers who were to be visited as a part of the evaluation. Two-week observation windows were established per Local Education Agency (LEA) by randomly selecting an observation window for each school, through the use of an automated generator. Schools were grouped according to their LEA and assigned to the schedule in the order their name was generated. Administrators were informed of their observation window at least two weeks in advance of

[4] The "Negative Climate" dimension is an exception to this rule and is scaled opposite with higher scores indicating lower quality.

the observation to identify exact dates within the time frame that would represent the most 'typical' classroom day. Observations were rescheduled if they were assigned on a day that did not meet the Teachstone standards for a 'typical day.'

To ensure that teachers were observed on a typical instructional day, data collectors contacted the school the day before the visit to confirm the schedule and to also account for variables that would interfere with a typical day, such as an absent lead teacher, assembly, field trip, etc. Then, even on the morning of the observation, data collectors were prepared to re-schedule observations in the case that, once on site, they learned that the morning was atypical.

The observations in DCPS classrooms were completed by a separate evaluation firm, and the data were later provided to School Readiness Consulting by DCPS. In addition, eleven charter school classrooms were observed by another organization, and these data were later shared with School Readiness Consulting for analysis purposes. Thus, the procedures and methods described here do not apply to these classrooms, as the agencies that collected those data did not follow the same methodology.

Data Collection

One observation was conducted in each of the identified classrooms between January and May 2014. The CLASS-certified data collection team observed the processes and instructional interactions and behaviors that teachers promoted in the classroom, as dictated by the CLASS Pre-k tool. Data collectors recorded notes about each dimension and indicator observed during each cycle, and at the end of the observation cycle, they assigned numerical ratings for each of the CLASS dimensions. After assigning ratings, the observer began a new CLASS cycle (Pianta et al, 2008). This process continued until all cycles were completed and scored. Each classroom observation included between four and six cycles. Observations commenced at the time the school day began using a 30-minute cycle coding process (i.e. 20-minutes of observation, 10 minutes of recording). Scoring took place during meals (if in the classroom), snacks, transitions, outdoor learning activities such as nature walks, and specials such as art, music, physical education, etc. Data collectors discontinued scoring during times of recess.

All scores were entered on hard-copy score sheets, then transferred daily into a protected scoring database. Hard-copies were delivered to the

data coordinator, who cleaned the data weekly to ensure alignment between hard and soft copies of scores.

A random sample of 11% of the classrooms was selected for double-coding. A double-coded CLASS observation requires that two CLASS-certified observers independently observe the same setting at the same time and day, and compare scores to determine inter-coder reliability. Each double-coded observation included a lead data collector[5]. After completing each double-coded observation, data collectors met to review their individually-assigned scores. If any of their scores were different by more than two points, they discussed the discrepancy until they were able to reach a mutually-agreed upon score. This new score was entered as the official score for the observation.

Data Management

After each classroom observation, the data collector was responsible for inputting the CLASS scores into a protected online database created specifically for this project. Data collectors entered scores into the database by the end of the day of the observation. Once scores were entered in hard copies and online, data collectors submitted their score sheets to the data coordinator, who archived all observation data for future reference and to cross-check scores during the analysis and reporting phase of this project. At the end of each week, the data coordinator cleaned the data by comparing the hard copies of hand-scored sheets provided by data collectors with the online scores to ensure consistent scoring and reporting. The data coordinator then downloaded, archived, and locked all scores for the week. After that point, only the data coordinator and project managers had access to the recorded scores.

The data were stored on private external servers to reduce the risk of losing valuable information. The data were protected from use by unauthorized parties by requiring data collectors to use unique names and passwords to access the data collection system. The data coordinator ensured that all identifying information was removed, and assigned each classroom a unique identification number. The data were stored securely and accessible only by project management and the data coordinator for the duration of the project.

[5] Lead Data Collectors at School Readiness Consulting are observers who demonstrate the highest rates of reliability to the CLASS Pre-k during monthly calibration exercises.

Training and Reliability

Each data collector held a current certificate with Teachstone proving their reliability on the CLASS Pre-k tool. Prior to the data collection period, all observers received extensive training on protocols for data collection and mandated reporter training. In addition, data collectors were screened by a manager for fidelity to the instrument during actual observation visits to a school. To continue collecting data, data collectors were required to pass these fidelity checks. Data collectors achieving less than 80% fidelity participated in ongoing training with Teachstone resources, coaching from managers, and co-scoring activities before resuming data collection.

Throughout the data collection period, data collectors participated in monthly training activities including video calibration and drift exercises to measure their understanding of CLASS principles. These activities helped ensure that data collectors were appropriately using the CLASS tool for classroom observations. Monthly meetings were also used to discuss calibration exercises and best practices for observing, to review discrepancies, and to resolve differences through in-depth discussion and negotiated consensus, in order to avoid observation drift. Re-alignment to the tool was accomplished through the use of related readings, video observations, and learning exercises. In addition, data collectors who did not meet the reliability standards were provided with additional resources and follow-up training. Data collectors who did not meet reliability standards during the calibration exercises were only assigned to supervised observations until they were able to reach mastery of the CLASS tool by sufficiently meeting reliability standards.

Double-coded visits also served as further training and reliability opportunities for the data collectors. Should a data collector score below 80% reliability when co-scoring with a lead data collector from SRC, they received additional one-on-one training and support, as well as a follow-up double-coding session, to align on the tool and demonstrate reliability.

Data Analysis

The results that are presented below were based on analyses of classroom-level CLASS data from DCPS, charter, and CBO programs. The analyses that were carried out provided an overview of how classrooms were doing on key aspects of teacher-child interaction across the District. In addition, the results provided a picture of classroom quality by Ward, teacher-child ratio, and type of funding, including Head Start, child care subsidy, and Pre-k Incentive. One of the goals of the analyses was to determine whether any characteristics of classrooms were associated with better CLASS domain scores. To that end, additional

comparisons, such as the association between CLASS scores and percentage of English Language Learners (ELLs) or QRIS rating, were initially pursued. However, the data needed to carry out these analyses were not available to the research team at the time of analysis. The Further Research subsection provides more information about these proposed analyses.

Descriptive statistics were calculated for the sample in order to get a general sense of the characteristics of classrooms across the District. In order to answer some of the proposed research questions, chi square analysis was deemed as the most appropriate test. It was used to determine how likely it is that differences in distributions within different funding sources were due to chance. A parametric test, such as a t-test, could not be used for some of the comparisons because the difference in sizes between groups was too large, and some of the distributions did not meet the assumption of normality required for a t-test. The appropriate way to interpret these findings is to look at the distribution of scores within each group, rather than comparing results across groups. For example, a finding that one group has 95% of scores in the high range does not imply that the comparison group only has 5% of scores in the high range. Instead, the chi square results provide distributions for each comparison group separately.

Additionally, a t-test was used to compare mean differences in CLASS domain scores within community-based organizations. More specifically, classrooms that received a child care subsidy and were also part of the Pre-k Incentive program were compared to classrooms that only received a child care subsidy. In addition, ANOVA was used to compare differences in CLASS domain means between Wards. Correlation analysis was used to determine the association between average CLASS domain scores and teacher-child classroom ratio.

Statistical significance describes the likelihood that a relationship exists between two variables, and that it is not due to chance. Several findings presented in this report were statistically significant. Another consideration, however, is the strength of the association between variables. CLASS average scores throughout the District were fairly consistent. As a result, the strength of the associations found, which refer to the size of the association between variables, were weak in almost every test performed (indicated by phi- and r-values). The findings provide some statistical evidence for the association between the variables of interest and CLASS scores, but do not always indicate a strong relationship.

SCHOOL READINESS CONSULTING
Practice Policy Evaluation

Study Results

Research Question 1: What is the state of quality in the District of Columbia, as measured by the CLASS Pre-k?

This study focused on a measure of teacher-child interactions that has been associated with overall classroom quality, and correlated with positive impacts on children's development and learning. It has been found that teachers' instruction-related interactions with children predict later academic and language skills, while their emotional interactions predict children's social skills (Mashburn et al, 2008). Research specific to the CLASS Pre-k suggests that classrooms in which teachers demonstrate higher levels of Emotional Support help foster the social and emotional development of children. In addition, children display better self-regulation skills in classrooms with teachers who demonstrate more effective Classroom Organization. Finally, classrooms in which teachers provide higher-quality Instructional Support have children who show higher academic progress in both pre-k and kindergarten (Hamre et al, 2009). In fact, using national data of state pre-k programs, researchers have found threshold scores that are associated with increased child outcomes. Scores of five or more in Emotional Support and Classroom Organization, and three or more in Instructional Support have been associated with higher child social and academic gains (Burchinal, Vandergrift, Pianta, Mashburn, 2010).

1. Classrooms across the District received Emotional Support and Classroom Organization scores that were above the threshold for CLASS, and Instructional Support scores that were below the threshold for CLASS. National averages for CLASS domain scores are available, but the majority of the studies used to determine these averages have involved samples that may not be representative of the population in the District. Therefore, a possibly more helpful alternative to understanding the state of early childhood classroom quality in the District is the comparison to thresholds that have been found in the literature. Researchers have found

threshold scores that are associated with better child social and academic outcomes. Scores of five or more in Emotional Support and Classroom Organization, and three or more in Instructional Support have been associated with positive outcomes for children. Results of the analyses revealed that CLASS scores in the District were above these thresholds in Emotional Support and Classroom Organization, but below the threshold for Instructional Support. The examples that follow may provide additional context for understanding how teacher-child interactions are likely to be experienced by children in District classrooms.

The Emotional Support domain measures attempts made by teachers to support the social and emotional functioning of children in their classrooms (Pianta et al, 2008). Classrooms with Emotional Support scores similar to those received on average by the District classrooms, are classrooms in which many indications of warm, positive, and respectful relationships between teachers and children exist. Teachers in these classrooms are sometimes aware of children's needs, and are sometimes responsive and able to help children address problems that arise. In addition, teachers may be somewhat flexible to children's interests and ideas, and at times provide support for children's autonomy and expression (Pianta et al, 2008).

The Classroom Organization domain measures classroom-level regulation processes that take place throughout the day (Pianta et al, 2008). Classrooms with Classroom Organization scores similar to those received on average by the classrooms in the District, are classrooms in which behavioral expectations are communicated somewhat clearly and methods used to manage misbehavior are mostly effective. In these classrooms teachers maximize learning time most of the time and have established some routines that allow the classroom to run efficiently. Furthermore, teachers are sometimes able to facilitate lessons effectively while making learning objectives clear, providing children with a range of modalities, and sparking student interest (Pianta et al, 2008).

The Instructional Support domain measures the ways in which teachers effectively support cognitive and language development in their classrooms (Pianta et al, 2008). Classrooms with Instructional Support scores similar to those received on average by the classrooms in the District, are classrooms in which the teacher rarely provides children with opportunities to use higher-order thinking skills and the focus is largely on rote instruction. Teachers rarely provide feedback that expands learning, understanding, and participation, and may rarely use language facilitation or modeling techniques (Pianta et al, 2008).

Figure 3 shows the mean scores for each domain, District-wide, and the threshold scores that have been established in the research literature (Burchinal et al, 2010). The findings suggest that District classrooms, on average, exceeded the threshold in the Emotional Support and Classroom Organization domains, but were below the threshold in the Instructional Support domain.

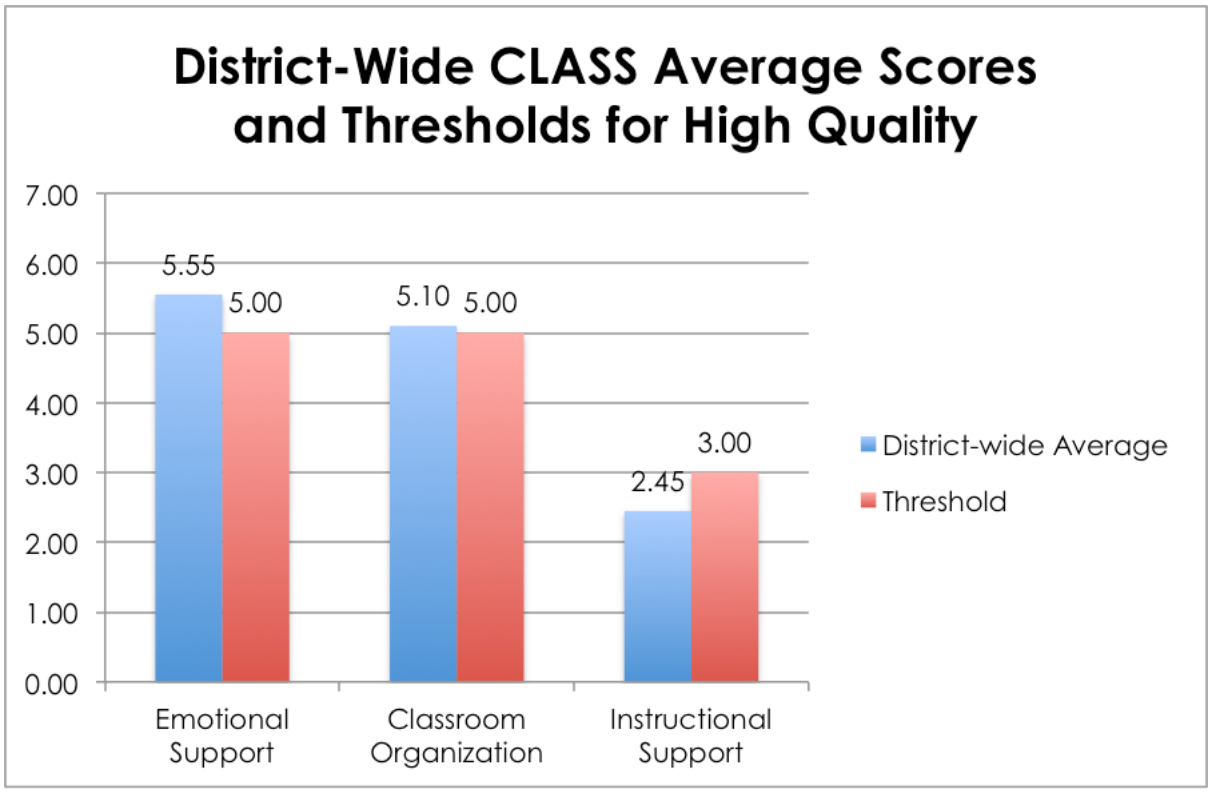


Figure 3: District-Wide Means and Threshold Scores, as Established in the Literature

The analyses also revealed that 104 classrooms in the sample received CLASS domain scores above all three thresholds. Of these, 10 were CBO classrooms[6], 53 were charter classrooms, and 41 were DCPS classrooms. Figure 4, below, represents this finding.

[6]Nine out of the ten CBO classrooms that met all three thresholds were in the Pre-k Incentive program.

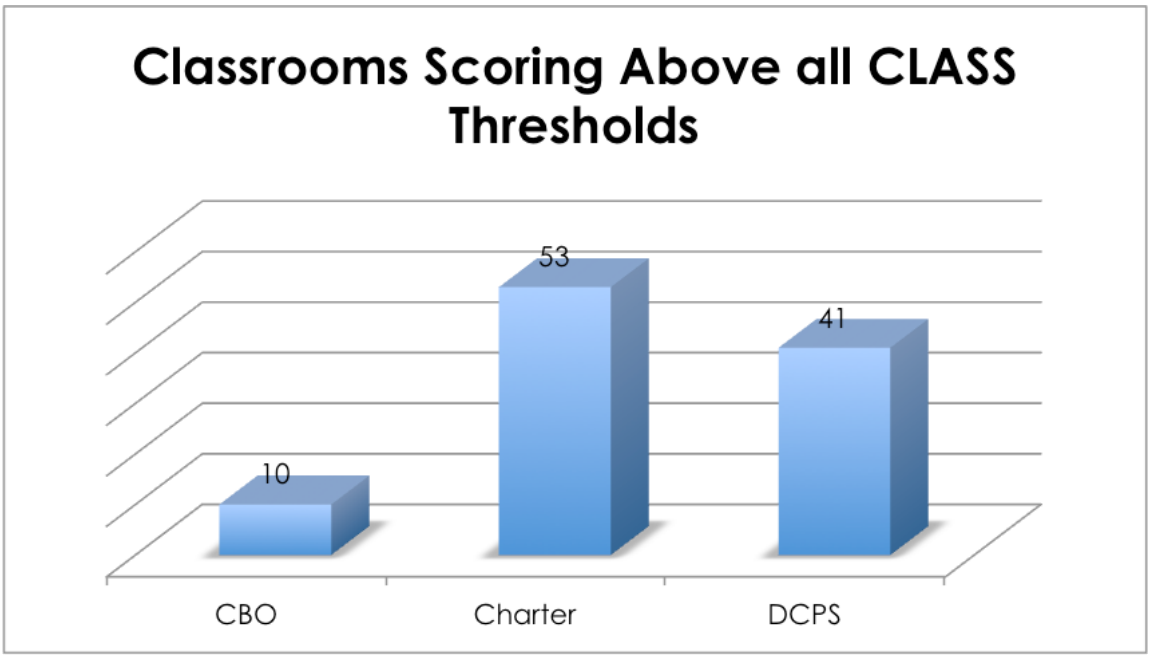


Figure 4: Classrooms Exceeding Threshold Scores in all CLASS Domains

Research Question 2: Are there characteristics of classrooms that are associated with CLASS scores as a measure of quality?

Due to limitations in availability of classroom characteristic data in year one, the results presented below are based on analyses of data that were available to the research team. The analyses presented here focus on classroom characteristics that include funding source (i.e. Head Start, child care subsidy, or Pre-k Incentive), location (i.e. ward), and teacher-child ratio. Figure 5 presents definitions for each of the funding sources included in the analysis.

Types of Funding Sources Included in the Analyses

Head Start Funding
Head start is the only federal-to-local early childhood funding stream, and provides services to children and families living below poverty guidelines administered by the federal government.

Child Care Subsidy Funding
Community-based organizations receive federal and local funds to provide child care services to working families. Subsidies can be used for child care services including before- and after-care.

Pre-k Incentive Program
The Pre-k Incentive Program offers grants to community-based organizations to enhance high-quality standards such as teacher training opportunities; receive accreditation; purchase curriculum and assessment materials; and increase parent involvement. All of the Pre-K Incentive classrooms also received child care subsidy funding.

Figure 5: Funding Source Definitions

The District has a mixed delivery system whereby pre-k services are delivered in traditional public schools, public charter schools, and publicly-funded community based organizations for all children 30 months to five-years-old who reside in the District. Additionally, some children also benefit from Head Start services either in a community based setting, a Title 1 school, or a charter school setting. Finally, pre-k-aged children in the District can also be served in community-based organizations that participate in the child care subsidy program. In these instances, funding through the child care subsidy program may be the sole source of funding. Child care subsidy funding can also be used as a funding source to provide wrap around care – either by extending the day or the program year. Figures 6-8 depict the mean scores for each domain by type of funding.

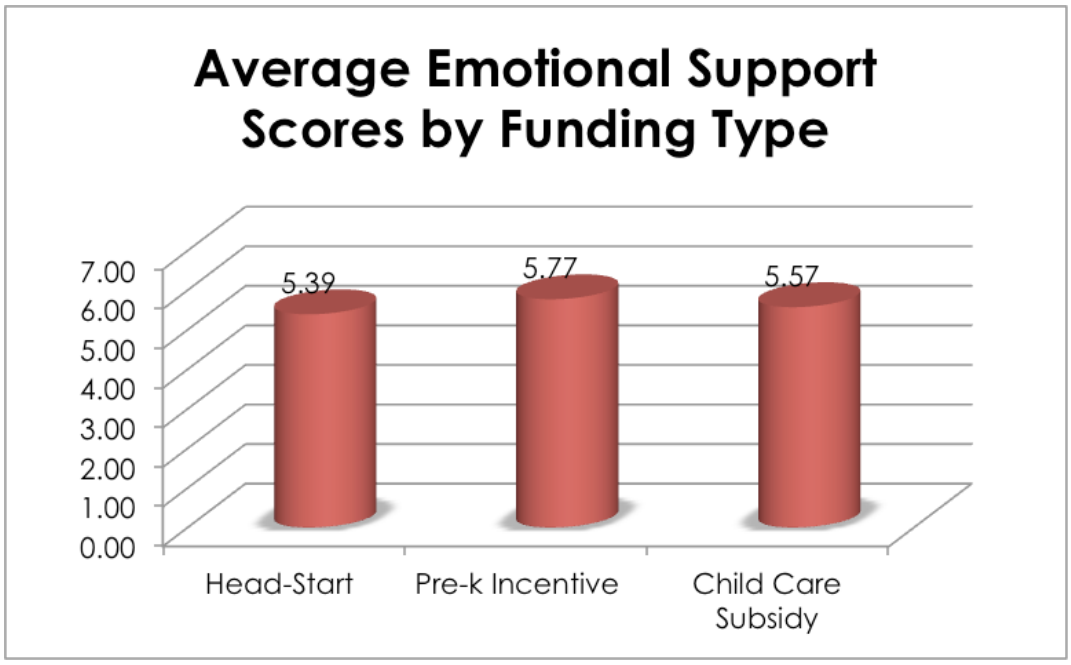


Figure 6: Average Emotional Support Scores by Funding

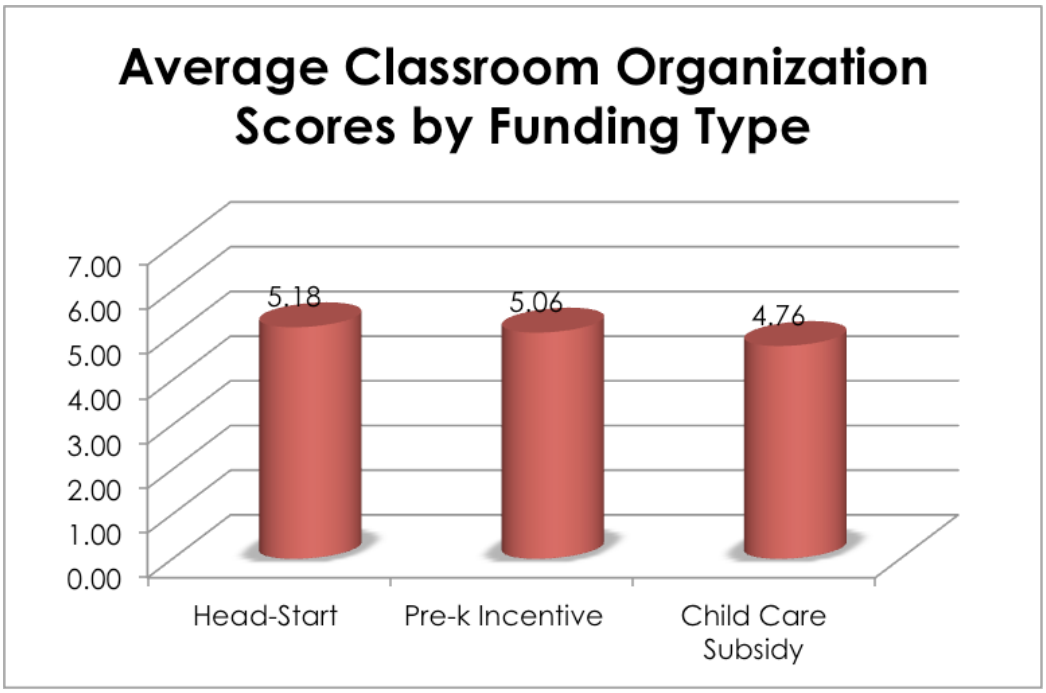


Figure 7: Average Classroom Organization Scores by Funding

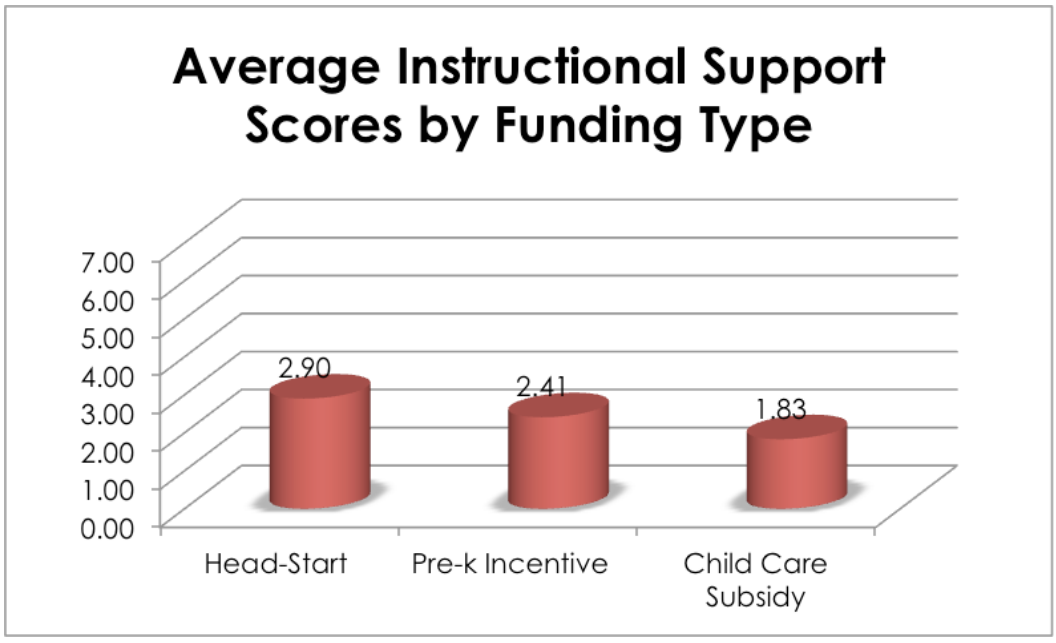


Figure 8: Average Instructional Support Scores by Funding

CLASS dimension scores were analyzed to determine if any significant difference existed by funding type. For this analysis, CLASS domain scores were divided into two categories based on the research cited above that has found associations between CLASS threshold scores and child outcomes. This research suggests that scores of five and above on the Emotional Support and Classroom Organization domains, and scores of three and above on the Instructional Support domain are associated with better child social and academic outcomes (Burchinal et al, 2010). The categories were labeled as high and low; the high category included scores above the thresholds described above, and the low category included scores below these thresholds.

2a. Head Start-funded classrooms had a greater percentage of high scores in Instructional Support than classrooms that were not Head Start, and a greater percentage of low scores in Emotional Support than classrooms that were not Head Start.

Of the classrooms that were Head Start funded, 42.1% had high Instructional Support scores, while 19.2% of those that were not Head Start funded had high Instructional Support scores. Furthermore, the chi-square analysis yielded significant results, indicating an association between Head Start funding and Instructional Support scores (phi =.23; p <.001). This finding is represented below, in figure 9.

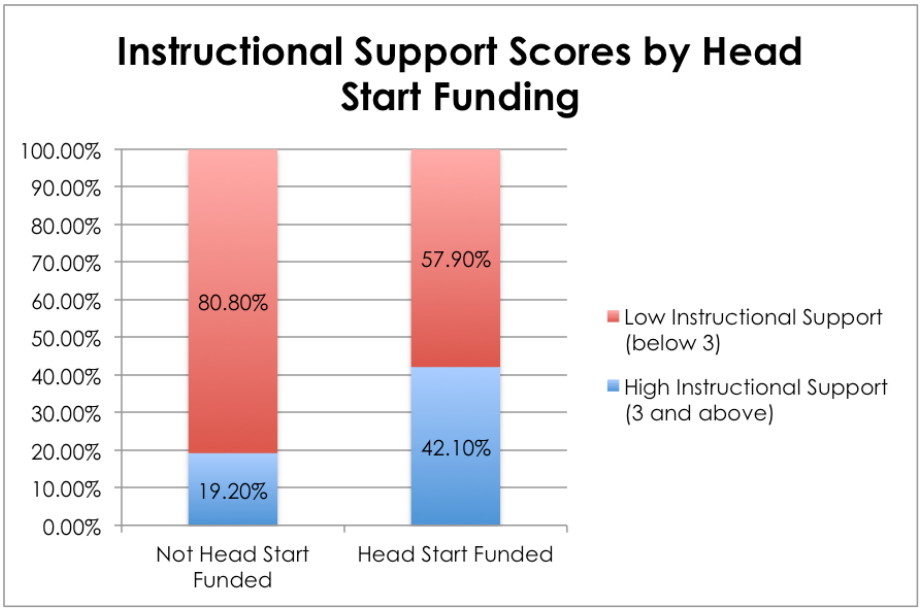


Figure 9: Instructional Support Scores Received by Head Start and Non-Head Start Classrooms

Results of the analysis indicated that of the classrooms that were Head Start funded, 72.7% had high Emotional Support scores, while 88.1% of

those that were not Head Start funded had high Emotional Support scores. Furthermore, the chi-square analysis yielded significant results, indicating an association between Head Start funding and Emotional Support scores (phi =-.18; *p* <.001). This finding is represented below, in figure 10.

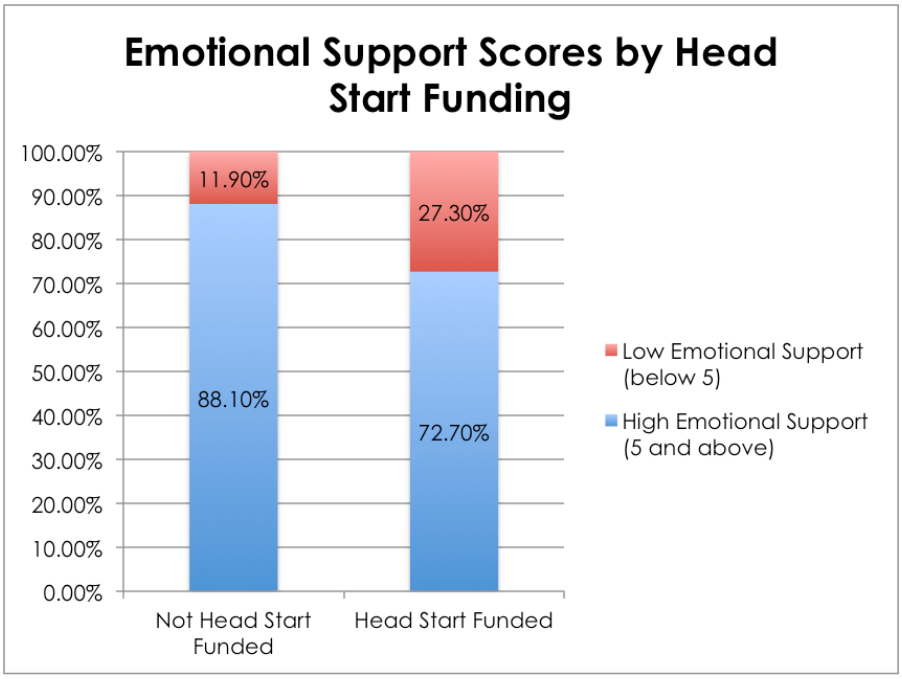


Figure 10: Emotional Support Scores Received by Head Start and Non-Head Start Classrooms

The Chi square analysis yielded no significant association between Head Start funding and Classroom Organization scores.

2b. Classrooms that were part of the Pre-k Incentive program had a greater percentage of high scores in Emotional Support than classrooms that were not part of the Pre-k Incentive program.

Of the classrooms that were part of the Pre-k Incentive program, 97.2% had high Emotional Support scores, while 83.3% of those that were not part of the Pre-k Incentive program had high Emotional Support scores. Furthermore, the chi-square analysis yielded significant results, indicating an association between participation in the Pre-k Incentive program and Emotional Support scores (phi =.10; *p* <.05). This finding is represented below, in figure 11.

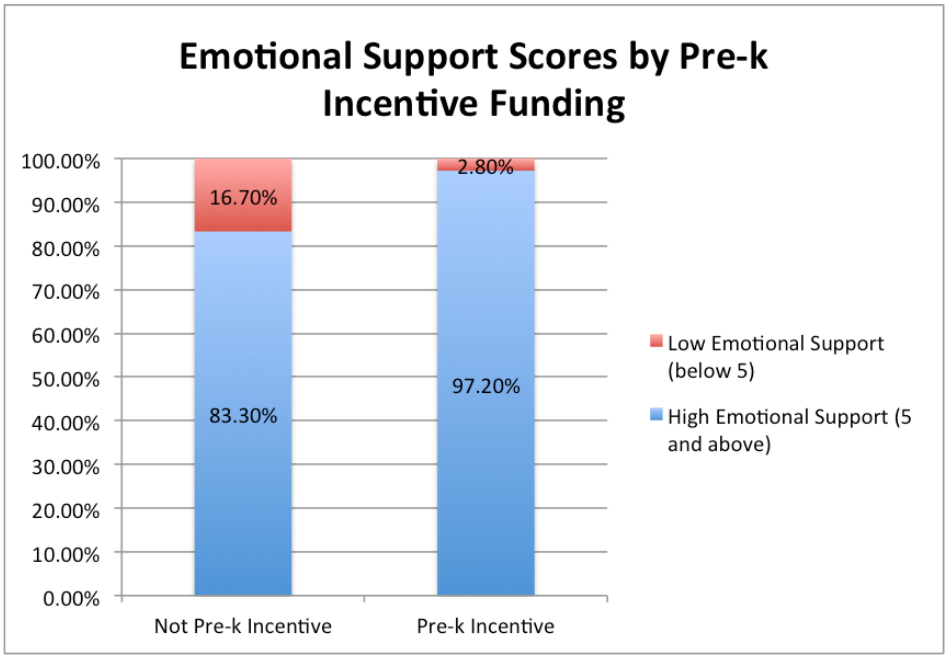


Figure 11: Emotional Support Scores Received by Pre-k Incentive and Non-Pre-k Incentive Classrooms

The Chi square analysis yielded no significant association between participation in the Pre-k Incentive program and Classroom Organization or Instructional Support scores.

2c. Classrooms that received public pre-k funding had a greater percentage of Classroom Organization and Instructional Support scores in the high range than classrooms that were only part of the child care subsidy program[7].

Of the classrooms that received public pre-k funding, 65.8% had high Classroom Organization scores, while 45.7% of those that were part of the child care subsidy program had high Classroom Organization scores. Furthermore, the chi-square analysis yielded significant results, indicating an association between participation in the child care subsidy program and Classroom Organization scores (phi = -.13; p <.05). This finding is represented below, in figure 12.

[7] Public pre-k programs include all DCPS and charter programs. The child care subsidy group included in this comparison does not include Pre-k Incentive classrooms because they receive funding that overlaps across several sources.

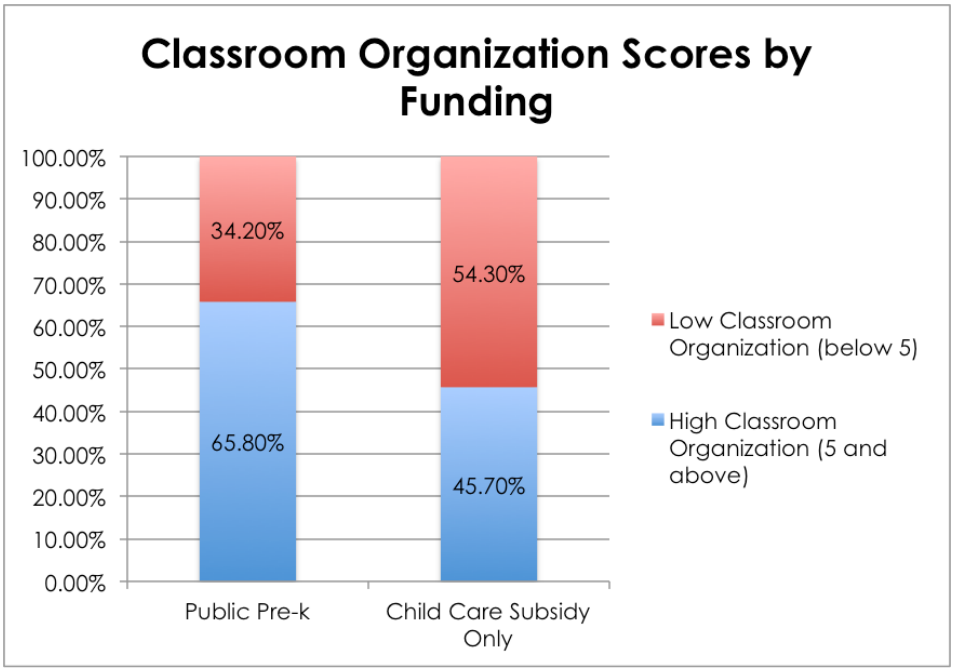


Figure 12: Classroom Organization Scores Received by Public Pre-k and Child Care Subsidy Classrooms

Of the classrooms that received public pre-k funding, 26.9% had high Instructional Support scores, while 4.3% of those that were part of the child care subsidy program had high Instructional Support scores. Furthermore, the chi-square analysis yielded significant results, indicating an association between participation in the child care subsidy program and Instructional Support scores (phi = -.16; p <.05). This finding is represented below, in figure 13.

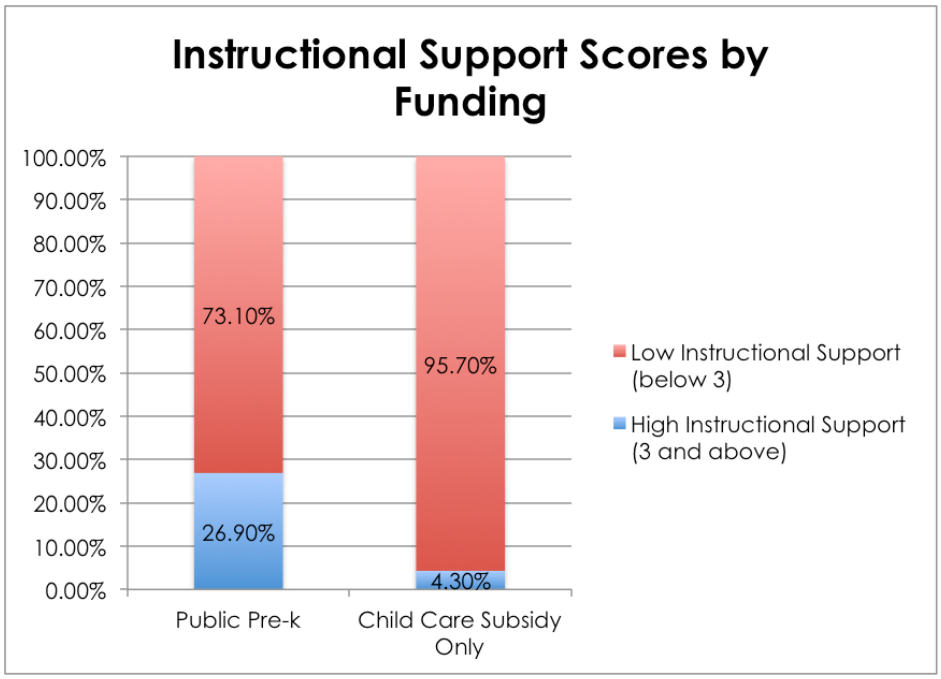
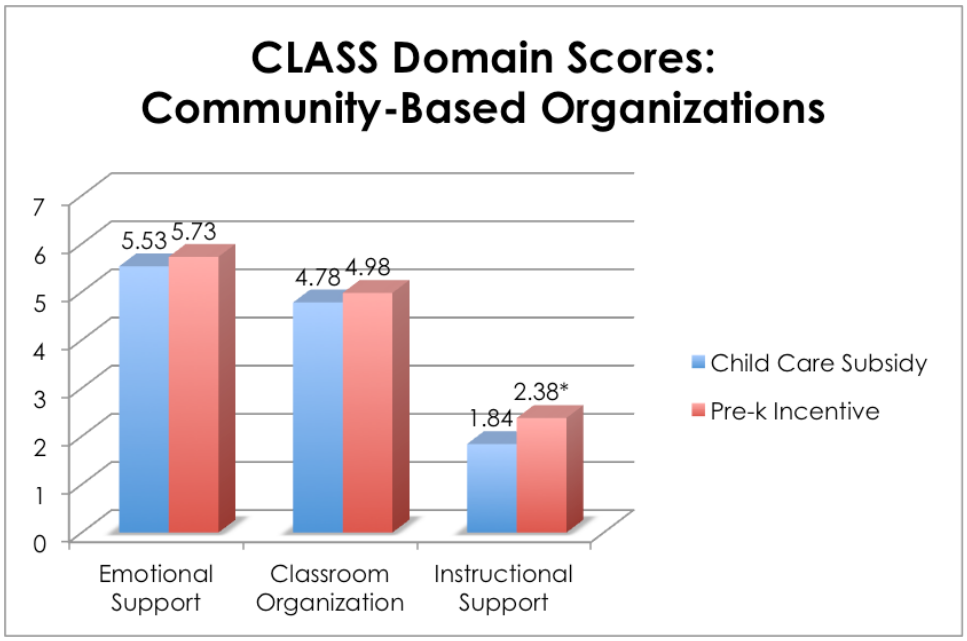


Figure 13: Instructional Support Scores Received by Public Pre-k and Child Care Subsidy Classrooms

The chi-square analysis yielded no significant association between participation in the child care subsidy program and Emotional Support scores.

2d. Classrooms that were part of the Pre-k Incentive program had significantly higher Instructional Support scores than classrooms that only received a child care subsidy.

When looking within the community-based organizations only, a t-test analysis revealed that child care subsidy classrooms that were also part of the Pre-k Incentive program had significantly higher Instructional support scores than CBO classrooms that were only part of the child care subsidy program, $t(68)=2.79$, $p<.05$. Note that this analysis excluded CBO classrooms that also received Head Start funding. This finding is represented below, in figure 14.



*=statistically significant at the $p<0.05$ level

Figure 14: CBO CLASS Domain Scores by Program Type

2e. Ward 7 was the only ward that had significantly lower Emotional support and Classroom Organization scores when compared to any other ward.

An analysis of variance (ANOVA) looking at mean Emotional Support scores in classrooms across the District Wards yielded significant results, $F(6, 483)=2.84$, $p<.05$. A post hoc comparison using the Tukey test indicated that significant differences in scores for this domain existed only between Ward 1 ($m=5.74$, $sd=.52$) and Ward 7 ($m=5.38$, $sd=.65$). Significant differences in mean Classroom Organization scores were also found, $F(6,483)=2.531$, $p<.05$, but a Tukey post hoc test indicated that these differences existed only between Ward 7 ($m=4.91$, $sd=.75$) and Ward 8 ($m=5.26$, $sd=.69$). No significant differences in mean Instructional Support scores were found between any of the Wards in the District. It should be noted that Ward 3 was excluded from this analysis because there was only one classroom in the sample that was located in Ward 3. Thus, the sample size for the Ward was too small, making it difficult to draw meaningful conclusions. The figures below show the average CLASS domain scores by Ward.

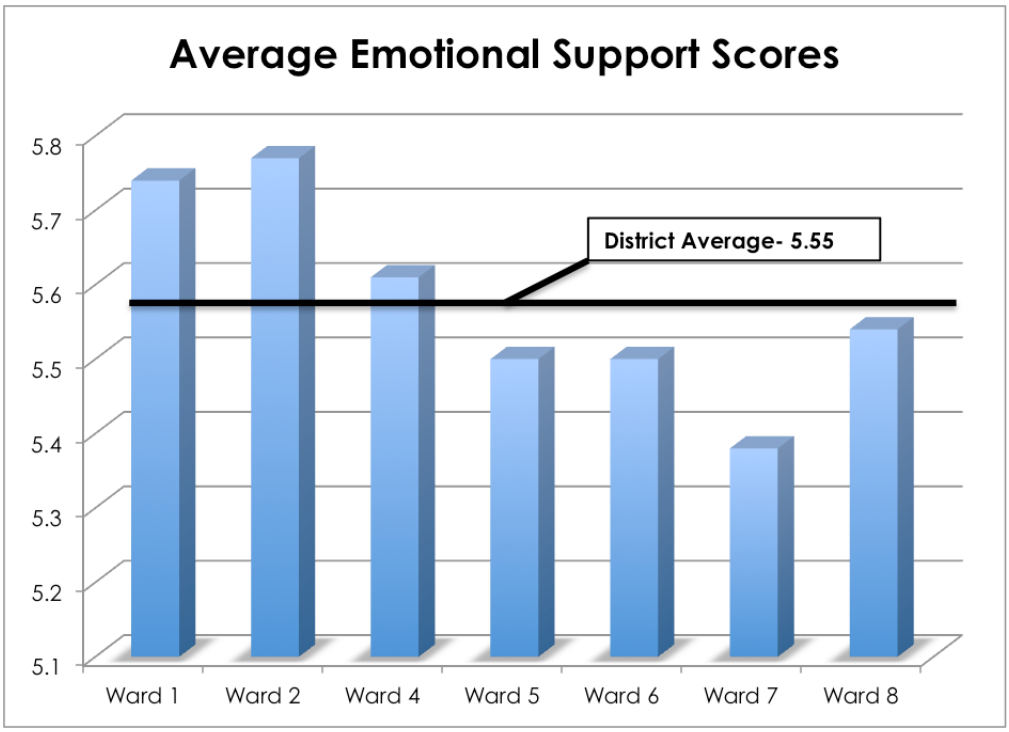


Figure 15: Emotional Support Average by Ward

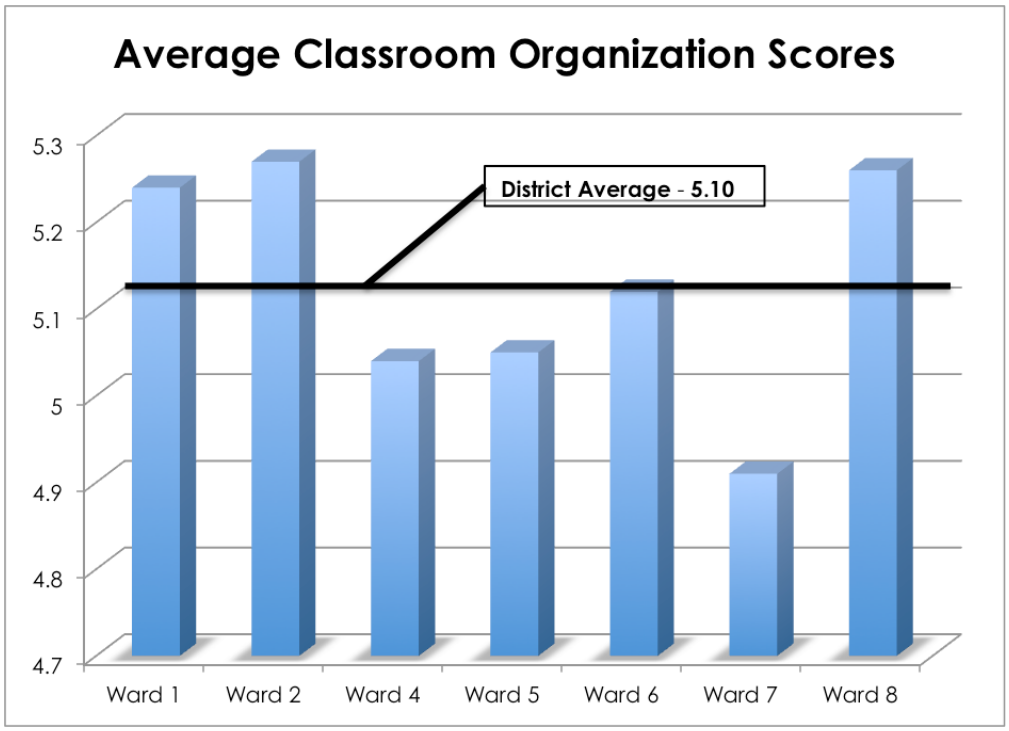


Figure 16: Classroom Organization Average by Ward

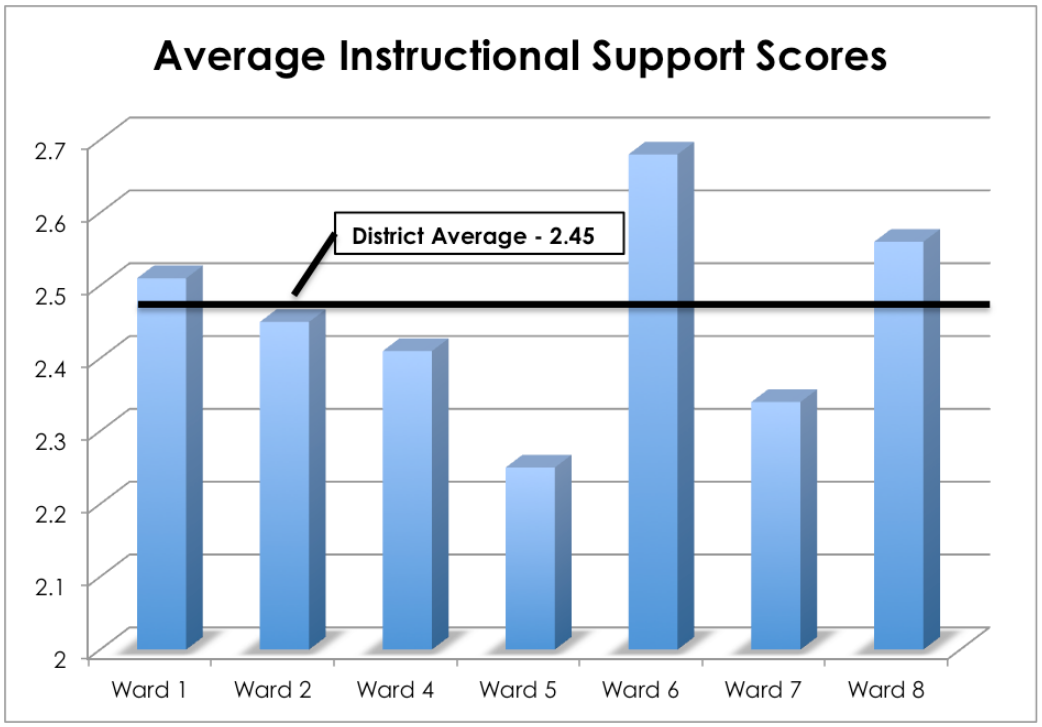


Figure 17: Instructional Support Average by Ward

2f. Lower teacher-child ratios (i.e. more adults in the room) were associated with higher Emotional Support scores.

Finally, we examined observed teacher-child classroom ratios, and explored whether these ratios were associated with average CLASS domain scores. We found that there were between 1 and 19 children per each adult in the classroom, with an average of 6.91 children per adult. The only significant correlation between CLASS domain scores and teacher-child ratios was in the Emotional Support domain. There was a significant negative correlation, meaning that as teacher-child ratios decreased (indicating that there were more adults in the room), Emotional Support scores increased, $r(489) = -.16$, $p < .01$.

Summary and Discussion

Summary

The results of this study point to a need to target support for programs that will help them improve in the Instructional Support domain. Aggregated CLASS scores for classrooms in the District were compared to threshold scores—a metric for looking at CLASS scores' likely impact on children's development and learning. On average, the classrooms in the District scored above the threshold in Emotional Support and Classroom Organization, but below the threshold in Instructional Support. This, again, is suggestive of the need to target support for programs in the Instructional Support domain.

Across Wards, CLASS domain averages remained relatively constant. A comparison between all Wards revealed that most wards were not significantly different from each other in any CLASS domain. However, two statistically significant differences were found, in relation to Ward 7's performance in Emotional Support and Classroom Organization. These findings suggest that Ward 7 is performing at a disadvantage compared to some of the other Wards in the District. Targeted funding to improve classroom quality in this particular Ward may be beneficial.

There were also some differences found between classrooms according to funding type. Classrooms were labeled as high-scoring, or low-scoring in each domain; these labels were assigned based on whether or not classrooms met threshold scores for the CLASS in each domain. Head Start-funded programs had a greater percentage of classrooms that met the threshold in Instructional Support, compared to classrooms that were not funded by Head Start. However, programs that were not Head Start-funded had a greater percentage of classrooms that met the threshold in Emotional Support when compared to classrooms that were Head Start-funded. Almost all of the classrooms in the Pre-k Incentive program had Emotional Support scores that met the threshold. Thus, the percentage of classrooms that met the threshold for Emotional Support was larger for Pre-k Incentive classrooms, than for classrooms that were not part of the Pre-k Incentive program.

Programs that received public pre-k funding had a greater percentage of classrooms that met the threshold in Classroom Organization and Instructional Support than classrooms that received child care subsidy funding only. Given that public pre-k programs are funded at higher rates per child than child care subsidy-only programs, this finding points to the need to further examine the impacts that additional funding can have on a program's capacity to provide high-quality early education. Additionally, results from an analysis looking only within CBO classrooms suggest that classrooms that received both child care subsidy and Pre-k Incentive funding had significantly higher Instructional Support scores than CBO classrooms with subsidy-only funding. This finding suggests that the Pre-k Incentive program is helping CBO classrooms achieve positive results above and beyond what the child care subsidy program is able to do on its own.

Finally, an analysis of the association between teacher-child ratios and CLASS scores revealed that a significant association existed between teacher-child ratios and Emotional Support scores. In other words, as the teacher-child ratio decreased (i.e. there were more adults in the room), Emotional Support scores increased. This finding makes sense intuitively in that more adults available in a classroom to interact with and respond to children's needs should result in a higher quality classroom environment. Given this finding, it might be important to ensure that pre-k classrooms are appropriately staffed, with enough adults available for the number of children enrolled. However, given that the association is weak, further examination would be helpful in understanding what other factors might be influencing the quality of teacher-child interactions.

Limitations

In analyzing results and drawing conclusions from this study, the following limitations should be noted:

CLASS observations were conducted during the course of one morning, at one point during the school year. While every effort was made to ensure that classrooms were visited on a "typical day," having only observed each classroom once is a limitation. A single classroom observation provides a snapshot of classroom quality at one point in time. Observation results, therefore, can only be considered a sample, as opposed to a definitive statement on classroom quality.

In addition, the group of classrooms included in this report may not include a representative sample of CBO classrooms. The vast majority of classrooms observed in the CBOs were Gold rated, which may not have

provided a full picture of quality across all CBOs. Furthermore, family childcare programs, which may also be serving pre-k children, were not part of the sample for this study. Future studies would benefit from including the full population of CBO pre-k classrooms, or a representative sample of this population.

Data collection for this study was carried out by a variety of agencies. While the majority of classrooms were observed using the procedures described in the Method section above, some charter classrooms, and all DCPS classrooms were observed by separate agencies that did not follow those procedures. Only a sample of DCPS classroom scores were shared for analysis, therefore, it is possible that the sample of DCPS classrooms included in this analysis was not representative of the entire DCPS pre-k classroom population (the sample did not include non-Title 1 schools).

Finally, the results presented here are based on only one measure of classroom quality, the CLASS Pre-k tool. Additional measures of classroom quality, child outcomes, or school/program administrative activities would allow the research team to confirm or expand conclusions using multiple sources of evidence. The section on Implications for Further Research, below, provides a discussion of additional data points that could be incorporated to paint a more robust picture of quality in the District's pre-k programs.

Conclusions

This study provides a lens through which to view quality improvement efforts, offers next steps for further research, and potential considerations in practice and policy. With a beginning picture of quality across the early childhood landscape, there are key conclusions that can be drawn from this research that support increased quality in programs and improved outcomes for young children in the District.

Implications for Further Research

Additional Data

OSSE should consider allowing for additional data collection on the characteristics of programs, in order to gain a broader and deeper understanding of the connection between program attributes and quality. With the sample of programs included in this study, the research team was able to look at characteristics of funding, program location, and teacher-child ratios.

Additional program characteristics that might be included in future evaluations are:



- Demographic information for children who may need additional supports to be successful in school (e.g., percentage of children identified as low-income; dual language learners; homeless; in foster care; or children with special needs)
- Quality rating designation (e.g., Going for the Gold, DC public charter school tier rating)
- Type and dosage of professional development received by educators
- Curriculum or approach used in the classroom/program type (e.g., Montessori, Tools of the Mind, Creative Curriculum)
- Teacher qualifications (e.g., Associates; Bachelors; or Bachelors specifically in early education)
- Qualifications and/or competencies of program leadership

Research Design

In order to address the limitations noted, OSSE should consider expanding the sample of programs that are observed. This will ensure that the results of the study can be generalized to all programs providing pre-k services. Thus, there can be confidence that these findings present an accurate and complete picture to draw conclusions for policy and practice. In addition, it is critical that the methodology for observing classrooms is consistent across all observations, to ensure that the results are reliable. As School Readiness Consulting did not conduct observations in DCPS and in some charters, the methodology for observation in these classrooms may have been different from that used in SRC's data collection protocol.



In addition, it would be beneficial to consider a longitudinal approach for this evaluation, rather than a cross-sectional design. This would allow for more robust implications to be drawn, as the analysis could explore the impact of professional development, teacher mobility within the system, and other interventions on the same cohort of teachers over time.

Implications for Practice

A key aspect of the CLASS tool is the focus on teacher-child interactions—a characteristic that differentiates this tool from classroom assessments that examine the structures in place in the classroom. As such, findings from this evaluation have the ability to inform important practice-based decisions, particularly as they relate to the provision of professional development opportunities explicitly focused on enhancing teacher-child interactions.

Classroom Organization

Classroom Organization measures classroom-level regulation processes that take place throughout the day. These processes set the stage for the kinds of interactions that are examined in Instructional Support. For this reason, Classroom Organization might be an important foundation for deeper learning to occur. The analyses revealed that:

- Programs solely funded by child care subsidy dollars received a mean score of 4.76 for Classroom Organization, and therefore, did not reach the threshold score for this domain.

This indicates an area that may benefit from targeted professional development opportunities for educators in community-based child care programs that do not participate in the Pre-k Incentive program. In order to make professional development most effective, the literature suggests that opportunities to enhance interactions that support Classroom Organization should be job-embedded and include opportunities for teachers to observe practices in other classrooms that demonstrate high scores in Classroom Organization (Yoshikawa et al, 2013).

Instructional Support

Historically, the early learning field has focused on building educator competency around the types of teacher-child interactions measured by the Emotional Support and Classroom Organization domains. With more recent attention focused on the importance of developing higher-order thinking skills for young children, the field at large continues to need additional support in teaching and learning strategies focused on Instructional Support. The results of this study revealed that:

- Classrooms District-wide scored below the threshold score of three for Instructional Support, with a mean score of 2.45. This trend remained consistent even when examining data by funding type.

One potential factor leading to lower Instructional Support scores may be the complex nature of the domain. These findings suggest the need for sustained professional learning opportunities for educators across the District specific to incorporating and strengthening components of Instructional Support. In addition to the professional learning best practices described by Yoshikawa and colleagues (2013), cutting-edge professional learning communities in which teachers have opportunities to collaborate and reflect on practices in sustained and meaningful ways may also lead to improvement in Instructional Support scores (Vescio, Ross & Adams, 2008).

Classrooms Scoring Above all Thresholds

There were a few classrooms that exceeded thresholds in all three CLASS domains:

- 104 classrooms in the sample received CLASS domain scores above all three thresholds. Of these, 10 were CBO classrooms, 53 were charter classrooms, and 41 were DCPS classrooms.

This finding suggests that rich teacher-child interactions are taking place in these classrooms. In order to better understand the program characteristics that are leading to these high-quality classroom interactions, further examination of these classrooms is necessary. In addition, OSSE could create "Centers of Excellence" in which these classrooms might serve as models for teachers and administrators throughout the District.

Implications for Policy

Results from the study provide a basis for considering policies guiding pre-kindergarten programming in the District.



Pre-k Incentive Program

With the adoption of the Pre-k Enhancement and Expansion Act of 2008, the city expanded access to high-quality programs for all three- and four-year-olds. As part of this effort, the funding for the Pre-k Incentive program was increased for classrooms in community-based settings, providing additional resources to support and improve quality (Watson, 2010). When examining CLASS scores,

- Classrooms that receive Pre-k Incentive funding had a greater percentage of high scores in Emotional Support than classrooms making up the remainder of the observed sample (97% high emotional support scores compared to 83% for the rest of the city)
- Classrooms that receive Pre-k Incentive funding had significantly higher Instructional Support scores than CBO-subsidized classrooms that were not in the Pre-k Incentive program.

These findings suggest that the resources provided to community-based programs through the Pre-k Incentive program have had a positive impact on classroom quality. As OSSE considers investments to strengthen

quality in pre-k settings, this provides a clear policy rationale for expansion of the Pre-k Incentive program.

Head Start Model

National data shows that most pre-k programs fall below the threshold for instructional support (National Center on Quality Teaching and Learning, 2013). It is imperative that programs which meet or exceed the threshold are examined to understand the program characteristics that may be associated with higher quality interactions. The results of this study indicated that:

- Head Start classrooms had a higher proportion of the high-range scores in Instructional Support as compared to classrooms that did not receive Head Start funds or do not meet Head Start performance standards.

The study findings are suggestive of the fact that resources and standards associated with the Head Start model may have an impact on classroom quality. With an overall mean of 2.90, the Head Start programs in the sample represented the only funding stream to approach the threshold. Further analysis regarding the implications of the Head Start model on classroom quality should be explored.

Targeted Resources Supporting Quality Improvement in Ward 7

Research finds that disparities exist for children from lower-income families as early as 18 months (and that the differences typically increase into school-age years). This finding further supports the importance of providing children with access to high-quality early childhood programs that offer the early experiences and interactions leading to positive benefits in academic achievement, and social and emotional development (Center on the Developing Child, 2007). Approximately 12% of the District's young children reside in Ward 7, and according to recent data from the U.S. Census (2013), many of these children (39%) are living in neighborhoods with highly concentrated poverty. The findings revealed that:

- Classrooms in Ward 7 were performing below the District average in all domains, and were shown to be at a significant disadvantage in both Emotional Support and Classroom Organization.

This evidence may suggest the need for targeted quality improvement efforts in order to improve classroom quality and enhance developmental outcomes for all children living in this sector of the city.

Improvements could potentially be achieved through expansion of the Pre-k Incentive program or through the incorporation of additional Head Start-funded classrooms.

Quality Rating System (QRS)

OSSE is currently in the process of enhancing and revising its approach to rating the quality of early learning programs in the District, including DCPS, public charter schools, and CBOs. The results of this study can help to determine baselines and targets to support tiering efforts within the QRS. The next phase of this work will be to expand the scope of the evaluation to include every classroom in the District. This will help to further refine CLASS cut scores for each tier.

Moving forward, a validation study of the tiers will be an important component of future evaluations of pre-k quality. Additional program quality measures and data on children's growth will help OSSE to understand the degree to which programs with higher CLASS scores are indeed leading to improved outcomes for children.

SCHOOL READINESS CONSULTING
Practice Policy Evaluation

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About School Readiness Consulting

Children are at the center of what we do. School Readiness Consulting is founded and run by early childhood education experts and leaders who envisioned a better way to provide practice-based support, policy and systems consultation, and program evaluation.

School Readiness Consulting partners with others to serve children and families in pursuit of our mission. To date, we have partnered with 50 school districts, over 400 schools, and over 1,100 classrooms in 20 states, Washington D.C and the U.S. Virgin Islands, touching the lives of over 600 administrators, 2,200 teachers and 35,000 children.

School Readiness Consulting offers an experienced team specializing in early childhood education and program evaluation. We enable programs to focus their resources on carefully chosen areas of inquiry, and to use the data that is collected to build capacity and leverage new resources. In collaboration with our clients, we can build the ideal model for programs, capturing and focusing a program's resources and momentum to reflect on, plan for and execute to meet your goals.

We are in schools every day, and children are at the center of what we do. Our co-constructed process ensures we:

- Develop the most appropriate and relevant questions that will help programs best meet the needs of their students, families and staff
- Recruit, hire, train, and retain a team of highly skilled data collectors
- Provide clients actionable score reports as well as technical assistance on how to interpret scores to support program-wide quality improvement in early childhood classrooms
- Create real-time data collection and analysis plans so data is turned around on continual basis to inform the program improvement process across the school year
- Implement strategies to address high-need areas identified through the data
- Provide the necessary tools for program evaluation that will enable programs to conduct evaluations on your own in the future, building the capacity of your team
- Maximize our deep ECE expertise and analysis from our experiences managing several large-scale program evaluationsFor all three groups, the overarching objective is to deliver a set of diverse learning and development opportunities that link directly to and impact change in practice.

Appendix O

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Howard Road Academy
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Yes	
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Yes	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff . Option 2: Copy of staff certificate to administer medications.	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Yes	
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	No	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Yes	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Yes	

Howard Road Academy
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Yes	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Yes	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Yes	
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Yes	
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	No	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Yes	

Howard Road Public Charter School - MLK
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	

Howard Road Public Charter School - MLK
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Howard Road Public Charter School - MLK
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	

Howard Road Public Charter School - Pennsylvania Avenue

COMPLIANCE REVIEW REPORT

2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	

Howard Road Public Charter School - Pennsylvania Avenue
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Howard Road Public Charter School - Pennsylvania Avenue
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	

Howard Road Public Charter School - Howard Road Campus

COMPLIANCE REVIEW REPORT

2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	

Howard Road Public Charter School - Howard Road Campus

COMPLIANCE REVIEW REPORT

2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	

Howard Road Public Charter School - Howard Road Campus

COMPLIANCE REVIEW REPORT

2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	**School is working to amend 8th grade status**

Appendix P

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Howard Road Academy Public Charter School
Final Percentage Rating:	75%
Determination Level:	Needs Assistance

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)	Student-Level • Less than 75% of reviewed student files in compliance LEA-Level • More than 5 LEA-level findings	0 0
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 • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	4 (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	0 1

		placement of less than 26% of its 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	**18**
		Total Possible Points from Applicable Elements	**24**
		Percentage of Points from Applicable Elements	**75%**



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2011 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Cedar Tree PCS (Formerly Howard Road Academy PCS)
Final Percentage Rating:	64%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – not in compliance • Indicator 9 – in compliance • Indicator 10 – in compliance • Indicator 11 – not in compliance • Indicator 12 – N/A • Indicator 13 – N/A	2	4
2	Information regarding timely, valid and reliable data	• Not all data are submitted timely	0	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2011 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA	N/A	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) – 4 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 – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	4 (average points)	4 (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 LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2011 grants cycle	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet District of Columbia FFY 2011 AYP targets for the disability subgroup	0	2

8	Evidence of correction of findings of noncompliance, including progress toward full compliance	• 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance	2	2
		Total Number of Points Achieved	14	
		Total Possible Points from Applicable Elements	22	
		Percentage of Points Achieved from Applicable Elements	64%	

Appendix Q

December 29, 2010

Mr. Stiles Simmons
Chief Administrative Officer
Howard Road Academy Public Charter School
2005 Martin Luther King Jr., Ave. SE
Washington, DC 20020

Dear Mr. Simmons:

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 Howard Road Academy Public Charter School (Howard Road Academy) conducted on September 28-29, 2010. 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 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 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 Howard Road Academy, OSSE staff met with Stiles Simmons, Chief Administrative Officer; Tracey Johnson, Chief Operations Officer; Usha Jayanthi, Chief Financial Officer; Ramonica Moore, Director of Human Resources; Katrina Williams, Director of Compliance; Kendahl Owoh, Director of Special Education; Latrice Hicks, Head of School-Main Campus; Claude Presley, Head of School- Martin Luther King, Jr. Avenue Campus; Nicole Garcia, Head of School-Pennsylvania Avenue Campus; general education teachers; special education teachers; related services providers; parents; and students. OSSE also conducted a comprehensive file review of 50% of Howard Road Academy student individualized education programs (IEPs) (30 student files) 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: Howard Road Academy, under the management of Mosaica Education Systems, has been operating in the District of Columbia since 1999. The LEA provides academic services to 795 students, including 60 students receiving special education services and related services. The school includes three campuses; the Main Campus, which includes

kindergarten through 6th grade; the Pennsylvania Avenue Campus, which includes pre-kindergarten through 3rd grade; and the Martin Luther King, Jr. Avenue Campus, which includes 7th and 8th grades. Howard Road Academy reported that it uses a highly structured curriculum called Paragon, which sets high expectations and is tailored to meet the individual needs of each student. The LEA explained that the curriculum ensures that students gain historical knowledge, an understanding of their individual strengths and a sense of purpose through a hands-on approach which is geared toward multiple intelligences and individual learning styles.

OSSE appreciates the time Howard Road Academy spent meeting with the OSSE monitoring team. We wish to acknowledge the efforts of Kendahl Owoh in collaborating with OSSE to coordinate and carry out the monitoring visit. OSSE also appreciates the cooperation and assistance provided by general education teachers, special education teachers, related services 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 May 31, 2011. 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 requirement 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 Howard Road Academy 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, Patricia Waller, at 202-741-4698.

[redacted]

Tameria J. Lewis
Assistant Superintendent of Special Education

Enclosure

Appendix R

Reevaluation Student Noncompliance: FFY13 Quarter 1

Agency: **Cedar Tree Academy PCS**
Initial Release Date: **8/27/2013**
Date of Notification: **9/11/2013**
Days Remaining: **-35**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300.303(b)(2)*	2	0	2	0	0.00%	Complete the evaluation and upload into SEDS.

Appendix J

SY 2018-2019 DC Public Charter School Board Compliance Review Report

Cedar Tree Academy PCS

Requirement	Compliance Status	Due	On Time
Student Handbook	**Compliant**	7/19/2018	✔
Attendance SST Meetings	**Compliant**	7/19/2018	✔
Fire Drill Schedule	**Compliant**	7/19/2018	✔
School Calendar	**Compliant**	7/19/2018	✔
Charter Board Calendar	**Compliant**	7/19/2018	✔
Q1 Procurement Contracts	**Compliant**	9/30/2018	✔
Annual Report	**Compliant**	10/2/2018	✔
Title IX	**Compliant**	10/9/2018	✔
Child Find Policy Checklist	**Compliant**	10/9/2018	✔
Board Roster	**Compliant**	10/9/2018	✔
Certified Staff to Administer Medicine	**Compliant**	10/9/2018	✔
Accreditation	**Compliant**	10/9/2018	✔
Staff Preference	**Compliant**	10/9/2018	✔
Employee Handbook	**Compliant**	10/9/2018	✔
Staff Roster and Background Checks	**Compliant**	10/9/2018	✔
Seclusion & Restraint Checklist	**Compliant**	10/9/2018	✔
ADA Assurance	**Compliant**	10/9/2018	✔
Certificate of Occupancy	**Compliant**	10/9/2018	✔
English Learners Assurance	**Compliant**	10/9/2018	✔
Insurance Certificate	**Compliant**	10/9/2018	✔
Sexual Violation Protocol	**Compliant**	10/9/2018	✔
School Emergency Response Plan	**Compliant**	10/9/2018	✔
Q1 Board Meeting Minutes	**Compliant**	10/9/2018	✔
LRE Continuum of Services Checklist	**Compliant**	10/9/2018	✔
Fire Drill Schedule (Mid-Year Update)	**Compliant**	12/11/2018	✔
Student Enrollment Forms	**Compliant**	12/11/2018	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

Appendix K

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Aug. 23, 2017

LaTonya Henderson
Executive Director
Cedar Tree Academy Public Charter School
701 Howard Road SE
Washington, DC 20020

Re: Federal Fiscal Year (FFY) 2015 IDEA Part B LEA Performance Determination

Dear Ms. Henderson:

The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

OSSE has determined that under IDEA section 616(d), for FFY 2015, Cedar Tree Academy Public Charter School (PCS) **meets requirements** in implementing the requirements of Part B of IDEA. OSSE's determination is based on the totality of the LEA's data and information, including the LEA's:

1. History, nature and length of time of any reported noncompliance; specifically, the LEA's performance on Indicators 4b, 9, 10, 11, 12 and 13 as outlined in the State Performance Plan (SPP) and FFY 2015 Annual Performance Report (APR);
2. Information regarding timely, valid and reliable data;
3. On-site compliance monitoring, focused monitoring and dispute resolution findings;
4. Sub-recipient audit findings;
5. Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data and compliance with the Funding for Public Schools and Public Charter School Amendment Act of 2011;
6. Performance on selected SPP results indicators; and
7. Evidence of correction of findings of noncompliance, including progress toward full compliance.

Enclosure 1 explains the criteria for each element and the way in which existing data provided by LEAs were used to make determinations. Not all elements are applicable to each LEA; for example, some

LEAs do not have data for Indicator 12, as they do not serve children within the applicable age range (3 years old).

Enclosure 2 describes how Cedar Tree Academy PCS's determination level was calculated. It includes a chart that summarizes each required element, its corresponding rating, the total number of points earned by the LEA and the percentage of applicable points earned by the LEA.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level. Additional information regarding appeals may be found in Enclosure 1.

OSSE applauds the LEA's performance related to serving children and youth with disabilities and looks forward to working with Cedar Tree Academy PCS over the next year. As part of OSSE's ongoing effort to provide useful information to District of Columbia stakeholders, OSSE will be making determination results available to the public after the close of the appeals process. If you have questions about the determinations process or this letter, please contact me at Amy.Maisterra@dc.gov or (202) 481-3757.

Sincerely,

[redacted]

Amy Maisterra, Ed.D, MSW
Assistant Superintendent, Elementary, Secondary and Specialized Education

Enclosures (2)

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2015 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Cedar Tree Academy Public Charter School
Final Percentage Rating:	89%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A	N/A	N/A
2	Information regarding timely, valid and reliable data	• FFY 2015 child count data submitted timely • FFY 2015 Phase I and Phase II applications not submitted timely • FY 2016 IDEA Maintenance of Effort (MOE) submitted timely	2	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2015 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 • This LEA did not submit an A-133 audit	1.5	1.5
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2015 grants cycle	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	• Math assessment: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • Reading assessment: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup	N/A	N/A

	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c[1]	**LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and National Center and State Collaborative (NCSC) Alternative Assessment for the students with disabilities subgroup:**	**Math**	**Reading**
		Proficiency rates are calculated based on the following performance levels: • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum "n" size for disability subgroup	N/A	N/A
8	Evidence of correction of findings of noncompliance that were issued in FFY 2015 and due for correction in FFY 2016, including progress toward full compliance	• The LEA was not issued any findings of noncompliance in FFY 2015 due for correction in FFY 2016.	N/A	N/A
Total Number of Points Achieved				8.5
Total Possible Points from Applicable Elements				9.5
Percentage of Points Achieved from Applicable Elements				89%

[1] For FFY 2015 IDEA Part B Determinations, OSSE is reporting the performance of each LEA's students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2015 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year.

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2016 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Cedar Tree Academy Public Charter School
Final Percentage Rating:	83%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – 0% -74% compliance rate • Indicator 12 – N/A • Indicator 13 – N/A	0	2
2	Information regarding timely, valid and reliable data	• FFY 2016 child count data submitted timely • FFY 2016 Phase I and Phase II applications submitted timely • FY 2017 IDEA Maintenance of Effort (MOE) submitted timely	3	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2016 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	N/A	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of Single Audit Report (if applicable) – N/A • Type of Auditor's Single Audit Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the Single Audit Report (if applicable) –N/A • Material weaknesses identified by the Auditor in the Single Audit Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the Single Audit Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 • This LEA did not submit an A-133 audit	4	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2016 grants cycle	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	• Reading assessment: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • Math assessment: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup	N/A	N/A

	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c[1]	**LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and Multi-State Alternate Assessment (MSAA) for the students with disabilities subgroup:**	**Reading**	**Math**
		Proficiency rates are calculated based on the following performance levels: • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • MSAA Level 3: Percentage of students who met expectations • MSAA Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum "n" size for disability subgroup	N/A	N/A
8	Evidence of correction of findings of noncompliance that were issued in FFY 2016 and due for correction in FFY 2017, including progress toward full compliance	• The LEA was not issued any findings of noncompliance in FFY 2016 due for correction in FFY 2017.	N/A	N/A
		Total Number of Points Achieved		10
		Total Possible Points from Applicable Elements		12
		Percentage of Points Achieved from Applicable Elements		83%

[1] For FFY 2016 IDEA Part B Determinations, OSSE is reporting the performance of each LEA's students with disabilities subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2016 Multi-State Alternate Assessment (MSAA). This indicator will not be assigned a weight for this year.

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

August 2, 2018

LaTonya Henderson
Head of School
Cedar Tree Academy Public Charter School
701 Howard Road SE
Washington, DC 20020

Re: Federal Fiscal Year (FFY) 2016 IDEA Part B LEA Performance Determination

Dear Ms. Henderson:

The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

OSSE has determined that under IDEA section 616(d), for FFY 2016, Cedar Tree Academy Public Charter School (PCS) **meets requirements** in implementing the requirements of Part B of IDEA. OSSE's determination is based on the totality of the LEA's data and information, including the LEA's:

1. History, nature and length of time of any reported noncompliance; specifically, the LEA's performance on Indicators 4b, 9, 10, 11, 12 and 13 as outlined in the State Performance Plan (SPP) and FFY 2016 Annual Performance Report (APR);
2. Information regarding timely, valid and reliable data;
3. On-site compliance monitoring, focused monitoring and dispute resolution findings;
4. Sub-recipient audit findings;
5. Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data and compliance with the Funding for Public Schools and Public Charter School Amendment Act of 2011;
6. Performance on selected SPP results indicators; and
7. Evidence of correction of findings of noncompliance, including progress toward full compliance.

Enclosure 1 explains the criteria for each element and the way in which existing data provided by LEAs were used to make determinations. Not all elements are applicable to each LEA; for example, some LEAs do not have data for Indicator 12, as they do not serve children within the applicable age range (3 years old).

Enclosure 2 describes how Cedar Tree Academy PCS's determination level was calculated. It includes a chart that summarizes each required element, its corresponding rating, the total number of points earned by the LEA and the percentage of applicable points earned by the LEA.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level. Additional information regarding appeals may be found in Enclosure 1.

OSSE applauds the LEA's performance related to serving children and youth with disabilities and looks forward to working with Cedar Tree Academy PCS over the next year. As part of OSSE's ongoing effort to provide useful information to District of Columbia stakeholders, OSSE will be making determination results available to the public after the close of the appeals process. If you have questions about the determinations process or this letter please contact me at Sharon.Gaskins@dc.gov or (202) 654-6112.

Sincerely,

[redacted]

Sharon Gaskins
Deputy Assistant Superintendent of Accountability, Performance and Support
Division of Systems and Supports, K-12

cc: Elisabeth Morse, Interim Assistant Superintendent of the Division of Systems and Supports, K-12
Regina Ray, LEA Special Education Contact
Avni Murray, Manager, Public Charter School Board

Enclosures (2)

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Aug. 19, 2019

LaTonya Henderson
Head of School
Cedar Tree Academy Public Charter School
701 Howard Road SE
Washington, DC 20020

Re: Federal Fiscal Year (FFY) 2017 IDEA Part B LEA Performance Determination

Dear Ms. Henderson:

The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Education Department (USED), Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

OSSE has determined that under IDEA section 616(d), for FFY 2017, Cedar Tree Academy Public Charter School **meets requirements** in implementing the requirements of Part B of IDEA. Detailed information about your LEA's determination level is included in the report linked here: **IDEA Part B FFY 2017 Determinations Application**. The IDEA Part B FFY 2017 Determinations Application explains the criteria for each element and the way in which existing data provided by LEAs were used to make determinations.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level in the "Appeals" tab of the IDEA Part B FFY 2017 Determinations Application. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level.

OSSE will provide an IDEA Part B FFY 2017 Determinations webinar on Wednesday, Aug. 28, 2019 at 1 p.m. The webinar will guide LEAs through the new online application. We strongly encourage all LEAs to attend the webinar as this is the first year OSSE has provided determinations in a web-based application. If you would like to attend, please register here: FFY 2017 IDEA Part B LEA Determinations.

If you experience issues accessing the IDEA Part B FFY 2017 Determinations Application or need assistance creating an account for staff members, please contact Megan Williams at Megan.Williams@dc.gov or (202) 741-0477.

If you have questions about the determinations process or this letter please contact Karen Morgan-Donaldson at Karen.Morgan-Donaldson@dc.gov or (202) 724-7803.

Sincerely,

[redacted]

Sharon Gaskins
Interim Assistant Superintendent of the Division of Systems and Supports, K-12

cc: Regina Ray, LEA Special Education Contact
Avni Murray, Manager, Public Charter School Board

Appendix L

LEA Onsite Visit: LEA Compliance

Agency: **Cedar Tree Academy PCS**
Initial Release Date: **1/22/2015**
Date of Notification: **2/11/2015**
Days Remaining: **-1390**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
LEA Practice						
1) Parent Consent for Reevaluation §300.300(c)(1)	1	1	0	0	100.00%	1. The LEA must develop a policy that states that the LEA will seek parent consent for reevaluation in accordance with 34 CFR §300.300(c)(1). 2. The LEA must provide evidence that all special education staff have been trained on the policy.
2) Parent Notified of Change in Placement §300.530(h); 300.536	1	0	0	1	0.00%	1. The LEA must develop a policy that states the the LEA will notify parents on the date that a removal constituting a change in placement is made in accordance with 34 CFR §300.350(h);300.536. 2. The LEA must provide evidence that all special education staff have been trained on the policy.
Least Restrictive Environment (LRE)						
4) Continuum of Alternative Placements §300.115	1	1	0	0	100.00%	The LEA must develop a plan to provide a continuum of alternative placements consistent with the regulatory requirement.
Individual Education Program (IEP)						
5) IEP Accessibility §300.323(d)(1)	1	1	0	0	100.00%	The LEA must develop a plan, policy or practice to ensure that all individuals responsible for the implementation of IEPs have access to student's IEPs.
Data						
6) Students Referred to Special Education Entered Into SEDS §300.211	1	1	0	0	100.00%	LEA must develop and implement a plan that addresses timely data entry.
7) LEA Timely Response to Data Requests §300.211	1	1	0	0	100.00%	The LEA must develop a plan, policy or practice to ensure timely data submissions.
Dispute Resolution						
8) LEA Provides Information of State Complaints OSSE State Complaint Policy	1	0	0	1	0.00%	LEA must develop and implement a plan that addresses timely compliance with dispute resolution activities. Provide documentation of the above to OSSE.
9) LEA Timely Implements Corrective Actions §300.600(e)	1	0	0	1	0.00%	LEA must develop and implement a plan that addresses timely compliance with dispute resolution activities. Provide documentation of the above to OSSE.
NIMAS						
10) LEA Provision of Instructional Materials §300.172	1	0	0	1	0.00%	LEA must provide documentation of communication with NIMAC or documentation of providing students with instructional materials.
Fiscal						
11) LEA Policy/Procedures Governing Budgets §80.20	1	1	0	0	100.00%	The LEA must develop policy/procedure for governing the preparation and approval of budgets and budget amendments for all funds.
12) LEA Procurement Policy/Procedures for Contractor Performance §80.36(b)(1)(b)(2)	1	1	0	0	100.00%	The LEA must develop policies/procedures that conform to applicable Federal, state, and local laws and regulations that shows the LEA has a contract administration system in place which ensures that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders including ensuring that grant funds are used for allowable costs.
13) LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW *OSSE GAN*	1	1	0	0	100.00%	The LEA must develop policy/procedure that ensures expenditures included in the IDEA RW are reviewed and approved by the appropriate grant director/supervisor before the RW is submitted.

14) LEA Documentation of Obligation/Reimbursement of Federal Funds Within Grant Period *§80.23*	1	1	0	0	100.00%	The LEA must submit to OSSE evidence of tracking the following: awarded amount for each grant it receives, grant availability period, date of reimbursements requests submitted, dates of obligation periods.The LEA must also submitto OSSE invoices for expenditures incurred within the correct grant period, that equate to the amount deemed to be allowable. These invoices must not have been paid for by any other federal funding source previously.
15) LEA Retention of Financial Records For 5 Years *GEPA*	1	1	0	0	100.00%	The LEA must develop policy/procedure that ensures financial records are retained for 5 years.
16) LEA (Controls In Place) Policies/Procedures To Protect Assets Over $5,000 *§80.32*	1	1	0	0	100.00%	The LEA must develop policy/procedure that ensures all assets procured with federal funds are protected, particularly those assets costing more than $5,000. If applicable, an inventory list must be submitted by the LEA.
17) LEA Code of Conduct For Employees Administering Contracts *§80.36(b)*	1	1	0	0	100.00%	The LEA must develop code of conduct/conflict of interest policy for employees involved in the administration of contracts.
18) LEA Accounting Record to Ensure Federal Funds Not Co-Mingled *§80.20*	1	1	0	0	100.00%	The LEA must develop policy/procedure that ensures federal grant funds are not co-mingled.
19) LEA Accurately Tracks IDEA Expenditures/ Set-asides *§80.20*	1	1	0	0	100.00%	The LEA must develop policy/procedure that ensures expenditures are accurately tracked.
20) LEA Appropriately Charges Salaries to IDEA Grant Programs *OMB Circular A-87*	1	1	0	0	100.00%	The LEA must develop policy/procedure that ensures salaries of personnel who are paid with grant funds are charged appropriately.
21) LEA Tracks Personnel Supported by IDEA Grant Funds *OMB Circular A-87*	1	1	0	0	100.00%	The LEA must maintain either Semi-Annual Certifications or Personnel Activity Reports (PARs) for all employees paid out of federal funds.
22) LEA Has Source Documentation for Purchased Items/IDEA Funds Reimbursement *§80.20(b)(6)*	1	1	0	0	100.00%	The LEA must (1) submit invoices to OSSE for allowable expenditures that equate to the amount deemed allowable; and (2) include proof of payment documentation for all items included in the sample request.
23) LEA Followed Procurement Procedures *§80.36*	1	1	0	0	100.00%	The LEA must submit contracts for all vendors listed under Contractual Services on the sample request to OSSE.The contracts must (1) cover the date range of the expenditures listed on the sample, and (2) be signed by all representing parties responsible for the contract.
24) LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities *§80.20, OMB Circular A-87*	1	1	0	0	100.00%	The LEA must (1) submit invoices to OSSE for allowable expenditures that equate to the amount deemed allowable; and (2) include invoices and proof of payment documentation for all items included in the sample request.
25) LEA Correctly Paid and Retained Invoices for Expenditure in IDEA RW *§80.20, OSSE GAN*	1	1	0	0	100.00%	The LEA must (1) submit invoices to OSSE for allowable expenditures that equate to the amount deemed allowable; and (2) include invoices and proof of payment documentation for all items included in the sample request.
26) LEA Correctly Procures, Utilizes and Charges Construction Expenses *OMB Circular A-87*	1	0	0	1	0.00%	The LEA must submit documents for the construction project paid for with IDEA funds.
27) LEA Utilizes IDEA Funds for Providing CEIS *§§300.226, 300.646*	1	0	0	1	0.00%	**Voluntary Elections:** the LEA must modify its existing budgets and spending plans. **Required Election:** the LEA must report on CEIS expenditures in the designated area of the fiscal workbook.
28) LEA Properly Tracks Students Who Receive CEIS *§300.226(d)*	1	0	0	1	0.00%	The LEA has a policy/procedure to track students receiving CEIS and subsequent special education services for two years and the LEA can demonstrate that they have begun tracking students who received CEIS (if applicable).
29) LEA Consultation with Rep/Parent of Parentally-placed Students in Private Schools *§300.134*	1	0	0	1	0.00%	The LEA must provide documentation of meaningful consultation regarding child find, proportionate share, consultation process and provision of services (including written explanation if needed).
30) LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools *§300.134*	1	0	0	1	0.00%	The LEA must submit documentation / certifications showing that meaningful consultation occurred between the LEA and private school(s).
31) LEA Reduction of Expenditures for the Education of Students with Disabilities *§300.203*	1	1	0	0	100.00%	The LEA must provide OSSE with local funds in the amount of the reduction that does not qualify for an exception under §300.204 or an adjustment under §300.205.

Extended School Year

3) ESY Limited Based on Disability §300.106(a)(3)	1	1	0	0	100.00%	The LEA must develop a plan or policy to ensure that ESY is not limited to students in particular disability categories.

Appendix M

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

July 19, 2019

LaTonya Henderson
Head of School
Cedar Tree Academy Public Charter School
701 Howard Road SE
Washington, 20020

Re: School Year 2018-19 Child Find Review Notification for 3- to 5-Year-Old Children

Dear Ms. Henderson:

OSSE has reviewed your LEA's child count data for 3-to 5-year-old children for the 2018-19 school year and found Cedar Tree Academy Public Charter School (PCS) has identified 4.2 percent of its students as receiving services under IDEA, lower than DC's required 8.5 percent Child Find threshold. Although no action is required at this time, OSSE encourages LEAs to review this data in consideration of the court requirement to ensure at least 8.5 percent of the children aged 3 through 5 within the District are enrolled in special education services.

Background

On Aug. 30, 2017, OSSE issued a Dear Colleague Letter on Key IDEA Requirements Related to *D.L. v. District of Columbia* to all local educational agencies (LEAs). This letter explained that *D.L. v. District of Columbia* relates to the alleged failure of the District to identify and serve 3-to 5-year-old children with disabilities. This letter additionally notified LEAs that the Court requires the District to ensure that at least 8.5 percent of children aged 3 through 5, who reside in or are wards of the District, are "enrolled" (see link above for definition of "enrolled") in special education services. OSSE has conducted ongoing review and follow-up to examine policies, practices, and procedure for LEAs with special education identification rates below the established 8.5 percent threshold. As of August 2017, the District's rate of Child Find reported to the Court was 7.2 percent.

As we work together to ensure the District continues to improve special education services for District of Columbia's preschool children, I am writing to provide information regarding your LEA's 2018-19 school year Child Find rate as well as enhanced monitoring procedures for the review of LEA Child Find practices.

Enhanced Monitoring Procedures

Beginning in the 2019-2020 school year, OSSE will begin quarterly monitoring of LEA Child Find rates for 3- to 5-year-old children with disabilities. OSSE will conduct quarterly reviews of LEA Child Find data to determine if your LEA is meeting the 8.5 percent District-wide Child Find rate. If your LEA is achieving this rate, you may be asked to share best practices to inform the work of other District LEAs in improving Child Find rates for preschool children. If your LEA did not achieve this rate for the quarter, OSSE will review student and LEA-level data to determine key areas for improvement, and will partner with your

LEA to provide supports to ensure Child Find practices are improved. OSSE looks forward to partnering with your LEA to ensure that the District continues improvements in its Child Find activities across the District in compliance with *D.L. v. District of Columbia*.

Required Actions

While there are no required actions at this time, I encourage you to use the resources and tools available on OSSE's website for more information on appropriate Child Find practices, including OSSE's recent Child Find professional development materials, which include a Child Find policy guidance and a template that can be customized to meet the needs of your school.

If you have questions about the Child Find monitoring process, please contact Megan Williams at (202) 741-0477 or Megan.Williams@dc.gov. Thank you for your cooperation and continued work to improve results for children with disabilities.



Sharon Gaskins
Interim Assistant Superintendent of the Division of Systems and Supports, K-12

cc: Regina Ray, Special Education POC
Avni Murray, Manager, DC Public Charter School Board