DC
PUBLIC
CHARTER
SCHOOL
BOARD

2017-18 Ten-Year Charter Review Report

Center City Public Charter School

December 18, 2017

DC Public Charter School Board
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TABLE OF CONTENTS

KEY FINDINGS and BOARD VOTE

The District of Columbia Public Charter School Board (DC PCSB) staff conducted a ten-year charter review of Center City Public Charter School (Center City PCS) according to the standard required by the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq.*[1]

Center City PCS is a six-campus local education agency (LEA), serving grades prekindergarten-3 (PK3) through eight, that has adopted the Performance Management Framework (PMF) as its goals and academic achievement expectations. Pursuant to the school's Charter and Charter Agreement, Center City PCS has met its goals. Each campus had an average Performance Management Framework (PMF) score that exceeded the 45% minimum required to meet the standard except for the Trinidad campus. The Trinidad campus met the "improvement provision" of the school's goals since it showed consistent improvement in its PMF score. Each campus also met the floor of all early childhood PMF measures in school year (SY) 2013-14.

DC PCSB staff has also determined that the school has not committed a material violation of law or of its charter, has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Based on these findings, on December 18, 2017 the DC PCSB Board voted 5 – 0 to continue the school's charter without conditions. One board member recused himself from the vote.

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."[2] As part of this review, DC PCSB must determine whether:

(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; and/or

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[1] D.C. Code § 38-1802.12(a)(3).
[2] D.C. Code § 38-1802.12(a)(3).

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[3]

If DC PCSB determines that a school has committed a material violation of applicable law or of its charter, or has not met its goals and academic achievement expectations, as described above, it may, at its discretion, grant the school a conditional continuance or revoke the school's charter. 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 generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

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[3] D.C. Code § 38-1802.12(c).

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

Center City PCS began operating in school year (SY) 2008-09 under the authority of DC PCSB, after converting from operating as a private, tuition-based Catholic school. In its first year as a charter school, Center City PCS operated seven charter school campuses, but at the end of the first year the school's board of trustees voted to close the Brentwood campus due to low enrollment. Since 2009, Center City PCS has operated six campuses in five different DC wards. From 2008 to 2015, each of the school's six campuses served students in grades PK4 through eight, and in April 2015, the DC PCSB Board approved the school to offer PK3 at any campus that met its charter goals in the prior school year.[4] Three of the school's campuses - Brightwood, Congress Heights, and Petworth expanded to PK3 in SY 2016-17. The Capitol Hill campus expanded to PK3 in SY 2017-18.

The school's mission is:

> Center City Public Charter Schools (Center City PCS) empower our students for lifelong success by building strong character, promoting academic excellence, and generating public service throughout Washington D.C.

Enrollment and Demographic Trends

The table below shows Center City PCS's enrollment rates. The enrollment at most of the school's campuses has remained stable or increased over the past five years, with the exception of the Trinidad campus, which declined in enrollment from 2014-15 to 2016-17. With the exception of the Trinidad campus, the school's campuses have generally met their enrollment targets. The student demographic data show that the LEA serves predominantly low-income[5] children of color, with three campuses serving high percentages of Latino students and four campuses serving majority at-risk students.[6]

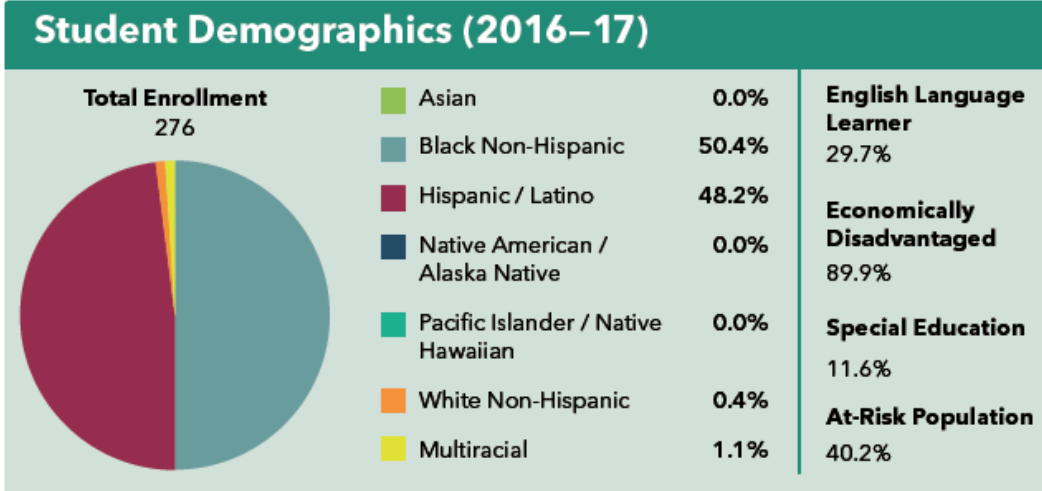[4] See DC PCSB April 21, 2015 board meeting minutes, attached to this report as Appendix A.

[5] In DC, a student is considered economically disadvantaged if he or she possesses one of the following characteristics at any point during the school year: (1) receives free or reduced-price lunch; (2) attends a school where the entire student population receives a free or reduced-price lunch based on community eligibility; (3) receives TANF or SNAP benefits; (4) experiences homelessness; or (5) is under the care of the Child and Family Services Agency.

[6] In DC, a student is considered at-risk if he or she possesses one of the following characteristics at any point during the school year: (1) receives TANF or SNAP benefits; (2) experiences homelessness; (3) is under the care of the Child and Family Services Agency; or (4) for high school students, is more than one year older than the appropriate age for his or her grade.
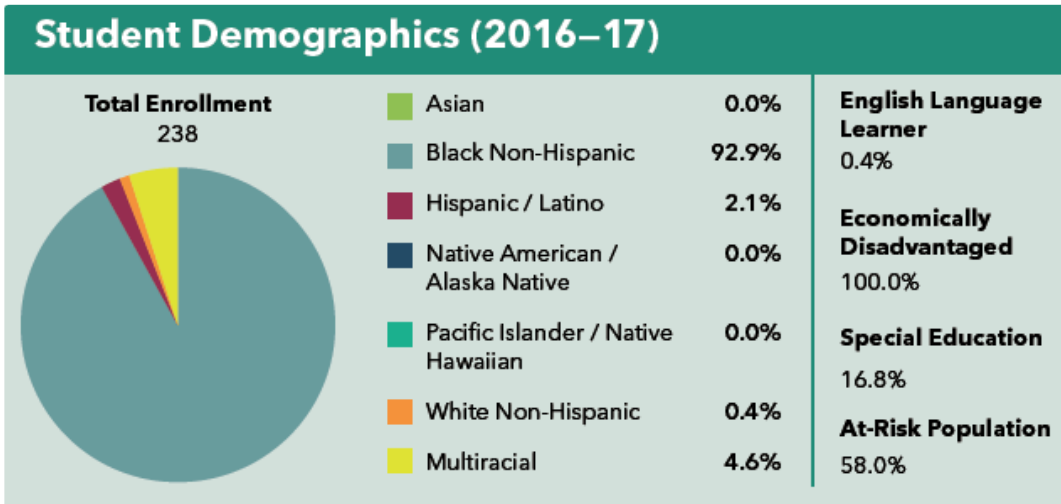
Center City PCS – Student Enrollment							
Campus		**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Brightwood **Ward 4**	Number of Students	238	251	248	252	276	263
	Enrollment Projections	233	233	249	247	293	269
Capitol Hill **Ward 6**	Number of Students	230	237	239	244	238	264
	Enrollment Projections	233	233	249	247	273	249
Congress Heights **Ward 8**	Number of Students	254	227	257	243	253	257
	Enrollment Projections	233	233	249	247	282	247
Petworth **Ward 4**	Number of Students	235	237	262	251	257	253
	Enrollment Projections	233	233	249	247	287	249
Shaw **Ward 2**	Number of Students	218	239	241	237	234	236
	Enrollment Projections	233	233	249	247	269	230
Trinidad **Ward 5**	Number of Students	230	226	236	211	184	201
	Enrollment Projections	233	233	249	242	260	176
Total	Number of Students	1405	1417	1483	1438	1442	1474
	Enrollment Projections	1398	1398	1494	1477	1664	1420

Brightwood

Student Demographics (2016–17)

Total Enrollment
276

Asian	0.0%	
Black Non-Hispanic	50.4%	
Hispanic / Latino	48.2%	
Native American / Alaska Native	0.0%	
Pacific Islander / Native Hawaiian	0.0%	
White Non-Hispanic	0.4%	
Multiracial	1.1%	

English Language Learner
29.7%

Economically Disadvantaged
89.9%

Special Education
11.6%

At-Risk Population
40.2%

Brightwood - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
PK3					16
PK4	21	21	23	25	24
K	25	24	26	25	28
1	24	29	28	28	29
2	25	28	26	28	28
3	27	27	26	28	29
4	25	28	26	27	29
5	25	28	28	24	25
6	24	24	27	26	23
7	23	22	19	21	25
8	19	20	19	20	20
Total	238	251	248	252	276

Capitol Hill

Student Demographics (2016–17)

Total Enrollment
238

■ Asian	0.0%	
■ Black Non-Hispanic	92.9%	
■ Hispanic / Latino	2.1%	
■ Native American / Alaska Native	0.0%	
■ Pacific Islander / Native Hawaiian	0.0%	
■ White Non-Hispanic	0.4%	
■ Multiracial	4.6%	

English Language Learner
0.4%

Economically Disadvantaged
100.0%

Special Education
16.8%

At-Risk Population
58.0%

Capitol Hill - Enrollment by Grade

	2012-13	2013-14	2014-15	2015-16	2016-17
PK4	16	20	3	25	22
K	24	26	21	22	26
1	25	23	42	24	22
2	25	28	19	25	24
3	26	25	26	23	23
4	26	26	25	27	25
5	25	19	26	20	24
6	20	27	28	26	24
7	24	21	26	24	24
8	19	22	23	28	24
Total	230	237	239	244	238

Congress Heights

Student Demographics (2016–17)

Total Enrollment
253

Asian	0.0%	**English Language Learner** 0.4%	
Black Non-Hispanic	97.2%		
Hispanic / Latino	0.4%	**Economically Disadvantaged** 100.0%	
Native American / Alaska Native	0.0%		
Pacific Islander / Native Hawaiian	0.0%	**Special Education** 10.7%	
White Non-Hispanic	2.4%	**At-Risk Population** 57.7%	
Multiracial	0.0%		
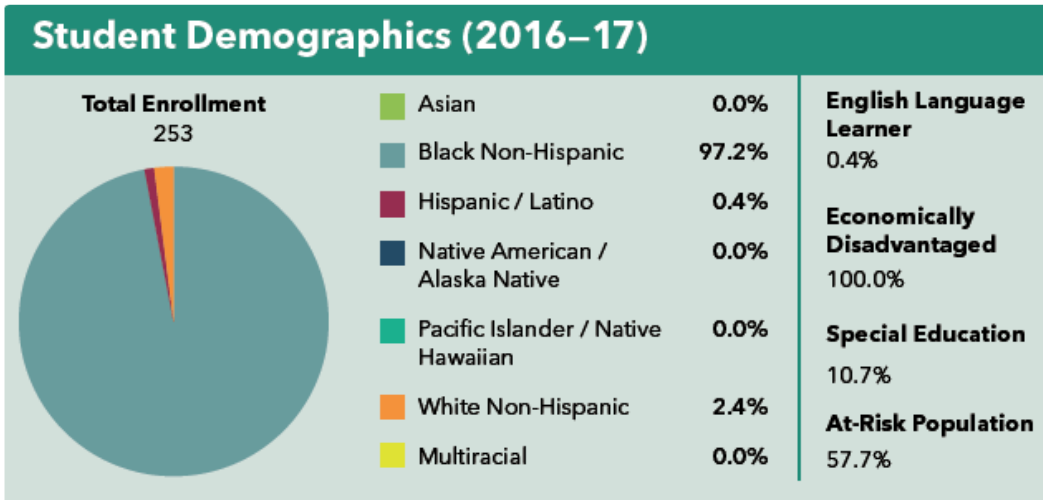
Congress Heights - Enrollment by Grade

	2012-13	2013-14	2014-15	2015-16	2016-17
PK3					16
PK4	22	22	22	23	17
K	25	25	28	23	24
1	27	26	27	27	26
2	27	20	28	26	30
3	25	25	28	25	25
4	24	24	29	27	26
5	15	23	24	23	29
6	30	20	25	26	23
7	32	25	25	20	21
8	27	17	21	23	16
Total	254	227	257	243	253

Petworth

Student Demographics (2016–17)

Total Enrollment
257

Color	Race/Ethnicity	Percent
Asian	1.6%
Black Non-Hispanic	42.8%
Hispanic / Latino	48.6%
Native American / Alaska Native	0.8%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.6%
Multiracial	4.7%

English Language Learner
18.3%

Economically Disadvantaged
82.1%

Special Education
12.8%

At-Risk Population
39.3%
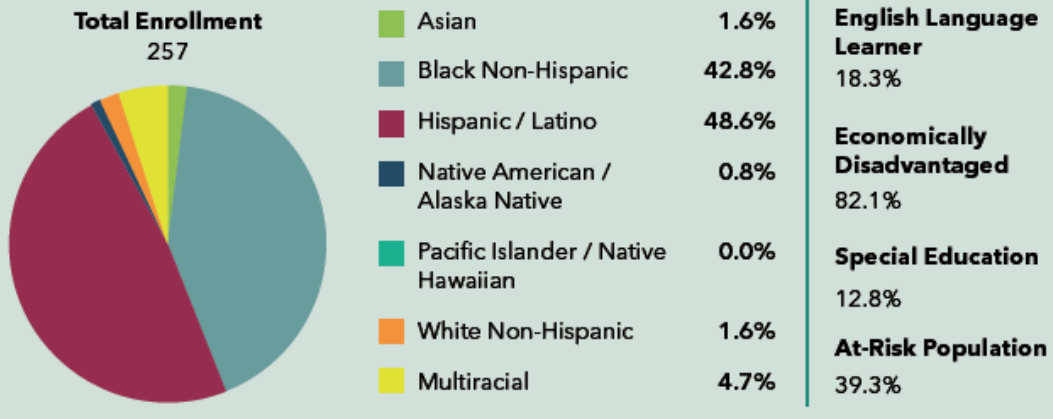
Petworth - Enrollment by Grade

	2012-13	2013-14	2014-15	2015-16	2016-17
PK3					19
PK4	21	23	20	20	20
K	23	23	28	22	26
1	21	26	29	28	20
2	26	23	30	29	24
3	27	27	24	27	23
4	27	25	26	25	27
5	26	27	30	27	26
6	22	21	26	27	24
7	20	25	24	23	27
8	22	17	25	23	21
Total	235	237	262	251	257

Shaw

Student Demographics (2016–17)

Total Enrollment
234

Asian	3.0%
Black Non-Hispanic	57.3%
Hispanic / Latino	36.8%
Native American / Alaska Native	0.4%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.4%
Multiracial	2.1%

English Language Learner
15.0%

Economically Disadvantaged
89.7%

Special Education
11.1%

At-Risk Population
53.0%
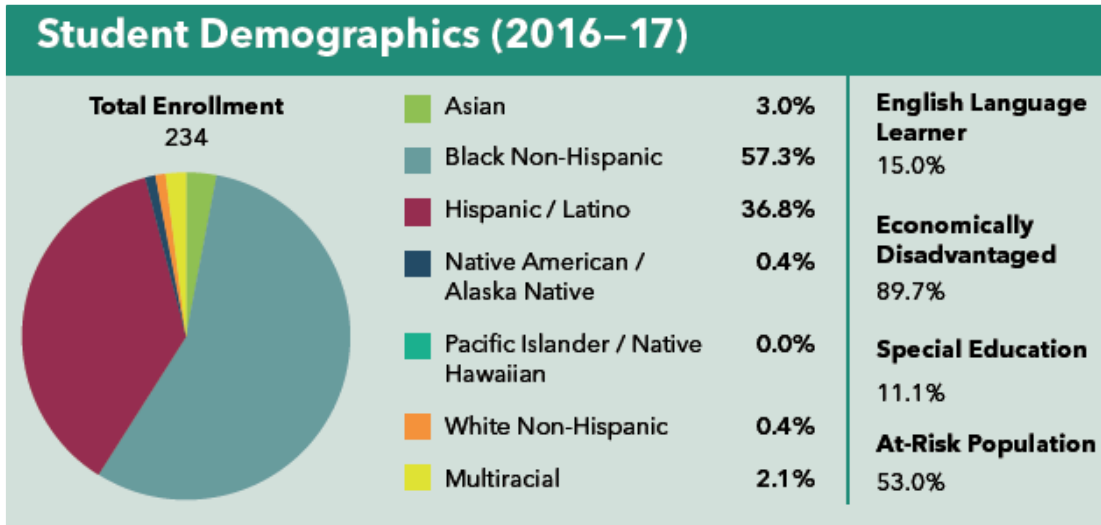
Shaw - Enrollment by Grade

	2012-13	2013-14	2014-15	2015-16	2016-17
PK4	20	18	20	20	25
K	21	24	24	20	19
1	26	22	26	27	24
2	21	24	23	21	19
3	26	27	27	25	26
4	18	28	21	25	22
5	18	22	24	20	25
6	23	27	27	26	26
7	24	25	24	25	24
8	21	22	25	28	24
Total	218	239	241	237	234

Trinidad

Student Demographics (2016–17)

Total Enrollment
184

Color	Group	Percent
(green)	Asian	0.0%
(teal)	Black Non-Hispanic	89.7%
(maroon)	Hispanic / Latino	6.5%
(dark blue)	Native American / Alaska Native	0.0%
(teal-green)	Pacific Islander / Native Hawaiian	0.0%
(orange)	White Non-Hispanic	0.0%
(yellow)	Multiracial	3.8%

English Language Learner
2.7%

Economically Disadvantaged
100.0%

Special Education
11.4%

At-Risk Population
65.8%

Trinidad - Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
PK4	20	19	20	20	18
K	25	18	21	22	25
1	28	23	18	23	18
2	18	27	23	13	16
3	24	26	24	24	23
4	30	25	25	19	22
5	22	25	26	21	13
6	25	24	27	18	20
7	18	22	27	25	12
8	20	17	25	26	17
Total	230	226	236	211	184

Performance Management Framework (PMF) Outcomes

The school's overall performance data on the PMF—which assesses reading and math proficiency, academic growth, early childhood programming, attendance, and re-enrollment—are summarized in the table below. Scores were not issued for early childhood grades PK through second in SY 2013-14, the first year of the Early Childhood PMF (EC PMF). Center City PCS's highest performing campuses on the PMF are its Brightwood campus, which achieved Tier 1 status for all four years in which a PMF Tier was awarded from 2012-13 to 2015-16[7], and its Petworth and Shaw campuses, which each achieved Tier 1 status in three of four years. The school's Congress Heights campus, which was identified as being the school's lowest performing campus in the school's five-year charter review in 2013, has improved since that time, earning Tier 2 status in 2012-13, 2015-16 and 2016-17, and Tier 1 status in 2013-14. The school's Trinidad campus earned a Tier 3 on the PMF in 2013-14 and 2015-16 and Tier 2 on the PMF in 2012-13 and 2016-17.

Center City PCS – PMF Outcomes by Campus							
	2012-13		**2013-14**		**2014-15**	**2015-16**	**2016-17**
Grades	PK4-2	3-8	PK4-2	3-8	PK4-8	PK4-8	PK3-8
Brightwood	Met 7 of 7 targets	**Tier 1** 73.5%	Met the floor of all EC PMF measures	**Tier 1** 74.5%	PMF not scored or tiered	**Tier 1** 66.6%	**Tier 1** 69.1%
Capitol Hill	Met 7 of 7 targets	**Tier 2** 45.3%	Met the floor of all EC PMF measures	**Tier 2** 43.5%		**Tier 2** 39.4%	**Tier 2** 52.5%
Congress Heights	Met 7 of 7 targets	**Tier 2** 50.1%	Met the floor of all EC PMF measures	**Tier 1** 65.7%		**Tier 2** 52.6%	**Tier 2** 57.9%
Petworth	Met 7 of 7 targets	**Tier 1** 70.2%	Met the floor of all EC PMF measures	**Tier 2** 56.2%		**Tier 1** 69.3%	**Tier 1** 70.3%
Shaw	Met 5 of 7 targets	**Tier 2** 52.3%	Met the floor of all EC PMF measures	**Tier 1** 68.8%		**Tier 1** 69.0%	**Tier 1** 74.0%
Trinidad	Met 7 of 7 targets	**Tier 2** 43.2%	Met the floor of all EC PMF measures	**Tier 3** 31.7%		**Tier 3** 32.7%	**Tier 2** 46.3%

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[7] DC PCSB did not score PMFs nor tier schools in SY 2014-15 due to DC's transition from the DC Comprehensive Assessment System to the Partnership for the Assessment for the Readiness for College and Career assessment.

<u>5-Year Charter Review</u>
In SY 2012-13, DC PCSB conducted a five-year charter review of Center City PCS and determined that the school fully met five goals, partially met two goals, and did not meet three goals.[8] There was insufficient evidence to determine whether the school met an additional two goals. DC PCSB staff expressed concern in its review analysis about Center City PCS's academic performance, noting that the school did not meet its proficiency goals related to reading, mathematics, and science, and that the school's reading and mathematics proficiency rates were below the DC average. Yet, it was noted that the school had upward trends in mathematics and science proficiency from 2008-09 to 2011-12, and that its reading and math median growth percentiles (MGP) were over 50 in 2011-12. As required by the SRA, Center City PCS's compliance and financial outcomes were also assessed in this review. DC PCSB staff determined that the school had not materially violated applicable laws or its charter, that it had adhered to generally accepted accounting principles, had not engaged in a pattern of fiscal mismanagement, and was economically viable.

Based on these findings, the DC PCSB Board voted to continue the school's charter in June 2013. However, it was noted at the time of the vote that it was imperative for the school's academic outcomes to continue to improve, and that in particular Center City PCS – Congress Heights, "which ha[d] a significantly lower PMF score than the other … campuses, [needed to] improve its performance to a level equal to that of the rest of the LEA."[9]   As noted, since that time the Congress Heights campus achieved Tier 1 status in one year and has consistently had PMF scores above 50.

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[8] See Center City PCS five-year charter review, attached to this report as Appendix C.
[9] See Appendix C, p. 3.

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 only considered as part of the renewal analysis if they were included in a school's charter or charter amendment approved by the DC PCSB Board.

In September 2017, Center City PCS amended its charter to adopt the most recent version of the Early Childhood/Elementary School/Middle School (PK3-8) PMF as the goals and academic achievement expectations for its elementary school and middle school campuses.

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

	Goals and Academic Expectations	Met?
1	**The School Corporation as a whole will be deemed to have met its goals and academic achievement expectations if each individual campus at the ten-year charter review obtains an average PMF score for school year 2012-13, 2013-14, 2015-16, and 2016-17 equal to or exceeding 45% and meets the floor of all Early Childhood PMF measures in SY 2013-14.**	**Yes.**

Assessment: **Center City PCS met its goals and academic achievement expectations**. The table below provides an overview of the school's PMF performance. Each campus had an average PMF score that exceeded the 45% minimum required to meet the standard except for the Trinidad campus. The Trinidad campus met the improvement provision since it showed consistent improvement in its PMF score over the last three years. Each campus also met the floor of all early childhood PMF measures in SY 2013-14.

Center City PCS – PMF Outcomes by Campus							
	2012-13		**2013-14**		**2014-15**	**2015-16**	**2016-17**	**Average**
Grades	PK4-2	3-8	PK4-2	3-8	PK4-8	PK4-8	PK3-8	
Brightwood	Met 7 of 7 targets	**Tier 1** 73.5%	Met the floor of all EC PMF measures	**Tier 1** 74.5%	PMF not scored or tiered due to change in state assessment	**Tier 1** 66.6%	**Tier 1** 69.1%	**70.9%**
Capitol Hill	Met 7 of 7 targets	**Tier 2** 45.3%	Met the floor of all EC PMF measures	**Tier 2** 43.5%		**Tier 2** 39.4%	**Tier 2** 52.5%	**45.2%**
Congress Heights	Met 7 of 7 targets	**Tier 2** 50.1%	Met the floor of all EC PMF measures	**Tier 1** 65.7%		**Tier 2** 52.6%	**Tier 2** 57.9%	**56.6%**
Petworth	Met 7 of 7 targets	**Tier 1** 70.2%	Met the floor of all EC PMF measures	**Tier 2** 56.2%		**Tier 1** 69.3%	**Tier 1** 70.3%	**66.5%**
Shaw	Met 5 of 7 targets	**Tier 2** 52.3%	Met the floor of all EC PMF measures	**Tier 1** 68.8%		**Tier 1** 69.0%	**Tier 1** 74.0%	**66.0%**
Trinidad	Met 7 of 7 targets	**Tier 2** 43.2%	Met the floor of all EC PMF measures	**Tier 3** 31.7%		**Tier 3** 32.7%	**Tier 2** 46.3%	**38.5%**

Overall Analysis of PMF Measures by Campus

This section describes the overall, academic, and climate performance of each of Center City PCS' six campuses.

Brightwood Campus – PMF Performance						
Year	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**Average**
PMF Score	73.5%	74.5%	N/A	66.6%	69.1%	**70.9%**
Overall	For four years, the campus earned Tier 1 scores, with an average score of 70.9% on the PMF.					
Academic	Students attending Brightwood campus have higher proficiency rates than city averages in both English language arts and math on the state assessment. The exception is English language learners, who score below city averages but have year-to-year growth, measured by Median Growth Percentile (MGP) of above 50, signifying that students at Brightwood are probably in early stages of English acquisition. Troubling is the performance of students with disabilities, who score considerably below city averages in both proficiency and growth in ELA, albeit less so in math. Despite the low academic results, the school is in compliance with IDEA.					
Climate	Attendance and re-enrollment have consistently been above the sector average, with only one exception where re-enrollment dipped to be slightly below. The school's Classroom Assessment Scoring System (CLASS) scores are at or above the sector average in all domains every year that CLASS was done as part of the PMF.					

Capitol Hill Campus – PMF Performance

Year	2012-13	2013-14	2014-15	2015-16	2016-17	Average
PMF Score	45.3%	43.5%	N/A	39.4%	52.5%	**45.2%**

Overall	The campus just met the 45% average needed to meet the standard for approval with a 45.2% four-year combined average. This is mostly due to low performance in 2015-16. The school experienced a gain in this last year, earning for the first time a score above 50%.
Academic	Their lower PMF scores is due in part to having lower proficiency rates in ELA and math than the city averages on the state assessments for all students and most subgroups, except for this final year, where it exceeded the average for all students in English. Worthy of note, however, is that for the past three years, the median growth percentile for all students and most subgroups has been above 50, indicating that students attending the school arrive with lower than average skills in ELA and math but are improving at higher rates than their peers at other DC public schools.
Climate	In-seat attendance and re-enrollment rates have been consistently below sector averages during this review period. This is an area of growth for the campus. The school's CLASS scores are above the sector average in academics except for SY 2015-16 and below in emotional support and classroom organization in SY 2015-16 and 2016-17.

Congress Heights – PMF Performance

Year	2012-13	2013-14	2014-15	2015-16	2016-17	Average
PMF Score	50.1%	65.7%	N/A	52.6%	57.9%	**56.6%**

Overall	The school's average PMF score is a 56.6%, well above the 45% required for continuance. The school's lowest performance was five years ago, when it earned a 50.1%.
Academic	Congress Heights hovers around the city average in proficiency rates for ELA and math, often scoring below the average for female students. Most concerning is their low proficiency rates of students with disabilities, a trend across all campuses. However, once again, the median growth percentile for students at Congress Heights is at or above 50 for most subgroups, indicating that students are coming to the school with low skills but are improving at the same rates or faster rates than their peers at other DC public schools.
Climate	Attendance and re-enrollment rates are consistently below the city average. Re-enrollment rates lag by ten percentage points in the past two years. This is an area of growth for the campus. The school's CLASS scores are above the sector average in academics but below in emotional support and classroom organization in SY 2015-16 and 2016-17.

Petworth – PMF Performance

Year	2012-13	2013-14	2014-15	2015-16	2016-17	Average
PMF Score	70.2%	56.2%	N/A	69.3%	70.3%	**66.5%**

Overall	The school's PMF performance averages a 66.5% and the campus earned a Tier 1 rating each year of the PMF except in 2013-14, when it fell to 56.2%. Both last year and in 2012-13 the school earned 70% of the possible points, indicating its overall programmatic strength.
Academic	Petworth students' proficiency rates on state assessments exceed the city's overall average in ELA and they also have MGPs hovering at or above 50, indicating a competitive academic English program. However, math scores are lower, with this past year showing a drop in performance for all students, including African American students and a continued trend of low proficiency rates for English language learners and students with disabilities. These last two subgroups experienced no or very few students meeting expectations. However, the median growth percentile for most subgroups is at or above 50 in math, with the exception of students with disabilities and males in the past year.
Climate	The school meets or exceeds the sector average each year in attendance. It lags behind the average sector re-enrollment rate for the past two years. The school's CLASS scores are at or above the sector average in all domains except in SY 2015-16, when it fell below in.

Shaw – PMF Performance

Year	2012-13	2013-14	2014-15	2015-16	2016-17	Average
PMF Score	52.3%	68.8%	N/A	69.0%	74.0%	**66.0%**

Overall	Shaw campus has improved every year since 2012-13, with the past three years of scores at Tier 1. This last year it earned 74% of the possible points.
Academic	The school has met or exceeded state proficiency averages in ELA in all subgroups and also met or exceeded state proficiency averages in math for most subgroups, most years. The school's median growth percentile is consistently above 50, with some subgroups earning scores in the upper 60s and 70s.
Climate	Attendance hovers around the city average, where re-enrollment rate is below the city average for the past two years. CLASS results are mixed, with emotional support only exceeding sector averages 1 of 4 years, and classroom organization and instruction exceeding sector averages 3 of 4 years each.

Trinidad – PMF Performance						
Year	2012-13	2013-14	2014-15	2015-16	2016-17	Average
PMF Score	43.2%	31.7%	N/A	32.7%	46.3%	**38.5%**

Overall	The Trinidad campus did not make the standard for approval by earning an average 45% on the PMF. However, it has shown consistent improvement over the past four years, resulting in a score of 46.3% in the most recent year, which is 3.1 percentage points higher than the score it received five years ago and above the 45% target established for 10-year schools. Therefore, the campus is eligible for the Improvement Provision of its charter goals. However, the campus will need to increase its performance to earn an average PMF score of 50% over the next five years to meet the standard for renewal.
Academic	Because we are applying the improvement provision, the un-tiered PMF measures are also included in this analysis. The school has consistently performed well on its K-2 ELA and math assessments that are displayed on the PMF but not incorporated into the score or tier. This past year, the school's NWEA MGP exceeded the target of 50 for both. The English language arts and math proficiency rates on PARCC are below the city averages but have improved each year for each subgroup except for students with disabilities. The median growth percentile for PARCC for English and math also saw dramatic increases over time, with the school receiving an MGP of 49 this past year in both, just 1 point below the target of 50. Female students exceeded the target this past year with a score of 51.
Climate	Attendance rates have remained below city averages except for this past year, when it exceeded the average. However, re-enrollment rates remain low and show no improvement. CLASS scores show that 4 of 4 years it exceeded the sector average in the instructional domain, and 3 of 4 years exceeded the average in emotional support and classroom organization.

PMF Results in depth
This next section details how the school performed in each of the PMF domains at each of its six campuses.

Data Tables
The PMF measures growth and achievement in literacy and math. The following pages display student outcomes in English Language Arts (ELA) and Math for each campus. There are three kinds of tables included below: Early Childhood, Proficiency, and MGP.

Proficiency: These charts display the results from the state assessments. In 2014-15, the state switched to the PARCC assessment. To allow schools an opportunity to adjust to the new assessment, 2014-15 PARCC outcomes that are lower than the

state average will not be included in charter review analyses regarding goal attainment.

Median Growth Percentile: An MGP of 50 indicates that a school's students have average year-to-year growth in reading or math proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance.

Early Childhood: Center City PCS chose assessments measuring achievement and growth. Starting in 2014-15, the information for grades PK through two is "for display only" on the PMF and is not used to calculate a PMF score. However, it is taken into consideration if the school does not make its goals and academic achievement expectations but can demonstrate improvement in its performance over time.

KEY for Campus Rate Data Charts	
3+	• A PARCC score of 3 = Approaching College and Career Ready • 3+ denotes the percentage of students who obtained a 3, 4 or 5 on the PARCC
4+	• A PARCC score of 4 = College and Career Ready • 4+ denotes the percentage of students who obtained a 4 or 5 on the PARCC • 4+ is considered proficient performance
n-size	Number of students who took the state assessment at this school
Green	• Met the EC PMF floor in 2013-14 • Greater than or equal the state average or charter sector average of the same grade band
Red	• Did not meet the EC PMF floor in 2013-14 • Less than the state average or charter sector average of the same grade band
No Shading	• Data from 2014-15, when the state transitioned to PARCC. (Note – if the school did better than the state average, this is colored green.) • PK – 2 "display only" data that does not factor into the PMF score.

English Language Arts

Brightwood Campus
Brightwood's proficiency rates on the state assessment were generally at or above the state average over the course of the five-year period. Its median growth percentile has also consistently been at or above 50, meaning that its students are growing at the same rate or faster than students with similar starting scores at other schools in DC. The exception is the Students with Disabilities subgroup that

has had a lower MGP which decreased significantly to 27 in SY 2016-17. The school met its early childhood expectations in school year 2013-14.

Center City PCS – Brightwood											
ELA Proficiency: Grades 3-8											
Subgroup	**2012-2013 DC CAS**		**2013-2014 DC CAS**			**2014-2015 PARCC**		**2015-2016 PARCC**		**2016-2017 PARCC**	
	School	State	School	State		School	State	School	State	School	State
All	56.9	50.3	64.0	50.5	3 +	64.8	48.2	57.6	51.8	66.7	54.6
					4 +	29.6	24.8	24.5	27.5	34.0	30.9
	137		139		n-size	142		139		144	
Black Non-Hispanic	58.1	44.3	78.6	44.0	3 +	72.5	40.6	54.5	44.7	69.2	47.1
					4 +	37.3	16.6	27.3	19.6	41.5	22.1
	62		56		n-size	51		55		65	
Hispanic	54.8	52.6	53.1	50.2	3 +	59.8	49.4	59.8	52.1	63.6	56.2
					4 +	25.6	21.4	22.0	25.3	27.3	29.3
	73		81		n-size	82		82		77	
English Learners	43.8	41.3	40.0	38.4	3 +	4.5	34.6	14.3	38.4	17.6	42.6
					4 +	0	11.7	4.8	14.7	5.9	17.6
	64		65		n-size	22		21		17	
Students with Disabilities	10.0	20.3	17.6	21.0	3 +	6.2	13.3	5.9	17.4	0	19.0
					4 +	0	4.2	0	5.6	0	6.4
	20		17		n-size	16		17		14	
Econ Dis	56.9	42.8	64.0	42.1	3 +	65.3	38.2	59.6	43.4	67.5	48.7
					4 +	26.5	14.2	25.3	18.3	34.1	23.9
	137		139		n-size	49		99		126	
At-Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	45.9	36.8	56.2	39.9
					4 +			8.1	13.4	20.8	16.0
					n-size			37		48	

Center City PCS – Brightwood
ELA Proficiency: Grades 3-8

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
Male	46.2	44.3	53.1	44.8	3 +	49.3	41.9	43.2	45.0	56.6	47.5
					4 +	11.9	20.4	10.8	22.7	22.4	25.1
	65		64		n-size	67		74		76	
Female	66.7	56.4	73.3	56.2	3 +	78.7	54.6	73.8	58.7	77.9	61.8
					4 +	45.3	29.2	40.0	32.4	47.1	36.7
	72		75		n-size	75		65		68	

Center City PCS – Brightwood
ELA MGP: Grades 3-8

	2012-13	2013-14	2014-15	2015-16	2016-17
All	62	62.7	61	55	54
Black Non-Hispanic	61	59.4	59	53	54
Hispanic	65	66.4	63	59	57
English Learners	74	68.0	46	52	54
Students with Disabilities	53	49	52	44	27
Economically Disadvantaged	62	63	61	53	55
Male	66	54	49	51	50
Female	60	68	66	62	60

Center City PCS – Brightwood		
Early Childhood Targets: Literacy		
Year	**Measure**	**Result**
2012-13	60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment. Floor – 60 Target – 100	100%
	60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. Floor – 60 Target – 100	82.0%
	K-2 mCLASS Text Reading Comprehension assessment (Achievement) Floor – 60 Target – 100	76.0%
	K-2 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Floor – 60 Target – 100	73.0%
2013-14	PK Literacy - Every Child Ready Floor – 60 Target – 100	95.0%
	Second Grade Reading – NWEA MAP Floor – 30 Target – 70	71.8%
	K-1 mCLASS Text Reading Comprehension assessment (Progress) Floor – 60 Target – 100	71.8%
2014-15	PK Literacy - Every Child Ready	90.9% of students met or exceeded the publisher's expectations.

Center City PCS – Brightwood		
Early Childhood Targets: Literacy		
Year	**Measure**	**Result**
	K-2 Reading – NWEA MAP	Typical growth[10] - 72.5
2015-16	PK Literacy - Every Child Ready	100% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile:49.5
2016-17	PK Literacy - Every Child Ready	86.8% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile:53.0

<u>Capitol Hill Campus</u>
Capitol Hill's proficiency rates on the state assessment were below the state average, meeting the state average for 3+/approaching college and career ready in its final year of review, but still falling short for 4+/college and career ready for most subgroups. However, the median growth percentile increased for every

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[10] When a student meets or exceeds Typical Growth, the student is scoring at or above the end of year rate that is typical for students in the same grade and same starting score.

subgroup in SY 2016-17. The campus met its early childhood expectations in school year 2013-14.

Center City PCS – Capitol Hill ELA Proficiency: Grades 3-8											
Subgroup	**2012-2013 DC CAS**		**2013-2014 DC CAS**			**2014-2015 PARCC**		**2015-2016 PARCC**		**2016-2017 PARCC**	
	School	State	School	State		School	State	School	State	School	State
All	42.1	50.3	41.5	50.5	3 +	33.6	48.2	45.5	51.8	56.5	54.6
					4 +	8.2	24.8	9.7	27.5	20.6	30.9
	126		135		n-size	146		134		131	
Black Non-Hispanic	41.6	44.3	41.5	44.0	3 +	33.1	40.6	45.8	44.7	54.1	47.1
					4 +	7.6	16.6	9.2	19.6	19.7	22.1
	125		135		n-size	145		131		122	
Students with Disabilities	7.7	20.3	8.3	21.0	3 +	8.7	13.3	6.7	17.4	4.3	19.0
					4 +	0	4.2	0	5.6	0	6.4
	26		24		n-size	23		15		23	
Econ Dis	42.1	42.8	41.5	42.1	3 +	36.1	38.2	45.5	43.4	56.5	48.7
					4 +	8.4	14.2	11.4	18.3	20.6	23.9
	126		135		n-size	83		88		131	
At Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	47.2	36.8	54.2	39.9
					4 +			9.7	13.4	15.3	16.0
					n-size			72		72	
Male	38.7	44.3	36.5	44.8	3 +	25.0	41.9	32.2	45.0	50.0	47.5
					4 +	6.6	20.4	5.1	22.7	14.3	25.1
	62		74		n-size	76		59		56	
Female	45.3	56.4	47.5	56.2	3 +	42.9	54.6	56.0	58.7	61.3	61.8
					4 +	10.0	29.2	13.3	32.4	25.3	36.7
	64		61		n-size	70		75		75	

Center City PCS – Capitol Hill ELA MGP: Grades 3-8					
	2012-13	2013-14	2014-15	2015-16	2016-17
All	51	48	51	56	56
Black Non-Hispanic	51	48	51	56	56
Students with Disabilities	33	44	40	41	54
Economically Disadvantaged	46	48	50	52	54
Male	49	45	45	55	56
Female	50	49	54	57	57

Center City PCS – Capitol Hill Early Childhood Targets: Literacy		
Year	Measure	Result
2012-13	60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment. Floor – 60 Target – 100	93.0%
	60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. Floor – 60 Target – 100	82.0%
	K-2 mCLASS Text Reading Comprehension assessment (Achievement) Floor – 60 Target – 100	79.0%

Center City PCS – Capitol Hill		
Early Childhood Targets: Literacy		
Year	**Measure**	**Result**
2013-14	K-2 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Floor – 60 Target – 100	87.0%
	PK Literacy - Every Child Ready Floor – 60 Target – 100	83.3%
	K-2 Reading – NWEA MAP Floor – 30 Target – 70	63.4%
	K-1 mCLASS Text Reading Comprehension Grade 2 NWEA MAP Floor – 50 Target – 90	63.4%
2014-15	PK Literacy - Every Child Ready	94.7% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP	Typical growth - 57.8
2015-16	PK Literacy - Every Child Ready	95.2% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 48.0

Center City PCS – Capitol Hill		
Early Childhood Targets: Literacy		
Year	**Measure**	**Result**
2016-17	PK Literacy - Every Child Ready	95.0% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 43.0

Congress Heights Campus

Congress Heights' proficiency rates on the state assessment are generally at or above the state average over the course of the five-year period. Its median growth percentile has also consistently been at or above 50 for most of the subgroups. Males and Students with Disabilities both had MGPs under 50, meaning that these students are not growing at the same rate or faster than students with similar starting scores at other schools in DC. The campus met all of its early childhood expectations in school year 2013-14.

Center City PCS – Congress Heights											
ELA Proficiency: Grades 3-8											
Subgroup	**2012-2013 DC CAS**		**2013-2014 DC CAS**			**2014-2015 PARCC**		**2015-2016 PARCC**		**2016-2017 PARCC**	
	School	State	School	State		School	State	School	State	School	State
All	47.9	50.3	53.5	50.5	3 +	41.1	48.2	56.1	51.8	53.7	54.6
					4 +	15.1	24.8	24.5	27.5	22.8	30.9
	142		129		*n-size*	146		139		136	

Center City PCS – Congress Heights ELA Proficiency: Grades 3-8											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
Black Non-Hispanic	47.9	44.3	53.5	44.0	3 +	41.1	40.6	56.1	44.7	54.1	47.1
					4 +	15.1	16.6	24.5	19.6	23.0	22.1
	142		129		n-size	146		139		135	
Students with Disabilities	8.3	20.3	10.5	21.0	3 +	18.8	13.3	7.1	17.4	7.7	19.0
					4 +	6.2	4.2	0	5.6	0	6.4
	24		19		n-size	16		14		13	
Econ Dis	47.9	42.8	53.5	42.1	3 +	41.1	38.2	56.1	43.4	53.7	48.7
					4 +	15.1	14.2	24.5	18.3	22.8	23.9
	142		129		n-size	146		139		136	
At Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	51.1	36.8	55.0	39.9
					4 +			21.1	13.4	26.2	16.0
					n-size			90		80	
Male	45.7	44.3	50.7	44.8	3 +	42.9	41.9	52.8	45.0	48.6	47.5
					4 +	19.5	20.4	23.6	22.7	20.0	25.1
	70		69		n-size	77		72		70	
Female	50.0	56.4	56.7	56.2	3 +	39.1	54.6	59.7	58.7	59.1	61.8
					4 +	10.1	29.2	25.4	32.4	25.8	36.7
	72		60		n-size	69		67		66	

Center City PCS – Congress Heights

ELA MGP: Grades 3-8

	2012-13	2013-14	2014-15	2015-16	2016-17
All	59	68	53	51	52
Black Non-Hispanic	59	68	53	51	52
Students with Disabilities	61	63	54	59	42
Economically Disadvantaged	59	68	53	51	52
Male	63	72	53	48	46
Female	56	62	53	54	58

Center City PCS – Congress Heights

Early Childhood Targets: Literacy

Year	Measure	Result
2012-13	60% of prekindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment. Floor – 60 Target – 100	95.0%
	60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. Floor – 60 Target – 100	72.0%
	K-2 mCLASS Text Reading Comprehension assessment (Achievement) Floor – 60 Target – 100	70.0%
	K-2 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Floor – 60 Target – 100	73.0%

	Center City PCS – Congress Heights	
	Early Childhood Targets: Literacy	
Year	**Measure**	**Result**
2013-14	PK Literacy - Every Child Ready Floor – 60 Target – 100	100%
	K-2 Reading – NWEA MAP Floor – 30 Target – 70	73.1%
	K-1 mCLASS Text Reading Comprehension Grade 2 NWEA MAP Floor – 50 Target – 90	73.1%
2014-15	PK Literacy - Every Child Ready	95.2% of students met or exceeded the publisher's growth expectations.
	K-2 Reading – NWEA MAP	Typical growth - 74.1
2015-16	PK Literacy - Every Child Ready	90.0% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 43.5
2016-17	PK Literacy - Every Child Ready	96.3% of students met or exceeded the publisher's expectations.

Center City PCS – Congress Heights		
Early Childhood Targets: Literacy		
Year	**Measure**	**Result**
	K-2 Reading – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 55.0

Petworth Campus

Petworth's proficiency rates on the state assessment are generally at or above the state average over the course of the five-year period, except for English Learners, who scored below the state average for the past two years. Its median growth percentile has also consistently been at or above 50, meaning that its students are growing at the same rate or faster than students with similar starting scores at other schools in DC. The MGP for all students rose to 60 in SY 2016-17 from 57 in SY 2015-16. The campus met its early childhood expectations in school year 2013-14.

Center City PCS – Petworth												
ELA Proficiency: Grades 3-8												
Subgroup	**2012-2013 DC CAS**		**2013-2014 DC CAS**			**2014-2015 PARCC**		**2015-2016 PARCC**		**2016-2017 PARCC**	
	School	State	School	State		School	State	School	State	School	State
All	57.9	50.3	54.0	50.5	3 +	57.4	48.2	60.3	51.8	58.7	54.6
					4 +	23.6	24.8	31.9	27.5	33.6	30.9
	140		*137*		*n-size*	*148*		*141*		*143*	
Black Non-Hispanic	65.2	44.3	53.2	44.0	3 +	55.9	40.6	66.7	44.7	55.8	47.1
					4 +	26.5	16.6	33.3	19.6	32.7	22.1
	69		*62*		*n-size*	*68*		*54*		*52*	

Center City PCS – Petworth
ELA Proficiency: Grades 3-8

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
Hispanic	50.7	52.6	53.5	50.2	3 +	57.7	49.4	54.9	52.1	62.0	56.2
					4 +	20.5	21.4	30.5	25.3	34.2	29.3
	67		71		n-size	78		82		79	
English Learners	45.2	41.3	38.8	38.4	3 +	41.7	34.6	20.0	38.4	10.0	42.6
					4 +	0	11.7	6.7	14.7	0	17.6
	62		49		n-size	12		15		20	
Students with Disabilities	37.0	20.3	21.7	21	3 +	26.7	13.3	18.8	17.4	18.2	19.0
					4 +	0	4.2	0	5.6	0	6.4
	27		23		n-size	15		16		22	
Econ Dis	57.9	42.8	54.0	42.1	3 +	52.3	38.2	57.3	43.4	54.9	48.7
					4 +	20.0	14.2	32.5	18.3	32.8	23.9
	140		137		n-size	65		117		122	
At Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	44.0	36.8	41.4	39.9
					4 +			24.0	13.4	27.6	16.0
					n-size			50		58	
Male	54.5	44.3	49.2	44.8	3 +	51.7	41.9	58.1	45.0	41.7	47.5
					4 +	15.5	20.4	27.4	22.7	20.0	25.1
	66		59		n-size	58		62		60	
Female	60.8	56.4	57.7	56.2	3 +	61.1	54.6	62.0	58.7	71.1	61.8
					4 +	28.9	29.2	35.4	32.4	43.4	36.7
	74		78		n-size	90		79		83	

Center City PCS – Petworth

ELA MGP: Grades 3-8

	2012-13	2013-14	2014-15	2015-16	2016-17
All	59.8	58.3	52	57	60
Black Non-Hispanic	59.0	61.7	53	57	59
Hispanic	61.6	52.9	49	56	59
English Learners	60.3	50.6	n<10	n<10	55
Students with Disabilities	61.6	64.0	54	60	57
Economically Disadvantaged	58.6	58.3	54	63	61
Male	60.5	52.2	47	53	51
Female	59.0	62.5	54	59	66

Center City PCS – Petworth

Early Childhood Targets: Literacy

Year	Measure	Result
2012-13	60% of prekindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment. Floor – 60 Target – 100	94.0%
	60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. Floor – 60 Target – 100	97.0%
	K-2 mCLASS Text Reading Comprehension assessment (Achievement) Floor – 60 Target – 100	94.0%
	K-2 Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	87.0%

Center City PCS – Petworth Early Childhood Targets: Literacy		
Year	**Measure**	**Result**
	Floor – 60 Target – 100	
2013-14	PK Literacy - Every Child Ready Floor – 60 Target – 100	78.3%
	K-2 Reading – NWEA MAP Floor – 30 Target – 70	72.2%
	K-1 mCLASS Text Reading Comprehension Grade 2 NWEA MAP Floor – 50 Target – 90	72.2%
2014-15	PK Literacy - Every Child Ready	100% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP	Typical growth - 62.1
2015-16	PK Literacy - Every Child Ready	94.7% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 45.0
2016-17	PK Literacy - Every Child Ready	84.6% of students met or exceeded the publisher's expectations.

Center City PCS – Petworth
Early Childhood Targets: Literacy

Year	Measure	Result
	K-2 Reading – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 46.0

Shaw Campus

Shaw's proficiency rates on the state assessment were below the state average in 2015-16 but improved to be above the state average in 2016-17. Its median growth percentile has also consistently been at or above 50, meaning that its students are growing at the same rate or faster than students with similar starting scores at other schools in DC. The campus met its early childhood expectations in school year 2013-14.

Center City PCS – Shaw											
ELA Proficiency: Grades 3-8											
Subgroup	**2012-2013 DC CAS**		**2013-2014 DC CAS**			**2014-2015 PARCC**		**2015-2016 PARCC**		**2016-2017 PARCC**	
	School	State	School	State		School	State	School	State	School	State
All	40.5	50.0	50.3	50.5	3 +	52.8	48.2	58.7	51.8	68.1	54.6
					4 +	16.9	24.8	25.2	27.5	32.6	30.9
	126		147		n-size	142		143		141	
Black Non-Hispanic	39.1	44.0	48.0	44.0	3 +	41.1	40.6	49.5	44.7	54.5	47.1
					4 +	11.6	16.6	20.0	19.6	24.7	22.1
	87		98		n-size	95		95		77	
Hispanic	43.6	53.0	54.2	50.2	3 +	76.3	49.4	77.8	52.1	86.0	56.2
					4 +	28.9	21.4	33.3	25.3	40.4	29.3
	39		48		n-size	38		45		57	

Center City PCS – Shaw
ELA Proficiency: Grades 3-8

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
English Learners	32.4	41.0	34.6	38.4	3 +	54.5	34.6	N/A	38.4	61.5	42.6
					4 +	0	11.7	N/A	14.7	23.1	17.6
	34		26		n-size	11		n < 10		13	
Students with Disabilities	8.7	20.0	32.0	21.0	3 +	25.9	13.3	33.3	17.4	23.5	19
					4 +	3.7	4.2	5.6	5.6	0	6.4
	23		25		n-size	27		18		17	
Econ Dis	40.5	43.0	50.3	42.1	3 +	47.4	38.2	59.5	43.4	66.4	48.7
					4 +	10.5	14.2	24.6	18.3	30.5	23.9
	126		147		n-size	76		126		131	
At Risk	N/A	N/A	N/A	N/A	3 +			50.0	36.8	67.1	39.9
					4 +	N/A	N/A	21.4	13.4	30.4	16.0
					n-size			70		79	
Male	34.3	44.0	42.0	44.8	3 +	39.4	41.9	46.5	45.0	69.7	47.5
					4 +	16.9	20.4	22.5	22.7	37.9	25.1
	67		81		n-size	71		71		66	
Female	47.5	56	60.6	56.2	3 +	66.2	54.6	70.8	58.7	66.7	61.8
					4 +	16.9	29.2	27.8	32.4	28.0	36.7
	59		66		n-size	71		72		75	

Center City PCS – Shaw

ELA MGP: Grades 3-8

	2012-13	2013-14	2014-15	2015-16	2016-17
All	60.0	67.4	59	58	57
Black Non-Hispanic	61.4	66	59	55	54
Hispanic	63.6	70	61	70	64
English Learners	65.2	69	65	n<10	n<10
Students with Disabilities	64.8	68	55	53	51
Economically Disadvantaged	60.8	67	59	60	58
Male	65.0	63	56	52	56
Female	58.0	72	65	65	60

Center City PCS – Shaw

Early Childhood Targets: Literacy

Year	Measure	Result
2012-13	60% of prekindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment. Floor – 60 Target – 100	100%
	60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. Floor – 60 Target – 100	64.0%
	K-2 mCLASS Text Reading Comprehension assessment (Achievement) Floor – 60 Target – 100	57.0%

Center City PCS – Shaw		
Early Childhood Targets: Literacy		
Year	**Measure**	**Result**
2013-14	K-2 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Floor – 60 Target – 100	72.0%
	PK Literacy - Every Child Ready Floor – 60 Target – 100	61.1%
	K-2 Reading – NWEA MAP Floor – 30 Target – 70	56.9%
	K-1 mCLASS Text Reading Comprehension Grade 2 NWEA MAP Floor – 50 Target – 90	56.9%
2014-15	PK Literacy - Every Child Ready	75.0% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP	Typical growth - 58.3
2015-16	PK Literacy - Every Child Ready	90.0% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 50.0
2016-17	PK Literacy - Every Child Ready	84% of students met or exceeded the publisher's expectations.

Center City PCS – Shaw		
Early Childhood Targets: Literacy		
Year	Measure	Result
	K-2 Reading – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 41.0

Trinidad Campus

Trinidad's proficiency rates on the state assessment are below the state average over the course of the five-year period. Its median growth percentile was also below 50 for all subgroups except females in SY 2016-17. The campus met its early childhood expectations in school year 2013-14.

Center City PCS – Trinidad										
ELA Proficiency: Grades 3-8										
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	35.6	50.3	36.1	50.5	3 +	30.2	48.2	35.9	51.8	39.4	54.6
					4 +	10.7	24.8	13.7	27.5	19.2	30.9
	135		133		n-size	149		117		99	
Black Non-Hispanic	34.1	44.3	35.4	44.0	3 +	29.5	40.6	36.0	44.7	40.2	47.1
					4 +	10.3	16.6	14.0	19.6	19.5	22.1
	132		130		n-size	146		114		87	
Students with Disabilities	23.5	20.3	0	21.0	3 +	5.0	13.3	18.8	17.4	0	19
					4 +	0	4.2	0	5.6	0	6.4
	17		23		n-size	20		16		14	

Center City PCS – Trinidad

ELA Proficiency: Grades 3-8

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
Econ Dis	35.6	42.8	36.1	42.1	3 +	30.2	38.2	36.2	43.4	39.4	48.7
					4 +	10.7	14.2	13.8	18.3	19.2	23.9
	135		133		n-size	149		116		99	
At Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	34.7	36.8	38.8	39.9
					4 +			12.5	13.4	22.4	16.0
					n-size			72		67	
Male	30.4	44.3	33.3	44.8	3 +	26.0	41.9	33.3	45.0	32.1	47.5
					4 +	13.0	20.4	15.0	22.7	17.9	25.1
	69		69		n-size	77		60		56	
Female	40.9	56.4	39.1	56.2	3 +	34.7	54.6	38.6	58.7	48.8	61.8
					4 +	8.3	29.2	12.3	32.4	20.9	36.7
	66		64		n-size	72		57		43	

Center City PCS – Trinidad

ELA MGP: Grades 3-8

	2012-13	2013-14	2014-15	2015-16	2016-17
All	45	42	39	39	49
Black Non-Hispanic	44	42	39	40	49
Students with Disabilities	50	46	26	27	37
Economically Disadvantaged	45	42	39	39	49
Male	40	36	35	33	46

Center City PCS – Trinidad

ELA MGP: Grades 3-8

	2012-13	2013-14	2014-15	2015-16	2016-17
Female	53	51	41	43	51

Center City PCS – Trinidad

Early Childhood Targets: Literacy

Year	Target	Met Target?
2012-13	60% of prekindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment. Floor – 60 Target – 100	100%
	60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment. Floor – 60 Target – 100	64.0%
	K-2 mCLASS Text Reading Comprehension assessment (Achievement) Floor – 60 Target – 100	57.0%
	K-2 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Floor – 60 Target – 100	72.0%
2013-14	PK Literacy - Every Child Ready Floor – 60 Target – 100	94.4%
	K-2 Reading – NWEA MAP Floor – 30 Target – 70	72.7%

	Center City PCS – Trinidad **Early Childhood Targets: Literacy**	
Year	**Target**	**Met Target?**
	K-1 mCLASS Text Reading Comprehension Grade 2 NWEA MAP Floor – 50 Target – 90	72.7%
2014-15	PK Literacy - Every Child Ready	94.7% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP	Typical growth - 59.6
2015-16	PK Literacy - Every Child Ready	85.0% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 49.0
2016-17	PK Literacy - Every Child Ready	50% of students met or exceeded the publisher's expectations.
	K-2 Reading – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 65.0

Math

<u>Brightwood Campus</u>

The Brightwood's proficiency rates on the state assessment were above the state average except for English Learners and Students with Disabilities. Its median growth percentile was above 50 before SY 2016-17. In this year most of the subgroups had MGPs under 50. Students with Disabilities had the lowest growth with an MGP of 30. The campus met its early childhood expectations in school year 2013-14.

Center City PCS – Brightwood Math Proficiency: Grades 3-8											
Subgroup	**2012-2013 DC CAS**		**2013-2014 DC CAS**			**2014-2015 PARCC**		**2015-2016 PARCC**		**2016-2017 PARCC**	
	School	State	School	State		School	State	School	State	School	State
All	68.6	54.4	66.9	55.5	3 +	62.7	49.8	63.3	51.5	69.4	53.6
					4 +	32.4	23.8	30.2	27.3	34.7	28.8
	137		139		n-size	142		139		144	
Black Non-Hispanic	74.2	48.3	75.0	48.9	3 +	74.5	42.3	70.9	43.6	81.5	45.6
					4 +	47.1	16.6	34.5	19.4	46.2	20.1
	62		56		n-size	51		55		65	
Hispanic	63.0	59.8	60.5	59.3	3 +	56.1	51.5	57.3	53.8	58.4	56.0
					4 +	24.4	21.0	26.8	25.0	24.7	27.9
	73		81		n-size	82		82		77	
English Learners	56.2	51.6	47.7	50.9	3 +	18.2	43.8	28.6	45.1	35.3	47.9
					4 +	4.5	16.6	0	21.1	17.6	23.1
	64		65		n-size	22		21		17	

Center City PCS – Brightwood

Math Proficiency: Grades 3-8

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
Students with Disabilities	30.0	25.3	23.5	26.5	3 +	6.2	15.8	11.8	20.3	7.1	21.3
					4 +	0	4.2	5.9	7.2	7.1	7.6
	20		17		n-size	16		17		14	
Econ Dis	68.6	47.7	66.9	48.0	3 +	57.1	41	65.7	43.4	69.8	47.7
					4 +	26.5	15.2	31.3	18.9	33.3	22.5
	137		139		n-size	49		99		126	
At Risk	N/A	N/A	N/A	N/A	3 +			54.1	37.0	58.3	39.0
					4 +	N/A	N/A	10.8	14.7	20.8	15.7
					n-size			37		48	
Male	66.2	52.0	56.2	53.1	3 +	52.2	47.3	52.7	49.1	60.5	50.8
					4 +	19.4	22.9	16.2	26.0	25.0	27.4
	65		64		n-size	67		74		76	
Female	70.8	56.9	76.0	58.0	3 +	72.0	52.3	75.4	53.8	79.4	56.4
					4 +	44.0	24.7	46.2	28.6	45.6	30.3
	72		75		n-size	75		65		68	

Center City PCS – Brightwood

Math MGP: Grades 3-8

	2012-13	2013-14	2014-15	2015-16	2016-17
All	76	63	51	52	50
Black Non-Hispanic	79	65	59	55	52
Hispanic	71	59	48	51	49
English Learners	72	54	49	62	49
Students with Disabilities	61	44	50	53	30
Economically Disadvantaged	74	63	47	50	53
Male	71	57	45	48	49
Female	78	66	57	55	54

Center City PCS – Brightwood

Early Childhood Targets: Math

Year	Measure	Result
2012-13	No math Targets	N/A
2013-14	PK Math - Every Child Ready Floor – 30 Target – 70	100%
	K-2 Math – NWEA MAP Floor – 50 Target – 90	94.9%

Center City PCS – Brightwood		
Early Childhood Targets: Math		
Year	**Measure**	**Result**
2014-15	PK Math - Every Child Ready	100% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP	Typical growth - 87.5
2015-16	PK Math - Every Child Ready	100% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 61.0
2016-17	PK Math - Every Child Ready	86.8% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 73.0

Capitol Hill Campus

Capitol Hill's proficiency rates on the state assessment were below the state average. Its median growth percentile improved in SY2016-17. Each subgroup had an MGP greater than 50 which indicates that its students are growing at the same rate or faster than students with similar starting scores at other schools in DC. The campus met its early childhood expectations in school year 2013-14.

Center City PCS – Capitol Hill												
Math Proficiency: Grades 3-8												
Subgroup	**2012-2013 DC CAS**		**2013-2014 DC CAS**			**2014-2015 PARCC**		**2015-2016 PARCC**		**2016-2017 PARCC**	
	School	State	School	State		School	State	School	State	School	State
All	39.7	54.4	42.2	55.5	3 +	28.1	49.8	40.3	51.5	47.3	53.6
					4 +	6.8	23.8	13.4	27.3	16.0	28.8
	126		135		n-size	146		134		131	
Black Non-Hispanic	39.2	48.3	42.2	48.9	3 +	27.6	42.3	38.9	43.6	47.5	45.6
					4 +	6.9	16.6	13.0	19.4	15.6	20.1
	125		135		n-size	145		131		122	
Students with Disabilities	23.1	25.3	16.7	26.5	3 +	0	15.8	6.7	20.3	21.7	21.3
					4 +	0	4.2	6.7	7.2	4.3	7.6
	26		24		n-size	23		15		23	
Econ Dis	39.7	47.7	42.2	48	3 +	30.1	41	38.6	43.4	47.3	47.7
					4 +	3.6	15.2	14.8	18.9	16.0	22.5
	126		135		n-size	83		88		131	
At Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	37.5	37.0	41.7	39.0
					4 +			11.1	14.7	13.9	15.7
					n-size			72		72	
Male	35.5	52.0	41.9	53.1	3 +	27.6	47.3	35.6	49.1	50.0	50.8
					4 +	9.2	22.9	10.2	26.0	8.9	27.4
	62		74		n-size	76		59		56	

Center City PCS – Capitol Hill

Math Proficiency: Grades 3-8

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
Female	43.8	56.9	42.6	58.0	3 +	28.6	52.3	44.0	53.8	45.3	56.4
					4 +	4.3	24.7	16.0	28.6	21.3	30.3
	64		61		n-size	70		75		75	

Center City PCS – Capitol Hill

Math MGP: Grades 3-8

	2012-13	2013-14	2014-15	2015-16	2016-17
All	50.9	48	50	61	57
Black Non-Hispanic	50.6	48	50	60	57
Students with Disabilities	46.4	46	41	45	54
Economically Disadvantaged	48.4	48	51	59	56
Male	51.1	45	49	55	52
Female	50.8	49	51	64	59

Center City PCS – Capitol Hill

Early Childhood Targets: Math

Year	Measure	Result
2012-13	No math Targets	N/A
2013-14	PK Math - Every Child Ready Floor – 30 Target – 70	66.7%

Center City PCS – Capitol Hill Early Childhood Targets: Math		
Year	**Measure**	**Result**
	K-2 Math – NWEA MAP Floor – 50 Target – 90	84.5%
2014-15	PK Math - Every Child Ready	84.2% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP	Typical growth - 71.9
2015-16	PK Math - Every Child Ready	90.5% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in math proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 54.0
2016-17	PK Math - Every Child Ready	95% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in math proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile:50.0

Congress Heights Campus

Congress Heights' proficiency rates on the state assessment were below or at the state average. All of the subgroups with the exception of Students with Disabilities had an MGP greater than 50. The campus met its early childhood expectations in school year 2013-14.

Center City PCS – Congress Heights												
Math Proficiency: Grades 3-8												
Subgroup	**2012-2013 DC CAS**		**2013-2014 DC CAS**			**2014-2015 PARCC**		**2015-2016 PARCC**		**2016-2017 PARCC**	
	School	State	School	State		School	State	School	State	School	State
All	47.9	54.4	58.1	55.5	3 +	49.3	49.8	52.9	51.5	51.1	53.6
					4 +	21.2	23.8	17.4	27.3	21.5	28.8
	142		*129*		*n-size*	*146*		*138*		*135*	
Black Non-Hispanic	47.9	48.3	58.1	48.9	3 +	49.3	42.3	52.9	43.6	51.5	45.6
					4 +	21.2	16.6	17.4	19.4	21.6	20.1
	142		*129*		*n-size*	*146*		*138*		*134*	
Students with Disabilities	12.5	25.3	21.1	26.5	3 +	12.5	15.8	14.3	20.3	15.4	21.3
					4 +	0	4.2	0	7.2	7.7	7.6
	24		*19*		*n-size*	*16*		*14*		*13*	
Econ Dis	47.9	47.7	58.1	48.0	3 +	49.3	41.0	52.9	43.4	51.1	47.7
					4 +	21.2	15.2	17.4	18.9	21.5	22.5
	142		*129*		*n-size*	*146*		*138*		*135*	
At Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	46.1	37.0	48.8	39.0
					4 +			14.6	14.7	20.0	15.7
					n-size			89		80	
Male	51.4	52	58	53.1	3 +	44.2	47.3	52.8	49.1	53.6	50.8
					4 +	27.3	22.9	19.4	26.0	26.1	27.4
	70		*69*		*n-size*	*77*		*72*		*69*	
Female	44.4	56.9	58.3	58.0	3 +	55.1	52.3	53.0	53.8	48.5	56.4
					4 +	14.5	24.7	15.2	28.6	16.7	30.3
	72		*60*		*n-size*	*69*		*66*		*66*	

Center City PCS – Congress Heights

Math MGP: Grades 3-8

	2012-13	2013-14	2014-15	2015-16	2016-17
All	53	63	52	46	54
Black Non-Hispanic	53	63	52	46	54
Students with Disabilities	36	41	41	44	49
Economically Disadvantaged	53	63	52	46	54
Male	57	66	52	45	53
Female	48.4	61	57	50	53

Center City PCS – Congress Heights

Early Childhood Targets: Math

Year	Measure	Result
2012-13	No math Targets	N/A
2013-14	PK Math - Every Child Ready Floor – 30 Target – 70	100%
	K-2 Math – NWEA MAP Floor – 50 Target – 90	97.0%
2014-15	PK Math - Every Child Ready	100% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP	Typical growth - 72.8
2015-16	PK Math - Every Child Ready	100% of students met or exceeded the publisher's expectations.

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Early Childhood Targets: Math</td></tr>
<tr><td>Year</td><td>Measure</td><td>Result</td></tr>
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<td>K-2 Math – NWEA MAP

A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in math proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.</td>
<td>Median conditional growth percentile: 52.5</td>
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<td>PK Math - Every Child Ready</td>
<td>96.3% of students met or exceeded the publisher's expectations.</td>
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<td>K-2 Math – NWEA MAP

A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in math proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.</td>
<td>Median conditional growth percentile: 57.0</td>
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Petworth Campus

Petworth's proficiency rates on the state assessment were below the state average. However, in SY 2016-17 its median growth percentile was greater than 50 for every subgroup except Males and Students with Disabilities meaning that these students were growing at the same rate or faster than students with similar starting scores at other schools in DC. The campus met its early childhood expectations in school year 2013-14.

Center City PCS – Petworth / Math Proficiency: Grades 3-8												

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Math Proficiency: Grades 3-8</td></tr>
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<td rowspan="2">63.8</td><td rowspan="2">54.4</td>
<td rowspan="2">53.2</td><td rowspan="2">55.5</td>
<td>3 +</td>
<td>54.7</td><td>49.8</td>
<td>58.9</td><td>51.5</td>
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<td>20.9</td><td>23.8</td>
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<td><i>148</i></td><td></td>
<td><i>141</i></td><td></td>
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	Center City PCS – Petworth Math Proficiency: Grades 3-8										
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
Black Non-Hispanic	63.8	48.3	43.5	48.9	3 +	47.1	42.3	44.4	43.6	44.2	45.6
					4 +	17.6	16.6	24.1	19.4	15.4	20.1
	69		62		n-size	68		54		52	
Hispanic	61.8	59.8	60.3	59.3	3 +	60.3	51.5	67.1	53.8	60.8	56.0
					4 +	23.1	21.0	24.4	25.0	27.8	27.9
	68		73		n-size	78		82		79	
English Learners	63.5	51.6	47.1	50.9	3 +	25.0	43.8	26.7	45.1	25.0	47.9
					4 +	0	16.6	0	21.1	5.0	23.1
	63		51		n-size	12		15		20	
Students with Disabilities	40.7	25.3	34.8	26.5	3 +	6.7	15.8	6.2	20.3	13.6	21.3
					4 +	6.7	4.2	6.2	7.2	4.5	7.6
	27		23		n-size	15		16		22	
Econ Dis	63.8	47.7	53.2	48.0	3 +	46.2	41.0	58.1	43.4	53.3	47.7
					4 +	13.8	15.2	23.1	18.9	23.0	22.5
	141		139		n-size	65		117		122	
At Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	44.0	37.0	41.4	39.0
					4 +			10.0	14.7	8.6	15.7
					n-size			50		58	
Male	68.2	52.0	50.0	53.1	3 +	56.9	47.3	62.9	49.1	43.3	50.8
					4 +	20.7	22.9	21.0	26.0	15.0	27.4
	66		60		n-size	58		62		60	
Female	60.0	56.9	55.7	58.0	3 +	53.3	52.3	55.7	53.8	62.7	56.4

Center City PCS – Petworth

Math Proficiency: Grades 3-8

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
					4 +	21.1	24.7	27.8	28.6	28.9	30.3
	75		79		n-size	90		79		83	

Center City PCS – Petworth

Math MGP: Grades 3-8

	2012-13	2013-14	2014-15	2015-16	2016-17
All	67	50	55	66	57
Black Non-Hispanic	68	51	49	63	52
Hispanic	66	50	57	65	58
English Learners	73	n<10	n<10	n<10	54
Students with Disabilities	59	49	45	51	38
Economically Disadvantaged	66	50	46	58	55
Male	66	48	53	62	49
Female	73	52	55	67	62

Center City PCS – Petworth
Early Childhood Targets: Math

Year	Measure	Result
2012-13	No math Targets	N/A
2013-14	PK Math - Every Child Ready Floor – 30 Target – 70	91.3%
	K-2 Math – NWEA MAP Floor – 30 Target – 100	91.7%
2014-15	PK Math - Every Child Ready	100% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP	Typical growth - 74.7
2015-16	PK Math - Every Child Ready	84.2% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in math proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 53.0
2016-17	PK Math - Every Child Ready	79.5% of students met or exceeded the publisher's expectations.

Center City PCS – Petworth		
Early Childhood Targets: Math		
Year	**Measure**	**Result**
	K-2 Math – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in math proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 63.0

Shaw Campus

Shaw's proficiency rates on the state assessment were above the state average in SY 2016-17. Its median growth percentiles have been very high reaching the 60s and 70s range for the majority of subgroups in SYs 2015-16 and 2016-17. The campus met its early childhood expectations in school year 2013-14.

Center City PCS – Shaw												
Math Proficiency: Grades 3-8												
Subgroup	**2012-2013 DC CAS**		**2013-2014 DC CAS**			**2014-2015 PARCC**		**2015-2016 PARCC**		**2016-2017 PARCC**	
	School	State	School	State		School	State	School	State	School	State
All	45.2	54.4	58.5	55.5	3 +	52.1	49.8	67.1	51.5	70.2	53.6
					4 +	20.4	23.8	29.4	27.3	35.5	28.8
	126		147		n-size	142		143		141	
Black Non-Hispanic	44.8	48.3	55.1	48.9	3 +	42.1	42.3	58.9	43.6	57.1	45.6
					4 +	14.7	16.6	25.3	19.4	20.8	20.1
	87		98		n-size	95		95		77	
Hispanic	46.2	59.8	64.6	59.3	3 +	68.4	51.5	82.2	53.8	84.2	56.0
					4 +	31.6	21.0	35.6	25.0	52.6	27.9
	39		48		n-size	38		45		57	

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
English Learners	35.3	51.6	30.8	50.9	3 +	27.3	43.8	N/A	45.1	69.2	47.9
					4 +	18.2	16.6	N/A	21.1	23.1	23.1
	34		*26*		*n-size*	*11*		*n < 10*		*13*	
Students with Disabilities	26.1	25.3	44.0	26.5	3 +	18.5	15.8	44.4	20.3	47.1	21.3
					4 +	7.4	4.2	11.1	7.2	11.8	7.6
	23		*25*		*n-size*	*27*		*18*		*17*	
Econ Dis	45.2	47.7	58.5	48.0	3 +	47.4	41.0	68.3	43.4	69.5	47.7
					4 +	17.1	15.2	29.4	18.9	34.4	22.5
	126		*147*		*n-size*	*76*		*126*		*131*	
At Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	68.6	37.0	69.6	39.0
					4 +			21.4	14.7	32.9	15.7
					n-size			70		79	
Male	41.8	52.0	53.1	53.1	3 +	50.7	47.3	66.2	49.1	66.7	50.8
					4 +	16.9	22.9	31.0	26.0	39.4	27.4
	67		*81*		*n-size*	*71*		*71*		*66*	
Female	49.2	56.9	65.2	58.0	3 +	53.5	52.3	68.1	53.8	73.3	56.4
					4 +	23.9	24.7	27.8	28.6	32.0	30.3
	59		*66*		*n-size*	*71*		*72*		*75*	

Center City PCS – Shaw Math MGP: Grades 3-8					
	2012-13	2013-14	2014-15	2015-16	2016-17
All	56	61	69	72	67
Black Non-Hispanic	58	63	64	69	66
Hispanic	45	56	74	76	68
English Learners	45	43	63	n<10	n<10
Students with Disabilities	58	54	55	70	72
Economically Disadvantaged	56	61	64	67	66
Male	57	62	65	70	65
Female	54	58	71	74	68

Center City PCS – Shaw Early Childhood Targets: Math		
Year	Measure	Result
2012-13	No math Targets	N/A
2013-14	PK Math - Every Child Ready Floor – 30 Target – 70	72.2%
	K-2 Math – NWEA MAP Floor – 30 Target – 100	86.2%

Center City PCS – Shaw		
Early Childhood Targets: Math		
Year	**Measure**	**Result**
2014-15	PK Math - Every Child Ready	85.0% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP	Typical growth - 69.4
2015-16	PK Math - Every Child Ready	100% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in math proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile:68.5
2016-17	PK Math - Every Child Ready	100% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in math proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 72.0

<u>Trinidad Campus</u>

Trinidad's proficiency rates on the state assessment were below the state average during the years considered in this review. Its median growth percentiles have also consistently been below 50 with the exception of Females which had an MGP of 50

in SY 2016-17. The campus met its early childhood expectations in school year 2013-14.

Center City PCS – Trinidad Math Proficiency: Grades 3-8												
Subgroup	**2012-2013 DC CAS**		**2013-2014 DC CAS**			**2014-2015 PARCC**		**2015-2016 PARCC**		**2016-2017 PARCC**	
	School	State	School	State		School	State	School	State	School	State
All	48.1	54.4	37.8	55.5	3 +	38.9	49.8	29.9	51.5	45.9	53.6
					4 +	11.4	23.8	8.5	27.3	19.4	28.8
	135		135		n-size	149		117		98	
Black Non-Hispanic	47.7	48.3	36.4	48.9	3 +	37.7	42.3	29.8	43.6	44.2	45.6
					4 +	11.6	16.6	8.8	19.4	19.8	20.1
	132		132		n-size	146		114		86	
Students with Disabilities	11.8	25.3	13.0	26.5	3 +	5.0	15.8	0	20.3	14.3	21.3
					4 +	0	4.2	0	7.2	0	7.6
	17		23		n-size	20		16		14	
Econ Dis	48.1	47.7	37.8	48.0	3 +	38.9	41.0	30.2	43.4	45.9	47.7
					4 +	11.4	15.2	8.6	18.9	19.4	22.5
	135		135		n-size	149		116		98	
At Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	31.9	37.0	47.0	39.0
					4 +			9.7	14.7	18.2	15.7
					n-size			72		66	
Male	50.7	52.0	38.0	53.1	3 +	40.3	47.3	35.0	49.1	49.1	50.8
					4 +	16.9	22.9	11.7	26.0	20.0	27.4
	69		71		n-size	77		60		55	
Female	45.5	56.9	37.5	58.0	3 +	37.5	52.3	24.6	53.8	41.9	56.4
					4 +	5.6	24.7	5.3	28.6	18.6	30.3
	66		64		n-size	72		57		43	

Center City PCS – Trinidad Math MGP: Grades 3-8					
	2012-13	2013-14	2014-15	2015-16	2016-17
All	49	42	48	33	47
Black Non-Hispanic	49	42	45	36	49
Students with Disabilities	28	36	41	38	47
Economically Disadvantaged	46	43	48	34	48
Male	45	38	47	32	46
Female	55	46	47	38	50

Center City PCS – Trinidad Early Childhood Targets: Math		
Year	Measure	Result
2012-13	No math Targets	N/A
2013-14	PK Math - Every Child Ready Floor – 30 Target – 70	88.9%
	K-2 Math – NWEA MAP Floor – 30 Target – 100	86.4%

Center City PCS – Trinidad		
Early Childhood Targets: Math		
Year	**Measure**	**Result**
2014-15	PK Math - Every Child Ready	94.7% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP	Typical growth - 66.7
2015-16	PK Math - Every Child Ready	95.0% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in math proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile: 58.0
2016-17	PK Math - Every Child Ready	92.9% of students met or exceeded the publisher's expectations.
	K-2 Math – NWEA MAP A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in math proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile:71.0

School Environment Measures

School environment measures include in-seat attendance, re-enrollment, and CLASS scores. These measures are designed to show the school's climate and parent satisfaction.

The ISA rates are either above or slightly below the charter sector averages at all of the campuses.

Center City PCS – In-Seat Attendance										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
Brightwood	97.5%		94.6%		95.8%		97.8%		97.0%	
Capitol Hill	95.6%		91.2%		91.1%		90.5%		92.7%	
Congress Heights	94.7%	92.3%	91.8%	92.8%	92.2%	93.1%	92.9%	93.0%	93.3%	92.8%
Petworth	97.5%		94.4%		94.5%		94.6%		94.5%	
Shaw	97.1%		92.2%		92.3%		93.5%		92.4%	
Trinidad	95.6%		91.7%		91.0%		90.3%		94.1%	

Re-enrollment

The re-enrollment rates were significantly below the charter sector average at Capitol Hill and Trinidad during the last two years. The rates at Congress Heights, Petworth and Shaw were below the sector average but within ten percentage points of it. Brightwood was the only campus that has a higher re-enrollment rate than the sector average last year with 95.9% of the students who were eligible to re-enroll deciding to come back.

Center City PCS – Re-enrollment Rates								
	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
Brightwood	90.8%		94.3%		89.7%		95.9%	
Capitol Hill	77.4%	82.3%	78.3%	83.2%	67.5%	81.5%	69.2%	82.8%
Congress Heights	81.7%		87.1%		80.2%		82.2%	

Center City PCS – Re-enrollment Rates								
	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
Petworth	84.3%		89.7%		89.6%		88.1%	
Shaw	89.6%		84.2%		83.1%		83.4%	
Trinidad	71.4%		83.2%		72.8%		63.5%	

Classroom Assessment Scoring System (CLASS)
Brightwood's CLASS scores were above the sector average each year in every domain. The other campuses were close to the sector average sometimes going above and sometimes slightly below. Most campuses, notably Petworth and Trinidad, showed improvement each year of the assessment.

Year	Domain	Brightwood	Capitol Hill	Congress Heights	Petworth	Shaw	Trinidad	Charter Sector
Center City PCS – CLASS Results								
2013-14	Emotional Support	6.1	6.0	5.8	5.8	5.5	5.7	5.7
2014-15		6.4	6.1	6.0	5.9	6.3	5.1	5.9
2015-16		6.7	5.0	5.8	5.9	5.9	5.4	6.0
2016-17		6.4	5.5	5.9	6.2	5.9	6.1	6.1
2013-14	Classroom Organization	5.9	5.7	5.7	5.8	5.1	5.5	5.2
2014-15		6.4	5.8	5.8	5.8	6.1	5.3	5.5
2015-16		6.6	5.3	6.4	6.0	5.8	5.7	5.9
2016-17		6.1	5.5	5.4	6.6	6.2	5.8	5.8
2013-14	Instructional Support	3.4	3.4	3.9	2.3	3.0	2.6	2.5
2014-15		4.7	3.4	4.7	2.9	2.9	2.9	2.8
2015-16		4.4	3.0	3.4	2.5	2.5	3.1	3.1
2016-17		3.2	3.2	3.1	4.3	3.6	3.6	3.0

Qualitative Site Review (QSR) Outcomes

In spring 2017, in anticipation of this charter review, DC PCSB conducted a QSR of each Center City PCS campus.[11] QSRs assess the extent to which a school is meeting its mission and goals. Across all six campuses, DC PCSB observed evidence that the school is meeting its mission, with the Brightwood campus performing the most strongly in this area. At the Capitol Hill and Shaw campuses, DC PCSB observed that in middle school classes, behavior issues interfered with the lessons, while the elementary students had fewer behavior issues, resulting in stronger academic programming.

In QSRs, each observation is assigned an Unsatisfactory, Basic, Proficient, or Distinguished rating in two domains: Classroom Environment[12] and Instruction.[13] The table below details the percentage of classrooms at each Center City PCS campus that were rated proficient or distinguished in each domain. Of the 38 QSRs conducted by DC PCSB in 2016-17, Center City PCS's Brightwood, Congress Heights, and Trinidad campuses were among the top 25% of performers in the classroom environment domain, with the Brightwood and Shaw campuses achieving among the highest scores in the instruction domain.

2016-17 QSR Outcomes: % of Classrooms Rated Proficient or Distinguished in the Domain		
Campus	**Classroom Environment**	**Instruction**
Brightwood	83%	85%
Capitol Hill	77%	67%
Congress Heights	85%	66%
Petworth	75%	67%
Shaw	79%	85%
Trinidad	84%	73%

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[11] See Center City PCS QSR Reports, attached to this report as Appendix D.

[12] To assess classroom environment, DC PCSB observes whether teachers (a) create an environment of respect and rapport; (b) establish a culture for learning; (c) manage classroom procedures; and (d) manage student behavior

[13] To assess instruction, DC PCSB observes how teachers (a) communicate with students; (b) use questioning/prompts and discussion techniques; (c) engage students in learning; and (d) use assessment for instruction.

Center City PCS campuses were above average overall when compared to other K through eight schools that received a QSR in 2016-17. The average rating across 30 K through eight campuses was 75% in the Classroom Environment Domain and 69% in the Instruction Domain. Center City PCS – Brightwood had the highest number of Distinguished observations.

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 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."[14] The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school's compliance with various requirements from 2012-13 to the time of this report's publication.

Compliance Item	Description	School's Compliance Status 2012-13 to Present[15]
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 2012-13
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[16] and the school must distribute such policies to students and parents.	Compliant since 2012-13
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 4-1501.01—4-1501.11, 38-651.01 – 38-651.12	The SRA requires DC charter schools to maintain the health and safety of its students.[17] To ensure that schools adhere to this clause, DC 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.	Compliant since 2012-13

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[14] D.C. Code § 38.1802.12(c).
[15] See Compliance Reports, attached to this report as Appendix E.
[16] See *Goss v. Lopez*, 419 U.S. 565 (1975).
[17] D.C. Code § 38.1802.04 (c)(4)(A).

Compliance Item	Description	School's Compliance Status 2012-13 to Present[15]
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 2012-13
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2012-13
Facility licenses D.C. Code §§ 47-2851.01-47-2851.20; D.C. Mun. Regs., tit. 14, §§ 14-1400 *et seq*.	A DC charter school must possess all required local licenses.	Compliant since 2012-13
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.	Compliant since 2012-13
Accreditation status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting listed in the SRA or body approved by DC PCSB.	Compliant since 2012-13

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 submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

For SYs 2013-14 and 2014-15, the school did not properly submit all contract documents. However, these contracts were entered into before DC PCSB implemented the current version of the Procurement Contract Submission Policy and it would be impractical for the school to submit these contracts at this time. For SY 2015-16, DC PCSB staff found the school to be in compliance with the Procurement Contract Submission Policy.

Special Education Compliance

Charter schools are required to comply with all federal and local laws regarding students with disabilities, including the Individuals with Disabilities Education Act[18] (IDEA) and Section 504 of the Rehabilitation Act of 1973.[19] The following section summarizes the LEA's IDEA special education compliance from 2013-14 to the present.

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

OSSE monitors charter schools' special education compliance and publishes three primary types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Special Conditions Reports. OSSE's findings regarding special education compliance are summarized below.

(1) Annual Determinations
     As required by federal regulation, OSSE annually analyzes each LEA's compliance with special education compliance indicators and publishes these findings in an Annual Determination report.[20] Each year's report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2016-17, OSSE published its 2014 Annual Determination reports based on the school's 2014-15 performance.

     The LEA's Annual Determination compliance performance is detailed in the table below.[21]

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level[22]
2013	88%	Meets Requirements

[18] 20 U.S.C. §§ 1400 *et seq*. See 20 U.S.C. § 1413(a)(5)*.*
[19] 29 U.S.C. § 794.
[20] As required by 34 CFR § 300.600(c).
[21] See Annual Determination reports, attached to this report as Appendix F.
[22] 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

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level[22]
2014	100%	Meets Requirements
2015	89%	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,[23] 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, [24] which OSSE then uses to determine if an LEA will receive on-site monitoring.[25] LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.[26]

In 2017, OSSE published an on-site Compliance Monitoring Report of Center City PCS based on the school's performance in SY 2016-17.[27] OSSE found the school compliant with all applicable indicators on the report.

On-Site Monitoring Report – LEA-Level Compliance			
Compliance Area	Compliant?	Noncompliant indicators	Corrected?
Least Restrictive Environment	1 of 1 indicator compliant	N/A	N/A

(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

[23] See https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Risk-Based%20Monitoring%20Guidance.pdf.
[24] Part B of IDEA applies to students ages 3-22.
[25] The type of monitoring a 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 schools classified as "high" risk.
[26] If the school were found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to cure the finding.
[27] See 2016-2017 On-Site Monitoring Report Attachments, attached to this report as Appendix G.

On-Site Monitoring Report – LEA-Level Compliance			
Individualized Education Program (IEP)	1 of 1 indicator compliant	N/A	N/A
Data	2 of 2 indicators compliant	N/A	N/A
Dispute Resolution	2 of 2 indicators compliant	N/A	N/A
Fiscal	6 of 6 indicators compliant	N/A	N/A

On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	Compliant?	Noncompliant indicators	Corrected?
Initial Evaluation and Reevaluation	3 of 3 indicators compliant	N/A	N/A
IEP	19 of 19 indicators compliant	N/A	N/A
Least Restrictive Environment	4 of 4 indicators compliant	N/A	N/A

(3) Special Conditions Reports

OSSE submits reports to the U.S. Department of Education's Office of Special Education Programs (OSEP) three times each year,[28] detailing LEAs' compliance in three areas: (1) Initial Evaluation timeliness;[29] (2)

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[28] Prior to SY 2014-15, OSSE conducted reviews quarterly. The data for the special conditions from that timeframe is thus organized across four quarters.

[29] Starting with SY 2017-18, OSSE is no longer under special conditions with OSEP on Initial Evaluations. Moving forward, OSSE will only report on Reevaluation and Secondary Transition in Special Conditions reporting. Initial evaluation data will still be periodically reviewed for compliance and included in Public Reporting for Annual Performance Reports (APRs). For the purposes of this report, Initial Evaluations are included since OSSE reported on this area of compliance in the past.

Reevaluation timeliness; and (3) Secondary Transition requirements (for students age 16 and up). Center City PCS is evaluated in adhering to Initial Evaluation and Reevaluation timeliness, and the outcomes are detailed in the tables below. The school has since cured all identified points of noncompliance.

Special Conditions Reporting Period– April 2012 through March 2013				
	Quarter 1 **(Apr. 1 – June 30)**	**Quarter 2** **(July 1 – Sept. 30)**	**Quarter 3** **(Oct. 1 – Dec.31)**	**Quarter 4** **(Jan. 1 – Mar. 31)**
Initial Evaluation Timeliness	Compliant	Compliant	Compliant	N/A[30]
Reevaluation Timeliness	Compliant	Compliant	N/A	Compliant

Special Conditions Reporting Period– April 2013 through March 2014				
	Quarter 1 **(Apr. 1 – June 30)**	**Quarter 2** **(July 1 – Sept. 30)**	**Quarter 3** **(Oct. 1 – Dec. 31)**	**Quarter 4** **(Jan. 1 – Mar. 31)**
Initial Evaluation Timeliness	N/A	N/A	N/A	N/A
Reevaluation Timeliness	Compliant	Compliant	N/A	Compliant

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[30] Not applicable (N/A) indicates that OSSE did not conduct a review of the school for the listed compliance area during the specified timeframe.

Findings – April 2014 through March 2015			
	August 1 Report (Apr. 1 – June 30)	November 1 Report (July 1 – Sept. 30)	May 1 Report (Oct. 1 – Mar. 31)
Initial Evaluation Timeliness	N/A	N/A	N/A
Reevaluation Timeliness	Compliant	Compliant	N/A

Findings – April 2015 through March 2016			
	August 1 Report (Apr. 1 – June 30)	November 1 Report (July 1 – Sept. 30)	May 1 Report (Oct. 1 – Mar. 31)
Initial Evaluation Timeliness	N/A	N/A	N/A
Reevaluation Timeliness	N/A	N/A	Not compliant

Findings – April 2016 through March 2017			
	August 1 Report (Apr. 1 – June 30)	November 1 Report (July 1 – Sept. 30)	May 1 Report (Oct. 1 – Mar. 31)
Initial Evaluation Timeliness	N/A	N/A	N/A
Reevaluation Timeliness	Compliant	N/A	N/A

Hearing Officer Determination (HOD) Implementation Review

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. The chart below shows all special education administrative due process complaints brought against the school that resulted in a finding of noncompliance by a Hearing Officer.[31]

Transmittal Date[32]	HOD Implementation and Timeliness Status[33]
3/1/2013	Implemented timely
4/1/2014	Implemented timely
7/1/2014	Implemented timely

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[31] HODs are the written decisions issued as a result of a due process complaint that proceeds to hearing. Many other complaints are withdrawn due to settlement or for a host of other reasons. Not all outcomes are required to be tracked and, for this reason, DC PCSB is reporting here only on HODs resulting in finding(s) made against the LEA for the purposes of this report.

[32] This is the date the Office of Dispute Resolution transmits the HOD to the database a few days after the hearing officer has issued a decision.

[33] An HOD may be implemented timely, implemented untimely, or not implemented and is untimely.

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 generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.[34]

DC PCSB presents its review of Center City PCS's financial records below.

SUMMARY OF FINDINGS
Center City PCS has demonstrated adequate fiscal performance. Its financial audit confirms 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.

Center City PCS's first year of operation was Fiscal Year (FY) 2009. The data examined as a part of this review includes the last five years of audited financial data, FY 2012 through FY 2016. During this period, both enrollment and total revenues grew. The school generated surpluses the past two years and had a strong reserve position. Indicators of economic viability for the school are positive. Center City PCS does not warrant any concerns for economic viability or fiscal mismanagement based on the information currently available to DC PCSB.

FINANCIAL OVERVIEW
The following table provides an overview of Center City PCS's financial information over the school's last five years of operations. Between FY 2012 and FY 2016, Center City PCS operated at an essentially steady state, with modest increases in enrollment and revenue (growth of 4% and 9%, respectively). During the same period, the school built a strong Net Asset Position of $8.6 million. Overall, the school exhibited adequate financial results as it continues to grow its program in a fiscally responsible manner.

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[34] See D.C. Code § 38-1802.13(b).

Financial Highlights ($ in 000s)					
	2012	**2013**	**2014**	**2015**	**2016**
Maximum Enrollment[35]	1,785	1,785	1,785	1,785	1,785
Audited Enrollment	1,386	1,405	1,417	1,483	1,438
Total Revenue	$24,544	$24,927	$24,934	$28,318	$26,868
Surplus/(Deficit)[36]	$88	($270)	($586)	$4,189	$2,702
Unrestricted Cash Balances	$2,656	$2,017	$813	$4,956	$7,472
Number of Days of Cash on Hand[37]	41	29	11	76	115
Net Asset Position[38]	$2,561	$2,291	$1,705	$5,894	$8,597
Primary Reserve Ratio[39]	10%	9%	7%	24%	35%

FISCAL MANAGEMENT

Overall fiscal management considers the school's liquidity, debt burden, and cost management. Together, these factors reflect the effectiveness of school leaders and the school's board in managing school finances. The school has shown evidence that it manages operating costs effectively. These areas are discussed further below.

Liquidity

Liquidity refers to the school's ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability.

The first indicator of a school's liquidity is its current ratio.[40] The current ratio measures a school's financial resources available to meet short-term obligations (i.e., those obligations due in the following 12 months). When the current ratio is less than one, the school's ability to meet these obligations is in doubt; we consider a current ratio of greater than 1.0 the "target" of acceptable performance. A current ratio below 0.7 raises concern about the school's liquidity; we consider this the "floor" of acceptable performance.

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[35] 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.
[36] Surplus / (Deficit) is total revenue minus total expenses.
[37] 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.
[38] Net Asset Position equals total assets minus total liabilities.
[39] Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.
[40] A school's current ratio is its current assets divided by current liabilities.

While Center City PCS's current ratio has varied over the last five years, it has been at least 3.2 in the past two years, indicating that the school's short-term liquidity is strong.

The second measure, days of cash on hand, reflects a school's ability to satisfy its financial obligations using only existing cash balances (in the event of unexpected cash delays). Typically, DC PCSB recommends 45 days of cash or more; we consider this the target. Less than 15 days of cash is a liquidity concern; we consider this the floor of acceptable performance.

Center City PCS's days of cash on hand has also varied over the last five years but it has been significantly higher than our target the past two years.

Together these metrics provide evidence of acceptable performance in overall liquidity.

Liquidity							
	Floor	Target	2012	2013	2014	2015	2016
Current Ratio	<0.7	>1.0	1.4	1.2	0.9	3.2	4.9
Number of Days of Cash on Hand	<15	>45	41	29	11	76	115

The final measure of liquidity is solvency,[41] the school's ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders if the school's charter is revoked. DC PCSB reviewed Center City PCS's 2016 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close Center City PCS, we expect that the school would be able to meet its operating obligations. Including estimated closure costs, the school would not have a shortfall in meeting obligations due to vendors and employees. Given the overall financial health of the school, Center City PCS's solvency is not an area of immediate concern.

Debt Burden
As part of the evaluation of a school's long-term viability, DC PCSB considers a school's debt burden. DC PCSB reviews two debt ratios – the debt ratio[42] and the debt service coverage ratio (DSC).[43]

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[41] Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.
[42] Debt Ratio equals the total liabilities divided by the total assets.
[43] 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).

First, the debt ratio measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations. A ratio greater than 0.90 is a cause for concern (the floor for this metric); a ratio less than 0.50 is a signal of financial strength (the target).

Center City PCS's debt ratio has been at manageable levels all five years, achieving the target in the last two years.

Second, the debt service coverage ratio is a measure of surplus available for debt servicing to interest and principal; a low ratio indicates a school's inability to service its debt. For this metric, a ratio less than 1.0 is a cause for concern (the floor), and a ratio above 1.2 is a sign of strength (the target).

The debt service coverage ratio is not applicable because Center City PCS did not have any long-term debt in FY 2016.

There are no concerns around the school's debt burden.

Debt Burden							
	Floor	Target	2012	2013	2014	2015	2016
Debt Ratio	>0.90	<0.50	0.56	0.55	0.58	0.26	0.18
Debt Service Coverage Ratio	<1.0	>1.2	*N/A-metric introduced in FY16*				N/A

Cost Management
The following table provides an overview of the school's spending decisions over the past five years. After operating deficits in FY 2013 and FY 2014, Center City PCS cut expenses in FY 2015, even as enrollment and revenue increased, evidence of a strong cost management focus. Since FY 2012, expenses have decreased 1%, as compared to a 4% growth in revenues. The most significant increase in expenses has been for personnel salaries and benefits, reflecting an investment in human capital. Center City PCS effectively manages costs at the school.

Cost Management ($ in 000s)					
	2012	2013	2014	2015	2016
Salaries and Benefits	$14,242	$15,512	$17,044	$16,354	$16,441
Direct Student Costs	$4,493	$4,367	$2,994	$2,421	$2,225
Occupancy Expenses	$3,221	$3,197	$3,689	$3,582	$3,595

Cost Management ($ in 000s)					
	2012	**2013**	**2014**	**2015**	**2016**
General Expenses[44]	$2,500	$2,121	$1,739	$1,772	$1,905

As a Percent of Expenses						
	2012	**2013**	**2014**	**2015**	**2016**	**FY16 Sector Median**
Salaries and Benefits	58%	62%	67%	68%	68%	61%
Direct Student Costs	18%	17%	12%	10%	9%	11%
Occupancy Expenses	13%	13%	14%	15%	15%	16%
General Expenses	10%	8%	7%	8%	8%	11%

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 Center City 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 or other findings identified. Center City PCS appears to have an adequate internal control environment.

Internal Controls					
	2012	**2013**	**2014**	**2015**	**2016**
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	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	No
Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-	No	No	No	No	No

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[44] 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.

Internal Controls					
	2012	**2013**	**2014**	**2015**	**2016**
compliance could have a direct and material effect on the determination of financial statement amounts.					
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	No	No	No
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 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.	No	No	No	No	No
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	0
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	No	No	No	No	No
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	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	No

ECONOMIC VIABILITY

DC PCSB assesses economic viability through six measures: cash flow, earnings, net assets, reserve balances, and trends in enrollment and revenue. Based on these six criteria, Center City PCS's economic viability is not at risk. See below for further detail.

Operating Results

A school's fiscal operation produces a surplus or deficit each year. DC PCSB recommends a school's revenues should exceed their expenditures. Although

Center City PCS ran deficits in FY 13 and FY 14, the school has since generated healthy surpluses in the following years.

Earnings

DC PCSB reviews earnings before depreciation and amortization (EDBA) [45] separately from the first measure because depreciation is a non-cash expense which impacts the surplus/deficit, but not actual cash flow. Here, Center City only incurred a deficit in one of the previous five years and maintained a surplus each year after.

($ in 000s)	Floor	2012	2013	2014	2015	2016
Surplus/Deficit	<0	$88	($270)	($586)	$4,189	$2,702
Earnings before Depreciation and Amortization	<0	$928	$112	($159)	$4,728	$3,247

Net Asset Position

The net asset position is the accumulation of operating results over time. DC PCSB does not set a target for this ratio, but we do set a floor of $0. Center City PCS has a substantial net asset position, which it grew by 236% between FY 2012 and FY 2016 through operating surpluses.

Primary Reserve Ratio

The primary reserve ratio is the proportion of reserves relative to operating expenditures. Our target is 25%, and our floor is 0%. Center City exceeded our floor each year for this metric.

($ in 000s)	Floor	Target	2012	2013	2014	2015	2016
Net Asset Position	<0	N/A	$2,561	$2,291	$1,705	$5,894	$8,597
Primary Reserve Ratio	<0	>25%	10%	9%	7%	24%	35%

Enrollment and Revenue Trends

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school's ability to attract students and earn DC and federal funds for operations. Stable or growing enrollment and revenue indicate that the school is likely to remain financially stable. Declining enrollment, however, may be a cause for concern.

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

Center City PCS's enrollment and revenues have fluctuated very little over the past five years, reflecting steady operations. It appears likely that the school will be able to continue to attract students, serve the community, and maintain revenues.

Enrollment over Time						
	2012	**2013**	**2014**	**2015**	**2016**	**2017**
Enrollment	1,386	1,405	1,417	1,483	1,438	1,452
Growth in Enrollment	7%	1%	1%	5%	(3%)	1%
Growth in Revenues	8%	1%	0%	14%	(5%)	N/A

Center City PCS 10-Year Review Report

Appendix

A. DC PCSB April 21, 2015 board meeting minutes

B. Charter Application

C. 5-Year Review

D. QSR Reports

E. Compliance Reports

F. Annual Determination Reports

G. On-Site Monitoring Report Attachments

Appendix A

DC PCSB April 21, 2015 board meeting minutes

DC Public Charter School Board
Meeting Minutes
April 21, 2015
6:30 PM
Meeting Location:
DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Public Hearing

Board Members in attendance: Dr. Darren Woodruff (Chair); Mr. Don Soifer (Vice Chair); Ms. Barbara Nophlin; Ms. Sara Mead; Mr. John "Skip" McKoy; Mr. Scott Pearson (PCSB Executive Director).

Absent: Mr. Rick Cruz.

Dr. Woodruff called the public hearing to order at 6:33 PM.

I.   **Creative Minds International Public Charter School ("Creative Minds PCS") – Expansion**
   A.   Representatives:
      1.   PCSB: Scott Pearson, Executive Director
      2.   Creative Minds PCS: Melanie Bowen, Board Chair
   B.   Discussion:
      • Mr. Pearson testified that Creative Minds PCS seeks to add a middle school program to its existing school, which includes an early childhood program and elementary school. He stated that Creative Minds offers District of Columbia public school students an engaging and rigorous international education plan that provides them with the knowledge and skills required for successful participation in a global society. Creative Minds PCS uses Common Core standards for English Language Arts ("ELA") and Mathematics, and a project- and arts-based international curriculum to foster creativity, self motivation, social and emotional development, international awareness, and academic excellence. Creative Minds PCS embraces an inclusive and holistic philosophy of education.
      • Mr. Pearson invited the representatives from Creative Minds PCS to briefly present their proposal. He stated that the Board will vote on the proposal at the May 18, 2015 Board meeting.
      • Ms. Bowen testified that Creative Minds PCS has been in existence since 2012, serving students from preschool to fifth grade. She stated that Creative Minds PCS has a unique program, with an international curriculum, Common Core-based standards in ELA and Mathematics, arts education and arts integration, and a very inclusive program for all

children. Ms. Bowen stated that Creative Minds PCS has had great success, as shown on its Performance Management Framework ("PMF") results, both academically an in children's social and emotional growth. She stated that Creative Minds PCS would like to continue this program to add a middle school for their wonderful students to continue in a similar program. She concluded by stating that Creative Minds PCS hoped that they would get approved by the Board.

- Dr. Woodruff asked what Creative Minds PCS's anticipated growth with the added grades. Ms. Bowen responded that they would have three classrooms of seventeen students from preschool to eighth grade.
- Dr. Woodruff asked Ms. Bowen to confirm that there would be a total enrollment of 653 students. Ms. Bowen replied that number was accurate.
- Dr. Woodruff asked what the current enrollment is. Ms. Bowen responded that it is 181 students.
- Dr. Woodruff asked if there was any particular discussion or thinking that led Creative Minds PCS to the decision to grow to middle school. Ms. Bowen responded that Creative Minds PCS offers a highly inclusive and international curriculum, two components that are unique in DC. She added that families want their children to continue in a program like theirs, which meets the needs of the whole child. She stated that Creative Minds PCS has had success with their program in general and that it would be good both for DC and Creative Minds PCS students and families.
- Ms. Bowen added that she has been on the board for about a year and one thing that struck her when she joined was the strong parent support from the community. She stated that she has heard a number of inquiries from the community asking Creative Minds PCS about their middle school application. She concluded that the strong community support was one of the motivators for Creative Minds PCS asking for a middle school now.
- Mr. Soifer asked what the implications of the move to the new facility are. Ms. Bowen responded that Creative Minds PCS is now able to expand to a middle school because its new building will have enough space. She stated that the new building was 1.5 miles from the current location and that the parent committee has provided parents with transportation and carpooling information. She added that the new location has much more space both indoors and outdoors so they think it will be great for both the current and proposed middle school students. She reported that, on surveys, 97% of parents indicated that they will enroll in the middle school, regardless of the move, so Creative Minds PCS is not expecting any changes in its enrollment.
- Ms. Bowen added that signing a ten-year lease with a government landlord gave Creative Minds PCS a safe, long-term plan for the facility and allowed them to look at expansion. She added that the lease allows the school to grow at its own pace. There is an total amount of space that Creative Minds PCS is required to take, but can do so at its own pace, which allows for more flexibility in the expansion plan.

- Mr. Pearson asked the Creative Minds PCS representatives to describe what the enrollment ceiling requests for the satellite classrooms are and how the school sees that functioning.
- Ms. Bowen responded that Creative Minds PCS has had great success with serving special needs students at their school and had heard about the satellite program initiative from PCSB. She stated that Creative Minds PCS would be interested in adding a satellite classroom to the existing program so that they can offer it to their families. She stated that the demand for more special education programming has been very high.
- Mr. Pearson asked Ms. Bowen to clarify if Creative Minds PCS would be taking students enrolled in other schools and serving them at Creative Minds PCS classrooms designed for their particular disability or special needs. Ms. Bowen responded that the school would through the satellite classrooms program and the specialty areas that Creative Minds PCS serves. She stated that there have been many questions from the board and from parents, so the decision will be made by the community once they have more information about how the satellite classroom initiative is going to play out. She stated that those enrollment numbers were included in the enrollment ceiling request up front because the program is of such interest.
- Mr. Soifer asked if a good proportion of Creative Minds PCS teachers are special education certified. Ms. Bowen replied, "yes," and stated that many of the teachers are special education certified or have a lot of training. She added that Creative Minds PCS does its own in-house special education training.
- Mr. Soifer noted that a lot of Creative Minds PCS's classroom teachers are dually certified. Ms. Bowen confirmed that there are quite a few teachers who are dually certified. She added that there were more teachers seeking such certification, though it is not a requirement.
- Dr. Woodruff asked if there will be enough room for new students with the additional grades, as opposed to the students continuing from the lower grades.
- Ms. Bowen replied that there will be some seats, but if they are not filled by existing students. She also noted that some of the upper grade classrooms are smaller right now and that Creative Minds PCS is looking to add more students. She clarified that Creative Minds PCS does have a class size limit that it would maintain during the expansion.
- Ms. Nophlin asked if Creative Minds PCS's entry point is sixth grade. Ms. Bowen responded that students can enter at any time and in any grade where there are seats available. She added that Creative Minds PCS is also part of My School DC, so that system helps them go through the waiting list.
- Dr. Woodruff asked what the class size was. Ms. Bowen responded that it was 17 students and added that they are looking for flexibility up to a class size of 20 students for older grade classrooms.
- Ms. Mead asked if Creative Minds PCS anticipates consistent patterns across grades levels in the per-classroom distribution of students with

Individualized Education Plans ("IEPs"). She also asked how that distribution might impact Creative Minds PCS's staffing.

- Ms. Bowen responded that their experience has been that when children transition to their program at higher grade-levels there is a higher likelihood that these children have IEPs. She stated that Creative Minds PCS has always planned its staffing based on students' needs. She added that Level 4 funding helps Creative Minds PCS be able to get such staffing. She stated that the school budgets for and makes sure that staffing is suitable for whatever level of students come in.

- Ms. Mead asked if Creative Minds PCS would be confident in its ability to handle an enrollment pattern with a very high number of students with IEPs in the higher grades.

- Ms. Bowen replied, "yes." She stated that part of the reason why they want to implement the satellite classrooms is to make sure that all students are offered a continuum of options based on their levels of need. Ms. Bowen added that one of the reasons why Creative Minds PCS wants flexibility for the class size in higher grades is to make sure they are meeting the needs of the students in each classroom.

- Dr. Woodruff asked if there would be anything significantly different with the arts focus programming in the new, higher grades. Ms. Bowen responded that the school will continue offering music and drama. She stated that they are hoping to add visual arts to the programming as soon as possible. She also stated that the types of activities within these subjects would be different for the middle school students. She added that the Middle Years curriculum has arts programming that goes from preschool to middle school.

C. Public Comment

- Betty Washington, parent of a Creative Minds PCS student, testified that her daughter was diagnosed with narcolepsy at four years old. She stated that the disorder is a lot more than just falling asleep, especially at an age where there is continuing development. Ms. Washington stated that previous schools, both a traditional public school and a public charter school in DC, could not handle her daughter; she once found her daughter lying on a table in the classroom in the fetal position. Ms. Washington stated that Ms. Gonar came to her daughter's IEP meeting at a different school to hear what the process and the issues were. Ms. Washington stated that the IEP meeting included a director of sleep medicine from Children's National Hospital and an attorney from DC Children's Law Center. She stated that neither professional was able to help her. Ms. Washington testified that at Creative Minds PCS, her daughter has been able to receive full academic and holistic services, and also stated that Creative Minds PCS staff is very supportive of her daughter and have worked and communicated closely with Ms. Washington. She stated that she was afraid to move her daughter to another school because she has never had such an attentive school. She concluded by saying that there is not a better school in DC.

- Kelly Young, parent of two Creative Minds PCS students, testified in support of Creative Minds PCS's expansion. Mr. Young stated that one of his children was diagnosed with autism and that his other child is of typical development. He also stated that he "knows how schools work": his children have been in DC public schools and DC public charter schools, and he has worked in a private school and a charter school. Mr. Young stated that Creative Minds PCS's proposal offers all the quantitative information the Board needs about the school, but he can offer the fact that his autistic daughter—who previously could not speak—now volunteers to dance and play in front of other students. Mr. Young added that his typically-developing child has not suffered or lacked any resources. He stated that research has shown the benefits of typically developing children being exposed to mixed learning environments include more compassion and learning. Mr. Young concluded that he recognizes that the Board is a steward of the public's money and making sure that the schools are offering the best education possible. He stated that he did not know of another school that did such great work.
- Nadira Clark, parent of a Creative Minds PCS student, stated that the school has given her child an extraordinary amount of attention by public, private, and charter school standards. She stated that Creative Minds PCS offers both a great education for her child and community support. Ms. Clark stated that Ms. Golnar has exacting standards. She concluded that the Board "would be cruel to put us through all this" without ultimately granting Creative Minds PCS a middle school.

II. **Achievement Preparatory Academy Public Charter School ("Achievement Prep PCS")—Enrollment Ceiling Increase, Expansion to serve Prekindergarten**
   A. Representative:
      1. PCSB: Rashida Young, Senior Manager, Equity and Fidelity Team
      2. Achievement Prep PCS: Maya Martin, Chief of Staff; Susan Cannon, Chief Academic Officer
   B. Discussion:
      - Ms. Young testified that the proposal was opened for public comment on January 28, 2015, and will remain open until April 21, 2015. She stated that the Board will vote on proposed amendment at its May board meeting.
      - Ms. Young then explained that Achievement Prep PCS requested to amend its charter agreement in three ways: 1) to have an enrollment ceiling increase; 2) to expand to pre-kindergarten ("PK") 3 and 4; and 3) for the school to partner with Appletree Institute for Education Innovation. Ms. Young stated that Achievement Prep brought a similar request to the Board a few years ago. In February 2013, PCSB conditionally approved Achievement Prep PCS to expand from its original middle school (grades 4-8) to offer grades PK3 through 3rd grade and to contract with AppleTree Institute to provide the early childhood program. One of the conditions of this application was to provide an executed Memorandum of

Understanding ("MOU") between Achievement Prep PCS and AppleTree Institute. However, the school later modified its request and retracted its plans to serve PK. The school now wishes to resubmit this application to serve PK and will meet the original charter condition of providing an MOU between Appletree Institute and Achievement Prep PCS. She added that the school would like to increase its enrollment ceiling to accommodate the new grades.

- The enrollment ceiling increase would be for school year ("SY") 2016-17 and the school's total enrollment ceiling increase would be 200 students in PK and 75 students in grades K-8. Their total enrollment would be 1,040 students. In its application, the school has stated the following reasons for their request for an enrollment ceiling increase: 1) to have more high-quality schools in the DC region east of the river; 2) to enable the school to add 200 high-quality PK spaces; and 3) to accommodate the students in their Wahler Place campus that is currently being renovated to expand from 50,000 sq. ft. to 100,000 sq. ft. Ms. Young stated that Achievement Prep PCS meets all of the required categories for an enrollment ceiling increase, except that the school is not accredited although it is more than five years old. They meet standards in terms of academic quality, access to a facility, enrollment projections, reenrollment rate, and finances.

- Ms. Young testified that Achievement Prep PCS's second request is to expand to PK. She stated that the school feels that a program that extends from grades PK-8, it can erase the achievement gap and prepare children to succeed in high school, college, and beyond.

- Ms. Young testified that Achievement Prep PCS's third request is a partnership with Appletree Institute. She stated that the school indicated that they want the Institute to provide educational services, including using the Every Child Ready curriculum. She further stated that the school plans to submit a management agreement between Achievement Prep PCS and Appletree Institute before the May 2015 Board meeting.

- Mr. Soifer asked if the 200-student enrollment ceiling request was for both PK3 and PK4. Ms. Martin responded in the affirmative.

- Mr. McKoy asked the Achievement Prep PCS representatives to summarize what happened with the PK expansion plans and Appletree between 2013 and 2015. Ms. Martin stated that Achievement Prep PCS's facilities and space were a large part of looking at the potential expansion into PK. She stated that Achievement Prep PCS has been extremely impressed by Appletree's expertise in PK, which, Ms. Martin stated, is such a critical time in a child's education and is not easy to do right. Ms. Martin stated that the delay had nothing to do with Appletree or their confidence in the partnership. Rather, it was because Achievement Prep PCS wanted to ensure that they had the facility. She added that Achievement Prep PCS had also just opened their elementary school and wanted to stick to its slow growth model to give the elementary school program a chance to develop well.

- Dr. Woodruff asked how the requested 75 students would be spread in K-8. Ms. Cannon responded that the 75 students represent three homerooms that would be added between kindergarten and eighth grade, so it would be split up amongst the elementary and middle school levels. Ms. Martin added that Achievement Prep PCS currently has three sections of seventh grade and two sections of eighth grade. She stated that as each class year grows up, Achievement Prep PCS expects the students will fill the typical four classes per grade level.
- Dr. Woodruff asked how Achievement Prep PCS's enrollment policies work. Ms. Cannon responded that the schools sets target enrollment rates by grade level, then admit students into grades K-6 through MySchoolDC.
- Mr. McKoy asked if Achievement Prep PCS looked at any other possible providers or curricula than Every School Ready for preschool. Ms. Martin responded, "no." She then stated that the school had just been working specifically with Appletree. Achievement Prep PCS has had many kindergarteners coming from Appletree programs and the program has a respected reputation east of the river. She stated that there is a lot of "passion" from Achievement Prep PCS parents to have a preschool program and the idea of using the Appletree model was very well received.
- Dr. Woodruff asked what is happening with Achievement Prep PCS's accreditation, given that they are now in their seventh year of operation. Ms. Martin responded that part of the reason for the delay was the school's growth; Achievement Prep PCS has added a grade or increased the number of students at the school for every year that they have been open. She stated that it was difficult to make sure that the school handled the growth well and went through all the steps for accreditation. She added that Shantelle Wright, the current CEO, is heading the accreditation process with the plan to go through Middle States.
- Dr. Woodruff stated that the enrollment increase is scheduled to go through in the Fall of 2016. He asked if it would be safe to expect that the accreditation would be completed by then. Ms. Martin replied, "yes, absolutely."
- Mr. Soifer asked what the expectation is about being able to fill the 200 seats. Ms. Cannon responded that they are very confident in their ability to fill the seats because Achievement Prep is a known brand. She stated that there is a lot of interest in the campuses at Parklands, which is close to the community. She also stated that a lot of their families of current scholars have indicated that they have younger children that they would like to put in school. She said that between that interest and the Appletree partnership, they feel confident that Achievement Prep PCS can fill the seats.
- Mr. Soifer asked if the expectation is that the school will be able to fill those 200 seats in the first year. Ms. Martin replied yes. She stated that they have also looked at the school's early waitlist data. She stated that after the first round of MySchoolDC, there are schools within a mile of

Achievement Prep PCS that have significant waitlists for preschool. She added that all the grades will be on one campus, which is very attractive to their families.

- Mr. Soifer asked what plans the school has for the morning drop off. Ms. Cannon responded that the new facility plans provide three different drop-off points—one for elementary school in the front, one for early childhood on the side, and one off 9th street for middle school. There is also a drive through option so that parents do not have to stop and park.

- Mr. Soifer asked if drop off would create any disruption in traffic patterns. Ms. Cannon responded that currently the families are dropping their students in grades K-3 at a different campus than the middle schoolers. She stated that the changes should make drop off a lot easier for families because instead of travelling for 5-10 minutes between campuses, everyone is going to the same place.

- Mr. Pearson asked if Achievement Prep PCS's presence has changed the perception of the neighborhood from a "rough" one to a desirable one. Ms. Martin replied that the perception of the school has definitely changed. She stated that she is constantly greeted by community members when she walks students to the bus stop. She stated that as the school has started to occupy the entire building, it has hosted community events, fairs, and athletic events. She stated that she would love to say that people are moving to the neighborhood because of the school, but she does not know that for sure.

III.   Meridian Public Charter School – Facility
A.   Representative:
1.   PCSB: Laterica Quinn, Specialist, Equity and Fidelity
2.   Meridian PCS: Tamara Cooper, Head of School; Regina Ryder, Chief of Talent
B.   Discussion:
- Ms. Quinn testified that the proposal was opened for public comment on March 3, 2015 and will remain open until April 21, 2015. She stated that the Board will vote on the proposal at its May board meeting. Any public comment received will be publicly discussed by the Board prior to the vote.

- Ms. Quinn testified that Meridian PCS submitted notification to the Board to amend its charter agreement to operate at a second facility serving its middle schools students in grades six through eight in Ward 1. The proposed new facility is located approximately 1,400 yards from its existing facility. If approved, the school plans to operate and serve students in both facilities beginning in SY15-16.

- Dr. Woodruff asked how many blocks is 1,400 yards. Ms. Cooper replied that it was approximately four blocks.

- Ms. Cooper then testified that Meridian PCS has been in existence for 16 years. She stated that the original charter included a cap of 855 students.

She added that the school currently has 644 students, but is "bursting at the seams," with the need for growth in prekindergarten programs. She stated that the second facility would allow Meridan PCS to serve both the current students and more parents in the current ward.

- Dr. Woodruff asked about the school's Tier 2 PMF rating and how Meridian PCS planned to maintain or improve on student academic growth. Ms. Cooper responded that they plan to have a separate principal for the new site. She stated that there is currently one principal and three assistant principals on site who are all strong in the International Baccalaureate ("IB") programming. She stated that this will give the school an opportunity to build out into a true Middle Years program through the IB curriculum they plan to use on the site.

- Dr. Woodruff asked how they plan to maintain a cohesive school culture across the school's separate campuses. Ms. Cooper replied that parents have asked for a true middle school. She stated that parents see eighth graders still acting like fifth graders because they walk downstairs to see their fifth grade teachers and never have a true separation. She stated that Meridian PCS would like to prepare its middle schoolers for the rigor of high school.

- Dr. Woodruff asked the representatives to talk more about the staffing plan. Ms. Cooper responded that Meridian PCS currently has six middle school teachers and four teachers who teach specialty classes. She stated that that entire team will go to the new middle school. She stated that they have already created a learning environment through special learning communities: they meet on a weekly basis and have created their own discipline plan for middle school. She stated that the move will simply be about taking those ideas and implementing them in a new building.

- Ms. Mead asked how drop off will work for families who have children on both campuses, specifically to arrange for all their children to be at school on time.

- Ms. Cooper responded that Meridian PCS discussed having a staggered time with their parent committee. She stated that the plan was to have the younger students come in later on Saturday. She added that about 70% of the students catch the Metro now, which will likely continue to be the standard of transportation. Ms. Cooper stated that there were three possible start and end times for pick up and drop off, since the school now offers before- and after-care.

IV. Washington Global Public Charter School ("Washington Global PCS") – Facility

A. Representatives:
1. PCSB: Avni Patel, Senior Specialist, Special Education
2. Washington Global PCS: Elizabeth Torres, Director and Co-Founder; Candice Haney, Principal and Co-Founder; Howard Mebane, Chief Student Affairs Officer

B. Discussion:

- Ms. Patel testified that the proposal was opened for public comment on March 23, 2015, and will remain open until April 21, 2015. She stated that the Board will vote on the proposal at its May board meeting. Ms. Patel stated that three members of the community submitted public comment, all expressing support for the school's location and attached to the proposal.

- Ms. Patel testified that Washington Global PCS notified the Board in early February 2015 of its intent to operate its first DC campus at 525 School Street, S.W., in Ward 6. She stated that the proposed location is approximately three blocks from the L'Enfant Plaza Metro station. She stated that the mission of the school is to be "a community school open to all middle school students in Washington, DC that utilizes a rigorous, internationally based academic and cultural curriculum, which integrates project based learning, service learning, technology, and language acquisition to develop enterprising and competitive global citizens." She stated that Washington Global PCS intends to open with grades six and seven during its first year of operation, and expand to serve grade eight by its second year of operation.

- She stated that the school has performed community outreach by holding information sessions at libraries, grocery stores, recreational centers, and places of worship; by notifying more than one Advisory Neighborhood Commission ("ANC") and participating in ANC meetings; and by advertising the school's program to parents through various informational packets and sessions.

- Ms. Patel stated that, through the public engagement process, some community members have raised concerns about the school's proximity to Jefferson Middle School Academy ("Jefferson"), a DC Public School (DCPS) school, serving the same grades. One concern expressed was that both schools offer similar programs, specifically the IB curriculum. Washington Global PCS offers the International Middle Years Curriculum ("IMYC"), which does not currently exist in DC, and introduces students to world languages (specifically, Spanish and Chinese), and is designed to be highly successful with serving students with disabilities. Ms. Patel also testified that Washington Global PCS chose this location, in part due to its proximity to a Metro station so that it can be a viable option for students across the city.

- Ms. Torres testified that the school's street location is near the L'Enfant Plaza Metro and that Washington Global PCS's charter application seeks to serve students who need a high quality middle school. She stated that most of the school's students are from Wards 1, 5, 7, and 8, partly because of the school's bilingual component. She stated that the school's location allows it to fulfill its mission as set out in the charter application.

- Ms. Haney testified about the differences between the Washington Global PCS and Jefferson. She stated that Washington Global will be using the IMYC, the follow-up to the International Primary Middle Years

Curriculum that is used at Creative Minds PCS. She stated that they chose this curriculum over the IB curriculum because they wanted something with a lot of flexibility so that they could eventually align with Common Core State Standards and provide ample time in the school day for academic interventions.

- Dr. Woodruff asked if the IMYC is unique to Washington Global PCS. Ms. Torres responded that it is also used at the British School of Washington. Ms. Haney added that Creative Minds PCS also uses the primary school version of the curriculum.
- Dr. Woodruff asked what the school representatives' opinions are on how to improve messaging to the community about the IYMC and its distinction from IB. Ms. Torres responded that one issue is that the IMYC is so unique and new. She stated that Washington Global PCS is the first public middle school in the country to offer this curriculum and its similarity to IB often makes people think that it is the same thing as IB. She stated that Washington Global would be meeting on May 1, 2015, with Natalie Gordon, the Jefferson Middle School principal, to work out a partnership between the schools. She added that Ms. Gordon also thought the IYMC was IB until she looked more closely. Ms. Torres said that she thinks the issue will resolve itself now that they have met with community members and school leaders.
- Mr. Soifer asked how recruitment was going. Ms. Torres responded that it is going much better now that Washington Global has a facility. She stated that, on average, they are enrolling about one student per day.
- Mr. Soifer asked how many students have signed up for Washington Global. Ms. Torres responded that there are in wave two of enrollment, there are 26 students, plus ten students who are switching over after the May 9, 2015 deadline set by MySchoolDC. She stated that they had about 50 students total. Ms. Haney added that Washington Global PCS's target is 110 students, so they were at about 50% enrollment.
- Mr. Soifer asked what it was about Ward 6 that led the school to choose this particular facility. Ms. Torres replied that it is really the facility because of its accessibility to the metro and bus lines. She stated that Washington Global PCS also has a partnership with George Washington University ("GW") and so can offer free after-care for all students in the school. She stated that the school wanted a location where both students from high need areas and GW could get to easily. Mr. Mebane stated that the school had a positive plan for the community.
- Ms. Mead stated that she lives in ANC 6d and asked to hear more about the school's community outreach.
- Ms. Haney replied that in January 2015, Ms. Torres reached out to the ANC and on February 9, 2015, she, Ms. Torres, and Mr. Mebane attended a meeting where they introduced themselves to the chair and explained their program. She stated that they also introduced the community to Washington Global and requested a follow-up meeting.

She stated that there was no negative feedback at the meeting, nor have they received any since.

- Ms. Mead asked if the school had done any other outreach. Mr. Mebane stated that they have created a partnership with the King Greenleaf Recreation Center. Ms. Torres added that they have held several events at the library. Ms. Haney added that they have also been reaching out to other schools in the area, planning to partner with them for professional development for teachers and arts education for the students.
- Mr. McKoy asked what was the school's policy on backfilling and how late it will accept new students coming into the middle school. Mr. Torres replied that they have a policy, reflected in their application, that if there is an empty space, the school will accept a student no matter the time of year. She stated that they are reaching out to a variety of students, meeting with an education consultant who focuses on placing students with special needs in schools.

C. Public Comment:
- Carina Green, parent of a student in Jefferson, testified that she was proud to be a part of the Jefferson family. She stated that she is originally from the Virgin Islands but relocated to DC to be closer to family. Ms. Green stated that she did not know where to start when looking for a school for her two daughters, but, luckily, she lived a couple blocks away from Jefferson Academy. Ms. Green called Jefferson Academy a "jewel within the District." She stated that her daughter had come to Jefferson Academy reading below grade level and struggling with math, but is now in the eighth grade and proficient in both math and reading. Ms. Green stated that her daughter's seventh grade class outscored all other DCPS seventh grade students in the DC Comprehensive Assessment System. She stated that her daughter is now going to go on and graduate, but she does not think that her daughter would have been excelling so much if it were not for Jefferson's principal, Ms. Gordon, and its dedicated staff. She stated that Jefferson Academy was very much everything that a parent could ever want.
- Mr. McKoy asked Ms. Green what her position was on Washington Global PCS. Ms. Green replied that Jefferson Academy already does such a wonderful job in Ward 6 and that it is unnecessary to add another middle school in the area. She stated that middle schools have a problem with enrollment across DC, based on charter school enrollment statistics throughout the district. She stated that Jefferson has been doing a good job at keeping its enrollment up.
- Deon Jones testified in support of Washington Global PCS. Mr. Jones stated that he was born into poverty in Mississippi to a sixteen-year-old single mother. He stated that his biggest dream was to be a truck driver. He stated that he is the first male in his family to graduate from college, the first African-American Harry S. Truman scholar from American University, a former White House staffer, board member of America's Promise Alliance and the Congressional Black Caucus Foundation, and

the namesake for the DC City Council's Deon T. Jones Recognition Resolution of 2013. He stated that no child should have to go through what he went through to achieve the same things he has achieved. He stated that he believes all of our children need five promises: a caring adult, a safe place to learn, a healthy start, an effective education, and an opportunity to help others. Mr. Jones stated that this is what we know this works—they are what will lead our country to have a 90% high school graduation rate by 2020. He stated that these five promises are what Washington Global PCS will provide to each of its students. He stated that what he is most excited about in Washington Global PCS is the courage the school has to be "race-brave" in building a program for people of color with a special focus on "our boys" to excel and be architects of change in their communities. Mr. Jones concluded by quoting Maya Angelou: "always say yes to a good thing. It if promises and hopes to make a better world, might smooth the road and clear some of the rubble out of the way, might help someone particularly for some children who are not yet born, say yes." He stated that Washington Global PCS has decided to walk in that calling, and he thinks "we should all follow its lead."

- Martin Wells, Ward 6 resident, testified that he is opposed to having Washington Global PCS locate at 525 School St., S.W. He stated that the location is not an academic building or suitable for children. He stated that we are cheating children and deceiving parents if leading them to believe that an office building is a suitable educational facility. He stated that there are many other new office buildings being built nearby, and stated that we cannot have middle school students, federal contractors, and government workers mixing together as it is not good for the children or the work environment. He stated that Jefferson Academy has capacity and that Ward 6 does not need another middle school. He stated that it is clear from Washington Global PCS's application that they were based on a need in Wards 4, 5, 7, and 8, but are now based in Ward 6 and recruiting in King Greenleaf Recreational Center. He stated that Washington Global PCS is not following their charter application and that taxpayers should not be paying for another middle school in Ward 6. He added that there is no green space or wheelchair ramp at this location and that the building itself is dilapidated. He concluded by saying that he is opposed to this location and that he challenges their outreach as ineffective in Ward 6.

- Susanne Wells, parent of a student at Tyler Elementary School, testified that she is concerned about the process for siting new charter schools, Washington Global PCS in particular. She stated that the process does not provide an adequate opportunity for public input, nor adequate oversight to ensure that a newly-approved charter follows the stated intention in its application for where it plans to locate. She stated the Washington Global PCS said in its application that it was looking to site its new facility in Wards 4, 5, 7, or 8. She stated that in September 2014 the Deputy Mayor

for Education's ("DME") office held a public meeting on the disposition of the Gibbs school—a closed DCPS school that was determined to be surplus. She stated that the DME listed a Request for Offers for Gibbs, to which the Charter School Incubator Project replied. She stated that in December 2015, the DME awarded the Gibbs school to the Charter School Incubator Project along with Monument Academy PCS and Community College Preparatory Academy PCS. Ms. Wells stated that there was no public explanation why Washington Global PCS was not included in the Gibbs school award. She stated that in December 2015, Washington Global PCS announced that it had leased a building in Ward 6, but because this commercial building is privately owned, there was no way for the public to comment. Ms. Wells stated that Washington Global PCS's new location is less than 1700 feet from Jefferson Academy, a DC public school that has adopted a college preparatory program. She stated that Ward 6 middle schools have been particularly hard-hit by the openings of Washington Latin PCS and BASIS PCS. She stated that Washington Global PCS's IMYC curriculum will compete directly with the existing middle schools. She stated that although Washington Global PCS has said that they located near L'Enfant Plaza Metro station to draw their target population, it is hard to understand why the school could not find a suitable location in Wards 4, 5, 7, or 8, which have at least ten metro stations amongst them. Ms. Wells stated that there is currently no strategy between DCPS and PCSB on how to meet the educational needs of our children in communities. She stated that we must have appropriate planning and a process overseen by an accountable city agency with access to the community. She stated that without coordinated planning, the city will continue to make less-than-optimal decisions about where our tax dollars go and we will do a disservice to students attending schools in Washington, DC.

- Denille Grey, a Tree of Life PCS employee, testified that because Tree of Life PCS is closing down, they have been helping parents apply to new schools. She stated that Tree of Life PCS parents love Washington Global PCS's location because their students come from all Wards and the school is very accessible. She added that some parents like the idea that Washington Global PCS is solely a middle school that will allow their students to mature and smoothly transition to high school. She stated that she thinks the school's opening will be positive for the community and a good option for parents who want to send their children to a middle school charter.

- Martha Brown, parent of a student at SEED Public Charter School ("SEED PCS"), stated that her daughter will attend Washington Global PCS and that she is pulling her son out of SEED PCS to do the same, even though SEED PCS is a great school. Ms. Brown testified that Washington Global PCS will be the best school for her son because it will allow her to be more hands-on with his education. She also responded to Mr. Wells's testimony, saying that since we are in DC,

students are bound to mix with federal workers everyday anyway. She concluded by saying that she thinks Washington Global PCS is a great school and that she wants her children to go there.

- Yezica Diaz, a small business owner in the Ward 6, testified that she has two cousins who will attend Washington Global PCS. She stated that she was particularly supportive of the school's international curriculum and that the bilingual program will grant access to many students throughout the city. She also responded to Mr. Wells' testimony regarding the lack of a wheelchair ramp at the school's location, saying that she went to look at the facility and there is a wheelchair ramp.

The public hearing was adjourned at 7:45 PM.

Public Meeting

Board Members in attendance: Dr. Darren Woodruff (Chair); Mr. Don Soifer (Vice Chair); Ms. Barbara Nophlin; Ms. Sara Mead; Mr. John "Skip" McKoy (Former Chair); Mr. Scott Pearson (PCSB Executive Director).

Absent: Mr. Rick Cruz.

Dr. Woodruff called the public meeting to order at 7:46 PM.

I. **Approval of the Agenda**. Ms. Mead moved to approve the agenda, and Mr. McKoy seconded. The Board approved the motion 5-0.

II. **Public Comment**. Dr. Woodruff invited members to the dais to provide public comment.
   A. Martin Wells, whose children when to a charter school for preschool but are currently enrolled in a DCPS elementary, testified that he was dismayed and concerned about Achievement Prep PCS and Creative Minds PCS seeking to expand seats. He stated that, according to the schools' own data, there are 3200 unfilled seats in Round 1 of the MySchoolDC lottery. He stated that these unfilled seats are partly comprised of approximately 450 PK seats and approximately 600 middle school seats. He stated that he is concerned about expanding popular schools while retaining less than popular schools. He suggested closing the "less than popular" schools and placing students in the popular schools instead of creating more seats, using more taxpayer money, and duplicating services and expenses.
   B. Rev. Grey Carter testified that he is the current landlord of the facility in which Creative Minds PCS and DC International Public Charter School are located. He added that he was previously the landlord of Elsie Whitlow Stokes Public Charter School, Cesar Chavez Public Charter School for Public Policy, and Capital City Public Charter School. He stated that he was before the Board to announce that he has another building available. He stated that he would have his daughter enrolled in Mundo Verde Public Charter School if she did not have special needs. He

stated that he was looking for another tenant and that the building is located at 3600 New York Avenue, N.E., with about 45,000 square feet. He stated that he comes from a line of social workers and teachers, so he is happy to be involved in the education space.

- Mr. Pearson asked if the building Rev. Carter was offering was the old Washington Times building. Rev. Carter replied yes. He stated that the first floor of that building will be available.

III. **Approval of Minutes – March 23, 2015.** Mr. Soifer moved to approve the minutes from the March 23, 2015 board meeting. Ms. Nophlin seconded the motion. The Board approved the motion 5-0.

IV. **Administrative Contracts over $25,000**. Dr. Woodruff stated that the administrative contracts, as submitted to PCSB during the period of March 1, 2015 – March 31, 2015 are read into the record, absent any objection. No objection was raised.

V. **Open for Public Comment: Voting Procedure for Common Lottery Board Members**
- **A.** Representatives:
  - PCSB: Scott Pearson, Executive Director
- **B.** Discussion
  - Mr. Pearson testified that when MySchoolDC was made an official part of the city government, the law called for a Common Lottery Board ("CLB"), which would consist of several members from different organizations, including three representatives from public charter schools. He stated that the law specifically calls for those representatives to be elected through a vote organized by PCSB. He stated that PCSB staff recommends that the Board open for public comment the specific procedures under which PCSB would conduct that vote. He stated that PCSB would conduct an election for three members for 2015, two of whom would serve two-year terms and one of whom would serve a one-year term. He stated that thereafter, PCSB would conduct an election for whatever position was becoming vacant for two-year terms. He stated that when the election would be held, each school would nominate a representative and each school would be entitled to one vote for each open position. Mr. Pearson stated that more detail can be found in the materials and that the staff recommendation is to open for public comment, with a public hearing at the May Board meeting and a vote at the June Board meeting.
  - Dr. Woodruff asked if information about these procedures is available on the PCSB website. Mr. Pearson replied that it is.
  - Ms. Mead asked if "school" means "LEA" and not "campus." Mr. Pearson replied that "school" means "LEA."
- **C.** Vote: Ms. Mead voted to open the Voting Procedure for Common Lottery Board members for public comment and Ms. Nophlin seconded. The motion passed 5-0.

Note: Ms. Naomi DeVeaux, PCSB Deputy Director replaced Mr. Pearson on the dais, after this vote.

VI. **Approve/Deny Center City Public Charter School ("Center City PCS") Proposed Charter Goals Amendment**

    A.   Representatives:
- PCSB: Laterica Quinn, Specialist, Education and Fidelity
- School: Russ Williams, President and CEO; Tom O'Hara, Board Chair

    B.   Discussion
- Ms. Quinn testified that the proposal was opened for public comment from January 28, 2015 to March 23, 2015, with a public hearing at the Board's March 23, 2015 meeting. She stated that PCSB did not receive any public comment regarding the proposal. Ms. Quinn stated that PCSB staff recommends that the Board partially approve the charter amendment request of Center City PCS, and approve the PCSB Board Chair Darren Woodruff to sign the attached amendment on behalf of the Board.
- Ms. Quinn testified that Center City PCS submitted a written proposal to PCSB requesting three different amendments to its charter: 1) a request to modify its existing mission statement and vision; 2) a request to revise its existing goals and academic achievement expectations; and 3) a request to expand to serve PK3 beginning in school year SY 2016-17. Ms. Quinn stated that PCSB staff recommends approval of Center City PCS's request to modify its mission and vision statement, and also recommends approval of the school's request to revise its existing goals and academic achievement expectations.
- Ms. Quinn stated that given the current Tier 3 rating on the PMF at the school's Trinidad campus; the drop in score of over ten percentage points from the 2013 to 2014 PMF at the Petworth campus; and the downward Tier 2 trajectory from 2012 to 2014 at the Capitol Hill campus, PCSB staff recommends conditional approval of the school's request for PK3 expansion. Specifically, PCSB staff recommends that approval of the third request be granted campus by campus based on the following: a) PCSB staff determining that a campus has met or exceeded its charter goals for the school year prior to that campus initiating a PK3 expansion, and b) PCSB staff certifying that the school is meeting its condition of charter continuance, which is to "improve reading, mathematics, and science proficiency rates to be above state average."
- Dr. Woodruff asked the representatives to explain their thought process in wanting to expand the school down to PK3. Mr. Williams responded that the research is very clear on the benefits of working with children at an earlier age and building on work from year to year. He stated that having a preschool program will allow the school to be more familiar with the students' achievement levels when they enter, and will give the students a three-year head start when they enter kindergarten. He stated that families have inquired about the school's PK3 program and that it would be valuable to provide families the consistency of a longer program.

- Mr. O'Hara added that the school's board has complete confidence in Mr. Williams and his team's leadership. He stated that they are very confident that Center City PCS can do the job with PK3, which offers a good supplement to current Center City PCS offerings. Mr. O'Hara stated that he was also confident that the school is doing the necessary work the Trinidad campus. He noted that Center City PCS had a similar experience with its Congress Heights campus, which was once Tier 3 but is now Tier 1. He stated that there was "always going to be something," when managing six schools, but that he was confident that Center City PCS could get the schools up to speed. He stated that this is the first he is hearing of the staff's recommendation to continue Center City's conditions. He asked that the Board not consider the staff recommendation.
- Ms. Mead asked Ms. Quinn how the logistics of the PCSB staff recommendation would work. Ms. DeVeaux replied that this is a continuation of a condition in Center City PCS's five-year review: that all campuses would be brought up to the highest level of performance. She explained that the school currently has a campus in Tier 3 that recently underwent an overwhelmingly positive Quality Site Review ("QSR"). She stated that none of these decisions would apply to the upcoming school year, but to SY 16-17, at which point PCSB will have enough new data to show that all the school's campuses are performing at a high level.
- Ms. Mead asked Ms. DeVeaux if the Board's approval of the staff recommendation would be approving the school's request expansion to three campuses in PK3 in 2016, but looking at another set of campuses at a later point. Ms. DeVeaux replied yes.
- Ms. Mead asked if the school would have to show that they have appropriate physical space for three-year-olds in their buildings.
- Ms. DeVeaux replied that that is part of the normal pre-opening process that PCSB does.
- Mr. O'Hara asked what the three campuses are that Center City PCS is prepared to open in 2016. Mr. Williams replied Brightwood, Congress Heights, and maybe Petworth.
- Mr. O'Hara stated that, from a board member's point of view, he hoped that PCSB would recognize that the school's board knows what the facilities and staff can do. He stated that the board feels strongly that PK3 is an important addition to the school.
- Dr. Woodruff asked if the old plan is for three of the campuses—Brightwood, Congress Heights, and Petworth—to be approved to expand to a PK3 program in 2016, with the other three campuses to expand in 2017.
- Mr. O'Hara stated that he hoped the Board would recognize that the proposed expansion has been well considered by the school's board. He stated that the school's board would be disappointed to get restrictions in the approval of the proposal.

- Mr. Williams added that the school's first exchange about the PCSB staff recommendation is with both the Board and the staff. He stated that the school is essentially deliberating the proposal with the Board and PCSB staff at the same time. He stated that he did not receive the staff report prior to the previous afternoon. He suggested that, as a matter of protocol, PCSB staff send the report out a week prior to the hearing so that the school can have time to deliberate over the proposal.
- Ms. DeVeaux stated that she did share the condition with Mr. Williams when he emailed her. Mr. Williams replied that he did not look at the link he was sent until that day.
- Dr. Woodruff stated that Center City PCS will have one set of campuses approved to expand a year and a half from now and another set of campuses to expand two and a half years out, pending more data and a final Board decision on the expansion.
- Ms. Mead clarified that the Board is voting to approve all of the campuses, but make the approval for the second set of campuses conditional on Center City PCS meeting the criteria that are already in PCSB's expansion policy and Center City PCS's charter continuance.
- Mr. McKoy stated that he appreciates Center City PCS's Board perspective, but that does not mean the Board shares it. He stated that he did not see how the staff recommendation operationally affects the school at all, assuming that the schools become high performing as expected.
- Mr. Williams stated that the school would be more proud of the expansion if there were not a condition attached to it.
- Mr. O'Hara stated that having the condition based on this data, given Center City PCS's track record of ensuring that their schools are providing quality education for the students sounds like interference with their board's judgment.
- Mr. McKoy stated that he did not think the conditions were interference at all. He stated that he thinks, "we're doing our job."
- Dr. Woodruff stated that the Board's concern is the overall academic performance of each campus, which everyone agrees should be as high as possible. He stated that since Center City PCS has an array of performance levels across its campuses, the Board would like to see improvement so that it is confident that adding grades adds value for students.
- Mr. O'Hara asked if the Board was saying that Center City PCS had to come back before the Board can approve PK3 expansion.
- Ms. Mead stated that this approval would apply to all the campuses, but Center City PCS is agreeing not to expand certain campuses to PK3 in 2017 if the data does not show a certain level of performance.
- Dr. Woodruff stated that Center City PCS would only have to come back if the school's performance went south and the Board was not confident that the program would meet the need of these PK3 students.
- Mr. O'Hara asked what three schools the Board was referring to. Dr. Woodruff replied Shaw, Trinidad, and Capitol Hill.

- Ms. DeVeaux explained that a condition of Capital City PCS's 2013 continuance was "improved reading, math, and science proficiency rates to be above state average" on all the school's campuses. She stated that what the Board was saying is that they are going to check on the progress of that condition before allowing the second group of campuses to open.
- Mr. O'Hara stated that he is surprised that the Board would not make it easy to expand to PK3, given its proven benefits. There seems to be a signal coming from the staff/Board that there is some condition on our product.
- Mr. Soifer clarified that although the Board was using the word "expansion," Center City PCS was 300 students below its enrollment ceiling.

C. Vote: Mr. Soifer moved to approve the staff recommendation. Mr. McKoy seconded. The motion passed 5-0.
- Dr. Woodruff asked Ms. Quinn to read the staff recommendation.
- Ms. Quinn read that PCSB staff recommends approval of Center City PCS's PK3 expansions be granted campus by campus based on the following: a) PCSB staff determining that a campus has met or exceeded its charter goals for the school year prior to that campus initiating a PK3 expansion, and b) PCSB staff certifying that the school is meeting its condition of charter continuance, which is to "improve reading, mathematics, and science proficiency rates to be above state average."
- Dr. Woodruff restated that expansion for all six campuses is approved, subject to continued monitoring by PCSB.

VII. **Approve/Deny DC Preparatory Academy Public Charter School ("DC Prep PCS")—Authorization to Sign New Charter Agreement Amendment**
A. Representatives:
- PCSB: Laterica Quinn, Specialist, Equity and Fidelity
- School: none.
B. Discussion
- Ms. Quinn testified that the proposal was opened for public comment from January 14, 2015 to March 23, 2015. She stated that PCSB did not receive any public comment regarding this proposal. She stated that PCSB staff recommends that the Board approve the Board Chair to sign the charter agreement amendment for DC Prep PCS to operate in a new facility on behalf of the Board. DC Prep PCS submitted to PCSB a notification of its intent to operate its newest campus, Anacostia Elementary School, at a temporary facility located at 1102 W Street, SE in Ward 8. Ms. Quinn stated that the school's operation at this temporary location will become effective on July 1, 2015. Anacostia Elementary School is scheduled to open during SY15-16 to serve 140 students in grades PK3 and PK4. The school will then add one grade level each school year until it is fully grown in SY 2019-2020, when it will serve PK3 to third grade, modeled after the school's existing Benning Elementary and Edgewood Elementary campuses.

- Mr. McKoy asked what the full build out at this location and how many students they expect to serve in Ward 8. Ms. Quinn replied 140 students would be served at the Anacostia Elementary School.
- Dr. Woodruff asked Ms. Quinn to clarify if that number was for after once Anacostia Elementary included the third grade. Ms. Quinn replied in the negative and that the number was for PK3 and PK4 in the Anacostia Elementary School campus in SY 15-16, with a grade then being added each year.
- Ms. Mead asked if PCSB received any public comment on this proposal.
- Ms. Quinn responded that surprisingly, PCSB did not, though it had anticipated some. She stated that since this is just the school's temporary campus and they already had a plan for a permanent location there, this proposal came as no surprise to the community.

C. Vote: Ms. Mead moved to authorize the PCSB Board Chair Darren Woodruff to sign the charter agreement amendment for DC Prep PCS to operate in a new facility on behalf of the Board. Mr. Soifer seconded. The motion passed 5-0.

VIII. Lift Notice of Concern – KIPP DC Public Charter School –Spring Academy ("KIPP PCS")– Mystery Caller Policy.

A. Representatives:
- PCSB: Rashida Young, Senior Manager, Equity and Fidelity
- School: none.

B. Discussion
- Ms. Young testified that PCSB staff requests that the Board lift the Notice of Concern, which was issued to KIPP PCS on March 23, 2015. She stated that the school received the Notice of Concern for providing inappropriate staff responses on two occurrences of PCSB's Mystery Caller Policy. She stated that since that Board meeting, PCSB conducted follow-up calls to determine if the school had properly re-trained their staff to explain the open enrollment application process to prospective families. She stated that these calls were made on March 21, 2015 and March 27, 2015. She stated that in both instances, the responses showed no barrier to open enrollment—in fact, the school's staff emphasized that documents such as IEPs would not be required until after a student was accepted into the school.
- Mr. McKoy asked when the first Mystery Caller call was placed. Ms. Young replied that they were placed on February 6, 2015 and February 11, 2015. She added that roughly a month a half later the responses to the subsequent calls were appropriate.
- Dr. Woodruff stated that KIPP PCS representatives had previously testified that the likely cause of the original inappropriate responses was less-than-complete training. Mr. Young responded that KIPP PCS representatives were confident that the inappropriate responses were not anything deliberate.

- Mr. Soifer added that the school representative's point was that they participate in the MySchoolDC lottery
- Ms. Young noted that in the second run of Mystery Calls, the KIPP DC staff member pointed the caller to MySchoolDC and emphasized that nothing else would be needed until after that process was finished.

C. Vote: Ms. Mead moved to lift the Notice of Concern on KIPP DC Spring Academy PCS and Ms. Nophlin seconded. The motion passed 5-0.

IX. **BASIS Public Charter School ("BASIS PCS")– Special Education Monitoring Completion**

A. Representatives:
- PCSB: Avni Patel, Senior Specialist, Special Education
- School: Cameron Louis, Head of School; Rashida Walker, Learning Specialist

B. Discussion
- Ms. Patel testified that PCSB staff recommends that the Board conclude the special education monitoring of BASIS PCS. This recommendation is based on the implementation of the school's Special Education Action Plan ("Action Plan"), including three specific areas of monitoring for SY 2014-2015: 1) Inclusive Classroom, 2) Student Support Team ("SST") Program and Processes, 3) Modification/Accommodations and Differentiated Instruction for All Learners. Ms. Patel testified that on September 29, 2014, PCSB staff met with BASIS PCS's leadership team to determine how PCSB staff could collect evidence to ensure that the strategies identified in the Action Plan were occurring at the school. Evidence of the implementation of these strategies was collected through in-person observations by PCSB staff on October 28, 2014, January 7, 2015, and February 24, 2015.
- Ms. Patel testified that this monitoring originated from parent complaints regarding BASIS PCS's special education program, discussed in more detail in the July 29, 2013 Board Discussion Item. At its July 29, 2013 meeting, the Board encouraged staff to closely monitor BASIS DC PCS's through the creation and implementation of an Action Plan for SY2013-14. At the time there were three key parts of the Action Plan that were still outstanding. At the August 18, 2014 meeting, the Board advised PCSB staff to conclude the specific monitoring of BASIS PCS's special education programming when appropriate evidence to support the implementation of these three outstanding elements had been collected.
- Ms. Patel testified that all three areas that she listed have now been put in place. She stated that during the three visits, PCSB staff observed the implementation of inclusive classrooms and the provision of students' modifications/accommodations pursuant to their IEP's. Staff observed both special educators, along with general educators, differentiating lessons and providing student-specific supports that enabled students with disabilities access to the general education curriculum. Ms. Patel added

that during the second visit, a BASIS PCS staff member reviewed the extensive improvements made by the school to the SST Program and Process and shared these documents with PCSB staff.

- Ms. Patel commended the BASIS PCS staff for their work over the past three years, specifically Cameron Louis, Sean Akin, and Jennifer Abdelmalek, who have been working tirelessly to improve the school. Ms. Patel recommended that special education specific monitoring at BASIS PCS end.

- Mr. Louis commended Ms. Walker and the rest of her team for also working tirelessly. He stated that BASIS PCS offers a world-class education and that it should have a world-class special education department as well.

- Ms. Mead stated that PCSB is currently reviewing applications from new schools. She asked if there anything BASIS PCS has learned that the Board should think about when looking at new school applications. Mr. Louis replied that there are some aspects of child-find that are very difficult to implement and create. He stated that he would advise being open about receiving insight into how the District is different from other environments across the country. He stated that there are so many components that go into making sure that a school is fully compliant that a school cannot enter any environment rapidly without advance planning.

- Ms. Mead asked where BASIS PCS students come from, as it is a middle school located in Ward 6. Mr. Louis replied that the school is located in Penn Quarter so it enrolls students from every ward and zip code in the district. He stated that there is a larger concentration of students coming from the Capitol Hill region, but the highest concentration of students by Ward are from Wards 7 and 8. He added that the school has a good graphic of where all the students live and that he would be happy to share it.

- Ms. Mead asked if BASIS PCS has any challenges with its proximity to office buildings.

- Mr. Louis replied that they do not. He stated that there are sometimes logistical difficulties, where the school has to think creatively around dismissal.

- Mr. McKoy stated that he was the one board member who voted against BASIS PCS's application, specifically because of what he perceived as the lack of openness in differences in different geographies. He stated that he was very happy to hear that the school and Ms. Patel have done great work together.

X.   **Public Comment**:

A.   Shannon Settle, representing Howard University Middle School of Math and Science Public Charter School ("HUMS[2]") Parents In Action ("PIA"), testified that she is following up from the last Board meeting. She stated that she is pleased to inform the Board that HUMS[2] has met with the PIA and there are open lines of communication between the school and parents. She stated that the HUMS[2] board

has offered no solutions that will improve the individual and/or collective education experience for the students. She stated that Saturday school has been cancelled for the reminder of the school year, despite calls for its reinstatement along with after-school tutoring. Ms. Settle stated that Dr. Blackmun, the principal, stated that funding will be an issue and will not be available to reinstate Saturday school or tutoring for the students. Ms. Settle testified that school administrators have hired a public relations firm, but are still neglecting to give the students academic support.

- Dr. Woodruff asked if the Saturday school specially for struggling learners.
- Ms. Settle replied that it was offered specifically for struggling learning but was opened to every student.

B. Sherry Hooks, of the PIA, testified that the PIA is currently meeting with the school's board. She asked who will hold the school accountable for not educating the students—PCSB, the DC Council, the Federal government, or a court. She stated that they are serious parents, they love their school and their children. She stated that she was paying for a tutor for her child. She stated that HUMS[2] lacks certified teachers, and curriculum. She stated that she is a Howard alumna who embarrassed that a middle school on her university's campus is not educating the students.

- Dr. Woodruff asked if the meeting the representatives are reference is intended to address the parents' concerns.
- Ms. Hooks replied that there are solutions the PIA offered that were not addressed.
- Ms. Settle added that the school has hired a Social Studies teacher who was in the classroom for three days before being dismissed because he had a criminal record.

XI. **Adjourn**. Ms. Mead moved to adjourn the April 21, 2015 board meeting. Ms. Nophlin seconded. The Board approved the motion by a vote of 5-0.

The public meeting was adjourned at 8:37 PM.

Appendix B

Charter Application

Center City Public Charter Schools, Inc.
Executive Summary

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

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

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

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

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

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

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

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

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

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

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

Center City Public Charter Schools Mission

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

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

History and the Conversion

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

Target Population: Who Are Our Students?

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

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

Factors Associated With Poverty

Students in poverty typically live in communities with poor job markets and inadequate human resources. They have a substantially higher incidence of poor nutrition and other health problems that can cause learning difficulties. They also come from homes where the parent's own level of education does not include or exceed completion of high school. Additionally, students in poverty have higher-than-average rates of mobility across schools and districts. All of these characteristics associated with poverty can negatively impact student achievement. Studies, from *Inequality at the Starting Gate* (2004)[1] to the more recent (2007) research from Columbia University's National Center for Children in Poverty[2] (NCCP), cite a difference in cognitive achievement in literacy and in math between children living in poverty and those in

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

Early Education Achievement Gap

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

Closing the Achievement Gap

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

Student Assessment

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

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

The following graph represents the average National Percentile scores (derived from Normal Curve Equivalent scores) in reading, language, and math for 3rd – 8th grade students at the seven CCPCS applicant campuses from 2004 to 2007.
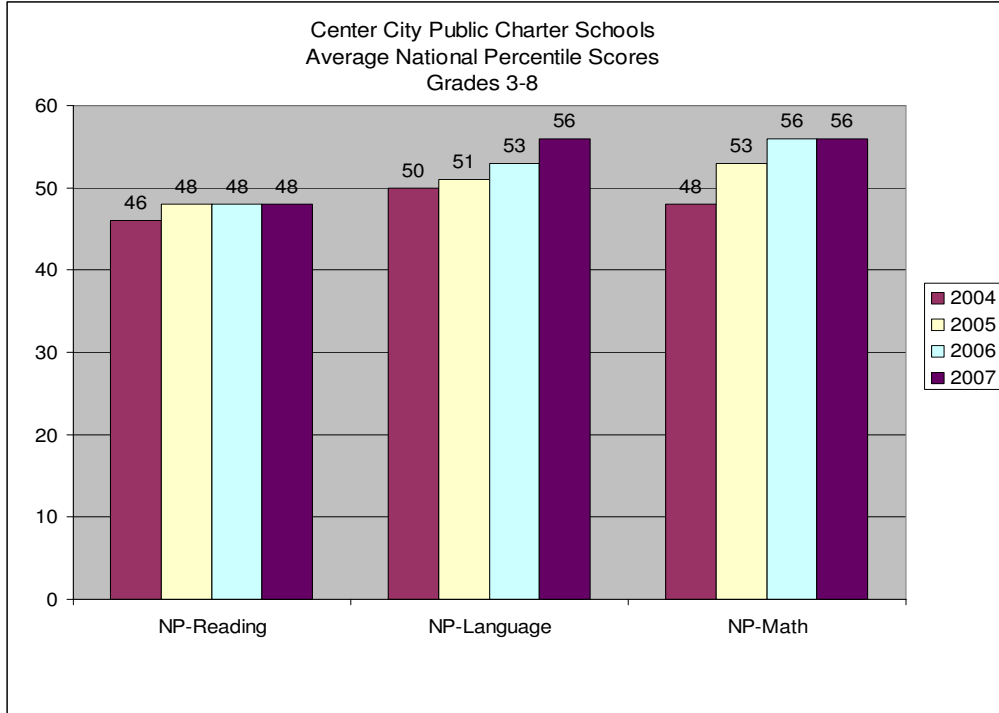
Please see section A.3.a on page A-36 for more information on assessments.

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

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

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

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

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

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

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

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

1a. Students by Grade		SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
	Pre-K	40	76	103	111	111
	K	125	183	212	216	216
	1	132	187	208	215	216
	2	104	146	191	204	208
	3	109	118	159	192	199
	4	138	123	132	165	195
	5	106	149	136	144	171
	6	126	179	207	216	216
	7	118	140	187	205	208
	8	96	132	152	195	207
Total Enrollment		1094	1433	1687	1863	1947
New Students Per Year		183	339	254	176	84

1b. Students by Site	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
Congress Heights	128	161	192	219	231
Capitol Hill	185	224	244	255	261
Trinidad	166	213	244	254	255
Shaw	130	164	203	223	234
Brightwood	178	229	248	255	255
Brentwood	127	158	189	221	233
Petworth	180	225	251	253	255
Benning Heights	0	59	116	183	223
Total Enrollment	1094	1433	1687	1863	1947
Avg Students per Site	156	179	211	233	243

2. Special Education						
Level 1	5.0%	54	71	84	93	97
Level 2	3.5%	38	50	59	65	68
Level 3	1.5%	16	21	25	27	29
Level 4	0.0%	0	0	0	0	0
Subtotal SPED	10.00%	108	142	168	185	194

3. English as a Second Language						
LEP/NEP	9.0%	98	128	151	167	175

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

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

A.1.b   Mission Statement and Philosophy

Mission Statement

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

Philosophy

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

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

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

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

Core Values

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

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

Collaboration	**Justice**
Compassion	**Knowledge**
Curiosity	**Peacemaking**
Discipline	**Perseverance**
Integrity	**Respect**

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

A.1.c Educational Focus

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

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

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

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

A.1.d Performance Goals
In the last ten years, our students have consistently improved on standardized, norm-referenced and criterion-referenced, formative and summative assessments. Frequently cited as a model of successful urban school reform, our schools have provided lessons for many schools—both public and private—on how to succeed in an environment of high stakes accountability. We take great pride in the fact that, as the CCC, all of our schools became fully accredited by the Middle States Association of Colleges and Schools, and as CCPCS all schools will remain fully accredited.

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

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

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

Academic Goals

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

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

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

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

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

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

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

Non-Academic Goals

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

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

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

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

Organizational (Management Effectiveness) Goals

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

1. Principals and Academic Deans will be instructional leaders.

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

A.2.a. Student Content and Performance Standards

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

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

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

Performance Standards

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

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

A.2.b   Curriculum

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

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

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

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

- **M**   **M**ost important expectations in the grade level
- **S**   An expectation with which past students have **s**truggled
- **G**   An expectation critical to success in the next **g**rade level
- **T**   An expectation that is **t**ested

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

Standard 2 – Reading: Comprehension
Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. In addition to their regular school reading, at Grade 3, students read a variety of grade-level appropriate narrative (story) and expository (information and technical) texts, including classic and contemporary literature, poetry, children's magazines and newspapers, reference materials, and online information.

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

Curriculum Framework

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

Resources and Materials

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

Reading/ Language Arts

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

Reading, Writing, and Language

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

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

Pre-K Reading

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

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

Elementary Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Language in the Reading/Writing Workshop

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

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

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

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

Assessment

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

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

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

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

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

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

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

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

Mathematics

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

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

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

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

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

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

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

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

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

Social Studies

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

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

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

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

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

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

The Arts

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

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

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

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

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

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

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

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

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

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

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

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

Technology

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

Study Skills

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

Integrated Character Education: Academic and Social Curriculum

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

Content and Character Education

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

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

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

SOJOURNERS - Character Education/Values Program

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

A.2.c   Methods of Instruction
Our instructional focus reflects our belief that education must affirm human dignity and that students must therefore become independent learners: curious, engaged, and confident in their own abilities to use what they already know to construct new knowledge and acquire new skills. This is embedded in the *Correlates of Effective Schools* that identify the critical importance of designing instruction around a student-centered approach and in Howard Gardner's and David Perkins' work on *Teaching for Understanding.* We believe that, rather than merely passing knowledge from textbooks, teachers must model and help students apply that knowledge using multiple entry points. Through a careful combination of strategies defined below, our teachers design purposeful activities for students—both inside and outside the classroom—that require students to take intellectual risks and exercise judgment in order to solve problems.

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

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

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

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

- the pre-assessment data
- the standards to be addressed
- the learning experiences or activities used to convey the standards
- the resource materials
- a time management plan

- strategies for individual, small, and whole group instruction (differentiation)
- assessments
- reflection by teachers to evaluate how well the lesson worked

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

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

Data-Driven Instruction

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

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

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

Methods for Students Needing Intensive Academic Support

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

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

English Language Learners (ELL)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A.2.d   Students with Disabilities
Teachers in our schools have always avowed that students are more often "instructionally disabled" than "learning disabled." Our teachers believe that all students can learn. They do not allow students' disabilities or previous educational deficits to stand in the way of their academic achievement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A.2.e   Strategies for Providing Intensive Academic Support
We believe all students can successfully realize their potential given the right academic environment and instruction. Our experience indicates, however, that many of our students come to school needing some form of support to ensure the closing of any existing learning gaps. Whether learning is impeded by a physiological or academic obstacle, our goal is to work with parents and students to address these obstacles and better prepare students to come to school, ready and able to learn.

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

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

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

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

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

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

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

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

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

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

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

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

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

A.3.a   Student Assessment
CCPCS has established a comprehensive assessment program that is extensively aligned with our curriculum framework and instructional programs. Student performance data is used to inform decisions regarding the development of school improvement initiatives, professional development opportunities for teachers, and lesson plans that strategically address students' needs. The following diagnostic, formative, and summative assessments will be administered routinely in order to monitor students' mastery of content standards and report progress to families and essential stakeholders:

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

Using the Assessment Data

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A.3.b   Basis for Promotion and Graduation

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

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

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

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

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

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

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

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

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

A.3.c   Student Intervention

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

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

Student-Teacher Assistance Team (STAT)

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

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

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

Use of Student Data

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

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

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

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

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

A.4.a Parental Involvement

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

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

We will communicate regularly with parents through the use of:

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

We will collaborate with parents through:

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

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

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

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

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

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

A.4.b   Community Participation
As charter schools, we will continue our current practice of forming strategic partnerships with local cultural and civic organizations as an enhancement to our academic and social curriculum.

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

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

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

A.4.c   School Organization and Culture
Effective Schools
We have organized our schools around a set of educational principles that guide our decision-making processes and complement our mission and educational philosophy. If a program or an activity does not comport with these principles, it is not considered for inclusion.

The *Correlates of Effective Schools* model, developed and refined in over 30 years of research by Dr. Larry Lezotte[13], recognizes individual schools as effective units of change. The common sense educational approach maintains that all students can learn, regardless of their socioeconomic status or family background. As CCPCS, our effective schools will open with a strong track record in each of the seven correlates:

Instructional leadership: Principals in CCPCS are instructional leaders who work collaboratively with a central office staff that assumes primary responsibility for operational and administrative functions. In this way, principals work closely with teachers, academic deans, and families to concentrate on effective instruction and student achievement.
Clear and Focused Mission: Our mission has been and will continue to be clearly defined. It is focused on nurturing excellence in the areas of scholarship, character, and service.
Safe and Orderly Environment: Our schools are safe and orderly and will continue to be.
Climate of High Expectations and Frequent Monitoring of Student Progress: Having adopted rigorous academic standards, standards-based formative and summative assessments, and data-driven decision-making practices, we will continue to maintain high expectations and monitor student achievement closely to help inform instruction.
Positive Home-School Relations: We work closely with our families in both academic and non-academic areas to nurture each child's individual strengths and address their challenges. Parents will continue to be partners in ensuring that their children will be successful learners and citizens of great integrity through regular conferences, open-door classroom policies and frequent family events.
Opportunity to Learn and Student Time-on-Task: Teachers plan and pace activities that facilitate bell-to-bell instruction, incorporating a variety of instructional strategies.

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

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

Collaboration	**Justice**
Compassion	**Knowledge**
Curiosity	**Peacemaking**
Discipline	**Perseverance**
Integrity	**Respect**

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

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

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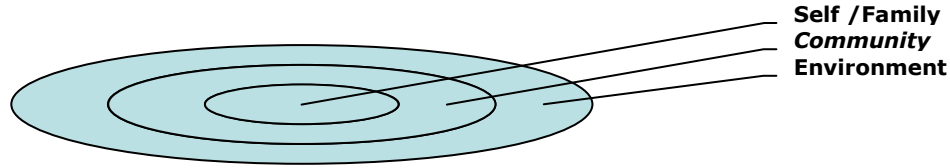
In our schools we will prioritize time for regular reflection, meditation, and rituals that help build community. This will be part of the implementation of our values-centered curriculum SOJOURNERS. The school day will begin and end with an all-school gathering for this purpose. School administrators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

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

Community Service

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

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

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

A.4.d   Extracurricular Activities

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

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

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

A.4.e   Safety, Order and Discipline

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

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

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

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

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

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

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

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

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

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

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

I will arrive at school each day on time and ready to work.
I will treat all with respect and dignity.
I will solve any conflicts that arise peacefully.
I will care for and protect our environment.

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

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

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

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

Level A Infractions

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

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

Consequences

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

1st Infraction

Verbal warning/corrections
Notice to parent/guardian explaining the behavior

2nd Infraction

Phone call home to parent/guardian
Parent invited to meet with teacher and/or principal to discuss corrective action
Referral to the principal for discussion and reflection assignment
Written discipline slip with detention

3rd Infraction

Phone call home
Referral to principal
Parent required to meet with teacher and principal to discuss corrective actions
Contract generated with parent and student detailing corrective action

Continued Infractions

In-school suspension where student conducts self-study and reflection (see suspension below)
Parents must meet with principal to discuss corrective action.

Level B Infractions

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

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

- Use of inappropriate language or profanity (oral or written)
- Inappropriate displays of student affection
- Bullying (includes teasing and exhorting money, possessions, and/or favors)
- Plagiarism
- Truancy

- Fighting
- Use of tobacco at the school or school-sponsored functions
- Minor inappropriate computer use and internet access
- Violation of fellow student privacy rights (e.g., records, files, report cards)

Consequences

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

Procedure for suspension

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

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

Level C Infractions

Serious misconduct that disrupts classroom instruction, threatens the safety of the school environment, or threatens or causes harm to members of the school community are cause for severe consequences. Examples of this misconduct would include, but not be limited to:

- Possession of a weapon
- Possession, distribution, and/or use of illegal drugs or controlled substances in a non-prescribed manner
- Assault or threat of assault on another student, teacher, or school personnel
- Violence or threat of violence
- Sexual harassment
- Severe, persistent, or pervasive bullying – either verbal, written, or physical behavior

that results in another student's physical or emotional duress
- Willful destruction of property (e.g. arson)
- Bomb threats
- Theft
- Consistent and repeated Level B infractions can be considered Level C infractions
- Egregious inappropriate computer use and internet access

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

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

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

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

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

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

References from our Handbook
Prohibited Items

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

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

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

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

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

School Health and Safety

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teacher Mentoring

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

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

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

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

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

A.4.g   Structure of the School Day and Year
Our school year will be 183 days. The school day will run from 8:00 am to 3:30 pm on Mondays-Thursdays, consisting of seven periods--plus home room/morning meeting time and lunch/recess. Students will be dismissed at 12:30 pm on Fridays so that teachers can attend professional development. It is important to note that we are designing our extra-curricular time to enhance and complement standards-based instruction in the classroom.

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

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

Please see Appendix A pages 5-7 for2008-2009 sample school calendar and schedules.

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

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

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

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

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

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

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

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

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

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

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

[12] ibid

[13] See http://www.effectiveschools.com/default.asp

C1a. Timetable for Registering and Admitting

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

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

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

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

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

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

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

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

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

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

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

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

The following forms are optional, but strongly encouraged:

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

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

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

Suspension, Expulsion & Other Disciplinary Policies & Procedures

Level A Infractions

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

- Failure to complete homework or class assignment
- Non-defiant failure to carry out instructions
- Lack of participation in class activities
- Dress code violation

- Chewing gum
- Tardiness
- Disrespectful behavior that is non-threatening

Consequences

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

1st Infraction

Verbal warning/corrections

Notice to parent/guardian explaining the behavior

2nd Infraction

Phone call home to parent/guardian

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

Referral to the principal for discussion and reflection assignment

Written discipline slip with detention

3rd Infraction

Phone call home

Referral to principal

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

Contract generated with parent and student detailing corrective action

Continued Infractions

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

Parents must meet with principal to discuss corrective action.

Level B Infractions

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

- Repeated lack of preparedness, including homework
- Excessive tardiness to school or class
- Skipping class
- Repeated dress code violations
- Disrespecting a fellow student, teacher, school personnel, parent, or visitor in a way that is threatening or verbally abusive
- Insubordination
- Use of inappropriate language or profanity (oral or written)
- Inappropriate displays of student affection

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

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

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

Level C Infractions
Serious misconduct that disrupts classroom instruction, threatens the safety of the school environment, or threatens or causes harm to members of the school community are cause for severe consequences. Examples of this misconduct would include, but not be limited to:
- Possession of a weapon
- Possession, distribution, and/or use of illegal drugs or controlled substances in a non-prescribed manner
- Assault or threat of assault on another student, teacher, or school personnel
- Violence or threat of violence
- Sexual harassment
- Severe, persistent, or pervasive bullying – either verbal, written, or physical behavior that results in another student's physical or emotional duress
- Willful destruction of property (e.g. arson)
- Bomb threats
- Theft
- Consistent and repeated Level B infractions can be considered Level C infractions
- Egregious inappropriate computer use and internet access

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

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

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

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

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

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

C2a. Key Leadership Roles
It has been important to fill the key leadership roles so that schools are ready to open in fall 2008. The key administrative roles and personnel at the central office and their bios are as follows. Resumes are included in Section G.

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

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

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

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

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

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

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

C2b. Qualifications of School Staff
The standards to hire principals, academic deans, literacy specialists, and teachers are outlined below in the duties and qualifications for each respective position. CCPCS will use both content and behavioral interviewing techniques to ensure that potential employees have the ability to perform all the required duties and the qualifications necessary for the positions. These hiring standards will meet NCLB regulations for highly qualified teachers because each teacher will have at least a bachelor's degree and will have passed grade and subject level Praxis exams, as applicable. All personnel are expected to model strong character and the CCPCS core values.

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

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

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

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

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

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

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

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

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

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

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

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

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

Qualifications for <u>ALL Teachers</u> (includes Special Education & ESL designated teachers)
- Demonstrates classroom leadership (observation or practice teaching during interview)
- Possesses knowledge of CCPCS goals and objectives, recent teaching trends and research
- Demonstrates proficiency with curriculum and materials of instruction in field of specialization

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

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

Additional Qualifications for Special Education Teacher (supplementing list above)
- Has extensive knowledge of IDEA and NCLB policies
- Has state-issued certificate in Special Education instruction

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

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

Additional Qualifications of English as a Second Language Teacher (supplementing list above)
- Has state-issued teacher certification with ESL endorsement
- Exhibits fluency in another language, in addition to English (preferred)
- Employs specific second language teaching/learning methods and techniques
- Possesses knowledge of WIDA standards

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

C2c. Staffing Plan
There are two key components of our staffing plan: 1) central office and 2) campus staffing. In both components, staffing would grow over time with enrollment.

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

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

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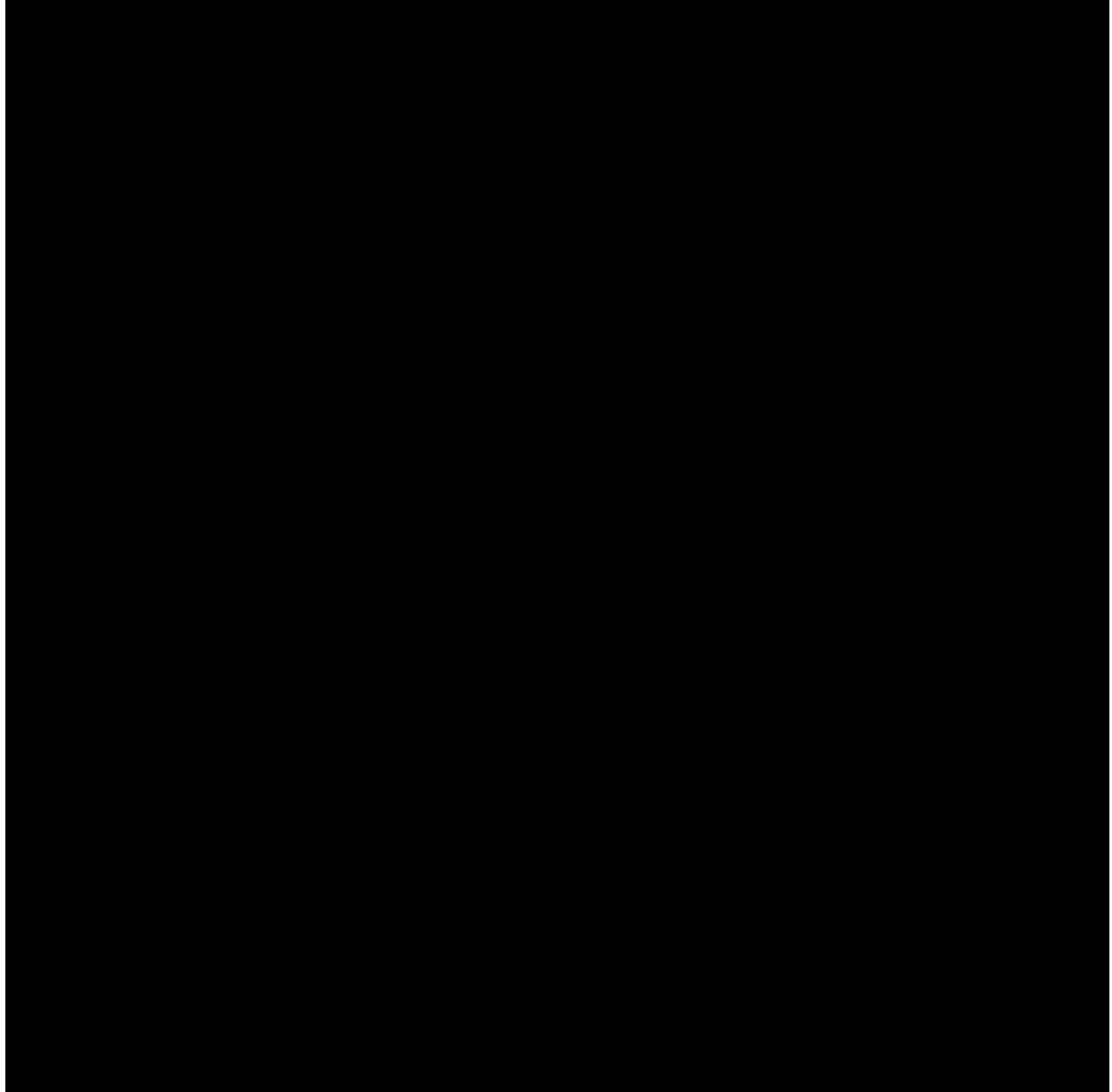
Campus Staffing

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

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

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

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

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

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

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

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

C2d. Employment Policies
Equal Opportunity & Drug-free Workplace
During and after the conversion process, Center City Public Charter Schools will adhere to a strict non-discrimination policy in hiring. CCPCS has developed an employment application that clearly states our non-discriminatory policies. National background checks will be completed for all CCPCS campus personnel. CCPCS adheres to a strict policy prohibiting the use and possession of illegal drugs by employees. Employees who violate this policy are subject to disciplinary action that includes suspension and/or dismissal by their supervisor.

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

2009-2010

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

This scale is subject to inflation adjustment and/or changes reflecting actual enrollment levels. Careful consideration was given to every aspect of the scale. The starting point is at or slightly above that of DCPS so that CCPCS can compete for talented young teachers. Step increases vary over time, reflecting the "burnout" trends in teachers with 6-10 years experience and likewise reflecting the value that these experienced teachers bring to the classroom. There are 12 total steps (compared to 10 for DCPS and 12 for Fairfax County) reflecting CCPCS's belief that teachers are more valuable with experience, but there is a balance among factors contributing to high performance teaching. Regardless of step level, all staff will receive inflation-indexed payroll adjustments each year.

Bonuses

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

Evaluations & Dismissal of Staff

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

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

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

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

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

Timetable for Goal Setting, Reviews and Evaluations

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

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

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

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

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

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

C2e. Use of Volunteers
Volunteers make up an important part of our school community, and we welcome their participation. They bring much valued experience and talents that enhance our academic programs, enrich learning, and support the mission of the school. Potential volunteers are asked to complete a volunteer form that

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

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

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

C3a. Health and Safety
CCPCS will ensure that all entering students meet immunization requirements laid out by the District of Columbia. At present these requirements include evidence of immunization against measles, rubella, poliomyelitis, tetanus, diphtheria and mumps. Students who are unable to provide certification of these immunizations will be referred to the student's physician or to public health authorities. CCPCS campus buildings do not currently meet the specifications for participation in the free nurse program through the DC Health Department. In lieu of this program, CCPCS intends to hire part-time nursing staff in its schools.

C3b. Safety and Fire Codes for Buildings
CCPCS will comply will all safety and fire codes included in the District of Columbia Fire Prevention Code. We will facilitate regular inspections by the fire department as requested, and will prepare affirmative reports on compliance for the DC Public Charter School Board.

C3c. Transportation
Contact and program information on Metrobus and Metrorail discounts for students will be made available to all parents during student registration. CCPCS will not offer regular transportation to students, though will on occasion arrange for special transportation required for field trips and extracurricular activities. We will maintain accident liability and injury insurance coverage. Transportation will only be arranged through certified and properly insured companies. We will assist parents of students with disabilities by arranging for transportation through DCPS.

C3d. Enrollment Data
CCPCS staff will maintain accurate daily attendance data for all registered students during the school year. Reports on attendance will be submitted to the Public Charter School Board or other government authorities of the District of Columbia, as required.

C3e. Maintenance and Dissemination of Student Records
CCPCS will maintain student records in an electronic database that is regularly backed-up to a secondary file server. These records will include basic student information in accordance with the DC School Reform Act. Original copies of registration forms will be kept in locked file drawers at each campus. Student records will only be released with appropriate consent from the parent or guardian.

C3f. Compulsory Attendance Laws
CCPCS will comply with compulsory attendance laws of the District of Columbia and will ensure that accurate attendance records enable school staff to track each student each day.

C3g. Subchapter B of IDEA and Section 504 of Rehabilitation Act
CCPCS will comply with subchapter B of IDEA and Section 504 of the Rehabilitation Act.

C3h. Title I
CCPCS will comply with Title I legislation and develop a plan to support students as well as provide professional development for teachers serving these students. We will comply with legislation to ensure funds responsible management of these funds.

C3i. Compliance with Civil Rights Statutes and Regulations
CCPCS will comply with all federal and local legislation regarding educational services for our students including but not limited to:
- 1964 Title VI of the Civil Rights Act
- 1964 Title VII of the Civil Rights Act
- 1968 Bilingual Education Act
- 1974 Lau v. Nichols U.S. Supreme Court Decision
- 1974 Equal Opportunity Act
- 1985 Office of Civil Rights (OCR): Title VI Language Minority Compliance
- 1991 OCR Policy Update
- The DC School Reform Act

C3j. Any other requirements
Relying on the guidance of counsel, CCPCS will strictly adhere to legal requirements set forth in the First Amendment. Precedents set by prior court rulings make clear that public schools cannot be governed by a church and the church will have no decision-making or programmatic authority over these schools.

C4a. Timetable and Tasks for Implementation of the Charter

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

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

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

C4b. Major Contracts Planned

SERVICES	POSSIBLE VENDORS	COST INFO/ESTIMATES
PROGRAM & STUDENT SERVICES		
Web-based diagnostic assessment used to track student progress and target students' instructional needs	Scantron Corporation MWEA	$40,000
Waterford Early Reading Program – computer-based program used in Kindergarten and 1st grades to supplement the literacy curriculum

Waterford Early Math and Science Program – computer-based program used in Kindergarten and 1st grade to supplement mathematics curriculum | Pearson Digital Learning | $42,000 *Purchased new equipment this year for 2 schools; will need to maintain current equipment and purchase new equipment for remaining 5 schools |
| Student data information system (Powerschool)
 - Implementation, training & licensing | Pearson | $50,000 |
| Social Studies Textbooks (K-8) | Houghton Mifflin McGraw Hill Oxford University Press (Joy Hakim) | $60,000 |

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

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

Parent Orientation & Ongoing Communication

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

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

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

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

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

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

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

C4d. Services Sought from the District of Columbia Schools
CCPCS does not expect to contract with DCPS for services other than coordinating transportation for special education students requiring transportation. We will be our own LEA and will therefore contract for evaluations through service providers. We will outsource meal preparation to a certified food service provider.

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

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

I. Academic Goals

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

Performance Goal:

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

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

Performance Goal:

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

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

Performance Goal:

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

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

Performance Goal:

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

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

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

Performance Goal:

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

Parents will participate in school activities, both academic and extra-curricular. Each year a parent representative will be asked to serve on the school-based management team (SBMT). Parents will re-enroll their children at CCPCS.	Parent Volunteer/ Attendance Logs School-based Management Team Meeting Minutes Parent Surveys Student re-enrollment statistics	2008-09 Parent Volunteer/Attendance Logs 2008-09 School-based Management Team meeting minutes 2008-09 Parent Surveys 2009 Re-enrollment data	75% of parents will attend parent conferences. 75% of parents will attend school-wide meetings and events. 75% of students will volunteer at the school. One parent will serve on the (SBMT) for the entire school year. 75% of parents will express and overall positive view of CCPCS. 80% of eligible families will re-enroll at CCPCS.	95% of parents will attend parent conferences. 95% of parents will attend school-wide meetings and events. 95% of students will volunteer at the school. One parent will serve on the (SBMT) for the entire school year. 95% of parents will express and overall positive view of CCPCS. 85% of eligible families will re-enroll at CCPCS.	Formal Parent Conference opportunities will be scheduled each quarter and advertised in the school calendar and newsletters. Enhance communication with parents through increased opportunities (i.e., newsletters, website) to visit/volunteer at the school for conferences, events, field trips, service projects, etc. Parents will be able to obtain real-time updates on their child's performance using PowerSchool. Home-School Associations

Performance Goal:

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

Teachers' lesson plans and instructional delivery show evidence of the implementation of strategies and programs learned through PD sessions.	Teacher Evaluations Classroom Walk-Throughs (CWTs) Teacher Surveys Instructional Planning Tools (IPTs) Teacher Portfolios	Jan 2009 Teacher Evaluations 1st Qtr. CWT data Jan 2009 Teacher Surveys Spring 2009 IPTs and Teacher Portfolios	70% of IPTs and portfolios will reflect evidence of professional development. 75% of teachers will express satisfaction with the level of learning support provided.	85% of IPTs and portfolios will reflect evidence of professional development. 85% of teachers will express satisfaction with the level of learning support provided.	Academic Deans will serve as instructional coaches for teachers. Teachers will participate in ongoing professional development. Teachers will be encouraged to take ownership of their learning experiences by establishing individual performance goals. Principals and Academic deans will provide routine constructive feedback on lesson plans and observations.

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

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

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

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

B1a. Profile of the Founding Group

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B1b. Planning Process
An evaluation of the plan to convert these schools to public charter commenced early in the spring of 2007. At that time, the board of the Consortium recognized that the twelve Catholic schools in the inner city of DC simply could not sustain themselves on tuition and private fundraising, despite the impressive academic results and grassroots support for these schools.

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

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

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

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

Our founding group organized around five key areas of expertise & commitment:
- Academic best practices, standards and student assessment
- Knowledge of these particular schools, staff & parents
- Business and operational best practices for DC public charter schools
- Financial commitment to support conversion
- Legal expertise

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

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

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

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

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

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

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

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

B1c. Corporate Structure and Nonprofit Status of the School
CCPCS filed articles of incorporation and bylaws with the District of Columbia on October 12th, 2007 with legal review and assistance from Covington & Burling, LLP. An application for tax-exempt status was filed November 9th, 2007 with tax and accounting assistance from Argy, Wiltse & Robinson P.C. The IRS notified CCPCS of its tax-exempt status in March 2008. Copies of the articles of incorporation, bylaws, and tax-exempt notice are supplied in Section J of this application.

B2a. Board of Trustees
The board of directors for CCPCS will have an odd number of members that is at least seven and no more than fifteen. Members will serve three-year terms, though terms are staggered between one and three years for the initial board to ensure that only one-third of the board members are completing service in the

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

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

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

In addition to recruiting a board with diverse skills and experience, the founding team will present each board member with a statement of his or her role and responsibilities as regards to governance. The role of the board includes the following:
- **Mission**. Serve as the keeper of the mission for CCPCS.
- **Vision**. The board will review and provide input to the vision for schools' programs and activities. The board is considered a resource for organizational planning.
- **Staff Leadership**. The board will select and supervise the Executive Director. The board, or a designated board committee, will conduct an annual review and determine compensation for this individual. The Executive Director will hire and supervise the management team and staff.
- **Financial Oversight**. The board will review and approve the annual budget, as prepared by the management team of the organization. The Finance & Audit Committee shall review the budget first, provide feedback as necessary, and then present the budget to the overall board. The Executive

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

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

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

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

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

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

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

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

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

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

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

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

B2b. Rules and Policies

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

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

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

B2c. Administrative Structure

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

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

Organization Chart

Center City Public Charter Schools

Board of Directors

Executive Director

Special Projects Associate

Head of Schools

Chief Operations Officer

Executive Assistant

Financial Executive Assistant

School Principals (one per campus)

Dean of Instruction

Dean of Student Services

Dean of Special Education

Director of Technology

Director of Finance

Academic Deans (one per campus)

Human Resources Manager

Real Estate Manager

Community Outreach Manager

Teachers (multiple)

Student Assessment & Curricular Alignment Specialist

Student Information SystemsLead

Accounts Payable Associate

Marketing & Development Associate

Technology Coordinator

Public Funds Compliance Associate

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

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

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

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

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

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

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

B2d. School Management Contracts
CCPCS has no plans to enter into a school management contract with another organization.

B3a. Anticipated Sources of Funds
Public Funds
We will receive the bulk of our operating funds from local and federal sources. We expect to receive a combined $15.7 million in public funding in year one. We are not eligible to receive Title Vb start-up assistance because we are a conversion school. We will be eligible to receive entitlement funding and we project that 70% of our school population will be Title I eligible. Our per-pupil funding estimates use $8,488.52 as the base per pupil rate for SY08-09 which is a 2% increase over SY07-08 (OSSE has requested a 5% increase for SY08-09). If the mayor accepts the proposed 5% increase, then revenue in SY08-09 will increase by over $300,000. Our weightings for grade level, special education, English language learners and summer school are all the same as the published weightings in SY07-08. The five-year projections for public funds are as follows:

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

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

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

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

To limit our draws on the loan, we will pursue grant funding from the following list of likely donors:
- New Schools Venture Fund – an estimated $1.8 million over two years
- The Walton Family Foundation – an estimated $500,000 over two years

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

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

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

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

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

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

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

Contingency Plans
If enrollment is significantly lower than forecast, CCPCS will reevaluate hiring, pay increases and FF&E. The following costs could be cut from the budget in an emergency:
- Capital purchases of approximately $250,000 per year in the 1st two years could be deferred
- Operations personnel could split time between campuses to save $250,000 in salary and benefits per year in the 1st two years
- Salary scale changes for teachers, principals and academic deans could be modified so that salaries become market comparable over a three-year period rather than a two-year period (estimated total savings of $500,000 - $750,000 over the course of the 1st two years)

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

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

B3b. Planned Fundraising Efforts
CCPCS has raised $600,000 in start-up funds to-date.
- Walton Family Foundation, $200,000 received in February 2008
- Griffin Foundation, $200,000 received in March 2008
- Freddie Mac Foundation, $200,000 commitment received in March 2008

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

B3c. Financial Management and Accounting
The Consortium has been operating schools in the District for many years. Last year the Consortium operated 14 schools in various locations throughout the District and managed a budget of over $20 million. For the past several years, Raffa has provided independent auditing of the Consortium books and has delivered unqualified audits each year. Many policies and procedures will be preserved and enhanced in this conversion process. Principals, teachers and administrators are used to a set of internal controls that supports detailed financial reporting, absolute financial integrity and strong accountability to funders.

The management of the CCPCS has reviewed the DC Public Charter School Board fiscal policy handbook and compared it to existing internal controls in place at the Consortium. Formerly serving as the CFO at KIPP DC, the Chief Operating Officer has direct experience creating and implementing comprehensive fiscal policy at a multi-site DC public charter school. The primary accounting and audit policies are as follows (pending board review and approval):
1. All financial statements will be prepared and presented according to GAAP for not-for-profits, inclusive of FASB 116 & 117 which provide specific guidance on accounting and reporting revenue and net assets.
2. The fiscal year for CCPCS will begin July 1st and end June 30th.
3. The board finance and audit committee will engage an independent certified public accountant (or accounting firm) to conduct an annual audit of the corporation's financials.
4. Interim financial statements will be prepared and presented to the board, or the finance and audit committee if the board so delegates, in a periodic and timely manner. In the first two years of operation, the board expects such reports on monthly basis in keeping with the stated monitoring policies of the DC Public Charter School Board.
5. Financial statements will be prepared on an accrual basis.
6. The corporation, or its consultants, will prepare all reports and forms as required by the Internal Revenue Service to document revenue and expense in accordance with laws governing tax exempt organizations. Such reports will include but not be limited to the Form 990.
7. Any related party transactions will be evaluated and reviewed, per the conflict of interest policies of the board.
   a. Such transactions will be disclosed in the course of the annual audit.

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

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

      b.   Original invoices and receipts will be maintained in accordance with federal program requirements and/or the advice of independent auditors or other regulatory agencies.

      c.   Key corporate documents will be maintained in files or posted on the premises as necessary (e.g., certificates of occupancy).

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

B3d. Civil Liability and Insurance

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

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

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

B3e. Provision for Audit

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

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

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

B4a. Identification of a Site

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

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

Campus Name	Ward	Address	Sq. Feet
Capitol Hill Campus (formerly Holy Comforter/St. Cyprian)	Ward 6	1503 East Capitol St SE Washington, DC 20003	19,459
Trinidad Campus (formerly Holy Name)	Ward 5	1217 West Virginia Ave NE Washington, DC 20002	21,384
Shaw Campus (formerly Immaculate Conception)	Ward 2	711 N Street NW Washington, DC 20001	18,939
Brentwood Campus (formerly St. Francis de Sales)	Ward 5	2019 Rhode Island Ave NE Washington, DC 20018	17,000
Petworth Campus (formerly St. Gabriels)	Ward 4	510 Webster St NW Washington, DC 20011	28,080
Brightwood Campus (formerly Nativity)	Ward 4	6008 Georgia Ave NW Washington, DC 200011	25,000
		TOTAL	154,270 sf

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

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

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

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

B4b. Site Renovation
At present, no renovations are planned for the facilities. Should the Archdiocese need to complete any renovations as part of obtaining the certificates of occupancy, then the Archdiocese will plan, fund and execute any such improvements. Otherwise, CCPCS has accepted the buildings as-is. Significantly, these buildings have been in continuous use for over 50 years serving as school buildings. A number of large scale capital improvements projects were completed in the last seven years due to efforts by the Consortium. Roofs and boilers were replaced, brickwork was sealed, flooring was refinished, etc. After a careful walk through with a team including an architect, mechanical engineer, contractor, board member and staff leader, CCPCS feels comfortable that no significant renovation is necessary to occupy the schools in August. Painting, patching and repairs will be conducted over the summer by the Archdiocese, in keeping with existing maintenance schedules.

B4c. Financing Plans for Facilities
CCPCS has no financing need to execute the lease and occupy the space. The only deposit required is $150,000, and the deposit can be funded in cash or with a letter of credit from a lending institution. Any repairs required through the certificate of occupancy process will be conducted and funded by the Archdiocese.

B4d. Building Maintenance
For the past five years, all the janitorial services and basic maintenance has been handled by Complete Building Services (http://www.completebuildingservices.com/). This company is the building service division of the Donohoe Companies, Inc. The company provides on-sight day porters and partial evening coverage at each campus. A single point of contact manages the maintenance work for all the buildings. Maintenance is either completed by CBS employees or contracted out to providers.

Complete Building Services has worked with the Archdiocese over the years to ensure that buildings pass regular fire and safety inspections. They have excellent firsthand knowledge of the buildings and have overseen a number of upgrades in the past five years. CCPCS plans to solicit bids for janitorial and maintenance services. At the time of the public RFP, CCPCS will outline needs and coverage requirements. CBS has already indicated a desire to submit a proposal for this work. If their proposal compares favorably to other proposals received, according to a matrix of criteria, then CCPCS would consider executing a contract for continued service.

B5a. Outreach to the Community
The entire conversion process has been deeply rooted in community outreach. CCPCS has conducted significant outreach to staff, students, parents and the community. Our public website went live the day after the Archdiocesan announcement, December 6th 2007. Senior leadership have been responsive to press inquiry and have consistently invited community members to phone us, email us or visit us with questions and concerns. A series of staff meetings have been held and will continue to ensure that the staff has a significant voice in this process. Open houses have been held at each campus for existing parents and students. Newsletters have been sent home with frequently asked questions, summary documents describing the CCPCS charter application and letters from leadership. A new round of open

houses will be held in April for the broader community. Leadership and board representatives have been at every open house and every large staff meeting.

In the coming months, CCPCS will continue to publicize these schools through a series of press releases, newspaper advertisements, direct mailing, METRO bus advertisements and other similar means. Each church adjoining one of the conversion schools will run announcements about the new public charter schools, starting in May and June. A parent volunteer committee will be asked to send spokespeople to other non-profit and community organizations to discuss the conversion and to promote these schools.

The buildings that these schools will occupy will continue to serve the community afterschool and on weekends. Assembly space will be made available to church and community groups as it always has been. Classrooms will be available for parish programs in the evenings, so long as parish use does not disrupt the regular afterschool programs. Examples of evening programs could include GED classes, counseling for unwed parents, social service coordination and outreach, etc.

CCPCS will leverage its access to parents to provide public service information that is valuable to them. We plan to coordinate with the DC Earned Income Tax Credit Campaign to distribute materials about free tax preparation assistance available in the neighborhoods near each of schools. These schools will have pamphlets available to parents concerning public health care clinics, health providers and services that are free or low-cost in the neighborhoods.

B5b. Recruitment of Students
Student recruitment will include a series of public events designed to reach parents of current students as well as prospective students and families in the community:
- Open houses in Dec '07 and Jan '08 for current parents
- Parent-to-parent phone campaign to answer questions about conversion and encourage completion of enrollment forms in February
- Conversion Endorsement Party & "Bring a Friend" campaign roll-out in mid-March
- Outreach by parents to parents – various activities in March/April
- Spring media campaign with various publicity activities April/May/June
- Campus open houses in April/May for the community
- "Bring a Friend" barbeque in June where all families who have submitted applications are invited to attend and are asked to bring a friend, neighbor, family member or colleague who may be interested in CCPCS
- Back to School social & final recruitment event in August

These events have been and will continue to be organized by staff, parent volunteers and CCPCS leadership. Public events will feature parent speakers who serve as champions of the schools. Events will be highly publicized through letters home, the website, flyers, newspaper advertisements, METRO bus advertisements, direct email and phone calls. Current teachers will help current students understand the conversion process and guide students in contacting peers who might be interested in enrolling in the new public charter school. Student-to-student outreach and fun, free public events are both particularly important to reach students whose parents are not as proactive in learning about schools.

Enrollment Process and Procedures
Per the DC School Reform Act, and as soon as it receives a charter, CCPCS will begin open enrollment. As a conversion school, CCPCS is entitled to give preferential enrollment to existing students and their

siblings. The enrollment application asks students to identify a) if they currently attend one of the seven schools up for conversion, b) whether they are the sibling of a student at one of the seven schools up for conversion, and c) whether a sibling is also applying to CCPCS. These questions will facilitate the planned student recruitment and enrollment process as follows:

January 17th	Application available to families who have a student or students enrolled in one of the seven schools applying for conversion
January 17th to February 29th	Contingent applications accepted from existing students and siblings of existing students
March 1st	Contingent application available to public
March 1st to June 6th	Contingent applications accepted from new families/students
June 11th	Lottery (if necessary). Random numbers assigned to applicants by grade level by campus. Random number generator determines which applicants are offered admission. If an applicant is offered admission, that applicant's sibling would then receive a priority offer and would not be subject to a lottery process for the sibling's grade level. Applicants could enter the lottery at another campus if their preferred campus is full.
June 16th	Public announcement from DC PCSB re: charter approvals
June 17th & 18th	Letters to all applicants with PCSB decision, student status (accepted or waitlisted) and instructions for student registration
June 19th to August 15th	Student registration (parents/guardians must submit additional paperwork to confirm enrollment of student, including proof of residency only after July 1st; new students complete placement assessment)
CONCURRENT to Registration	CCPCS would re-open application window to public if there are seats available
September 2nd	First day of School
Week of Sept 2nd	Parent orientations at each school

CCPCS has completed a competitive analysis by campus for each of the seven schools proposed for conversion. In the data compiled in Appendix F for the Demographic Analysis Form, it is evident that some campuses face stronger neighborhood competition from existing public and public charter schools. In particular, the planned Brentwood campus is near to Friendship Woodbridge and the DCPS Langdon Elementary School which are both fully enrolled and academically sound. For our Brentwood campus, we will double efforts to encourage existing parents to recruit friends and other students through direct calling campaigns. We have also included our most conservative enrollment forecast for the Brentwood campus. Our recruitment strategy does not include approaching parents of students who already attend schools with strong academic programs. We do not intend to recruit students at the expense of other high-achieving schools. Our program offers a small, safe, high quality academic option for interested students.

Approximately 760 DC resident students are eligible to return to these schools upon conversion to public charter. We plan to recruit 165 students into PreK and Kindergarten and expect to do so based on past success recruiting into these grades every year as a private school. We plan to recruit 155 new students

spread across the remaining eight grades in seven campuses. This amounts to two or three new students per grade per campus in 1st through 8th grades. This recruitment target is manageable and conservative given the level of interest in these schools. If we are unable to enroll the 155 new students spread across 56 effective grade levels, then we will adjust expenditures down to make-up the difference. Each year for the past seven years we have received an average of over 100 new transfers that were paying tuition. In a worst case scenario, the minimum number of transfers is 50% of 155, or 78 students. If the average student brings $12,000 - $15,000 in public funds depending on SPED and ELL statuses, then we would face a budget variance of approximately $1 million. This variance could be managed by cost controls on FF&E purchases, deferring new personnel and slowing the teacher salary scale increases that have been planned.

B5c. Future Expansion and Improvements
The enrollment projections by campus and by grade are as follows:

1a. Students by Grade	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
Pre-K	40	76	103	111	111
K	125	183	212	216	216
1	132	187	208	215	216
2	104	146	191	204	208
3	109	118	159	192	199
4	138	123	132	165	195
5	106	149	136	144	171
6	126	179	207	216	216
7	118	140	187	205	208
8	96	132	152	195	207
Total Enrollment	1094	1433	1687	1863	1947
New Students Per Year	183	339	254	176	84

1b. Students by Site	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13
Congress Heights	128	161	192	219	231
Capitol Hill	185	224	244	255	261
Trinidad	166	213	244	254	255
Shaw	130	164	203	223	234
Brightwood	178	229	248	255	255
Brentwood	127	158	189	221	233
Petworth	180	225	251	253	255
Benning Heights	0	59	116	183	223
Total Enrollment	1094	1433	1687	1863	1947
Avg Students per Site	156	179	211	233	243

These projections include an eighth campus, discussed further below. We estimate that approximately 10% of our students will have Individual Education Plans through special education programs. Since the majority of our students will be returning, our estimate is based on our present knowledge of existing students as well as consideration of prevalent rates of special education.

2. Special Education

Level 1	5.0%	54	71	84	93	97
Level 2	3.5%	38	50	59	65	68
Level 3	1.5%	16	21	25	27	29
Level 4	0.0%	0	0	0	0	0
Subtotal SPED	10.00%	108	142	168	185	194

Approximately 9% of our students will be classified as Limited English Proficiency or No English Proficiency. These 98 children are most likely evenly divided among three of our campuses: 1) Brightwood, 2) Petworth and 3) Shaw.

3. English as a Second Language

LEP/NEP	9.0%	98	128	151	167	175

Building modifications will not be necessary to accommodate these students. The maximum campus enrollment is either 234 or 255 students, depending on whether the campus has Pre-Kindergarten. Historically, the buildings have easily accommodated between 250 - 275 students. An architectural review of building capacity conducted by DeLizzio Architects verified building capacities of 300 or more, inclusive of staff.

The staffing model has one primary instructor per grade level, so all of the essential teachers are already in place even though the classes are not full in year one. CCPCS does plan to add teachers in foreign language and other areas, as described in the Education Plan. Recruitment strategies for new hires will continue to include career fairs, public advertisement and referral programs.

CCPCS plans to open an eighth campus in Ward 7 in year two if demand warrants expansion and if the program is meeting academic expectations. The educational facility at Our Lady Queen of Peace church has been offered to CCPCS by the Archdiocese. The rent and lease terms would match the leases at the seven other sites. The school at Our Lady Queen of Peace closed approximately 4 years ago because neighborhood parents could no longer afford tuition. The facility is in excellent working condition, as reviewed by an independent architect. There are many school-aged children in Ward 7 and competition with nearby charter schools and DCPS schools is estimated to be moderate at most.

CCPCS
Five-Year Estimated Budget

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	10,970,000	14,870,000	18,090,000	20,820,000	22,450,000
Per Pupil Facilities Allowance	3,401,000	4,455,000	5,245,000	5,792,000	6,053,000
Federal Entitlements	865,700	1,152,000	1,376,000	1,543,000	1,636,000
Other Government Funding/Grants	508,000	684,000	804,000	894,000	945,000
Private Grants and Donations	200,000	0	0	0	0
Activity Fees	362,500	484,250	582,000	655,500	699,000
Loans	1,893,000	1,385,000	0	0	0
Other Income (please describe in footnote)	12,500	18,750	25,000	37,500	50,000
TOTAL REVENUES	$18,212,700	$23,049,000	$26,122,000	$29,742,000	$31,833,000
EXPENSES					
Personnel Salaries and Benefits	12,021,000	15,433,000	17,506,000	19,251,000	20,290,000
Direct Student Costs	962,348	1,202,973	1,328,150	1,417,673	1,476,677
Occupancy	3,105,000	3,785,000	3,931,000	4,023,000	4,117,000
Office Expenses	736,011	892,099	1,005,013	1,075,009	1,120,655
General Expenses	1,384,478	1,732,090	1,930,377	2,132,629	2,247,760
EMO Management Fee					
TOTAL EXPENSES	$18,208,837	$23,045,162	$25,700,540	$27,899,312	$29,252,092
MAJOR ASSUMPTIONS					
Student Enrollment	1,094	1,433	1,687	1,863	1,947
Facility Size (saquare footage)	161,270	183,270	183,270	183,270	183,270
Average Teacher Salary	$ 51,687	$ 56,120	$ 57,804	$ 59,538	$ 61,324
Student/Teacher Ratio	9.8	10.4	10.8	10.7	11.1

For each of the five years, project the expected revenues and costs per pupil

	Year 1	Year 2	Year 3	Year 4	Year 5
Indicate projected student enrollment:	1,094	1,433	1,687	1,863	1,947
Per Pupil Revenue (all sources, excluding loans)	14,917	15,118	15,484	15,965	16,350
Per Pupil Expenditures	16,644	16,082	15,234	14,975	15,024
Personnel Salaries and Benefits	10,988	10,770	10,377	10,333	10,421
Direct Student Costs	880	839	787	761	758
Occupancy	2,838	2,641	2,330	2,159	2,115

NOTES:

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
	REVENUES	501(c)3 School Applicant	Education Management Organization (if applicable)	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	10,969,462		10,969,462	
2	Per Pupil Facilities Allowance	3,401,246		3,401,246	
3	Federal Entitlements	865,743		865,743	
4	Other Government Funding/Grants	507,977		507,977	
5	**Total Public Funding**	15,744,428		15,744,428	
6	Private Grants and Donations	200,000		200,000	
7	Activity Fees	362,696		362,696	
8	Loans	1,893,000		1,893,000	
9	Other Income (please describe in footnote)	12,500		12,500	
10	**Total Non-Public Funding**	2,468,196		2,468,196	
11	EMO Fee or Transfer (= line 73, col. G) *			0	
12					
13					
14	**TOTAL REVENUES**	$18,212,623			

	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	882,221		882,221	6%
16	Teachers Salaries	5,081,239		5,081,239	32%
17	Teacher Aides/Assistance Salaries	540,979		540,979	3%
18	Other Education Professionals Salaries	926,416		926,416	6%
19	Business/Operations Salaries	887,956		887,956	6%
20	Clerical Salaries	348,701		348,701	2%
21	Custodial Salaries	0		0	0%
22	Other Staff Salaries	280,100		280,100	2%
23	Employee Benefits	1,153,131		1,153,131	7%
	Payroll Taxes	877,843		877,843	6%
24	Contracted Staff	542,100		542,100	3%
25	Staff Development Costs	499,550		499,550	3%
26					
27	**Subtotal: Personnel Costs**	$12,020,235		$12,020,235	76%
28					
29	*Direct Student Costs*				
30	Textbooks	232,444		232,444	1%
31	Student Supplies and Materials	218,800		218,800	1%
32	Library and Media Center Materials	42,000		42,000	0%
33	Computers and Materials	65,800		65,800	0%
34	Other Instructional Equipment	91,800		91,800	1%
35	Classroom Furnishings and Supplies	184,600		184,600	1%
36	Student Assessment Materials	50,324		50,324	0%
37	Contracted Student Services			0	0%
38	Miscellaneous Student Costs **	76,580		76,580	0%
39					
40	**Subtotal: Direct Student Costs**	$962,348		$962,348	6%
41					
42	*Occupancy Expenses*				
43	Rent	1,975,331		1,975,331	13%
44	Mortgage Principal Payments			0	0%
45	Mortgage Interest Payments			0	0%
46	Building Maintenance and Repairs	238,131		238,131	2%
47	Renovation/Leasehold Improvements			0	0%
48	Utilities	405,104		405,104	3%
49	Janitorial Supplies	61,057		61,057	0%

50	Equipment Rental and Maintenance			0	0%
51	Contracted Building Services	425,895		425,895	3%
52					
53	**Subtotal: Occupancy Expenses**	$3,105,518		$3,105,518	20%
54					
55	*Office Expenses*				
56	Office Supplies and Materials	180,616		180,616	1%
57	Office Furnishings and Equipment	127,520		127,520	1%
58	Office Equipment Rental and Maintenance	123,200		123,200	1%
59	Telephone/Telecommunications	101,400		101,400	1%
60	Legal, Accounting and Payroll Services	90,875		90,875	1%
61	Printing and Copying	14,400		14,400	0%
62	Postage and Shipping	30,000		30,000	0%
63	Other	68,000		68,000	0%
64					
65	**Subtotal: Office Expenses**	$736,011		$736,011	5%
66					
67	*General Expenses*				
68	Insurance	157,582		157,582	1%
69	Interest Expense	30,000		30,000	0%
70	Transportation	71,110		71,110	0%
71	Food Service	855,508		855,508	5%
72	Administration Fee (to PCSB)	71,854		71,854	0%
73	EMO Fee or Transfer			0	0%
74	Other General Expense	198,425		198,425	1%
75					
76	**Subtotal: General Expenses**	$1,384,478		$1,384,478	9%
77					
78	**TOTAL EXPENSES**	$18,208,590		$18,208,590	116%
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$4,033			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS	
Student Enrollment	1094
Facility Size (square footage)	161,270
Average Teacher Salary	$ 51,687
Student/Teacher Ratio	9.8
Other Major Assumptions	

** "EMO Fee or Transfer" should include **all** funds remitted to an education management organization by the school. Expenses paid by the EMO on behalf of the school should be reflected in Column B.*

CCPCS
Two-Year Operating Budget Worksheet: Year TWO

DESCRIPTION	BUDGETED AMOUNTS			
	Column A	Column B	Column C	Column D
	501(c)3 School Applicant	Education Management Organization (if applicable)	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES				
1 Per Pupil Charter Payments	14,873,387		14,873,387	
2 Per Pupil Facilities Allowance	4,455,197		4,455,197	
3 Federal Entitlements	1,152,111		1,152,111	
4 Other Government Funding/Grants	683,756		683,756	
5 **Total Public Funding**	21,164,452		21,164,452	
6 Private Grants and Donations	0		0	
7 Activity Fees	484,230		484,230	
8 Loans	1,385,000		1,385,000	
9 Other Income (please describe in footnote)	18,750		18,750	
10 **Total Non-Public Funding**	1,887,980		1,887,980	
11 EMO Fee or Transfer (= line 73, col. G) *			0	
12				
13				
14 **TOTAL REVENUES**	$23,052,432			

	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES				
Personnel Salaries and Benefits				
15 Principal/Executive Salary	1,067,626		1,067,626	5%
16 Teachers Salaries	6,659,195		6,659,195	31%
17 Teacher Aides/Assistance Salaries	827,395		827,395	4%
18 Other Education Professionals Salaries	1,260,437		1,260,437	6%
19 Business/Operations Salaries	1,034,447		1,034,447	5%
20 Clerical Salaries	395,166		395,166	2%
21 Custodial Salaries	0		0	0%
22 Other Staff Salaries	289,302		289,302	1%
23 Employee Benefits	1,425,397		1,425,397	7%
Payroll Taxes	1,131,909		1,131,909	5%
24 Contracted Staff	726,189		726,189	3%
25 Staff Development Costs	615,698		615,698	3%
26				
27 **Subtotal: Personnel Costs**	$15,432,760		$15,432,760	73%
28				
29 *Direct Student Costs*				
30 Textbooks	265,650		265,650	1%
31 Student Supplies and Materials	322,425		322,425	2%
32 Library and Media Center Materials	48,000		48,000	0%
33 Computers and Materials	67,116		67,116	0%
34 Other Instructional Equipment	153,000		153,000	1%
35 Classroom Furnishings and Supplies	188,292		188,292	1%
36 Student Assessment Materials	43,850		43,850	0%
37 Contracted Student Services			0	0%
38 Miscellaneous Student Costs **	114,640		114,640	1%
39				
40 **Subtotal: Direct Student Costs**	$1,202,973		$1,202,973	6%
41				
42 *Occupancy Expenses*				
43 Rent	2,465,597		2,465,597	12%
44 Mortgage Principal Payments			0	0%
45 Mortgage Interest Payments			0	0%
46 Building Maintenance and Repairs	272,149		272,149	1%
47 Renovation/Leasehold Improvements			0	0%
48 Utilities	490,184		490,184	2%
49 Janitorial Supplies	69,779		69,779	0%

50	Equipment Rental and Maintenance		0	0%
51	Contracted Building Services	486,737	486,737	2%
52				
53	**Subtotal: Occupancy Expenses**	$3,784,447	$3,784,447	18%
54				
55	*Office Expenses*			
56	Office Supplies and Materials	215,672	215,672	1%
57	Office Furnishings and Equipment	154,867	154,867	1%
58	Office Equipment Rental and Maintenance	141,372	141,372	1%
59	Telephone/Telecommunications	114,708	114,708	1%
60	Legal, Accounting and Payroll Services	126,280	126,280	1%
61	Printing and Copying	31,200	31,200	0%
62	Postage and Shipping	36,000	36,000	0%
63	Other	72,000	72,000	0%
64				
65	**Subtotal: Office Expenses**	$892,099	$892,099	4%
66				
67	*General Expenses*			
68	Insurance	176,094	176,094	1%
69	Interest Expense	30,600	30,600	0%
70	Transportation	100,310	100,310	0%
71	Food Service	1,143,018	1,143,018	5%
72	Administration Fee (to PCSB)	96,643	96,643	0%
73	EMO Fee or Transfer		0	0%
74	Other General Expense	185,425	185,425	1%
75				
76	**Subtotal: General Expenses**	$1,732,090	$1,732,090	8%
77				
78	**TOTAL EXPENSES**	$23,044,369	$23,044,369	109%
79				
80	**EXCESS (OR DEFICIENCY)**			
81	Excess (or deficit) retained by school	$8,063		
82	Excess (or deficit) retained by EMO			

ASSUMPTIONS

Student Enrollment	1433
Facility Size (square footage)	183,270
Average Teacher Salary	$ 56,120
Student/Teacher Ratio	10.4
Other Major Assumptions	

* "EMO Fee or Transfer" should include **all** funds remitted to an education management organization by the school. Expenses paid by the EMO on behalf of the school should be reflected in Column B.
** Please explain in the Notes section all "Miscellaneous" costs which exceed $25,000.

NOTES:

RALPH F. BOYD, JR.
Professional Profile
Spring 2008

Employment

- **Executive Vice President, Community Relations, Freddie Mac, and Chairman, President and Chief Executive Officer, Freddie Mac Foundation (2005 - present)**

Currently oversee the national capitol region's largest philanthropic program, including corporate and Foundation grant-making, corporate and employee community investments, and employee volunteer activities.

Member of Freddie Mac (corporate) Business Executive Committee.

Member of Foundation's **Investment Committee**. Oversee management of the Foundation's investment portfolio, including Foundation's investment advisor and money managers, and formulation of new asset allocation plan and portfolio rebalancing strategies.

Member of corporate **Retirement Investment Committee**. Oversees the investment and management of Freddie Mac employee pension and 401(k) plans' portfolios.

Lead corporate division and Foundation reorganization and operational upgrades, including implementation of enhanced financial and operating controls, and improved financial management expertise and capacity through restructuring of Foundation's accounting, finance, and IT functions.

Oversaw strategic planning process and reallocation of the Foundation's strategic investments focusing on high-impact priorities in the new strategic plan.

Implemented enhanced diligence and review processes for corporate grant and funding support requests from tax exempt organizations.

Oversaw implementation of new general ledger software for Foundation enhancing accuracy and accessibility of financial data, fluency of accounts payable modules, and transparency of Foundation and corporate grant-making processes.

Oversaw implementation of new critical data management quality control and security compliance plan.

Previously served as Freddie Mac's **General Counsel** (2004 – 2005). Supervised the Company's legal regulatory, government, and industry relations functions; concentrated on implementing enhanced controls and improving administrative functions and operations in these external-facing areas of the Company.

Represented Freddie Mac before **House Financial Services Committee** during the Committee's review of public, private, and nonprofit sector responses to hurricanes Katrina and Rita. Presented Freddie Mac's comprehensive business and philanthropic responses,

which included substantial mortgage payment relief for homeowners in affected areas, multi-billion dollar purchases of mortgage revenue bonds to help subsidize reconstruction, and multi-million dollar corporate and Foundation grants in effected areas.

- **Assistant Attorney General of the United States (2001 – 2003)**

  Nominated by President George W. Bush, and confirmed by the U.S. Senate to serve as chief of the U.S. Justice Department's **Civil Rights Division**, a 400-lawyer division with 9 litigating sections and a $106 million annual operating budget.

  Lead investigation of alleged voting improprieties during **2000 presidential election in Florida**. Oversaw negotiations over the agreement that resolved disputed issues in aftermath of the **civil unrest in Cincinnati** involving: the U.S. Justice Department; City of Cincinnati; Cincinnati branch, NAACP; National Urban League of Greater Cincinnati; and the Fraternal Order of Police. Drafted, with senior staff, the U.S. Government's *Guidance to Federal Law Enforcement Regarding the Use of Race and Ethnicity* prohibiting racial profiling in routine federal law enforcement operations in the United States, which President Bush signed as an Executive Order in June 2003. Headed **national task force** that investigated and prosecuted backlash hate crimes in the aftermath of the September 11 attacks.

  Served as executive member of the **United States Architectural and Transportation Barriers Compliance Board**, which establishes guidelines and standards under the Americans with Disabilities Act, Rehabilitation Act, and Architectural Barriers Act.

  Lead U.S. delegation representing the United States before Geneva-based **United Nations** human rights treaty compliance body in connection with the United States' record of compliance with its international human rights treaty obligations. (August 2001, and February 2008).

  Represented the United States before the **United Nations General Assembly** (New York) regarding new international convention on the rights of people with disabilities. (2002).

  Member of U.S. State Department delegation to the **Organization for Security and Cooperation in Europe** (Vienna, Austria) meetings regarding counter-terrorism strategies, international human rights obligations, and racism and xenophobia in the aftermath of September 11th. (Sept. 2003).

  Member of U.S. State Department delegation to Beijing as part of **U.S./China Human Rights Dialogue**; while in China, and during subsequent dialogue and negotiations in Washington, negotiated with representatives of the Peoples' Republic of China (PRC) over human rights and democratization issues, including release of political prisoners and PRC's re-education through labor system (forced labor camps). (2002 – 2004)

  Served as Co-Chair of the *Brown v. Board of Education* **Commemorative Commission** (Presidential, statutory appointment. 2002 – 2003).

- **Law Practice – Alston & Bird LLP (Washington, DC) (2003 – 2004); Goodwin Procter LLP (Boston, MA) (1997 – 2001).**

  Previously served as senior partner and head of Alston & Bird's Washington, D.C. litigation practice, and as counsel and then partner in the trial and corporate litigation department at Goodwin Procter LLP in Boston. Law practice focused on complex civil and criminal matters, including securities fraud, proxy contests, trade secrets, product liability, and class action defense. Also advised committees and boards of directors on Sarbanes-Oxley and corporate governance related issues, and represented officers, directors and other fiduciaries in government investigations, prosecutions and enforcement actions.

- **Assistant U.S. Attorney, Major Crimes Unit, Criminal Division, U.S. Attorney's Office (Boston) (1991 – 1997).**

  Federal prosecutor. Investigated and/or prosecuted cases involving bank fraud, firearms and narcotics trafficking, homicide, and bombings. Lead U.S. Attorney's Office's Operation Triggerlock, and its Urban Anti-Violent Crime Task Force.

Board Service

- **DirecTV Group, Inc. (2004 – present).** Member, Board of Directors, audit committee, and governance and nominating committee.

- **Home Ownership Funding Corporation I**, and **Home Ownership Funding Corporation II (Freddie Mac REIT affiliates) (2004 – present).** Presiding Director.

- **National Housing Partnership Foundation (2004 – present).** Trustee of national non-profit developer and provider of affordable, multi-family housing and resident services for low- and moderate-income families. Chairman, audit committee; member, investment committee; and former member, compensation committee.

- **American Association of People with Disabilities (AAPD) (2004 – present).** Member, Board of Directors, and executive committee.

- **Easter Seals of Greater Washington (Maryland, West Virginia, Northern Virginia, and the District of Columbia) (2004 – present).** Vice-Chairman and member, Board of Directors; member of finance and development committees.

- **Center City Consortium (Archdiocese of Washington, DC) (2004 – 2007).** Member, Board of Directors of non-profit that provides financial, organizational, management and programmatic support for inner-city elementary schools of the Archdiocese.

- **Freddie Mac Foundation (current).** Chairman, and member of Foundation investment committee.

Other Service

- **United Nations Committee on the Elimination of all Forms of Racial Discrimination (January 2004 – October 2006).** U.S. member of Geneva-based UN human rights treaty compliance body. Rapporteur for post-civil war examination of the government of Bosnia-Herzogovina.

- **Judicial Nominating Council, Commonwealth of Massachusetts (1997 – 2001).** Served two Massachusetts governors on appointed council responsible for recruiting, screening, and nominating candidates for state superior and appeals, and the Supreme Judicial Court of Massachusetts.

- **U.S. Magistrate Judge Review Board (2000).** Appointed by judges of the U.S. District Court, District of Massachusetts to conduct performance reviews of U.S. Magistrate Judges.

- **Governor's Diversity Advisor Board, Commonwealth of Massachusetts (1999-2001).** Appointed by then Massachusetts Governor to advise the Executive Office regarding strategies for achieving sustainable diversity within leadership ranks of state government.

- **Boston Bar Association, Suffolk County Courthouse Task Force (2000 – 2001).** Chairman of joint bar/judicial task force responsible for formulating development plans for construction of new state courthouse in downtown Boston.

- **Boston Bar Association (1998 – 2001).** Council and executive committee member.

- **Massachusetts Bar Association (1997 – 2000).** Co-Chair, Federal Practice Committee.

Representative Publications

- ***Conducting Corporate Internal Investigations,*** co-authored with Andrew Lelling, published in *Massachusetts Discovery Practice* (MCLE, Inc. 2002 & 2005 supp.).

- ***Litigation Risk Abatement: A New Option for the Legal Threat Against Health Plans,*** co-authored with Vikram Khanna, published in *On Managed Care* (Aspen Publishers, Inc., March 2001).

- ***Jury Selection and Jury Contact Issues in Federal Criminal Trials,*** co-authored with the Honorable Patti B. Saris (U.S. District Judge, D. Mass.), published in *Federal Criminal Practice: A Primer* (*Massachusetts Bar Institute,* October 1996).

Speeches And Lectures

- Given over 150 speeches, lectures, or presentations during the last decade covering a variety of subjects, including but not limited to: fair lending; financial literacy; community investment and development; corporate philanthropy; corporate governance; corporate citizenship and social responsibility; workplace diversity; criminal law and procedure; federal sentencing guidelines; professional responsibility (legal); urban and youth violence; human, civil and political rights; terrorism; education; disability; racism and xenophobia; ethnic cleansing and genocide.

- Served as a guest Instructor in the Harvard Law School Trial Advocacy Workshop.

Education

- **Harvard Law School,** Cambridge, MA (Juris Doctor, 1984)
- **Haverford College,** Haverford, PA (Bachelor of Arts, 1979)
- **Suffolk University,** Boston, MA (Doctor of Laws, *Honorary*, 2001)

Continuing Professional Education

- **Securities Law Investigations** (D.C. Bar CLE, Jan. – Feb., 2005).

- **Accounting Concepts** (D.C. Bar CLE, and D.C. Bar Corp. Fin. Section, Jan. 2005).

- **SEC Accounting Rules and External Reporting Requirements** (SEC Institute, Oct. 2006).

- **Corporate Governance, Financial Reporting and Risk Management for Directors** (The Wharton School, University of Pennsylvania, March 2007)

Family

- Wife Angela, and five children: Katie (19); Jessica (17); Maggie (12); Jamie (12); and Jeremy (11).

GEORGE W. BROWN

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EDUCATION

- Juris Doctor Degree, 1973 -- Georgetown University Law Center
- Bachelor of Arts Degree, 1968 -- Howard University, Political Science
- Member, District of Columbia Bar

MAJOR ACCOMPLISHMENTS

- Policy Advisor to Secretary of the U. S. Department of Housing and Urban Development
- Responsible for Executive Recruitment, Federal Job Standards and Procurement for the Administrator of SRS, Department of Health and Human Services
- Policy Advisor to the Mayor, District of Columbia on Economic Development
- Managed the District of Columbia Economic Development agencies and its approximate 3,000 employees
- Developer, Consultant and attorney for major new Sports Arena and Convention Center
- Created the District of Columbia's first Loan Guaranty Program
- Assisted in the development of the MCI Center
- Directed Procurement System within the DC Department of Consumer and Regulatory Affairs. Wrote Procurement policies and procedures.

HONORS

- United States Delegate to the Hague-Nations Conference on Special Housing needs (1976)
- Department of Housing and Urban Development Superior Performance Awards (1975, 1976)
- Distinguished Service Award - District of Columbia Government (1993)

EXPERIENCE

Public Sector

- **Deputy Mayor for Economic Development, District of Columbia. (June 1991 - February 1994)**

  Directed the efforts of 11 District of Columbia agencies with appropriated private and federal budget of $350 million and 3,000 employees. Directed Consumer and Regulatory Affairs Provided leadership, oversight, and supervision of the Economic Development agencies and established policies to implement economic development program that: promoted and

maintained a favorable business and investment climate; expanded and diversified the City's revenue base; provided retention and expansion of the existing economic base; participated in strengthening and revitalizing neighborhood commercial and industrial areas; promoted increased participation of District based small, minority and women owned enterprises; and promote the expansion of the convention and tourism industry.

- **Deputy Executive Director, Office of Business and Economic Development. (January 1990 - June 1991)**

  Responsible for $300 million Revenue Bond Program. Recommended project funding and established funding priorities; coordinated all OBED activities with related District agencies to ensure smooth implementation of project objectives. Analyzed development project opportunities with input from private developers and city financial and economic planners; structured real estate deals; ad reviewed pro forms and credit analysis.

- **Chief Operating Officer and Fiscal Officer, Office of the People's Counsel for the District of Columbia. (September 1983 - June 1986)**

  Managed and appropriated budget in excess of $1 million and an assessment budget of $2 - $3 million. Was responsible for administration, personnel, budget, financial systems, and contracts. Coordinated and implemented the Management Information System (MIS) and telecommunications network.

- **Associate Deputy Assistant Secretary, U.S. Department of Housing and Urban Development. (January 1973 - June 1976)**

  Managed over 100 central and field office staff members. Responsible for overall management and administration of HUD's neighborhood and development program; program policy evaluation; counseling program and consumer protection activities. During my tenure with HUD obtained an in-depth working knowledge of the following Offices: Neighborhoods and Consumer Affairs; Policy; Program Analysis Evaluation; and Policy Analysis and Program Evaluation. Major work efforts included evaluating and analyzing housing production and mortgage credit programs; developing major HUD regulations and guidelines to implement Section 8 - Low Income Housing and Section 202 - Elderly Housing Programs. Designated departmental liaison to the Architectural and Transportation Barriers Compliance Program. Also planned, implemented and evaluated research development program projects and demonstration activities with HUD. Prepared Community Development program (Model

  Cites, Urban Renewal) into Block Grants. Interpreted legislation relating to HUD programs and made recommendations to superiors.

- **Confidential Assistant to the Administrator, U.S. Department of Health, Education and Welfare, Social Rehabilitation Service. August 1968 - August 1971)**

  Coordinated executive recruitment and employee development programs and developed a management by objectives system.

  ### *Private Sector*

- **Senior Vice President, Center for Responsible Lending & Self-Help, Washington, D.C.**

  Responsible for the day-to-day operations and management.   The Center for Responsible Lending is focused on policy research and advocacy to stop predatory lending practices. An affiliate of Self-Help, the Center was instrumental in helping to pass the country's first comprehensive state statute against predatory mortgage lending.   Self-Help has been a leader on national legislative and regulatory efforts to address predatory lending. . Self-Help has provided over $3.5 billion in financing to help more than 30,000 low-wealth borrowers buy homes, build businesses, and strengthen their communities.

- **Adjunct Professor, University of the District of Columbia, Washington, D.C. (September 2001 to Present)**

   Teaching course in Hospitality Law, Business Ethics & Managing the Public Sector.

- **President & Chief Executive Officer, the *far SW-SE CDC*, Washington, D.C. (March 1999 to Present)**

  Responsible for the day to day operations and management of this community development corporation that focuses on sustainable community economic development in the most impoverished quadrant of the District of Columbia.

- **Vice President of Marketing, The Edgar Lomax Company, Springfield, Virginia (February 1997 – December 1998)**

  Responsible for all marketing activities of this nationally recognized investment management company. with $1.6 billion million in assets under management. Member of the investment committee and in charge of all legal/compliance issues.

- **Attorney At Law, George W. Brown & Associates, Washington, D.C. (June 1995 - February 1997)**

  Engaged in the private practice of law. specializing in economic development, commercial transactions. real estate development and business planning and packaging for small and medium sized businesses.

- **Of Counsel, Davis Wright Tremaine, Washington, D.C. Office. (February 1994 – June 1995)**

  Davis Wright Tremaine is a national, full service law firm of approximately 300 attorneys with offices in Los Angeles, San Francisco, Seattle, Portland, Anchorage, Boise, Honolulu, Shanghai and Washington, D.C. The firm specializes in commercial litigation, communications and media law, bankruptcy, labor and employment, international commercial transactions and legislative law.

- **Senior Attorney, George Brown & Associates. (April 1989 - January 1990)**

  Practice law in the District of Columbia specializing in real estate and commercial law, utility regulatory matters and community and economic development. Serviced as general partner l the substantial rehabilitation of 113 elderly housing units in Richmond, Virginia. Provided legal and financial guidance to nonprofit community development organizations.

- **Managing Partner, Ellis, King, Brown & Prioleau. (June 1986 - April 1989)**

  Managed law firm with a general civil practice. Areas of emphasis included real estate, banking, business and commercial matters.

- **Senior Program Officer, Local Initiatives Support Corporation. (January 1978 - June 1982)**

  Established economic development linkages between the Ford Foundation, Fortune 500 companies and community development organizations to ensure financial revitalization efforts in depressed communities. Coordinated the efforts over 100 community groups in major cities throughout the United States which led to the creation of local LISC partnerships in Washington, D.C.; Kansas City, MO.; Philadelphia, PA. and the State of California.

- **Interchange Executive for the President of the United States, Bank of America. October 1976 - December 1978)**

  Selected by the Bank of America to work in its City Improvement and Restoration Program. Negotiated contracts with local units of government for the development of loans made by the Bank. Developed a marketing program and rehabilitation loan financing alternatives. Traveled to Belgium, Paris, Bonn, West Berlin and Dusseldorf to meet with heads of state, NATO representatives, and members of the European Commonwealth to study and discuss the interplay between European economy and the U.S. Economic Policies.

COMMUNITY SERVICE

- Thurgood Marshall Trust Board of Directors
- Chair, Board of Directors, Thurgood Marshall Academy (Charter School)
- Leadership Washington
- Metropolitan Dialogue - Executive Committee
- Former Chair, DC Public Charter School Credit Enhancement Fund Committee
- Board member, Association of Public Chartered Schools

S. JOSEPH BRUNO, C.P.A.

Building Hope
President (November 2003 – present)
- Identify qualified public charter school programs for investment
- Purchase/lease properties to construct/renovate as school facilities
- Negotiate bank financing for school facilities
- Direct America's Charter Credit Enhancement Program, a US Department of Education grantee

Carey International
Director—International Operations (December 2000 – February 2002)
- Integrated three affiliate acquisitions (Italy, France and Monaco)
- Established financial reporting system and European tax structure

United Payors & United Providers (Nasdaq—health care services)
Senior Vice President, Chief Financial Officer & Corporate Secretary (1995 – 2000)
- Incorporated in 1995; investment of $10 million; IPO in 1996; sold in 2000 for $560 million
- Established all financial reporting and accounting processes
- Responsible for financial reporting and all legal matters
- Maintained relationships with analysts and shareholders and board of directors

Coopers & Lybrand
Partner (1989 – 1995)
- Specialized in auditing and mergers and acquisitions and initial public offerings

Jurgovan & Blair Inc. (health care services and information technology)
Sr. Vice President of Operations & Chief Financial Officer (1986 – 1989)
- Directed the company's three divisions: management consulting, HMO operations, and software systems development/sales: responsible for finance. legal and administration
- Negotiated and coordinated the sale of the company to American International Group

KPMG Peat Marwick LLC
Staff to Partner (1971 – 1986)
- 1971 to 1986 – principally in Washington, DC; from staff to partner in 1980
- Special executive office (New York) assignment from 1975 to 1976
- Partner in charge of multi-national clients in Rome, Italy from 1980 to 1984

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Certified Public Accountant — State of Maryland — 1972

Board member — Global Telecom & Technology (GTT)
Board member — DC Prep Charter School; DC Association of Chartered Public Schools
Group Dental Service; Intergroup Service Corp.
Center City Consortium

Kevin P. Chavous
Partner, Washington, D.C.

Practice Area(s)
Corporate Diversity Counseling
Public Law & Policy Strategies

Kevin P. Chavous specializes in education, corporate diversity counseling and public law and policy strategies for the Firm. He provides general legal representation for several universities on a wide range of matters. In addition, he provides counsel to primary and secondary schools on various regulatory and legal compliance matters. He is regularly sought out for his advice regarding emerging charter school development issues in jurisdictions throughout the country. He provides assistance to states in early stages of developing charter schools and other alternative education institutions. His book, "Serving Our Children - Charter Schools and the Reform of American Public Education," explores what Washington D.C. educators and other leaders have learned from the charter school experience and what it means to American public education as a whole.

His diverse legal background ranges from his years of practice for the D.C. Public Defenders Service to a position as in-house counsel for Aetna Casualty & Surety Company. While at Aetna, he represented both commercial and individual insured on various claims, and was responsible for all litigation in D.C. Next, Mr. Chavous spent eight years with a Washington law firm specializing in litigation and trial advocacy. During the course of his career, he has managed over 75 jury trials.

Mr. Chavous served three terms in the Council of the District of Columbia where he was considered a forceful legislative promoter of fiscal restraint and improved city services. As Chair of the Council's Committee on Education, Libraries and Recreation, Mr. Chavous was at the forefront of education reform within the D.C. public school system. His efforts led to over 500 million new dollars being made available to educate children in the nation's capital.

A leading national advocate for school choice, Mr. Chavous helped to shepherd the charter school movement into the District. Under his education committee chairmanship, charter schools grew from zero to more than forty schools and 17,000 students in six short years. That number

Education

Howard University School of Law, J.D., 1981

Wabash College, B.A., 1978

Admitted to Bar

Colorado
District of Columbia
Maryland
Virginia

represented twenty percent of the overall public school population in the District of Columbia, the highest percentage of charter schools in the country. His efforts on behalf of charter schools earned him the prestigious MAC award. Mr. Chavous continues to organize and participate in a variety of local charitable activities.

Mr. Chavous is an adjunct professor at American University's Washington College of Law, where he teaches education and local government law. He has also taught trial advocacy at the National Institute for Trial Advocacy (NITA), and participated as a faculty member at the Harvard University Trial Advocacy Workshop. He regularly lectures for the District of Columbia Bar. Prior to joining Sonnenschein, Mr. Chavous served as counsel with Arent, Fox, Kintner, Plotkin & Kahn, where he founded the firm's education law practice and advised clients on government relations, business and technology matters.

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DARRIN LEWIS GLYMPH, ESQ.

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EMPLOYMENT:

Orrick, Herrington & Sutcliffe LLP   2006 – present
1152 15th Street NW
Washington, D.C. 20005
202.339-8401(direct dial)
202.339-8500 (fax)
dglymph@orrick.com (E-mail)

Of Counsel with the firm and primarily a transactional attorney, focusing on public finance, securities law, and legal issues for state and local governments. My public finance practice is diverse, including the representation of issuers or underwriters in long term general obligation and revenue bond financings, including financings for educational facilities (including charter schools), hospitals, housing authorities and water and sewer authorities. I also provide advice to clients on economic incentives, focusing primarily on enterprise zone bonds, tax increment financing (TIF) and payment in lieu of taxes (PILOT) financings.

Hunton & Williams LLP   1998-2006
Washington, D.C.

Worked as Of Counsel focusing on public finance, securities law, and legal issues for state and local governments.

McGuire, Woods LLP   1993-1998
Richmond, Virginia

Worked as an attorney focusing on public finance, securities law, and legal issues for state and local governments.

Chubb Group of Insurance Companies   1986-1990
New York, New York

Worked as a senior underwriter analyzing property, casualty, inland marine and ocean marine insurance risks.

EDUCATION:

Williams College   1981-1985
Williamstown, Massachusetts
Bachelors of Arts, History

Tulane University School of Law   1990-1993
New Orleans, Louisiana
Juris Doctorate

ACTIVITIES:

Small and Local Business Opportunity Commission, Chairman
EdBuild, Director
Gertrude Stein Democratic Club, Vice President
Center for Family and Youth Investment, Vice Chairman
District of Columbia Bar Association and Virginia Bar Association, Member

HOBBIES:

Racquetball   Running
Weight lifting   Tennis

PROFESSIONAL EXPERIENCE

The Griffin Foundation   1998 – Present
Founder and President

The Griffin Foundation was founded in 2000 with primary focuses on the District of Columbia inner city educational and low income and elderly housing needs. Local recipients have included the Center City Consortium, So Others Might Eat (S.O.M.E.), Victory Housing, Victory Youth Centers, Catholic Charities and Archbishop Carroll High School. The Foundation has funded annual awards to outstanding individuals in the above groups which to date has exceeded $500,000. In addition there continues to be focus on international humanitarian relief. Major recipients have been Catholic Relief Services, Hope for Haiti, and multiple social service groups in Puerto Rico. Charitable awards to date have exceeded $3.5 million.

Mulligan, Griffin & Associates Inc.   1980 – 1998
Founder and Principal

Mr. Griffin founded Mulligan, Griffin & Associates as a privately held commercial real estate development firm which specialized in the development of large office and research and development facilities for major corporations in the metropolitan area of Washington, D.C. When sold to Boston Properties REIT in 1998, the portfolio consisted of office and R&D facilities in VA and MD totaling approximately 1.3 million square feet.

DANAC Associates, Inc.,   1968 – 1980
Founder and President

As Founder and President of DANAC Associates, Inc., a major commercial and industrial brokerage firm in the suburban Washington, D.C. area, and Vice President of DANAC Real Estate Investment Corporation, Mr. Griffin lead commercial and industrial real estate development at DANAC.

COMMUNITY LEADERSHIP & SERVICE

Center City Consortium, Washington, DC
Board Member & Chairman, Board of Directors   2001 – 2007

Mr. Griffin has served on the Board of the Center City Consortium since 2001 and was Chairman of the Board from 2001-2007. Under his leadership, the Consortium has served thousands of children in the District's inner city with an excellent education. The Center City Consortium was formed in 1997 to provide leadership and support to 8 Catholic schools in DC; this support was critical to keep the schools open. Between 2002-2007, the number of schools in the Consortium grew to 12 with an annual budget of $19 million. Mr. Griffin has championed innovative solutions to the challenging question of how to sustain these schools.

So Others Might Eat (SOME), Washington, DC
Current Committee Volunteer & Former Trustee, Board of Trustees   1985 – 2007

Mr. Griffin served on the Board of Trustees as SOME and provided seed money, leadership and professional advice in the development of their Single Room Occupancy facilities and in their other

low-income housing initiatives. He continues to serve on the Finance and Housing Committees of the Board. SOME provides a broad range of assistance to homeless individuals including meals, medical care, counseling, drug and alcohol rehabilitation, job training, emergency housing and a variety of services to the elderly, including low-income housing.

Victory Housing, Washington, DC
Former Director and Chairman, Board of Trustees
Mr. Griffin served as one of the founding Directors at Victory Housing and as Chairman of the Board for several years. He donated money and provided leadership in the expansion of Victory Housing, a well-respected 501c3 with a unique model to provide assisted living for the elderly and independent living opportunities for low-income individuals.

Archbishop Carroll High School, Washington, DC
Former Director, Board of Directors
Mr. Griffin served on the Board for six years and continues to support the school, which provides an excellent high school education to many students in the District of Columbia.

Our Lady of Mercy Church, Potomac, MD
Former President of the School Board & Member of Finance Committee

AWARDS & RECOGNITION
Humanitarian of the Year Award, So Others Might Eat (SOME)
To be awarded in December 2007.

Hall of Honor, Archbishop Carroll High School
Presented in June 2007.

Caring Award, So Others Might Eat (SOME)
Presented in June 2004.

Leadership Award, Archbishop Carroll High School
Presented at the Business Champions Luncheon in October 2000

EDUCATION & MILITARY SERVICE
Georgetown University, Washington, DC
Bachelor's of Science in Business Administration, May 1962

United States Army, Transportation Corp 1962-1964
First Lieutenant with honorable discharge in 1964

Beverley R. Wheeler. Ed. D.

Executive Summary

An innovative Senior Executive with a background in corporate and public sector process development. crisis resolution. community/economic development and planning as well as policy development and implementation. Over 25 years of progressive experience in all phases of public and private sector policy development. Recognized as a dynamic proactive problem solver who readily identifies business problems, formulates solutions. and initiates change and implements new processes in challenging and diverse environments.

Business Acumen

Organizational Management	Policy Formulation	Civic Engagement
Community & Economic Development	Strategic Planning	Team Management
Policy Implementation	Capital Planning	Executive Board Leadership
Resident/Citizen Liaison	Training	Organizational Change Agent

Professional Experience

District of Columbia State Board of Education   Executive Director   November 2007 – Present
Washington. D.C.

As the Executive Director. I am responsible for managing communication for the State Board; performing regulatory responsibilities related to the Board's regulations; providing general assistance to the State Board President and Board Members in the performance of their responsibilities; coordinating Board task forces and/or feedback from external stakeholders on issues for the State Board of Education's consideration. In addition, the Executive Secretary serves as the parliamentarian to the State Board of Education.

Council of the District of Columbia   Chief of Staff   August 2005 - November 2007
Washington. D.C.

As the Chief of Staff to Councilmember Phil Mendelson (D -At-Large. Chairman of the Judiciary Committee). I am responsible for the general management of both his personal office and the Judiciary Committee office.   In that capacity I assist in the hiring and training of staff; respond to press calls and public inquiries; field constituent services concerns; review committee reports; complete payroll; assist in policy development; staff the councilmember on the Committee on Education. Libraries & Recreation and review Committee reports.

The Pendleton Group   President   December 2003   On-going
Washington. D.C.

The Pendleton Group is a small. woman-owned consulting firm providing professional services to local governments. community groups. non-profit organizations and small businesses in the areas of strategic planning. civic engagement. facilitation. and asset mapping. The mission of the group is to build equitable communities through outreach. education and training. TPG has provided community group facilitation services for the DC Public Schools through the DC Educational Compact and to the DC Office of Planning as part of the Comprehensive Plan development process. TPG provided a strategic review of literacy programs for the DC State Education Office.

Executive Office of the Mayor   Executive Director   March 2000– December 2003
Washington. D.C.   Neighborhood Action

Neighborhood Action is the signature initiative of Mayor Anthony A. Williams. Its mission is to rebuild citizen trust in government by ensuring citizens a voice in setting city and neighborhood priorities. delivering high quality services in every neighborhood through multi-agency collaboration and maintaining sustained civic engagement. The Executive Director responsibilities included:
- Conducting bi-annual Citywide Citizen summits to gain resident feedback on priorities and budget
- Monitoring the development of Strategic Neighborhood Action plans for all neighborhoods in the city
- Coordinating the activities Neighborhood Services. Neighborhood Planning and Community Outreach
- Developing. publishing and monitoring the Citywide Strategic plan

- Supervising the Office of Partnerships & Grants Development, DC Commission on National & Community Service and the DC Youth Advisory Council
- Co-Chairing the Neighborhood College Program
- Delivering a number of presentations on civic engagement, participatory democracy, neighborhood strategic planning to delegations from the Ukraine, Russia, the Netherlands, Germany, Mexico, Brazil, Canada, and Poland
- Participating in a protocol agreement with South Africa on civic engagement.

KPMG Consulting, LLP   Senior Consultant   March 1997- March 2000

Public Services Consulting Practice in Washington, D.C.

Provided consultative services in the areas of business management improvement, training and strategic planning for federal services clients that included: the Department of Housing and Urban Development, Department of Education, U.S. Congress, Office of the Inspector General, and the Department of Commerce. Provided similar services to the Higher Education, Research and Not-for-Profit practice within the firm.
- Responsible for data collection, management, analysis and monitoring for 26 troubled HOPE VI urban revitalization grantees valued at over $650 million in support of HUD grant managers. This information was used to develop critical program status reports to HUD officials, Congress, GAO, and other program stakeholders. This effort resulted in the program being recognized as one of the top five managed federal programs.
- Prepared and delivered training sessions for all 129 Public Housing Authority (PHA) grantees on the correct reporting processes and program management issues surrounding their HUD HOPE VI grants. As a result, PHAs improved their reporting and day-to-day program management.
- Assisted in the development of the disaster recovery plan for the Howard University Y2K PMO Event Management Center. The center was the command center for all University-wide systems. Interfaced with emergency service and other crisis response teams. Refined implementation processes that resulted in a smooth transition to the year 2000.
- Conducted a comprehensive organizational performance audit of the U.S. House of Representatives for the Office of the Inspector General. The audit allowed the OIG to close several previous audit findings.

BRW and Associates   Principal   November 1995- March 1997

Provided independent business consulting services to small businesses, non-profit community groups and foundations in the areas of strategic planning, economic development, community revitalization and grants management.
- Developed a strategic plan and business-operating plan for the newly formed Ronald H. Brown Foundation that was interested in developing an educational institution using distance learning, corporate/university collaboration, and executive education.
- Produced a post-election seminar for students at four universities and colleges using distance-learning technology for the Ronald H. Brown enter for Politics and Commercial Diplomacy.
- Teamed with MCSI Technologies, Inc. to conduct a comprehensive agency business process review using a Joint Application Design process and staff interviews to support software development for the District of Columbia Department of Human Services -Child Welfare Information Systems (CWIS) Project. Conducted detailed risk assessment analysis and modeling to quickly identify at-risk youth.

Executive Office of the Mayor   Assistant Project Manager   February 1995 - November 1995
Washington, D.C.   MCI Arena Task Force

- Responsible for the District of Columbia's day-to-day support of the public-private agreement between the Abe Pollin Organization and the government in the construction of the downtown sports arena. Conducted oversight and construction management guidance for all participating city government agencies.
- Monitored contracts, performed financial management reviews, negotiated contracts and land acquisition, monitored relocation of employees, Metro connection oversight, Congressional charter amendments, environment impact statement and all regulatory reviews and changes. This resulted in the project becoming a model for municipal public-private partnerships by being completed on time and on budget.
- Interfaced with community organizations, businesses and developers to craft a redevelopment strategy that resulted in much of the revitalization of the East End business district.

Office of Policy, Planning & Evaluation   Administrator   November 1992- November 1995
Washington, D.C.   Department of Recreation & Parks

- Responsible for all safety and security issues, policy development, legal requirements, contract reviews, information systems development, public-private partnerships, project development and oversight for capital projects, staff training, and the development of the agency operating budget.
- Developed the user fee policy and created an Enterprise Fund to manage private donations and activities
- Raised and/or leveraged over $2 million for agency infrastructure and program development through federal grants, public/private partnerships and community involvement.

Special Assistant for Economic Development   Office of the City Administrator   November 1989- November 1992
Washington, D.C.

- Primary staff advisor to the City Administrator on economic development issues and represented the City Administrator at specific public engagements.
- Provided guidance to ten economic development agencies as well as the Department of Public Works and the Office of Productivity Management Services.
- Planned, developed and coordinated special projects, conducted fact-finding investigations, reviewed contracts, budget requests and legislative testimony. Developed background papers for use by the City Administrator and the Mayor in presentations to Congressional committees, national organizations, community groups and the media.

Other Relevant Experience
Founding Board Member, Excel Academy Public Charter School (Opening September 2008)
Member (Former), State Advisory Panel on Special Education (State Education Office)
Member (Former)-Parent Advisory, State Enforcement and Investigation Division, DCPS-Office of Special Education
Member, Steering Committee, CollaborationDC (civic engagement, collaboration, partnerships)
Board Member (Former), Washington Parks & People (park revitalization)
Board Member, Save the Tivoli (historic preservation)
Campaign Chairperson, Phil Mendelson for DC Council (1998)
Development Corporation of Columbia Heights (DCCH) (Washington, DC)
    Former Member, Board of Directors
    Former Chairperson, Housing & Economic Development Committee
Carnegie Mellon University
    Member, Alumni Executive Board, CMU Alumni Association
    Member, Andrew Carnegie Society
    Member, Carnegie Mellon Black Alumni Association
H. John Heinz III School of Public Policy and Management, Carnegie Mellon University
    Member, Alumni Executive Board
    Member, Strategic Planning Committee
    Member, Dean's Circle
Stone Ridge -School of the Sacred Heart (Bethesda, Maryland)
    Former Member, Board of Trustees (1994-2000)
    Former Co-Chair, Stone Ridge Alumnae Board
    Former, Member, Buildings and Grounds Committee
Committee of 100 for the Federal City (Washington, D.C.) (Land- use planning organization)
    Lifetime Member,
    Board of Trustees (1998-1999)
    Former Chair, Housing and Economic Development Committee
    Member, Zoning Committee
Former Board Member, Comprehensive Economic Development Strategy committee
Former Commissioner, DC Commission on National & Community Service
Advisory Neighborhood Commissioner (Washington, DC) (elected to office 1994-1996)
Ward One Council, Former Member (Washington, DC)
Member, St. Augustine's Catholic Church

Education
Doctor of Education (Ed. D.) - Administration, Planning & Social Policy, Harvard University, 1989
Master of Education (Ed. M.) - Administration, Planning & Social Policy, Harvard University, 1985
Master of Science (M.S.) - Management & Public Policy, H. John Heinz III School of Public Policy & Management, Carnegie Mellon University, 1978
Bachelor of Science (B.S.) - Social and Decision Sciences, Carnegie Mellon University, 1976
H. S. Diploma, Stone Ridge - School of the Sacred Heart, 1972

Presentations

Civic Engagement and IT, Heinz School - Carnegie Mellon panel discussion (October 2003)

Institute for the Study of Information Technology and Society (InSITeS) CMU, Luncheon speaker *Technology & Civic Engagement* (September 2002)

Northeastern Presbyterian Church, Men's Day, Guest speaker, *The Role of Religion in Building Community* (January 2002)

National Democratic Institute (NDI), Serbia   Guest lecturer, *Civic Engagement in Washington, DC* (April 2002)

NDI, Washington, DC   Guest speaker, *Neighborhood Action & Civic participation* (Summer 2002)

JUANA BROWN

PROFESSIONAL EXPERIENCE

6/06 to present

Center City Consortium- ADW
Executive Director of Academic Programs

- Lead and supervise a team of Principals, Education Specialists, and teachers in twelve city Catholic schools.
- Collaborate with teams on development of School Improvement Plans (SIP) and Campus Action Plans (CAP) using data to identify yearly performance goals.
- Monitor and evaluate SIP and CAP implementation, providing feedback and support to Principal and School Leadership Teams.
- Analyze student data to target areas of growth and need of support
- Develop ongoing professional development for principals, school task force, and classroom teachers to insure school, teacher, and student continuous improvement goals are met
- Collaborate with consulting coaches on train-the-trainer professional development
- Work collaboratively with DCPS to insure effective delivery of Title 1, 2, and 3 services to teachers and students and compliance with DOE guidelines.
- Facilitate development, implementation, and monitoring of pilot programs including Dual Language Immersion, Balanced Literacy, and Educational Technology.
- Assist the Development Team in grant writing, marketing, and public relations.
- Formed and maintain partnerships with institutions, including the Lab School of Washington, Commonweal Foundation, and Dance Institute of Washington, to provide remedial and enrichment opportunities for students.
- Work with District of Columbia Public Schools non-public school team to insure appropriate identification of students, resources, and implementation of federally funded Title Programs.

Sacred Heart School/Escuela del Sagrado Corazon
Principal

6/97 to 6/06

- Developed and facilitated the implementation of a dual language English/Spanish curriculum working with the Center for Applied Linguistics to insure sound pedagogy. Program is currently in the seventh successful year of operations.
- Led school team in successful implementation of standards-based curriculum and data driven instructional strategies.

- Successfully led school in self-study process resulting in re-accreditation by the Middle States Association of Colleges and Schools.
- Worked with school-based teams to develop values based school program that successfully addressed and built positive school climate, student self-esteem, and a student conflict resolution team.
- Worked with culturally and economically diverse parent and student populations, strengthening parent partnership and involvement.
- Worked on Archdiocese of Washington Catholic Schools Curriculum Committee and Multicultural Education Initiatives, addressing issues of standards-based curriculum and accountability and LEP.
- Partnered with community organizations, such as Dance Institute of Washington, to develop enrichment opportunities for students.

Teacher and Assistant Principal

9/90 to 6/97

- Implemented the first ESOL program in an Archdiocese of Washington
- Developed a team-teaching model to co-teach Language Arts and Social Studies to students in Middle School.
- Middle School level leader guiding collaborative team in interdisciplinary planning, instruction, and assessments.
- Collaborated with other level team leaders on implementation of school initiatives including Slavin's cooperative learning model, assessment rubrics, student self-assessment, student literature circles, and use of thematic units.

10/87 to 6/90

CASA of Maryland

- Volunteer tutor working with adult ELL students and elementary and middle school tutoring program

1/80 to 7/87

General Electric Americom
Senior Accountant

9/76 to 10/78

Princeton Montessori School
Aide

EDUCATION

Harvard Graduate School of Education, Cambridge, MA
Project Zero Institute   *6/03*
Trinity College , Washington, DC
Masters in Education – Curriculum and Instruction   9/93 -6/94
University of Maryland , College Park, MD   12/90
B.A Government and Politics minor Economics *magna cum laude*
Rider University, Lawrenceville, NJ   9/86 -6/87
B.A Business

ADDITIONAL EDUCATIONAL AND PROFESSIONAL ACTIVITIES

National Endowment for Humanities Seminar – UCLA 6/94 -8/94

National Endowment for Humanities Seminars – UC Berkeley 7/95–8/95

Fulbright-Hayes Scholar – South Africa, Summer 1996

Archdiocese of Washington Latino Initiatives and Outreach – 1998-2004

Archdiocese of Washington Board of Education – 2004-2006

Archdiocese of Washington - Curriculum Committee – 2003-2006

Archdiocese of Washington – ELL School Support Services Committee

2006 to present

Cristo Rey Model Schools – Don Bosco Feasibility Study Committee – 2006

Balanced Leadership Institute –McREL – Summer 2006

PROFESSIONAL MEMBERSHIPS AND AWARDS

National Association of Bilingual Educators

International Reading Association

Association for Supervision and Curriculum Development

National Catholic Education Association

Center City Consortium Leadership Excellence Award 2001

Washington Post Vincent Reed Leadership Institute - 2001

LANGUAGES

Fluent in Spanish

COMMUNITY ACTIVITIES

Board Member - Garrett Park Music Studios   2005 to present

Charity Works – member   2006 to present

Bridget P. Coates
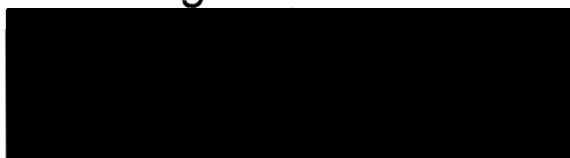
PROFESSIONAL PROFILE:

- Diverse, creative instructional leader focused and responsible for the advancement of learning in urban schools.
- Energetic motivator continually primed to drive instructional improvements through an innate ability to motivate, mentor, and nurture a committed instructional and support staff to be the very best.
- Critical analyst engendering a straightforward line of communication, punctuality, and a desire for learning, commitment and empathy which have spearheaded and led the creation of educational hybrids of instruction and systemic reform.
- Effective communicator who possess excellent written and verbal communication skills, with the ability to convey subject material in an accessible and compelling manner.

MAJOR ACHIEVEMENTS:

- Open Court Reading, *Teacher of Excellence Award* (2004)
- Center City Consortium, *Teacher of the Year Award* (2005)
- Archdiocese of Washington, *Teacher of the Year Award* (2006)

EXPERIENCE:

Instruction

- Provided a stimulating learning environment in order to relate effectively to students of diverse cultural backgrounds and tailored instructional methods to suit their individual needs.

- Involved and motivated middle school students of all ability levels to actively participate in class by building self-confidence, developing character, and encouraging creativity.

- Employed a broad range of instructional techniques to retain student interest and maximize individual learning within a group environment which impacted student achievement in reading, and language proficiency on (HSPT, Terra Nova) standardized tests.

- Utilized computer resources, including educational software and the Internet, to maximize learning experiences, to promote interactive learning, and to assess student's knowledge of content standards.

- Created and implemented remediation programs for students requiring instructional intervention.

Administration/Instructional Leadership

- Supervised 15 teachers, 3 support personnel, and 170 students in an urban setting expecting innovation, professional deportment, and assuring accountability.

- Interviewed prospective teachers for instructional positions.

- Interview prospective students and parents.

- Managed all graduation and high school admissions processes for graduating students.

- Developed Campus Action Plans to develop school-wide incentives that facilitated data-driven instructional models to foster student achievement.

- Maintained up-to-date subject knowledge and researched new topic areas, resources, and teaching methods to effectively coach and provide professional development in order to build capacity of faculty and support staff.

- Evaluated and communicated student progress and liaison with other professionals to discuss and develop a structure to facilitate individual student needs.

- Managed challenging student behavior calmly and effectively.

PROFESSIONAL HISTORY

Center City Consortium Catholic Schools, Washington DC.
Education Specialist   2007-Present

St. Thomas More Catholic School, Washington, DC.
Assistant Principal   2004-2007
Lead Teacher/Middle School reading/language arts   2001-2007
Failure Free Reading Title I Coordinator/Summer Enrichment Director   2002-2005

QUALIFICATIONS / EDUCATION:

- **College of Notre Dame, Baltimore, MD.**
  9 Graduate Credits, M.Ed. Educational Leadership Candidate, 2009

- **University of Pittsburgh, Pittsburgh, PA.**
  B.A. Political Science, 1999

- **University of Wales, Aberystwyth, Wales**
  International Politics Student Exchange Program, 1997

REFERENCES AVAILABLE UPON REQUEST

CENTER CITY PUBLIC CHARTER SCHOOLS, Washington, DC   *2007 to Present*
Chief Operations Officer (former Consultant)

- Lead 7 Catholic schools in inner-city DC through conversion to public charter schools
- Oversee design and implementation of multi-campus finance, operations and real estate processes to ensure program continuity and full public charter compliance
- Fundraise to fill program gaps
- Budget, plan and work with Board of Trustees on mission and vision for organization

KIPP DC, Washington, DC   *2005 to 2007*
Chief Financial Officer and Director of Real Estate

- Lead long-range financial planning and budgeting for $9 million non-profit corporation that operates a growing number of public charter schools in DC.
- Oversaw two unqualified financial audits and separate federal government A-133 audits.
- Reported directly to Board of Trustees on cash management, interim budget performance, long-term sustainability projections and debt capacity.
- Created internal controls for growing organization and defined scalable accounts receivable, payable and purchasing processes to support expansion from 34 to 65 full-time employees.
- Identified and implemented integrated bookkeeping and purchasing IT system called NetSuite to link multi-site operations and to provide flexibility for future growth.
- Designed real estate strategy to lease or own six school sites over five-year period to support enrollment increase from 325 students to 2,600 students.
- Managed feasibility, planning, financing and implementation of $27 million real estate project to build 95,000 square feet of school space, including selecting and managing team of architects, contractors, lenders and other service professionals.

SELF-HELP CREDIT UNION & VENTURES FUND   *2002 to 2005*
Self-Help is a community development financial institution that manages $1b in assets to provide business loans, home mortgages, and commercial and residential real estate in low-income areas.
Branch Director, Washington, DC

- Tasked to define lending programs in the DC area for company headquartered in Durham, NC
- Provided over $15 million in commercial loans to public charter schools, healthcare entities, community development corporations, and housing developers.
- Performed detailed credit risk assessment, prepared cash flow pro formas, analyzed leverage ratios, underwrote business risk and management capacity.
- Coordinated with various sources of subsidy such as the New Markets Tax Credit Program, the USDA Rural Guarantee Program, and the DOE Charter School Credit Enhancement Program.
- Assisted with commercial leasing of 100,000 square foot office building owned by Self-Help.

Financial Consultant, Durham, NC

- Created investment proposal for a $3m Federal Historic Tax Credits real estate project.
- Coordinated proposal writing to obtain $350m in funding for Self-Help Ventures Fund's secondary market program that buys Community Reinvestment Act mortgages and packages them as

mortgage-backed securities. Compiled the deal terms, financing structuring, and interest rate risk analysis.

GOLDMAN, SACHS & CO., New York, NY   *Summer 2001*
Summer Associate, Mergers and Strategic Advisory Group
- Completed financial analysis and pro forma merger plans for large consumer apparel client exploring acquisition of $700-$800m companies. Analysis included public market comparisons, discounted cash flow valuation, and earnings accretion/dilution sensitivity analysis.
- Advised on sell-side transaction for $60m market cap diagnostic testing company. Researched to identify potential buyers, identified strategic alternatives, drafted offering memorandum and performed due diligence to gather performance data.
- Performed merger analysis for $2b energy client seeking to expand internationally. Contributed to cross-border financial analysis and generated energy industry specific valuation models.

ACCENTURE, Houston, TX   *1997 - 2000*
Consultant
Helped clients achieve enterprise-wide technology, process and organizational change. Designed training programs, competency models, communication strategies, and system rollout support.
- Helped define the product offering for an e-commerce start-up. Effort included evaluating outsourcing options, outlining end-user training needs, drafting implementation schedules and mapping desired functionality to an internet delivery platform.
- Created and coordinated SAP software training for 600 end-users in the Finance, Sales, and Marketing departments at Astrazeneca during post-merger integration.
- Proposed reconciliation process improvement for large Health Insurance company that addressed inefficiencies among the enrollment, billing and accounts receivable departments with respect to the Medicaid program that would achieve $4-5 million in cost savings per year.
- Worked for three months in the United Kingdom as an SAP Project Systems module expert to roll-out customized software solutionfor Royal Dutch Shell.
- Developed software training and communication plan for 9000+ oil industry employees.

SHEPS CENTER FOR HEALTH SERVICES RESEARCH Chapel Hill, NC   *Summers '93, '94, '95*
Summer Intern & Research Assistant
Supported research initiatives in health care service delivery.
- Managed data collection and indexing for end of life study examining care decisions
- Surveyed Family Practitioners and Pediatricians for compliance with government vaccine project
- Data entry and analysis with SAS for acute back pain treatment and outcomes comparison study
- Created library database cataloging journals and articles for all staff

PROFESSIONAL SKILLS & CREDENTIALS
- GAAP, particularly GAAP for non-profits
- Federal grant reporting and A-133 audits
- Proficiency in NetSuite & Quickbooks
- Expert in Excel & Powerpoint
- Financial modeling & scenario analysis

- ULI Real Estate Finance & Development training

EDUCATION
DUKE UNIVERSITY, The Fuqua School of Business, Durham, NC 2000 - 2002
Master of Business Administration in May 2002. GPA 3.9
Fuqua Scholar (top 10% of class). Dean's Recognition Award for service and excellence. Fuqua merit scholarship. Academic Fellow in Statistics.

RICE UNIVERSITY, Houston, TX 1993 - 1997
Bachelors of Arts degree in Policy Studies and Art History, Cum Laude in May 1997. GPA 3.8
Vice President's Appreciation Award recipient, Hanszen College Senior Service Award for leadership, National Merit Scholarship and designation as a Hanszen College Academic Fellow.

Professional Activities & Interests
Past Treasurer, Cambridge Courts Condominium Association
Volunteer tutor and mentor, Washington DC area youth

Michon A. Floyd

OBJECTIVE

I seek a challenging position in the field of education administration, where I am able to use my years of experience as an educator to facilitate and direct various educational programs, and develop and conduct professional development trainings.

PROFESSIONAL EXPERIENCE

August 2004 – present
Center City Consortium, Archdiocese of Washington Catholic Schools
145 Taylor Street, NE, Washington, DC 20017
Assessment and Data Coordinator (August 2006 – present)
- Manage technology based assessments and instructional programs
- Conduct professional development trainings on data-driven instruction and various educational technology programs
- Collaborate with a team of Education Specialists to plan various professional development trainings and school improvement initiatives
- Assist with the implementation of Title I and Title IIA programs
- Collaborate with school administrators to develop tools, align curricula, and guide and monitor implementation of Campus Action Plans, in order to promote student achievement
- Create/edit numerous instructional and planning materials used to assist principals and teachers with organization and planning, as well as delivery of instruction.
- Create reports to analyze student performance data and assist with the implementation of data driven instruction.
- Conduct site visits and observations of technology instruction

Education Specialist (August 2004 – August 2006)
- Work with school administrators to develop tools, align curriculum, and guide and monitor implementation of school improvement plans, in order to promote student achievement in several urban, high poverty schools in a Catholic school system.Directly responsible for providing quality professional development and standards implementation guidance to Consortium teachers and school administrators.
- Assist and support teachers by providing best instructional and classroom management practices.
- Monitor and assist teachers with aligning instruction to curriculum standards.
- Identify professional development training needs for individual teachers.
- Create/edit numerous instructional materials used to assist teachers with organization and planning, as well as delivery of instruction.
- Assist teachers with the identification of intervention strategies for students with special needs.

- Create and conduct professional development trainings/presentations on various instructional practices for individual schools, as well as the entire Consortium.
- Create spreadsheets and graphs to analyze assessment data and assist with the implementation of data driven instruction.
- Serve as member of Task Force for Curriculum Development.
- Assist school principals with the monitoring of classroom instruction and gathering of instructional data by conducting *Classroom Walk Throughs*.
- Create, plan, and facilitate presentations for national education conferences.

June 2004 – August 2005
MD – National Capital Park and Planning Commission
Suitland Community Center, Forestville, MD 20747
Enrichment Camp Coordinator

- Co-created and managed a summer enrichment camp.
- Developed mathematics and reading curriculum for elementary school students.
- Created instructional and assessment materials.
- Instructed courses in elementary reading and mathematics.
- Selected educational software to supplement reading and mathematics curriculum.

November 2004 – April 2005
Kaplan K12 Learning Services
2000 L Street, NW, Suite 406, Washington, DC 20036
Site Coordinator for After-school Tutoring Program

- Supervised teachers.
- Monitored and assisted teachers with aligning instruction to program curriculum.
- Performed administrative duties, including payroll, registration, attendance, etc.

August 1997 – July 2004
Prince George's County Public Schools, Prince George's County, MD
8th Grade Teacher (July 2002 – July 2004)

- Instructed six United States History classes, which included one Gifted and Talented class and one Inclusion class.
- Worked with members of History Department to develop instructional materials to supplement the curriculum guide.
- Used Microsoft PowerPoint to enhance delivery of instruction.

5ʰ Grade Teacher (August 1997 – July 2002)

- Instructed courses in Reading/Language Arts and United States History.
- Maintained/calculated grades using Microsoft Excel and Gradekeeper.
- Served as Chair of the 5ᵗʰ Grade Team. Primary responsibilities included facilitating cross-curricular planning and instruction, and developing class schedules.
- Served as Chair of the Social Studies Department. Primary responsibilities included maintaining department inventory, facilitating department meetings, and developing long-range plans.
- Served as Chair of the School Based Management Team. Primary responsibilities included developing the school instructional improvement plan, facilitating meetings, and assisting with the allocation of budgetary funds.
- Served as a member of the Technology Committee. Primary responsibilities included providing leadership in the planning and integrating of technology into the instructional program.

ADDITIONAL QUALIFICATIONS

- Maryland Standard Professional – 2 Teaching Certificate, Elementary Grades 1 – 6 and Middle School, Valid until July 2008.
- Presenter at the 2006 *Teachscape* Effective Schools Conference, Scottsdale, AZ.
- Experience as a *Cooperative Discipline* course trainer for Prince George's County Public Schools, 2001 – 2002.
- Participation as a mentor for the *Child Growth and Development/Parenthood Education 2 Intern Training Program* at Eleanor Roosevelt High School, 2001.
- Working knowledge of Microsoft Office Suite.

EDUCATION & TRAINING

- University of Phoenix – Online. Doctor of Education, Educational Leadership – Curriculum and Instruction. Anticipated completion – 2010.
- Howard University, Washington, DC. Master of Education, Elementary Education, 1997.
- Central State University, Wilberforce, OH. Bachelor of Science, Business Administration – Finance, Cum Laude, 1993.
- Facilitating Online Professional Development Training – *Teachscape*, 2006.
- *Cooperative Discipline* Trainer Training, Prince George's County Public Schools 2001.
- Teacher Development Training – *Creating a Classroom Web Page*, 2001
- Teacher Development Training – *Teaching in the Performance Based Classroom*, 2000.

REFERENCES

Furnished upon request.

Mauricio A. Garay

EMPOLYMENT HISTORY

2006—PRESENT HOTEL LOMBARDY
Reference: Corrado Palenzona 202 828 2600
Chef: Responsible for daily operations of Food and Beverage
Department, making budget, ensure that all of Food and Beverage
employees produce quality service and food.

2001—2006 MORRISON CLARK INN
Reference: Patrick Grady 202 898 1200
Sous Chef performed duties as acting Chef with plated
presentation menu costing and managed, trained new employees,
made schedule, monthly inventory and oversee daily operations.

PERSONAL HISTORY

Married to Berty Garay for 14 happy years and a devoted father of
two wonderful smart kids Walter and Gaby Garay. Started
working
In the Hospitality Industry 18 years ago and enjoy working with
different nationality and guest from all over the world. Love to
travel; watch sports, and most of all enjoy being with my family.

Theodore P. Gloster

Objective

To progress to senior level management within an employment, social services, and educational organization

Employment

5/1984 – Current   Department of Employment Services   Wash., D.C.

Program Analyst - Gather and organize information on problems or procedures. Analyze data gathered and develop solutions or alternative methods of proceeding. Confer with personnel concerned to ensure successful functioning of newly implemented systems or procedures. Develop and implement records management program for filing, protection, and retrieval of records, and assure compliance with program. Interview personnel and conduct on-site observation to ascertain unit functions, work performed, and methods, equipment, and personnel used. Document findings of study and prepare recommendations for implementation of new systems, procedures, or organizational changes. Prepare manuals and train workers in use of new forms, reports, procedures or equipment, according to organizational policy. Design, evaluate, recommend, and approve changes of forms and reports. Formulate mathematical or simulation models of problems, relating constants and variables, restrictions, alternatives, conflicting objectives, and their numerical parameters. Collaborate with others in the organization to ensure successful implementation of chosen problem solutions. Analyze information obtained from management in order to conceptualize and define operational problems. Perform validation and testing of models to ensure adequacy; reformulate models as necessary. Collaborate with senior managers and decision-makers to identify and solve a variety of problems, and to clarify management objectives. Define data requirements; then gather and validate information, applying judgment and statistical tests. Study and analyze information about alternative courses of action in order to determine which plan will offer the best outcomes. Prepare management reports defining and evaluating problems and recommending solutions. Break systems into their component parts, assign numerical values to each component, and examine the mathematical relationships between them. Specify manipulative or computational methods to be applied to models.

Education

9/1979 – 4/1983   University of Pittsburgh   Pittsburgh, Pa.

Degree - Economics

9/1975 – 6/1979   Archbishop John Carroll H.S.   Washington, D.C.

9/1966 – 6/1975   St. Gabriel's Catholic School   Washington, D.C.

Phyllis Hedlund, Ed.D.
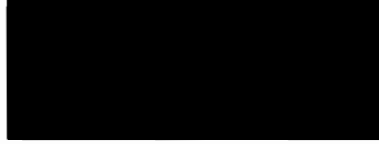
Experience

September 2007 to present
Educational Consultant
KIPP:DC
Align reading and writing curricula within and among KIPP's four campuses. Conduct research through data collection and interviews to determine program needs. Develop and implement recommendations and action plans with teachers and administrators. Identify professional development needs and coordinate professional development opportunities. Research and evaluate curriculum models. Will coordinate and analyze the vertical and horizontal alignment of curricula across KIPP:DC campuses at the end of the 2007-2008 school year. Provide instructional coaching as requested.
Teachscape
Deliver professional development services for instructional planning and decision-making, high-yield instructional strategies, elementary literacy and classroom walk through and at-elbow coaching in the Archdiocese of Washington: St. Anthony's School, St. Gabriel's School, Assumption School and Holy Redeemer School. Provide leadership training to seven principals in the Archdiocese of Chicago. Support principals with research and evaluation of curriculum materials as requested.
Achievement Preparatory Public Charter School
Researched and evaluated curriculum models for all core content areas. Researched and evaluated school-wide discipline policies and school-community partnership models.

Fall 2004-Summer 2007
Founder/Founding Principal
City Collegiate Public Charter School, Washington, DC
Designed and founded a small public charter school, which is based on the *Turning Points* design. Achieved Adequate Yearly Progress in reading and mathematics for the 2006-2007 school year. Produced a budget surplus in the 2006-2007 school year. Developed a professional learning community using data-based inquiry, peer coaching, school-wide professional development objectives and book study. Designed school curriculum in all content areas. Served as a member of all standing committees of the board of trustees. Selected, hired and supervised all faculty and staff. Directed the activities of the entire school with the following scope of responsibilities:
Leadership and Administration
- Embodied and advocated the mission of the school.
- Articulated the vision for the school and its future.
- Built a safe and strong school culture through implementation of *Responsive Designs*, an advisory program and high academic expectations for all students.
- Prepared preliminary and final budgets and monitored income, expenditures, collection, and cash flow.
- Managed the demands of the various constituencies of the school.
- Developed student and personnel policies.

- Created teacher evaluation process and conducted evaluations.
- Selected as a principal assessor by the National Association of Secondary School Principals and the District of Columbia Public Charter School Board.

Curriculum & Instruction

- Developed and implemented school-wide professional development on differentiation of instruction.
- Designed a challenging, engaging student-centered educational program, which included curriculum integration, inquiry-based approaches to social studies and science, a literature-based approach to language arts and implementation of *Connected Mathematics* for all ability groups..
- Designed intensive academic support for students below grade level in mathematics and reading, including tutoring and individual student action plans.
- Create an advisory curriculum that addressed students' social and emotional needs and developed study and organizational skills.
- Monitored and supervised delivery of instruction for English Language Learners and students with special needs.
- Coordinated special education services.
- Coordinated implementation of *Powerschool*.

External Relations

- Submitted compliance reports to the District of Columbia Public Charter School Board and the State Education Agency.
- Recruited and interviewed incoming families.
- Developed marketing materials, i.e. website and brochures.
- Represented the school to all of its constituents, including neighborhood, parents, students, business community, faculty, and staff.
- Developed relationships with the business community, which resulted in an array of pro bon services.
- Co-wrote grant applications for the Walton Family Foundation and the Federal government (Title Vb) and received awards totaling $700,000.

Adjunct Assistant Professor
University of Colorado at Denver, Initial Professional Teaching Education
September 2001 to June 2004

- Instructor for SPED 5111: Teaching for the Success of All Adolescents 2001-2002
Taught course for beginning teachers that explored the varied aspects of adolescents' learning and development and application of this knowledge for curricular and instructional decisions. Used theoretical and research traditions in adolescent learning and development and to explore both individual differences and sociocultural influences on learning. Trained students to develop observation and assessment abilities while examining how assessment of learner characteristics drives curriculum and instructional decisions.

- School Site Professor
Manual Educational Complex, Denver, CO August 2003-June 2004
Smiley Middle School, Denver, CO, January 2003-June 2003
Northglenn High School, Northglenn, CO August 2002-December 2002
Coached teacher candidates on instructional strategies, classroom management and curriculum design. Led seminars for teacher candidates on assessment; differentiation of instruction; literacy strategies; curriculum and school reform; lesson planning; unit planning; urban education; and

classroom management. Assisted students in the development of performance-based assessments. Served on the School Improvement Committee at Northglenn High School. Designed and led professional development on literacy strategies at Northglenn High School. Developed curriculum with Northglenn High School teachers of English. Designed professional development opportunities with school principals. Researched instructional strategies for Smiley's reform efforts. Served on the School Reform Committee at Smiley. Renewed university partnership at Manual Educational Complex.

Fellow/Graduate Assistant
The George Washington University School of Education and Human Development
September 1998 to January 2001
Conducted research and wrote literature reviews on educational topics such as National Board certification; ELLs and high stakes assessment; ELLs and charter schools; standards for higher education; and campus policy decisions on student financial aid. Assisted in curriculum revision of the Master's in Elementary/Secondary Administration and Supervision program.

Teacher of English
Marymount School, New York, NY, 1995-1997
Managed and instructed classrooms of approximately 15 sixth, seventh and eleventh grade students. Researched and designed lesson plans for sixth and seventh grade Language Arts, sixth grade Religious Studies and Honors British Literature. Modeled and facilitated the writing process. Created literary thematic units. Designed collaborative learning activities that developed critical thinking. Organized speaking presentations that enhance speaking, listening, writing and organizational skills. Developed literature-based lessons for short stories, novels, poems and plays. Coordinated revision of English curriculum for grades 6-12.

Teacher of English
Hillside Junior High School, Manchester, NH, 1994-1995
Managed and instructed heterogeneous classrooms of approximately 20 seventh and eighth graders. Devised interdisciplinary units that incorporated English, Math, Science and Social Studies in a team environment.

Teacher of English
Manchester High School West, Manchester, NH, 1992-1994
Managed and instructed classrooms of approximately 25 juniors and seniors. Researched and designed lesson plans for remedial, general, college placement and honors courses. Created and implemented an Orientation Day for incoming freshmen. Advised the class of 1996. Selected students for New Hampshire Scholar of the Month and National Honor Society. Formulated departmental policy for writing.

Teacher of English
Immaculate Conception High School, Lodi, NJ, 1987 -1988
Managed and instructed classrooms of approximately 20 high school juniors and seniors. Researched and created daily lesson plans for four subjects: Creative Writing, British Literature,

World Literature and Advanced Placement English. Directed production of award-winning literary/art magazine.

Selected Publications and Presentations

Hedlund, P. (Aug.2001). Participation of Holmes Partnership institutions in activities of National Board for Professional Teaching Standards. Monograph series of The Institute for Education Policy Studies. Washington, DC: The George Washington University.

Hedlund, P. (Oct. 2000). Literature Review for *A descriptive study of charter schools serving Limited English Proficient Students.* Study conducted by the National Council of La Raza. Sponsored by the U.S. Department of Education of Bilingual Education and Minority Languages Affairs.

Homles, D., Hedlund, P. and Nickerson, B. (2000). "Accommodating English Language Learners in State and Local Assessments: A Guidebook for Educators." Washington, DC: National Clearinghouse of Bilingual Education.

Presenter, School Administrative Unit 6
Claremont New Hampshire, 1994
The Writing Process, Using Thematic Units to Teach Literature

Presenter, New England Association of Teachers of English Conference
Nashua, New Hampshire, 1994
Teaching Shakespeare through Performance

Education

The George Washington University, Washington, DC
Ed.D. Curriculum and Instruction, May 2003
Dissertation: *The Eight-Year Study Revisited: A Cross-Case Analysis of the Use of Integrated Curriculum in Radnor, Pennsylvania*

The George Washington University, Washington, DC
M.A. Educational Administration and Supervision, 1998

San Francisco State University, San Francisco, CA
Single Subject Secondary Education Credential, English, 1991

Rutgers College, New Brunswick, NJ
B.A. English/Departmental Honors, 1987

Miss Porter's School, Farmington, CT, 1983

Dominique M Foulkes Johnson MD

Education

Johns Hopkins University, Baltimore, MD
School of Medicine
1995-1999

Morgan State University, Baltimore, MD
Bachelor of Science- Chemistry, Valedictorian
1991-1995

Residency

Johns Hopkins Hospital, Baltimore, MD
Pediatric Residency
1999-2002

Professional Experience

Pediatric Hospitalist
Suburban Hospital Pediatric Center, Bethesda, MD
January 2003- present

Pediatrician
St. Agnes Hospital Pediatric Emergency Department, Baltimore, MD
March 2005- present

Pediatrician
St Agnes Hospital Neonatal Intensive Care Unit, Baltimore, MD
December 2003- March 2004

Certifications and Licensure

State of Maryland medical license
Board Certified in Pediatrics

Professional Organizations

American Academy of Pediatrics

Publications

Foulkes, Dominique, *Chapters: Adolescent Medicine; Fluid and Electroltyes*, Johns Hopkins Hospital Harriet Lane Handbook Sixteenth Edition, Veronica l. Gunn and Christian Nechyba, Mosby 2002

References

Saw Htun, MD
Chairman of Pediatrics
Suburban Hospital
8600 Old Georgetown Rd
Bethesda, MD 20814
301-896-2749

Sam Reiner, MD
Director of Pediatric Emergency Medicine
St Agnes Hospital
900 Caton Ave
Baltimore, MD 21229
410-368-6000

Julia McMillan, MD
Residency Program Director
Johns Hopkins Hospital
Department of Pediatrics
600 N. Wolfe St.
Baltimore, MD 21287
410-955-5000

Mary Anne Stanton

Professional Experience

Center City Consortium   (1999 – 2006)

Executive Director

Managed the staff and schools for the Center City Consortium, a group of Catholic schools in DC. Lead efforts to pub in place research-based curricular programs in reading and math. Implemented Indiana standards, a nationally-recognized set of performance standards. Created Principal and teacher accountability measures that were incorporated into performance feedback process. Designed a professional development model for teachers that provided significantly more instructional coaching and a team of dedicated Education Specialists to provide consistent feedback and best practices to teachers. Raised student outcomes on standardized tests by over 20 percentile points. Lead efforts to raise over $30 million in private funds to support ongoing school operations that enabled families to pay less than half of the cost of their child's education.

Archdiocese of Washington   (1998 – 1999)

Director of Professional Development and Regional Coordinator, Catholic Schools Office

Coordinated professional development across the Archdiocesan schools of nearly 65 sites. Implemented reforms to the professional development process, using tools and approaches that focus on student data.

Saint Anthony Catholic School   (1995 - 1998)

Principal

Managed the daily operations of an inner-city Catholic school serving children in Pre-Kindergarten through 8th grade. Provided spiritual, instructional and educational guidance for school community of over 200 families and students and 24 full and part-time faculty/staff members. Responsible for strategic planning for the school in the following areas: Curriculum Development, Fiscal Policy, Professional Development and Community Relations. Serve as member on the School Advisory Board, Parish Council, Home & School Executive Committee and Technology Committee.

Professional Development - Established a teacher evaluation process that includes evaluation based on six domains including Philosophy & Goals. Planning & Preparation, Classroom Environment, Instruction, Professional Responsibilities and Individual Teacher Goals.

New Teacher Training Program - Designed and implemented a new teacher training program in conjunction with Dr. Rathvon (an educational psychologist). The program, specifically geared for inner-city teachers, includes a three day workshop prior to the beginning of the school year, a meeting each semester, and follow-up provided by principal observation of teacher practice. Assist with preparation and supervision throughout the year.

Saint Anthony/ Trinity College Partnership - Forged a Partnership with Trinity College, announced at President McGuire's keynote speech at the 1996 NCEA convention in Philadelphia. Partnership includes joint grant writing, Trinity College professors conducting professional development for faculty. a computer link to facilitate the use of on-line communication between the school and Trinity faculty and students.

Saint Anthony/Catholic University of America Partnership - Forged a partnership with The Catholic University. Partnership includes serving on the Brookland/CUA Communiversity Committee, 25 student volunteer tutors per semester working as teachers assistants during the school day or in our extended school program, 10-15 educational psychology students working one on one with Saint

Anthony students, special community events (i.e. Halloween haunted house, Easter egg hunt), and joint service projects such as neighborhood clean-up days.

Intervention Assistance Team (IAT) - Implemented the Intervention Assistance Team; a pilot program designed to provide a setting where available resources are placed at the disposal of any child who presents with behavior or academic difficulties. The team includes the principal, the school counselor, and one member of the faculty from each of the three levels. Wrote a grant for this innovative program which resulted in a $5,000 award an hired an educational consultant to assist in implementing the program.

The Academy of the Holy Cross   (1993 - 1995)

Coordinator, Co-curricular Programs

Responsible for developing an Honors Program for the Academy. Coordinated efforts of the administrative team, faculty members, parents, and students to develop a comprehensive program for above-average students. Developed special programs which enhanced and integrated curricular and co-curricular programs. Introduced a series of four workshops per year devoted to issues of interest to the school community (i.e. Women's Health Issues). Initiated professional development days designed to educate faculty regarding issues affecting young women. Arranged for experts in the field to present information to faculty and parents regarding issues including Attention Deficit Hyperactivity Disorder and eating disorders. Ensured educationally sound opportunities for students to learn outside the classroom through field trips and community service experience. Responsible for developing and maintaining the school calendar. Served as a member on the Academy's Administrative Team, School Advisory Board and the Curriculum Committee/Development Team. Responsible for presenting proposed changes and newly implemented programs within the curriculum and co-curricular programs to the Advisory Board.

Shady Grove Pregnancy Center   (1992 - 1993)

Administrative Director

Developed and implemented formal volunteer training program. Trained and supervised more than sixty volunteer counselors. Initiated training programs in areas including pre-natal care, infant care and financial planning. Worked within the local business communities to encourage support and understanding of our programs. Coordinated with local social service agencies to provide information and services for clients. Supervised two staff members. Managed daily office operations and administered the annual budget. Served as a member of the Board of Directors.

Trinity College   (1989 - 1992)

Assistant Dean, The College of Arts and Sciences

Director, Trinity College Mentor Program - Developed and implemented Trinity College Mentor Program which matched Trinity alumnae and current students interested in exploring various career paths. Organized training sessions for alumnae and students enrolling in program. Coordinated support services which enabled Mentors to work effectively with students. Facilitated mentor/student meetings to ensure annual program evaluations. Served with Mentor Advisory Board made up of faculty, student, and alumnae members. Assisted Public Relations to promote this model program in several articles appearing in the school newspaper, the Alumnae Journal, and *Beyond the Myths and Magic of Mentoring; How to Facilitate an Effective Mentoring Program (Murray, 1991).*

Director, Trinity Experiential Lifelong Learning Program (TELL) - Evaluated and restructured the Prior Learning Portfolio Development Program for adult students. Assisted students in developing professional portfolios to be evaluated by faculty for college credit. Coordinated an annual portfolio development course for all students participating in program. Created faculty workshops to outline procedures for evaluating portfolios and awarding college credit.

Director, Study Abroad Programs - Researched and designed a comprehensive, academically-sound Study Abroad Program. Planned workshops for faculty acquainting them with the benefits of Study Abroad. Compiled current literature and educational research regarding Study Abroad Programs for faculty. Conducted annual orientation and re-entry workshops for students. Evaluated and updated program annually.

Academic Advisor, Public Leadership Education Network - Assisted Trinity students to form mentoring relationships and seek internship opportunities with professional women involved in the public policy field. Worked closely with eight women's colleges to provide experiences for young women in an area traditionally reserved for men. Responsible for student training, faculty support, and quality control for the PLEN Program.

Teaching Experience

St. Elizabeth Catholic School, Substitute Teacher	(1979 - 1986)
St. Elizabeth Catholic School, Full-time Teacher, Grades 7/8	(1975 - 1979)
St. Elizabeth Parish, Confraternity of Christian Doctrine, High School Program	(1973 - 1979)
Head Start Program, Volunteer Teacher	(1967 - 1968)
St. Bernadette Catholic School, Grade 4	(1966 - 1967)

Education

Immaculata College of Washington, A.A. 1966

Trinity College, B.A. History 1990

      Honors: Phi Beta Kappa, Alpha Sigma Lambda, Paterson Distinguished Scholar Award

The Catholic University of America, M.Ed. - Educational Administration/Catholic School

      Leadership Program
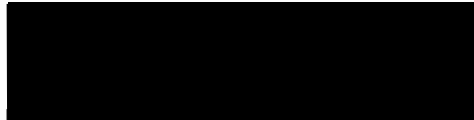
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: COOPER, FRANK G

Teacher Address: █████████████████████████
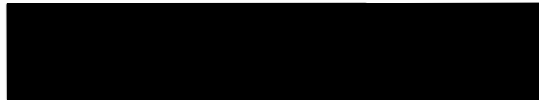
Teacher Signature: ████████████████ ▬Date: _1/18/2008_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: GRAVES, JAMES R

Teacher Address: ███████████████████

Teacher Signature: ███████████████   Date: 1-17-08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: JONES, LARRY B

Teacher Address: ██████████████████████

Teacher Signature: ___███████████████___   Date: _1/23/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MARTIN II, LEONARD A

Teacher Address: █████████████████████
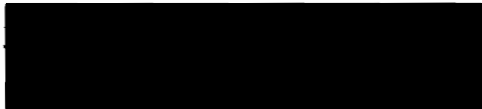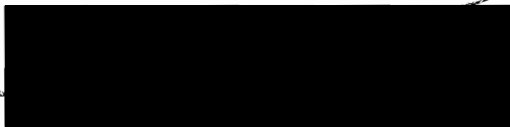
Teacher Signature: ███████████████████ Date: _1/25/08_

Please update your address if needed:

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MCDANIELS JR, GEORGE

Teacher Address: █████████████████████████
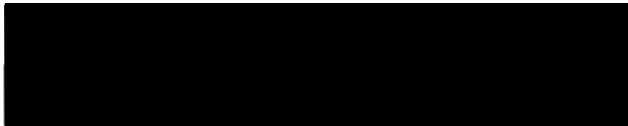
Teacher Signature: ████████████████ Date: _/-22-08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MEDLEY, MICHELE L

Teacher Address: ███████████████████████

Teacher Signature: ████████████████   Date: 1/17/08

Please update your address if needed:
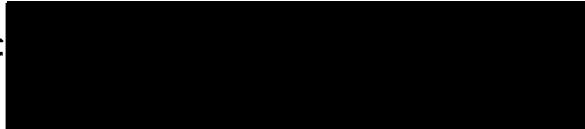
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name:　　MOJICA, RENEE S

Teacher Address: ████████████████████████

Teacher Signatu██████████████████　　Date: 1/17/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

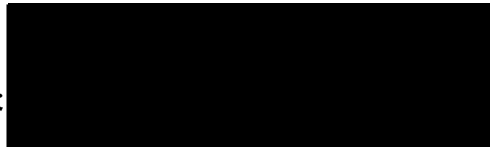## Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: NORMAN A. MOORE

Teacher Address: ██████████████████

Teacher Signature: ███████████████ Date: _1-25-08_

Please update your address if needed:

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Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MURRAY, DONNA

Teacher Address: ███████████████████████
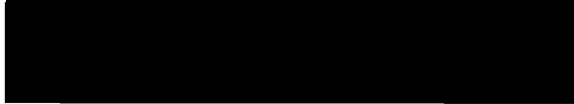
Teacher Signature: █████████████████ Date: 1/17/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
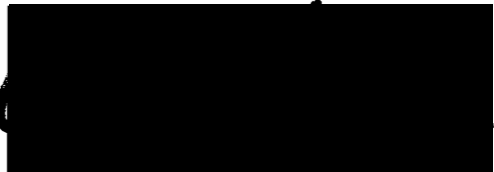
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: OLIVER, SHANETTA D

Teacher Address: █████████████████████
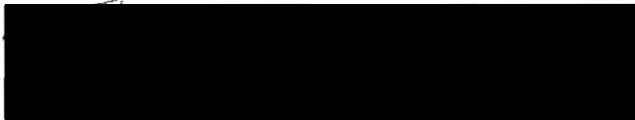
Teacher Signature: ████████████████ Date: 1/18/08

Please update your address if needed:

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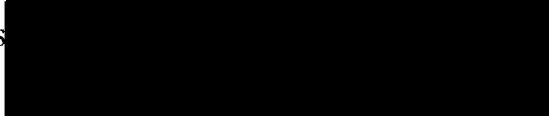_____ ████████████████ _____

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PARKER, DENISE L

Teacher Address █████████████████████████████

Teacher Signature: ██████████████   Date: _1/24/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PHILLIPS, LILY T

Teacher Address ██████████████████████

Teacher Signature: ████████████ _____   Date: _1/17/08_

Please update your address if needed:
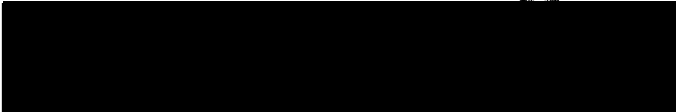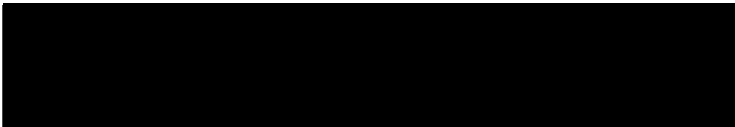
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HELEN PRITCHETT

Teacher Address: ███████████████████

Teacher Signature: ██████████████ Date: _1-24-08_

Please update your address if needed:

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Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: WHITE, NIYA F

Teacher Address: ███████████████████████████

Teacher Signature: █████████████████   Date: 1/17/08

Please update your address if needed:
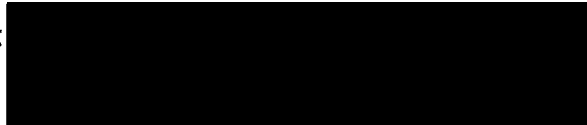
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ST. GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: COTA, SHAUNTELLE M

Teacher Address: █████████████████████

Teacher Signature ███████████████   Date: 2/01/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 2008.

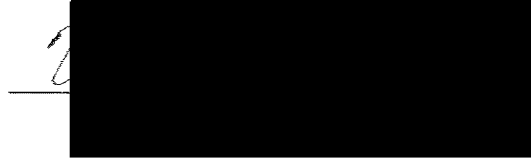## Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ Nativity Catholic Academy School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Bridget Coates

Teacher Address: █████████████
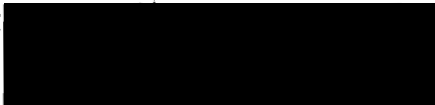
Teacher Signature: ██████████████   Date: 2 1 08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ ASSUMPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BORDEAUX, ANITA Y

Teacher Address ████████████████████████
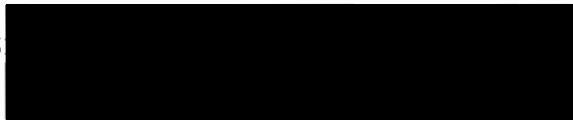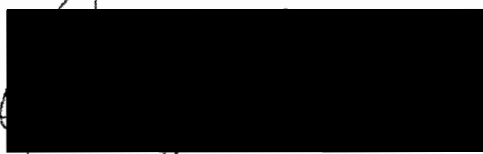
Teacher Signature: ████████████████   Date: _1-29-08_

Please update your address if needed:
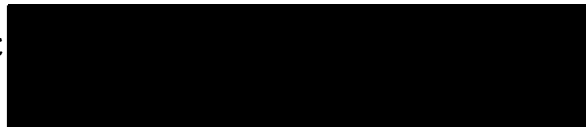
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Please return this form to your school Principal NO LATER THAN February 1st, 2008.
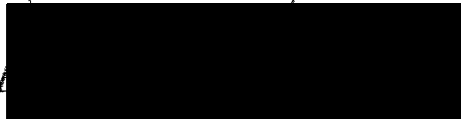
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION/ST. GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: DUSSAN, ELIZABETH S

Teacher Address:

Teacher Signature: Date: 1/28/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-ST. CYPRIAN/ ST. FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: EDMONDS, SARA J

Teacher Address: ███████████████████████

Education Specialist
Teacher Signature: _____████████████   Date: _2-4-08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 2008.
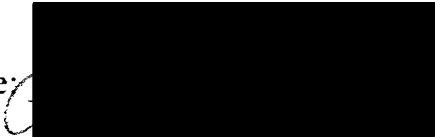
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/Assumption, Holy Comforter-Saint Cyprian, Holy Name, Immaculate Conception, Nativity, Saint Francis De Sales, and Saint Gabriel Schools converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Michon Floyd

Teacher Address: █████████████████

Teacher Signature: █████████████████   Date: 3/6/08

Please update your address if needed:
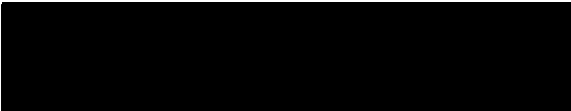
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Please return this form to your school Principal NO LATER THAN February 1st, 2008.
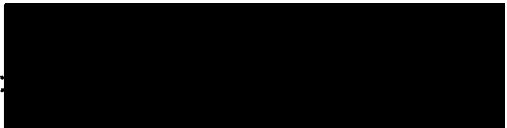
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/Assumption, Holy Comforter-Saint Cyprian, Holy Name, Immaculate Conception, Nativity, Saint Francis De Sales, and Saint Gabriel Schools converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Carrie Hillegass

Teacher Address: ████████████████████

Teacher Signature: ████████████████████   Date: 3/5/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PARRISH-DEAN, SHERYCE L

Teacher Address: ███████████████████████

Education Specialist

Teacher Signature: ███████████████████   Date: 2/1/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: AUSTIN, SHIRLEY A

Teacher Address: ██████████████████████████████

Teacher Signature: ████████████████████   Date: 1/17/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
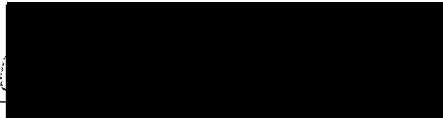
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BLASSENGALE, ALICIA H

Teacher Address: ███████████████████

███████████████████

Teacher Signatu ███████████████████   Date: *January 18, 2008*

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BORGELT-MOSE, MIAKODA C

Teacher Address: ██████████████████████████

Teacher Signature: ████████████████   Date: 1-17-2008

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: CUNNINGHAM, BRITTANY

Teacher Address:

Teacher Signature: Date: _1/17/08_

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: GAMBRELL, JR, ROGER S

Teacher Address: ███████████████████

Teacher Signature: ███████████████   Date: _1/23/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
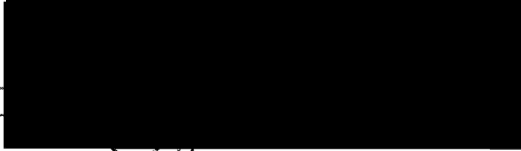
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: GREEN, NATHANIEL W

Teacher Address: █████████████████████████████

Teacher Signature: ███████████████████   Date: 1/19/2008

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HARRISON, CAMILLE

Teacher Address:

Teacher Signature: Date: **1/18/08**

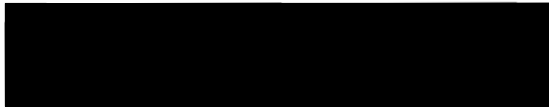Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HOLLEY, VIRGINIA G

Teacher Address ███████████████████████

Teacher Signature ██████████████████   Date: _1–15–08_

Please update your address if needed:
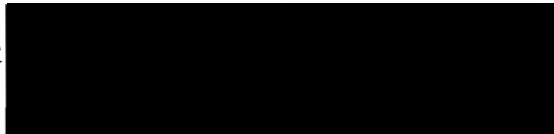
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: JOHNKINS, SHANDRIKA P

Teacher Address: ██████████████████████████████

Teacher Signature: ████████████████████   Date: __1/17 08__

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
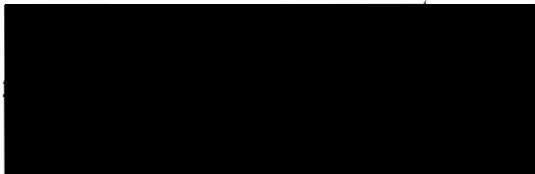
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: LATTANZI, PAULA J

Teacher Address: ███████████████████████████

Teacher Signature: ████████████████   Date: /-/7-08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: LEARNARD, VERNA M

Teacher Address: ███████████████████

Teacher Signature: ___███████████████ Date: 1/17/08

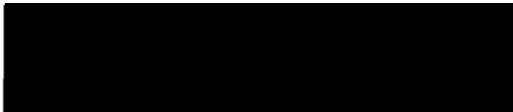Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: LEE, KAMISHIA C

Teacher Address:

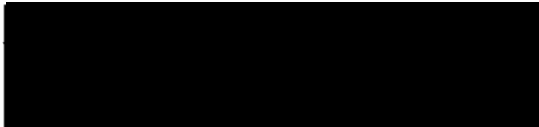Teacher Signature: Date: 1·17·08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MINOR, MARY L

Teacher Address: ████████████████████████████

Teacher Signature: ██████████████████   Date: 1/18/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PULLEN, COURTNEY M

Teacher Address

Teacher Signature: Date: 1/17/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: RICE, LISA

Teacher Address: ███████████████████████

Teacher Signature: ██████████████   Date: 1/17/08

Please update your address if needed:
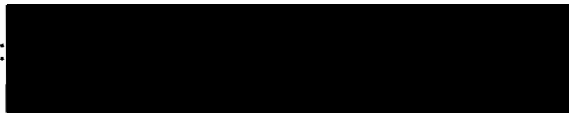
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
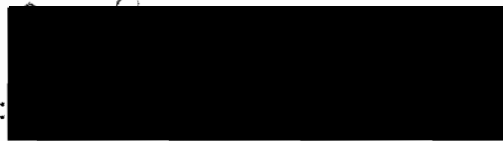
Teacher Conversion Endorsement

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Teacher Name: SALCEDO, MARINA

Teacher Address:

Teacher Signature: Date: _I, 18, 08_
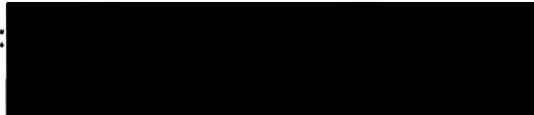
Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: SUMPTER, RUBY L

Teacher Address:

Teacher Signature: ███████████████   Date: _1-18-08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
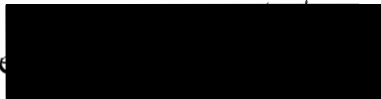
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: WHITE, JR, CHRISTIAN S

Teacher Address: ███████████████████████

Teacher Signature: ████████████ Date: 01│22│08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY COMFORTER-SAINT CYPRIAN School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: ZICHELLI, JENNIFER

Teacher Address: ███████████████████

Teacher Signature: ███████████████ Date: _/·22·08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BOYKINS, KAREN A

Teacher Address: █████████████████

Teacher Signature: ███████████████   Date: *1-18-08*

Please update your address if needed:
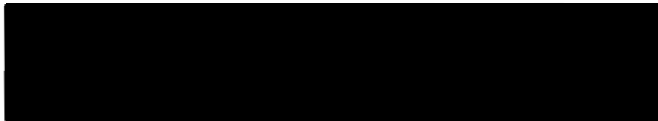
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: CAIN, MARY A

Teacher Address: ███████████████████

Teacher Signature: ███████████████ Date: _1-18-2008_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: CREEK, DORIS

Teacher Address ██████████████████████████

Teacher Signature: _██████████████_   Date: _1-18-08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
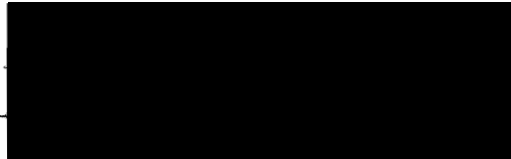
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: EDWARDS, MARY T

Teacher Address: ███████████████████

Teacher Signature: ███████████████ Date: _1-18-08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: EVANS, MONICA D

Teacher Address: █████████████████████

Teacher Signature: ██████████████ Date: ___1/18/08___

Please update your address if needed:
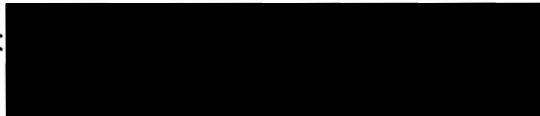
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HARRIS, TERESA L

Teacher Address: ████████████████████

Teacher Signature ████████████████   Date: _1/18/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.
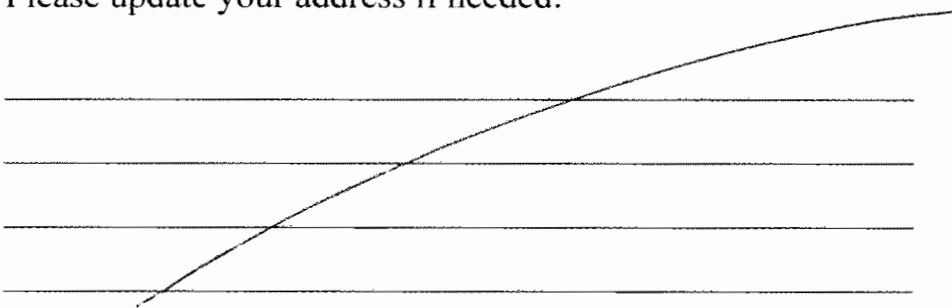
Teacher Name: HEATH, CHANTAY S

Teacher Address:

Teacher Signature: Date: _1/18/2008_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: JOHNSON, TODD

Teacher Address: ████████████████████████

████████████████████

Teacher Signature: ████████████████   Date: _1/24/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: KNOX, KENDALL N

Teacher Address: █████████████████████████

Teacher Signature: █████████████████████   Date: 1/18/08

Please update your address if needed:
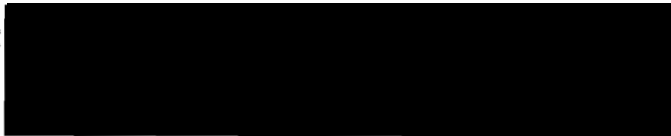
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MCCREA, VANESSA H

Teacher Address: █████████████████████

Teacher Signature: ███████████████   Date: 1/18/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
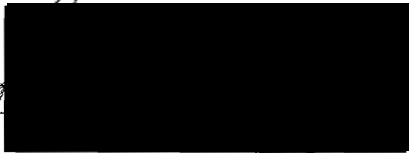
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MITCHELL, LATECHIA G

Teacher Address ██████████████████████████████ 0

Teacher Signature ██████████████████████ Date: 1/18/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

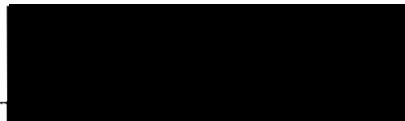**Teacher Conversion Endorsement**

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ Holy Name School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Sister Patricia Ralph, *SSJ*

Teacher Address: ███████████████████████

Teacher Signature: ███████████████████████ Date: _3/11/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: RICHARDSON, JOHNICE M

Teacher Address: █████████████████████

Teacher Signature: ████████████████ Date: 1/24/08

Please update your address if needed:
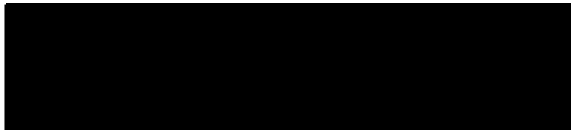
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
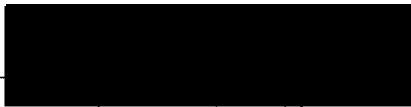
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ Holy Name School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Sharon Shaw

Teacher Address: ███████████████████

Teacher Signature ████████████████████ Date: _3.11.08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: TOWSON, JOY B

Teacher Address: ███████████████████████

Teacher Signature ████████████   Date: _1/18/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ HOLY NAME School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Barbara Williams
Teacher Address:

Teacher Signature: ████████████████ Date: 2/13/08

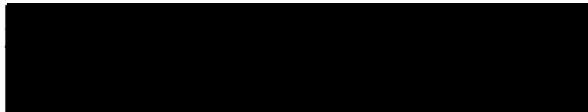Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

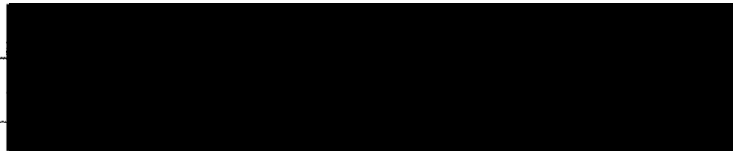Teacher Name: ALVAREZ, DARNEL T

Teacher Address: █████████████████████████████

Teacher Signature ██████████████████   Date: 1 -18-08

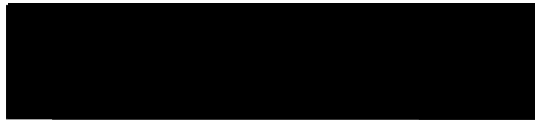Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: ASHTON-WILSON, RUTH

Teacher Address: ▮▮▮▮▮▮▮▮▮▮▮

Teacher Signature: ▮▮▮▮▮▮▮   Date: 1/22/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BOGUSH, MEREDITH

Teacher Address: ███████████████████

Teacher Signature: ███████████████ Date: __1/18/07__

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BOWSER, GLADYS

Teacher Address ███████████████████

Teacher Signature: ██████████████ Date: *1-18-08*

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: DEBAUN, MARK

Teacher Address: ███████████████████████

Teacher Signature: ___████████████████___ Date: _1/18/2008_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
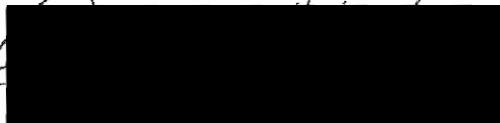
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: ELLIOTT, ANISSIA

Teacher Address: ███████████████████

Teacher Signature: ███████████████   Date: _1-18-2008_

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: FERGUSON, PHILANA

Teacher Address: ███████████████████████

Teacher Signature: ████████████████ Date: _1/18/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: GUNN, ZANETTE M

Teacher Address:

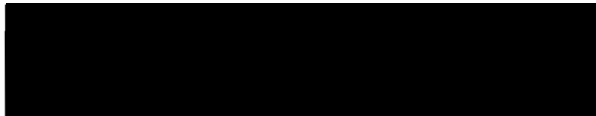Teacher Signature: _____ Date: _1-18-08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HENRY, SANDRA L

Teacher Address: ██████████████████████

Teacher Signature: ████████████   Date: 1/18/08

Please update your address if needed:
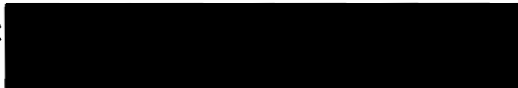
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: LATNEY, JARONN C

Teacher Address:

Teacher Signature: _____   Date: 1/15/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MILEY-JONES, BESSIE

Teacher Address: ███████████████████

Teacher Signature: _____ Date: January 18, 2008

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PABILONA, ALMA S

Teacher Address: ███████████████████████

Teacher Signature: ████████████████   Date: _1/18/08_

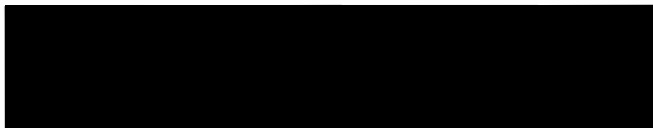Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
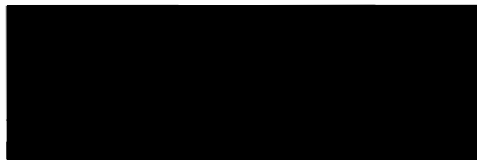
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PRATT, GILLIAN J

Teacher Address: ███████████████████████

Teacher Signature: ███████████████ Date: 1/18/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name:　　QUEEN, TAJAUNA C

Teacher Address: ██████████████████████

Teacher Signature: ██████████████████ Date: 1-18-08

Please update your address if needed:

████████████████████

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: SPRUILL, DANIEL D

Teacher Address: ████████████████████████

Teacher Signature: ████████████████████ Date: 1/18/08

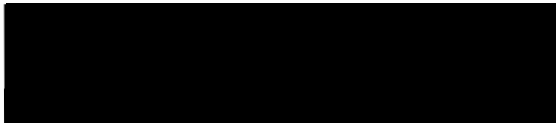Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ IMMACULATE CONCEPTION School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: UGBUT, CHRISTINA

Teacher Address: ████████████████████

Teacher Signature: ████████████████ Date: 1/20/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.
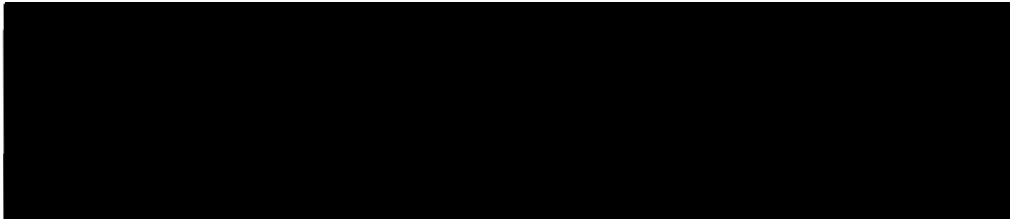
Teacher Name: ALISBAH, CEMIL

Teacher Address: ███████████████████████████

Teacher Signature ████████████████████ Date: 1/18/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: COVERT, LAKISHA D

Teacher Address: ███████████████████████

Teacher Signature: ████████████████ Date: _1-22-08_

Please update your address if needed:
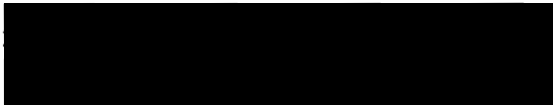
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: GOVAN, EMMA

Teacher Address

Teacher Signature: Date: 2/13/08

Please update your address if needed:

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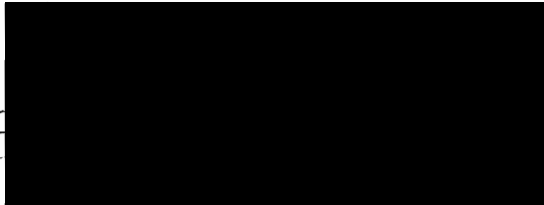_____

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Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HALL, MARIA

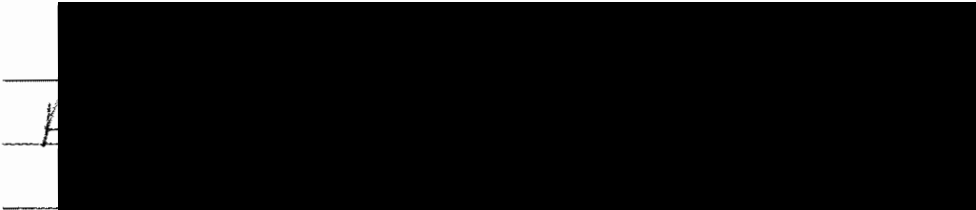Teacher Address: ███████████████████████

Teacher Signature: ████████████████ Date: _1/17/08_

Please update your address if needed:
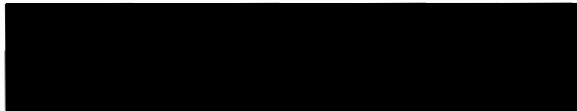
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: JOHNSON, JR, ANTHONY B

Teacher Address: ███████████████████████████

Teacher Signature: ███████████████████ Date: 1-18-08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
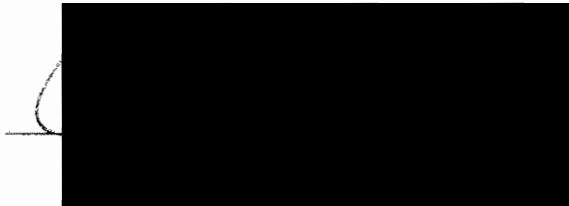
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: LATNEY, ROSEMARY

Teacher Address: ████████████████████████

Teacher Signature: ████████████████   Date: _January 18, 2008_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MULZAC, ROWENA

Teacher Address: ███████████████████

Teacher Signature: ___███████████████___   Date: _11-18-2008_

Please update your address if needed:
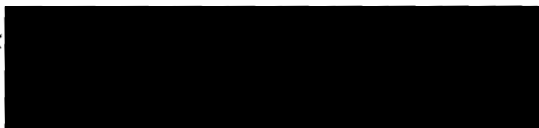
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: NOLEN, GEOMONE R

Teacher Address: █████████████████████

Teacher Signature: ████████████████   Date: 1/18/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PELTIER, NICOLE J

Teacher Address: ████████████████████████

Teacher Signature: ████████████████ Date: _01/17/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: PETERS, ETHELBERT H

Teacher Address █████████████████████████████████

Teacher Signature: ████████████████   Date: _1-22-08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
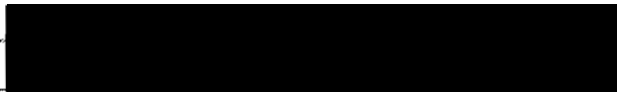
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: RAWLINSON, GERALDINE

Teacher Address ██████████████████████████████

Teacher Signatur ███████████████████   Date: 01-18-08

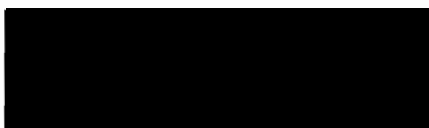Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: REED, ANGELIQUE

Teacher Address: ████████████████████

Teacher Signature ████████████████ ate: __1/23/08__

Please update your address if needed:

████████████████████

Please return this form to your school Principal NO LATER THAN February 29th, 2008.
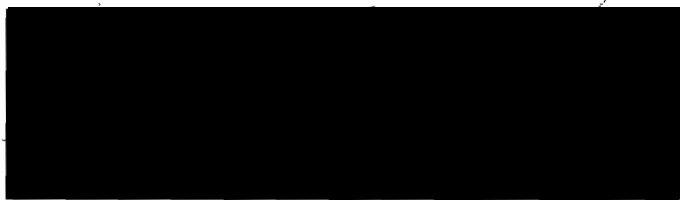
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: RICHARDSON, JOYCE

Teacher Address: ███████████████████████

Teacher Signatur███████████████████ Date: _1·18·08_

Please update your address if needed:
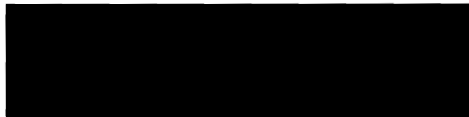
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: RIDDICK, FANCIE M

Teacher Address: ███████████████████

Teacher Signature: ███████████████ Date: 1/18/08

Please update your address if needed:
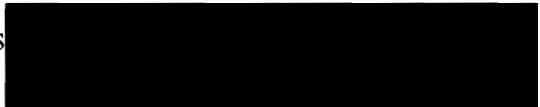
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: TEACHEY, JOSEPH

Teacher Address: █████████████████

Teacher Signature: ██████████████ ate: 1/30/08

Please update your address if needed:

███████████████████

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: TOLNAY, CATHERINE

Teacher Address: █████████████████████████

Teacher Signature: ___██████████████████ te: ___/-22-08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: TURNER, JANE M

Teacher Address: ███████████████████████

Teacher Signature: ███████████████████   Date: _1/23/08_

Please update your address if needed:
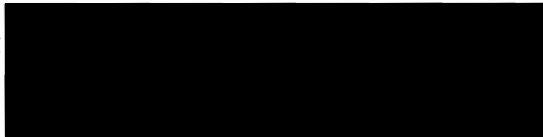
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: WAMPOLE, KIMBERLY A

Teacher Address:

Teacher Signature: _____   Date: _2/13/08_

Please update your address if needed:

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Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: WILLIAMS, OLGA B

Teacher Address: ███████████████████
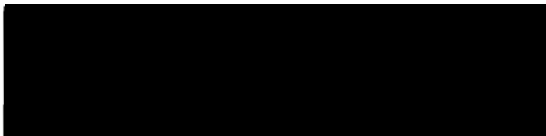
Teacher Signature: ████████████████ Date: 1/17/08

Please update your address if needed:
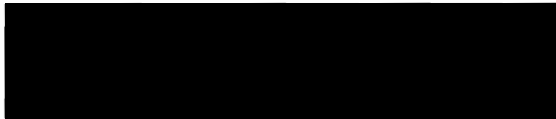
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
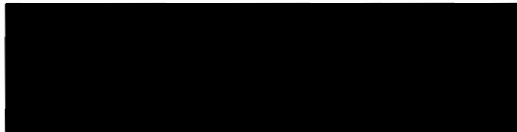
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ NATIVITY School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: WILLIAMS, MADELYNNE C

Teacher Address:

Teacher Signature: _____ Date: 8/13/08

Please update your address if needed:

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Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Travis Beauchamp

Teacher Address:
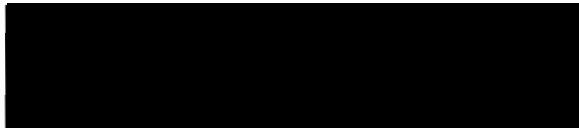
Teacher Signature: _____   Date: 1/25/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Amanda Cromer-Snow

Teacher Address:

Teacher Signature: Date: _Jan. 24, 08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Sister Joette Ebert, OSF

Teacher Address: █████████████████

Teacher Signature: ████████████████   Date: 1/29/08

Please update your address if needed:
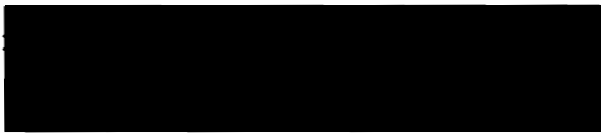
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Please return this form to your school Principal NO LATER THAN February 1st. 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HOWARD, CHARLENE

Teacher Address ███████████████████████

Teacher Signature: ████████████████████ Date: 1/25/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Carolyn Johnson

Teacher Address:

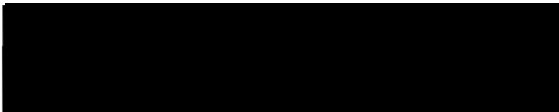Teacher Signature: Date: 1/29/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Nora Joseph

Teacher Address: ████████████████

Teacher Signature: ████████████████   Date: _1-24-08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: KALLENBACH, LISA

Teacher Address: █████████████████████████

Teacher Signature: ███████████████   Date: _Jan 23, 2007_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
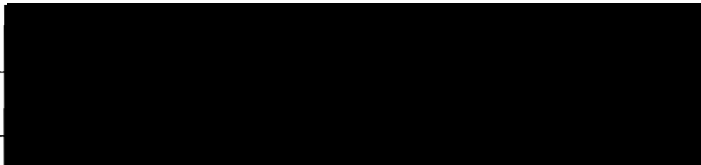
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: LEWIS-BLANC, JANESE

Teacher Address:

Teacher Signature: Date: Jan. 24, 2008

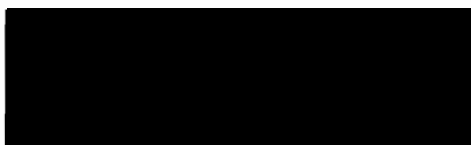Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
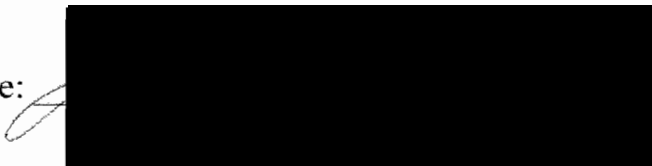
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: MARTIN, MARRITA

Teacher Address: ███████████████████████

Teacher Signature ████████████████ Date: 2-19-08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Jonathan Robertson

Teacher Address: ███████████████████

Teacher Signature: ███████████████████ Date: 1/24/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 20080.
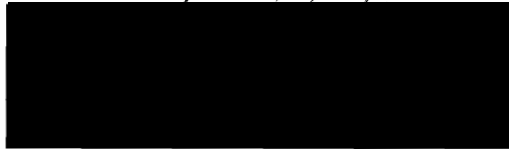
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Lisa Rowe

Teacher Address:

Teacher Signature   Date: 1/24/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: SARGENT, AILEEN M

Teacher Address:

Teacher Signature: Date: _1/23/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Daniel Spruill

Teacher Address: ███████████████████

Teacher Signature: ███████████████████   Date: 1/29/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 20080.
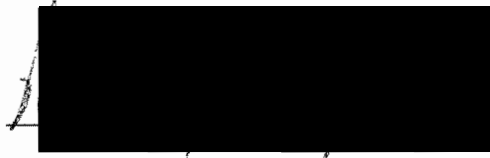
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Starzynski, Florence A

Teacher Address: ███████████████

Teacher Signature: ████████████████████   Date: 1-24-08

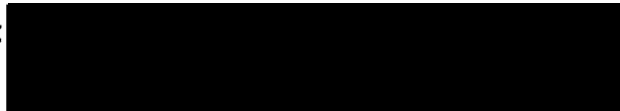Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 20080.
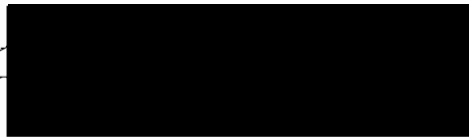
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT FRANCIS DE SALES School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: TAMASHIRO, DANIELLE C

Teacher Address: █████████████████████████

Teacher Signature ███████████████   Date: _January 23, 2008_

Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Francis de Sales School converted from a private school into a public charter school and that I support the proposal.

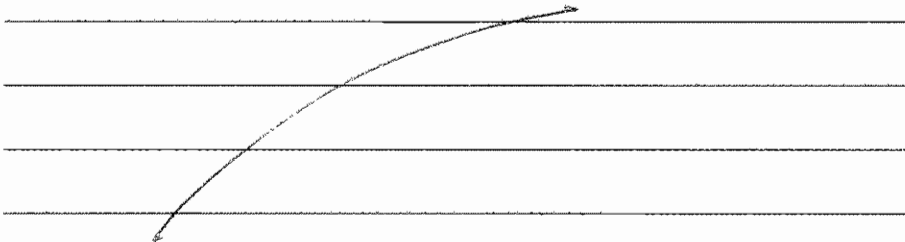Teacher Name: Francis Washington

Teacher Address:

Teacher Signature: Date: 01/25/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: ALGARRA, SANDRA P

Teacher Address: ███████████████████████

Teacher Signature: ███████████████████   Date: 1/17/08

Please update your address if needed:
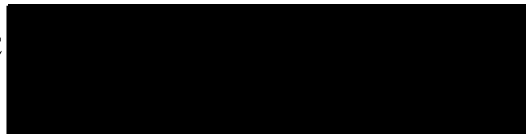
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: ANDERSON, MONTEZ M

Teacher Address █████████████████████

Teacher Signatu███████████████ Date: 2/4/08

Please update your address if needed:
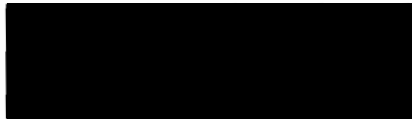
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
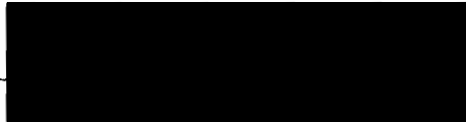
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Gabriel Catholic School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Leslie Austin

Teacher Address: ███████████████████

Teacher Signature: ██████████████████   Date: 2-1-08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BELTON, WILBUR A

Teacher Address: ███████████████████

Teacher Signature: ███████████████   Date: _1/22/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: BRADY, MERYL B

Teacher Address: ███████████████████

Teacher Signature: ███████████   Date: _1/22/08_

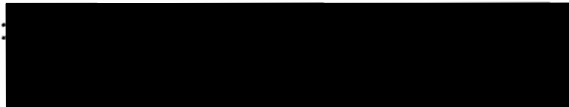Please update your address if needed:

Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St. Gabriel Catholic School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Kate Corliss

Teacher Address: ██████████████

Teacher Signature: ██████████████   Date: 2/5/08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 20080.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: CROSSKE, SARAH

Teacher Address: ████████████████████

Teacher Signature: ██████████████ Date: 1/17/08

Please update your address if needed:
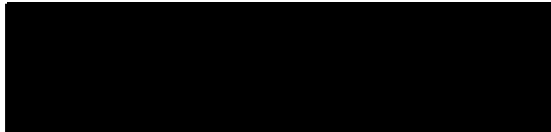
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St.Gabriel School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Maria Faina, SNJM

Teacher Address: ████████████████

Teacher Signature: ███████████████ Date: 2-1-08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: FELIX, JUNE A

Teacher Address ███████████████████████████

Teacher Signature ███████████████████ Date: January 17, 2008

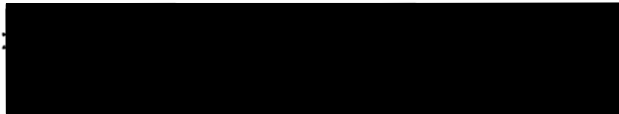Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.
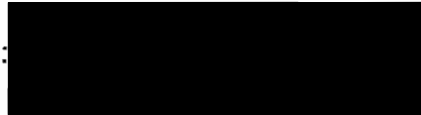
Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: HERMANNY, ALEX

Teacher Address: █████████████████████

Teacher Signature: ███████████████   Date: 1/21/0F

Please update your address if needed:
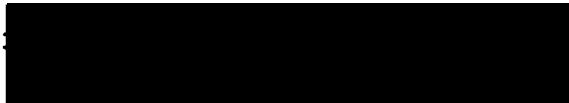
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: JOHNSON, RANA M

Teacher Address: ███████████████████████

Teacher Signature ████████████████   Date: _1/17/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: JONES, JOSEPHINE V

Teacher Address: █████████████████████

Teacher Signature ████████████████   Date: _Jan. 17, 2008_

Please update your address if needed:
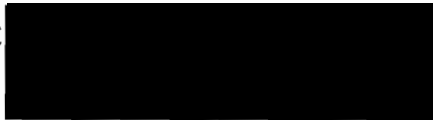
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Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

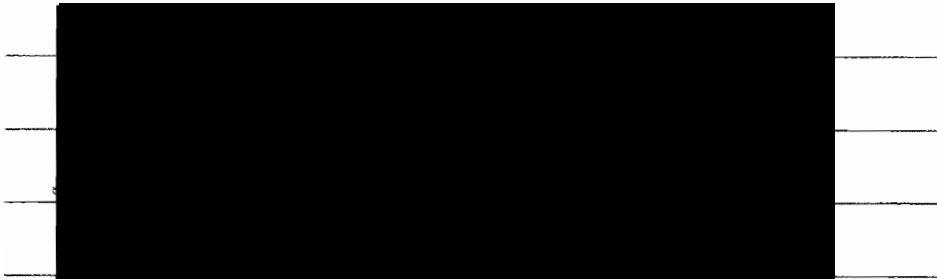Teacher Name: MCKINLEY, KIMBERLY O

Teacher Address: ███████████████████

Teacher Signature: ██████████████   Date: _1-17-08_

Please update your address if needed:
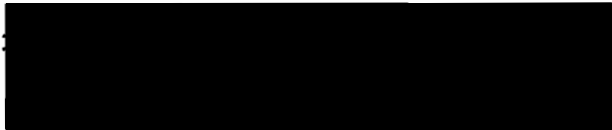
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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: NAJERA, ELLYNGTH L

Teacher Address: ███████████████████████

Teacher Signature: ████████████████   Date: 1|17|08

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: NELSON, KATHRYN S

Teacher Address: ███████████████████

Teacher Signature: ███████████████   Date: __1/22/08__

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ St.Gabriel School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: Sister Judith Parkin

Teacher Address: ███████████████████

Teacher Signature: _███████████████___   Date: _3/12/08_

Please update your address if needed:

██████████████████████

Please return this form to your school Principal NO LATER THAN February 1st, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: RILEY, RONALD

Teacher Address:

Teacher Signature: Date: _1/18/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Teacher Conversion Endorsement

I, the undersigned, affirm that my signature on this form indicates that I have received information describing the proposal to have the Center City Consortium/ SAINT GABRIEL School converted from a private school into a public charter school and that I support the proposal.

Teacher Name: WEAVER, ERIKA N

Teacher Address: █████████████████████

Teacher Signature: █████████████████   Date: _1/17/08_

Please update your address if needed:

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Please return this form to your school Principal NO LATER THAN February 29th, 2008.

Unit	Power Standards	Supporting Standards	Objectives	Activities	Assessments	Resources
3 weeks / **Strategies of Good Readers** / **Unit One**	**4.1.3** Use knowledge of root words to determine the meaning of unknown words within text. **T** **4.1.6** Distinguish and interpret words with multiple meanings by using context clues. **T** **4.2.2** Use appropriate strategies when reading for different purposes. Identify main idea and supporting details. **G T** **4.2.3** Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues, and direct quotations. **G T** **4.3.3** Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine causes for that character's actions. **T** **4.5.4** Write summaries that contain the main ideas of the reading selection and the most significant details. **M**	**4.1.4** Use common roots and word parts derived from Greek and Latin to analyze the meaning of complex or unknown words. **M** **4.1.5** Use reference materials (thesaurus, dictionary, computer) to find the meaning of unknown words. **S G T** 4.5.2 Write responses to literature that demonstrate an understanding of a literary work and support judgments through reference to both the text and prior knowledge. **Social Studies** 4.4.9 Identify entrepreneurs who have influenced the local community throughout history to present day.	❖ I will identify the main idea and supporting details in text. ❖ I will apply reading strategies, such as predicting, asking questions, clarifying, and summarizing to understand the main ideas in text. ❖ I will determine the meaning of new vocabulary words by using context clues and knowledge of roots. ❖ I will analyze characters in text. ❖ I will demonstrate comprehension of text through written and oral responses. **Essential Questions** ❖ What strategies do good readers use when they can't understand a word in text? ❖ What strategies do good readers use to comprehend text? ❖ Explain how our core values are presented in the traits of the main characters and how these values impact their actions in the stories in this unit.	❖ Students will use word identification strategies to define a Word of the Day each day. ❖ Students will keep track of new or unfamiliar words that they encounter in their reading. ❖ Students will read Frindle by Andrew Clements (1998) and employ comprehension strategies. ❖ Students will analyze the characters from Frindle by describing them with adjectives and selecting actions that support or contradict their descriptive adjectives. ❖ Summary Scramble: Students will work in cooperative groups to place plot events in chronological order to summarize text. ❖ Students will read "Arctic Explorer: The Matthew Henson Story", use reciprocal teaching strategies in cooperative groups, and choose methods of summarization. ❖ Students will write Book Reviews.	❖ Word of the Day journals ❖ Character webs ❖ Written and oral summaries ❖ Reciprocal teaching (self-assessment & observation checklists) ❖ Book Reviews ❖ Differentiated summary products ❖ Performance Series/MAP ❖ DC-CAS **Differentiation (SPED, ELL, Advanced Learners)** ❖ **SPED** Interventions *Intervention Guide* - U1 L7 - *Multi. Mean. Words* * Restate *C & E* relationship * Have students visualize setting of story for better comprehension – *Summarize* * Stop periodically throughout story to make *predictions* ❖ **ELL** Interventions *ESL Supplement* Book - U2 L6 - *Root Words* - U1 L7 - *Multi. Mean. Words* * Have students add words and their definitions to the vocabulary section of their Writing Journals ❖ Interventions for **A.L.** *Challenge* Book - Page 7 – *Cause and Effect* - Page 24 – *Main Idea/Details* * Have students lead small reading groups, modeling *predicting*.	**Open Court Reading (2000)** Root Words – Bk 1, p. 184G Main Idea – Bk 1, Unit 1 Predicting – Bk 1, Unit, Lessons 1, 2, and 7 Character Study – Bk 1, Unit 1, Lessons 2 and 6 Writing Summaries – Bk 1, Unit 1, Lessons 3 and 4 **Children's Lit** *Journey into the Arctic* by B. Alexander & C. Alexander (2003) *Frindle* by A. Clements (1998) *Into the Ice: The Story of Arctic Exploration* by L. Curlee (1998) *Arctic Explorer: The Story of Matthew Henson* by J. Ferris (1989) *The World of Exploration* by P. Wilkinson (2006) **Teacher Resources** www.teachscape.com *Put Reading First: The Research Building Blocks of Reading Instruction* (2nd ed.). *Creating Literacy Instruction for All Students* (5th ed.).

Instructional Planning Tool

Subject: **Reading**   Grade: **4**   Teacher: **S. Edmonds**

Date: **4-15-07**   Time:

EXAMINE DATA:

_____ Terra Nova (SS/OPI)	_____ PALS	_____ Student Work
_____ Textbook Assessment	_____ Pre-test	
_____ Teacher-made test	_____ Performance Series	

_____ Other: _____

STANDARD(S):
4.1.1 Read grade-level appropriate text with fluency and accuracy.
4.1.2 Apply knowledge of synonyms and antonyms to determine the meaning of words and phrases.
4.1.6 Determine the meaning of words by using context clues.

VOCABULARY:

expedition   trek
crevasses   insulation
glacier

LEARNING OBJECTIVE(S) ALIGNED TO STANDARD(S):
I will determine the meaning of new vocabulary words by using context clues, visual clues, and synonyms and antonyms.

Learning Experience(s):
Teachers will engage in…
☐ Identifying Similarities & Differences
☐ Summarizing & Note-Taking
☐ Reinforcing Effort & Providing Recognition
X Nonlinguistic Representations
☐ Setting Objectives & Providing Feedback
☐ Generating & Testing Hypothesis
X Questions, Cues & Advance Organizers
☐ Cooperative Learning
☐ Homework & Practice
☐ Other _____

Learning Experience(s):
Students will engage in…
X Independent Activities
☐ Cooperative Learning
☐ Peer Tutoring
X Visuals
☐ Simulations/Demonstration
☐ Pairing
☐ Hands-On
X Whole Group Instruction
☐ Technology Integration
☐ Project
☐ Activity/Learning Centers
☐ Lecture
☐ Other

Resource Materials (Supplies, Manipulatives, Technology, Text):
Various non-fiction children's books about the Arctic (see references)
Open Court textbooks and teacher's manual
Vocabulary journals

Time:	Procedures:	Materials/Test References
	Class Starter/Warm-Up: *Show students the variety of children's non-fiction books about the arctic. Ask them to look at all of the titles and covers and see if they notice a common theme. Students should identify themes of the arctic or exploration.*	*Journey into the Arctic, Into the Ice, Arctic Explorer*, and *The World of Exploration* books displayed on chalk ledge
	Review of Previously Learned Material/Activating Prior Knowledge: *Write the word arctic on the board in a circle, and ask students to share what they know about the arctic. Create a web with the students' responses. Tell students that they are going to be reading about an explorer named Matthew Henson.* *Tell students that this story is non-fiction – ask for a volunteer to remind the class what non-fiction means.*	
	Statement of Objectives: *Have students turn to their story "Arctic Explorer – The story of Matthew Henson" on pg. 330 of their reading book.* *Remind students that before we read a new story, we should identify new vocabulary words so that we can read the selection more fluently and with better comprehension. Tell students that our objective for the lesson is to determine the meaning of our new vocabulary words by using context clues, synonyms & antonyms, and visual clues.*	Reading books
	Mini-Lesson/Guided Practice: *Write the following sentences on the board:* • *In the valleys of Greenland, Matt saw <u>glaciers</u> that looked like thick flowing cream, frozen into white walls.* • *Peary planned for the spring <u>trek</u>.* • *Greenland's ice cap was a frozen, lifeless desert of snow and howling wind and glaciers and deep <u>crevasses</u>.* • *Even though Matt always covered the inside of his boots with soft dried moss for <u>insulation</u>, his heel still froze.* • *Matthew Henson was the first African –American to make an <u>expedition</u> to the North Pole.* *Have students browse the pages of the story and look at the pictures. Then ask volunteers to read the sentences on the board aloud. Ask students what they think the underlined words might mean based on the context clues in the sentences and the visual clues from the book. Discuss each definition and the clues that help us determine the meaning. As students generate synonyms and definitions, write them after the sentence. Have students predict why each word might appear in our story.*	Reading books
	Independent Practice with Corrective Feedback: *Instruct students to add the new vocabulary words to their vocabulary notebooks. Students should write the word, the sentence from the board, and the synonyms the class generated. Then, students should add their own sentence for each word and draw a picture to represent each word. Check for understanding by monitoring students' self-generated sentences and pictures.*	Vocabulary notebooks

	Accommodations (Special Needs learners Advanced Learners, ELL): ELLs – Give the students the vocab. words and simplified definitions a day before. Cut out pictures that are representative of or labeled with the vocab. word, and allow students to paste pictures in their vocab. notebooks instead of drawing a picture themselves; also provide them with their native language translation for the word. Special Needs – explicitly show students the illustrations in the story that relate to the vocab. words and provide students with a hard copy of the sentences from the board to take home and review with their parents. Advanced – Have students use a thesaurus to locate synonyms that the class did not mention.	
	Wrap-Up: *Ask volunteers to share their own generated sentences and/or pictures for the vocabulary words.*	

Homework Assigned:
Read the story independently, making note of where they encountered the new words in their reading.

ASSESSMENT(S):

	Assignment checked and feedback given		Test/Quiz
	Conference with Student		Graded Assignment
X	Oral Response/Teacher Observation		Homework
	Benchmark Assessment		Other:
X	Authentic Assessment – student sentences		

References:

Alexander, B. & Alexander, C. Journey into the Arctic. 2003. New York: Oxford University Press.

Bereiter, C., Brown, A., Campione, J., Carruthers, I., Hirshberg, J., McKeough, A., et al.
    (2000). *Open Court Reading*. Columbus, OH: SRA/McGraw-Hill.

Center for the Improvement of Early Reading Achievement. (2001). *Put reading first:*
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Curlee, L. (1998). *Into the Ice: The Story of Arctic Exploration*. New York: Houghton Mifflin.

Ferris, J. (1989). *Arctic Explorer: The Story of Matthew Henson.* Minneapolis: Author.

Gunning, T. G. (2005). *Creating Literacy Instruction for all Students* (5th ed.). Boston: Allyn & Bacon.

Shorey, S. (n.d.). Retrieved April 14, 2007, from video commentary http://www.teachscape.com

Wilkinson, P. (2006). *The World of Exploration.* Boston: Kingfisher Publications.

2008-2009 SCHOOL CALENDAR

AUGUST

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
			T-10	

SEPTEMBER

M	T	W	T	F
1	2*	3*	4*	5*
8	9	10	11	12*
15	16	17	18	19*
22	23	24	25	26*
29	30			
			S-21	
			T-21	

OCTOBER

M	T	W	T	F
		1	2	3*
6	7	8	9	10*
13	14	15	16	17*
20	21	22	23	24*
27	28	29	30	31*
			S-23	
			T-23	

NOVEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14*
17	18	19	20	21*
24	25	26	27	28
			S-17	
			T-17	

DECEMBER

M	T	W	T	F
1	2	3	4	5*
8	9	10	11	12*
15	16	17	18	19*
22	23	24	25	26
29	30	31		
			S-15	
			T-15	

JANUARY

M	T	W	T	F
			1	2
5	6	7	8	9*
12	13	14	15	16*
19	20	21	22	23
26	27	28	29	30*
			S-19	
			T-19	

FEBRUARY

M	T	W	T	F
2	3	4	5	6*
9	10	11	12	13*
16	17	18	19	20*
23	24	25	26	27*
			S-19	
			T-19	

MARCH

M	T	W	T	F
2	3	4	5	6*
9	10	11	12	13*
16	17	18	19	20*
23	24	25	26	27
30	31			
			S-22	
			T-22	

APRIL

M	T	W	T	F
		1	2	3*
6	7	8	9	10
13	14	15	16	17*
20	21	22	23	24
27^	28^	29^	30	
			S-16	
			T-16	

MAY

M	T	W	T	F
				1*
4	5	6	7	8*
11	12	13	14	15*
18	19	20	21	22*
25	26	27	28	29*
			S-20	
			T-20	

JUNE

M	T	W	T	F
1	2	3	4	5*
8*	9*	10*	11*	12*
15*	16	17	18	19
22	23	24	25	26
29	30			
			S-11	
			T-15	

JULY

| M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

* 12:30pm Dismissal/ *Staff PD
12:30pm Dismissal Day/Parent Conferences
Spring Break (Schools Closed)
Holidays (Schools Closed)
New Teacher Orientation (Schools Closed)
Staff Professional Development (Schools Closed)
Winter Vacation (Schools Clo
^ DC-CAS Testing / ^Make Ups
First/Last Day of School for Students
End of Marking Period

Totals

Student 183
Teacher 197

Elementary School (K-5) - Sample **BLOCK** Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:30	HOME ROOM Morning Meeting ------→	--------------------------→	--------------------------→	--------------------------→	
8:30-9:20	Literacy Block: READING ----- -------→	--------------------------→	--------------------------→	--------------------------→	
9:20-10:10	Literacy Block: WRITING ----- -------→	--------------------------→	--------------------------→	--------------------------→	
10:10-10:25	Break MATH -----------------→	--------------------------→	--------------------------→	--------------------------→	
11:10-11:58	MATH	Spanish *	MATH	Spanish*	MATH
12:00-12:48	LUNCH/ RECESS ------------------→	--------------------------→	--------------------------→		**12:30 Dismissal** **Professional Development/ Parent Conferences**
12:50-1:38	Social Studies	Social Studies	Social Studies	Social Studies	
1:40-2:28	Science	Science	Science	Science	
2:30-3:15	Specials Block ---------------→	--------------------------→	--------------------------→		
3:15-3:30	HOME ROOM/ ----------------→	--------------------------→	--------------------------→		
	DISMISSAL				
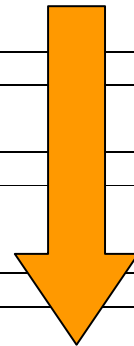
Specials block – Art, Music, Physical Education
    Foreign Language instruction varies with grade level

Middle School Sample Schedule

		MONDAY		
Period	**Time**	**6th Grade**	**7th Grade**	**8th Grade**
1	8:30 - 9:19	Reading/Language Arts	Social Studies	Math
2	9:21-10:10	Reading/Language Arts	Social Studies	Science
3	10:12 - 11:01	Science	Math	Reading/Language Arts
4	11:03 - 11:52	Spanish	Music	Reading/Language Arts
Lunch/Recess	11:54 -12:41	LUNCH/RECESS		
5	12:43 - 1:32	Music	Science	Social Studies
6	1:34 - 2:23	Math	Reading/Language Arts	Social Studies
7	2:25 - 3:14	Social Studies	Reading/Language Arts	Music
HR	3:16 - 3:30	HR		
		TUESDAY		
Period	**Time**	**6th Grade**	**7th Grade**	**8th Grade**
1	8:30 - 9:19	Reading/Language Arts	Science	Math
2	9:21-10:10	Reading/Language Arts	Science	Math
3	10:12 - 11:01	Math	Reading/Language Arts	Science
4	11:03 - 11:52	Math	Reading/Language Arts	PE
Lunch/Recess	11:54 -12:41	LUNCH/RECESS		
5	12:43 - 1:32	Social Studies	PE	Reading/Language Arts
6	1:34 - 2:23	PE	Spanish	Reading/Language Arts
7	2:25 - 3:14	Science	Math	Social Studies
HR	3:16 - 3:30	HR		
		WEDNESDAY		
Period	**Time**	**6th Grade**	**7th Grade**	**8th Grade**
1	8:30 - 9:19	Social Studies	Science	Reading/Language Arts
2	9:21-10:10	Social Studies	Math	Reading/Language Arts
3	10:12 - 11:01	Reading/Language Arts	Math	Social Studies
4	11:03 - 11:52	Reading/Language Arts	Art	Math
Lunch/Recess	11:54 -12:41	LUNCH/RECESS		
5	12:43 - 1:32	Math	Reading/Language Arts	Science
6	1:34 - 2:23	Art	Reading/Language Arts	Science
7	2:25 - 3:14	Science	Social Studies	Art
HR	3:16 - 3:30	HR		
		THURSDAY		
Period	**Time**	**6th Grade**	**7th Grade**	**8th Grade**
1	8:30 - 9:19	Science	Math	Reading/Language Arts
2	9:21-10:10	Science	Math	Reading/Language Arts
3	10:12 - 11:01	Math	Reading/Language Arts	Science
4	11:03 - 11:52	Math	Reading/Language Arts	Stocial Studies
Lunch/Recess	11:54 -12:41	LUNCH/RECESS		
5	12:43 - 1:32	Reading/Language Arts	Social Studies	Math
6	1:34 - 2:23	Reading/Language Arts	Social Studies	Math
7	2:25 - 3:14	Social Studies	Science	Spanish
HR	3:16 - 3:30	HR		
		FRIDAY		
Period	**Time**	**6th Grade**	**7th Grade**	**8th Grade**
1	8:30 - 9:19	Rotation	Rotation	Rotation
2	9:21-10:10	Rotation	Rotation	Rotation
3	10:12 - 10:45	Rotation	Rotation	Rotation
4	10:47 - 11:15	Advisory	Advisory	Advisory
5	11:17 -12:15	Lunch	Lunch	Lunch
HR	12:17 - 12:30	HR		

Appendix C

5-Year Review

2012-13
Charter Review Report

Center City
Public Charter School

Fifth Year Review

TABLE OF CONTENTS

RECOMMENDATION

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

INTRODUCTION

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

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

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

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[1] SRA §38-1802.12 (a)(3).

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

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

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

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

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

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

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

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

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

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

DC-CAS Proficiency and Growth
Center City PCS' LEA reading proficiency rates were below the state average for the past four years.

Center City PCS
DC-CAS Reading Proficiency Rates
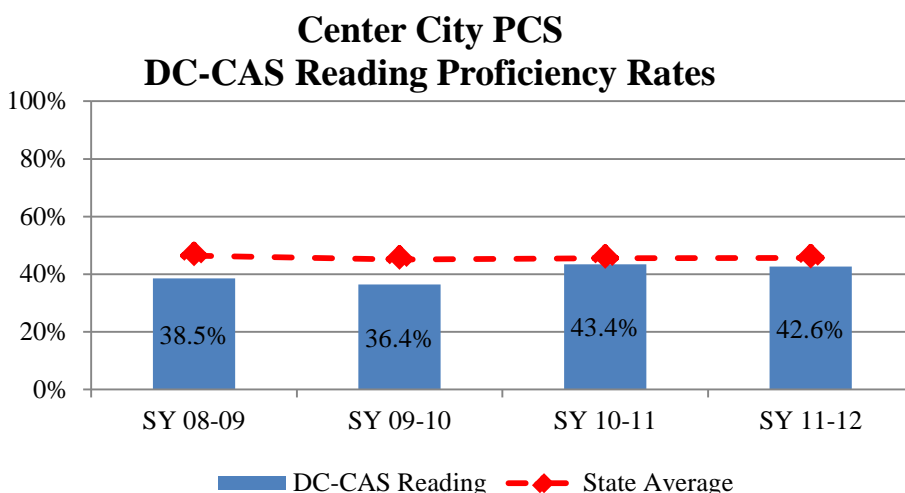
Source: OSSE

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

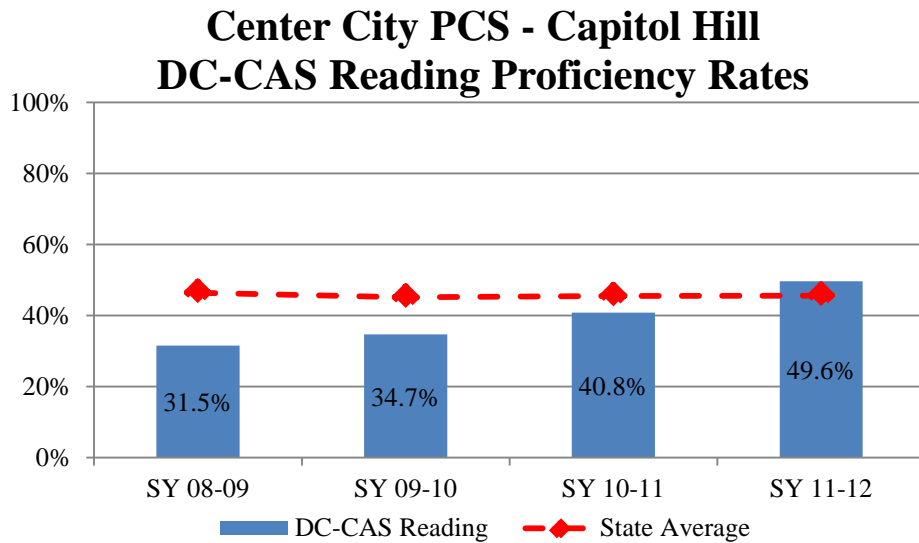**Center City PCS LEA**
Reading Median Growth Percentiles

Source: PMF

5
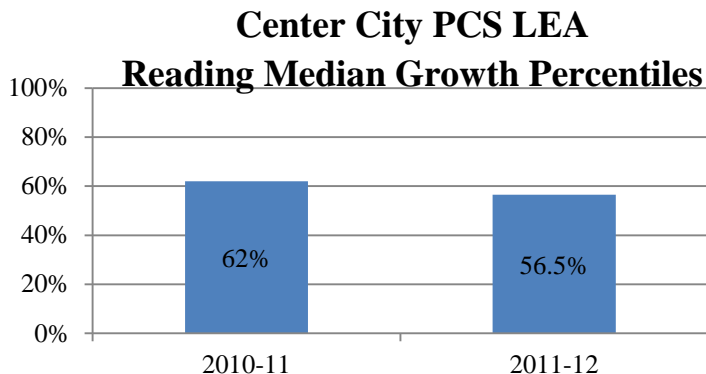
Center City PCS – Brightwood

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

Center City PCS - Brightwood
DC-CAS Reading Proficiency Rates
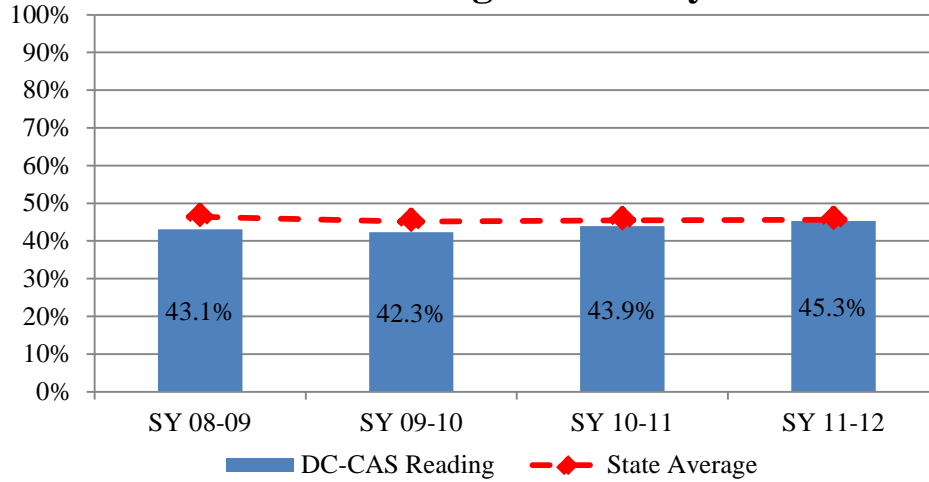
Source: OSSE

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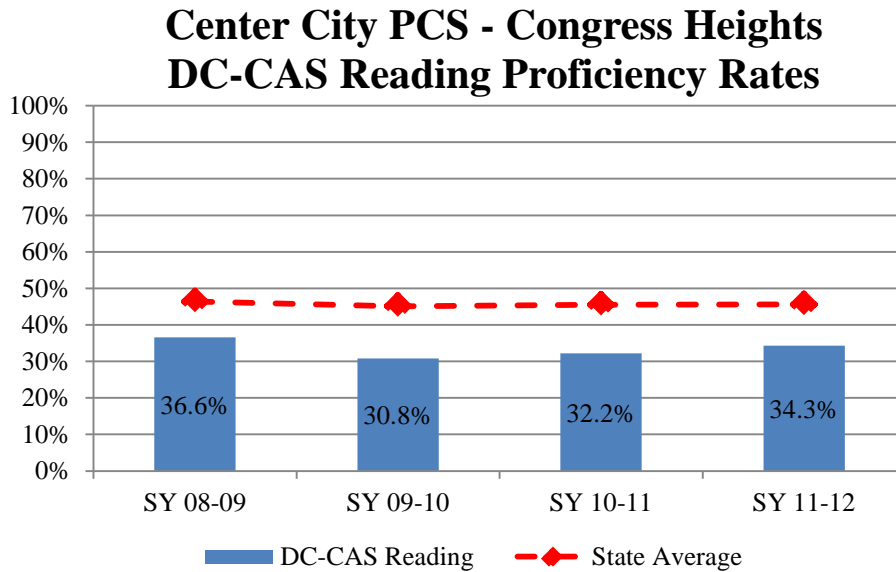
Center City PCS - Brightwood
Reading Median Growth Percentiles
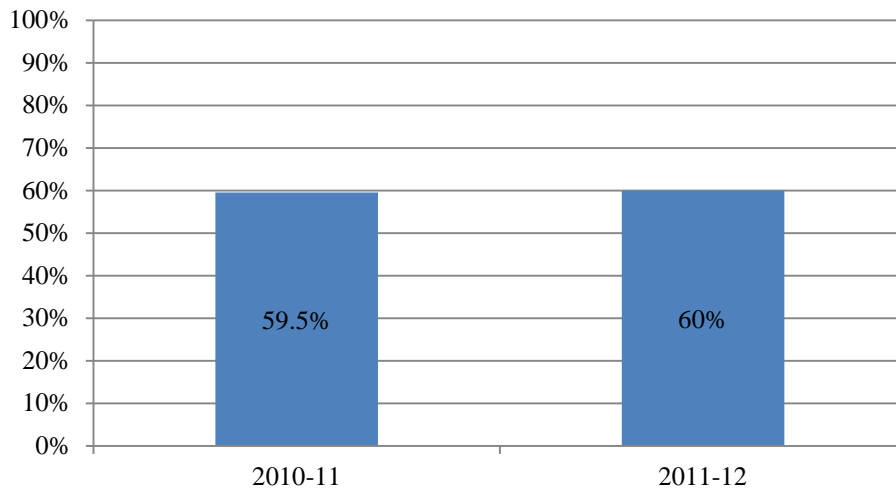
Source: PMF

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

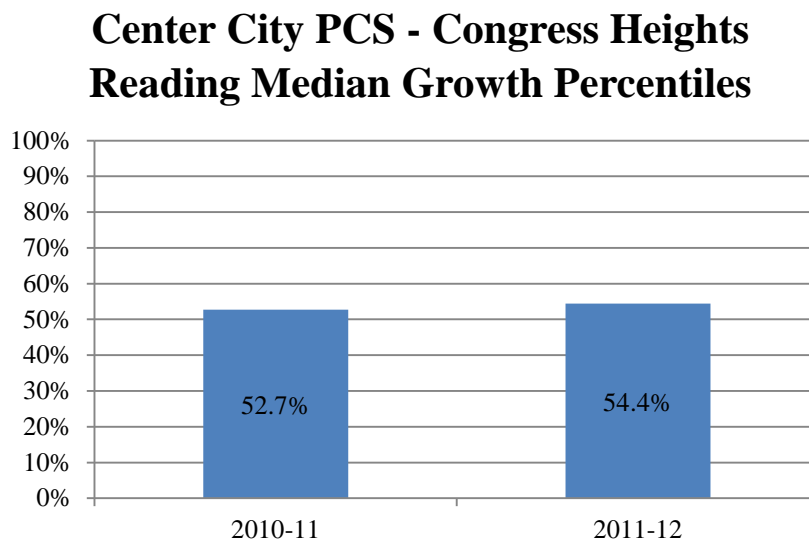| Center City PCS – Brightwood Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	**No** The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

Center City PCS – Capitol Hill

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

**Center City PCS - Capitol Hill
DC-CAS Reading Proficiency Rates**

Source: OSSE

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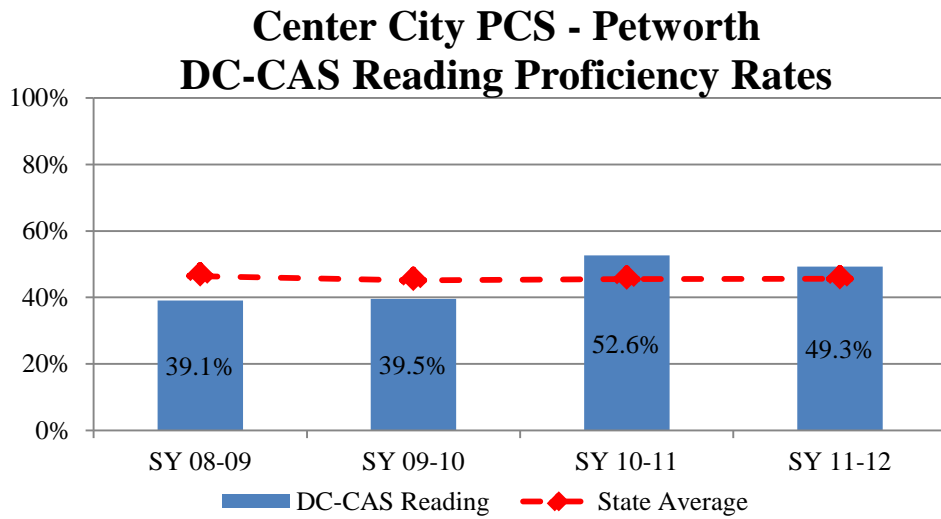
**Center City PCS - Capitol Hill
Reading Median Growth Percentiles**
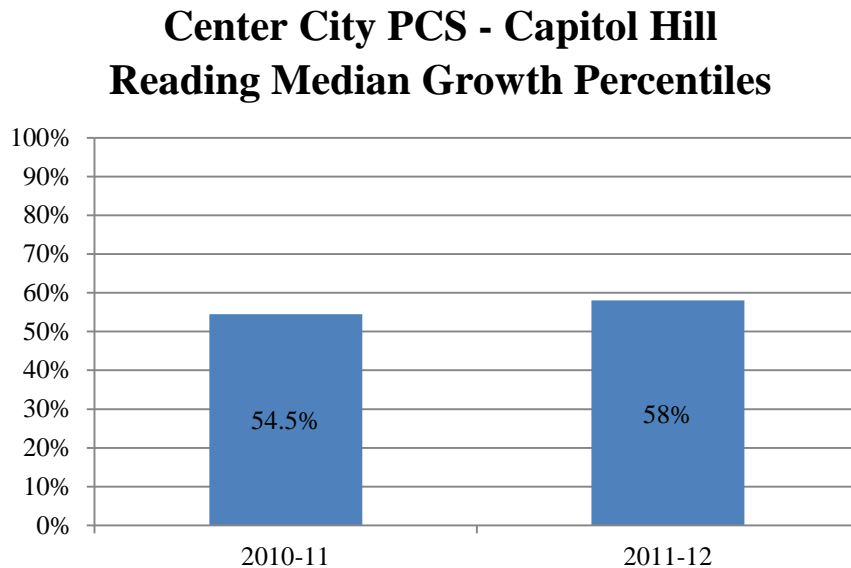
Source: PMF

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

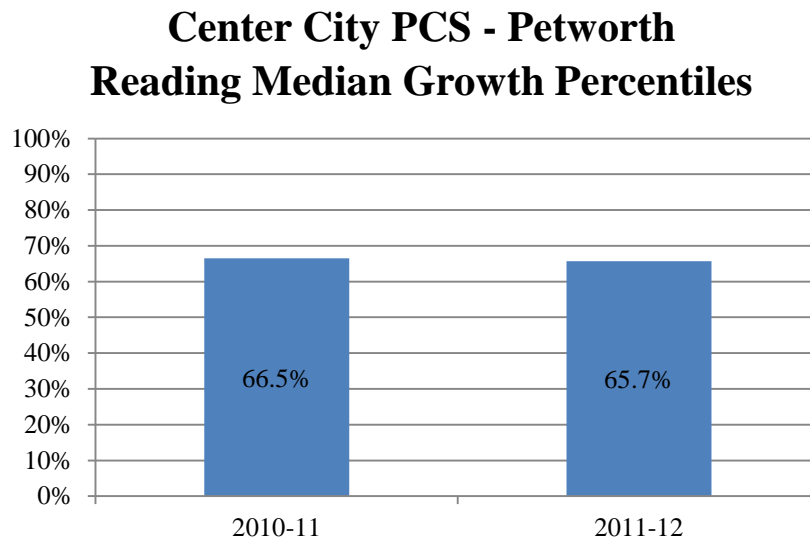| Center City PCS – Capitol Hill Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of pre-kindergarten students scoring at benchmark will increase by 75% from the fall administration to the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment.	**No**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

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

**Center City PCS - Congress Heights
DC-CAS Reading Proficiency Rates**

(Bar chart showing DC-CAS Reading proficiency rates with State Average line)

- SY 08-09: 36.6%
- SY 09-10: 30.8%
- SY 10-11: 32.2%
- SY 11-12: 34.3%

Legend: DC-CAS Reading; State Average

Source: OSSE

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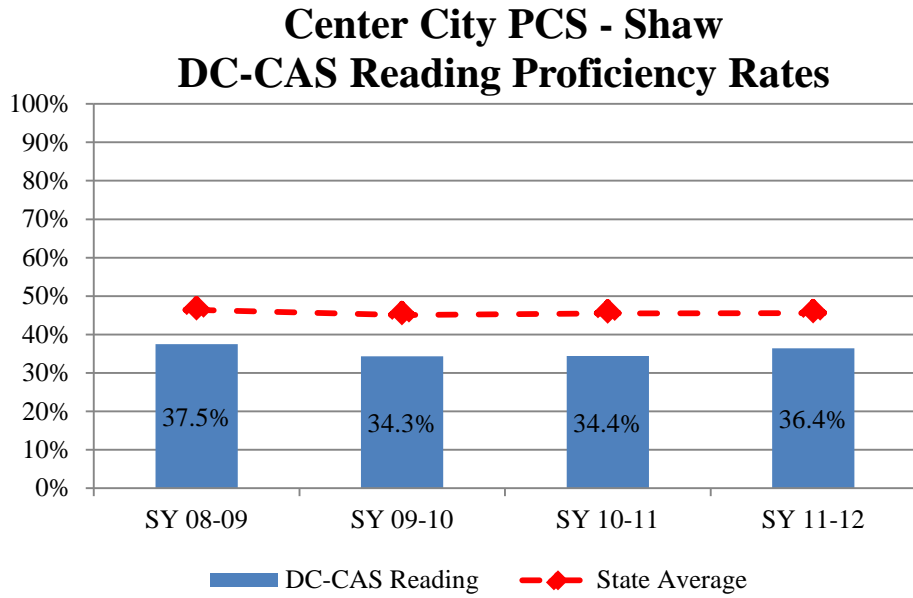
**Center City PCS - Congress Heights
Reading Median Growth Percentiles**

(Bar chart showing Reading Median Growth Percentiles)

- 2010-11: 52.7%
- 2011-12: 54.4%

Source: PMF

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

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

<u>Center City PCS – Petworth</u>

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

Center City PCS - Petworth
DC-CAS Reading Proficiency Rates

	SY 08-09	SY 09-10	SY 10-11	SY 11-12
DC-CAS Reading	39.1%	39.5%	52.6%	49.3%

■ DC-CAS Reading　◆ State Average

Source: OSSE

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

Center City PCS - Petworth
Reading Median Growth Percentiles

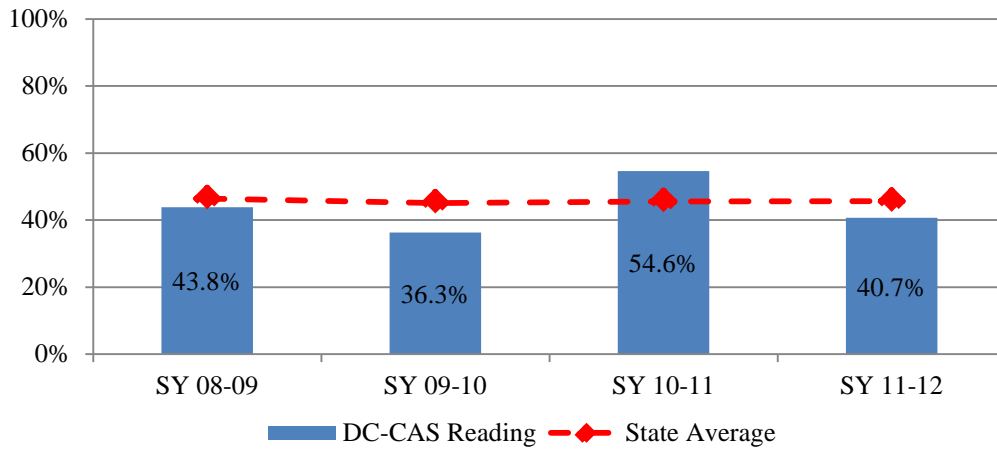| 2010-11	2011-12
66.5%	65.7%

Source: PMF

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

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

Center City PCS – Shaw

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

Center City PCS - Shaw
DC-CAS Reading Proficiency Rates

SY 08-09	SY 09-10	SY 10-11	SY 11-12
37.5%	34.3%	34.4%	36.4%

DC-CAS Reading ▬▬ State Average ▬◆▬

Source: OSSE

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

Center City PCS - Shaw
Reading Median Growth Percentiles

2010-11	2011-12
55.5%	52.5%
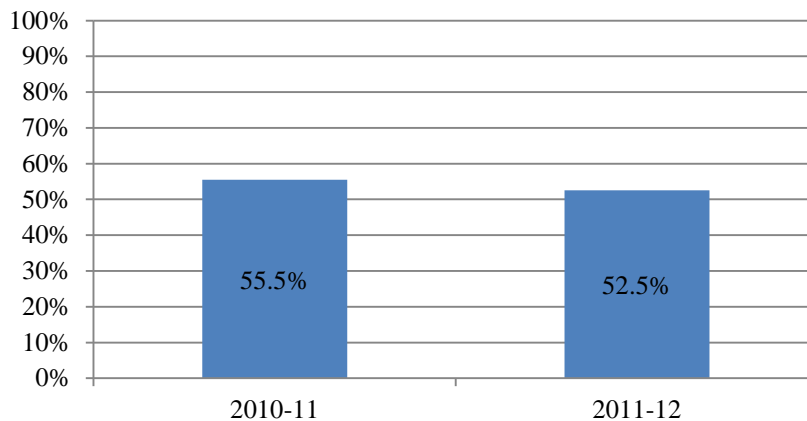
Source: PMF

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

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

Center City PCS – Trinidad

Center City PCS – Trinidad's reading proficiency rate was above the state average in 2010-11, but declined by 13.9 percentage points in 2011-12.
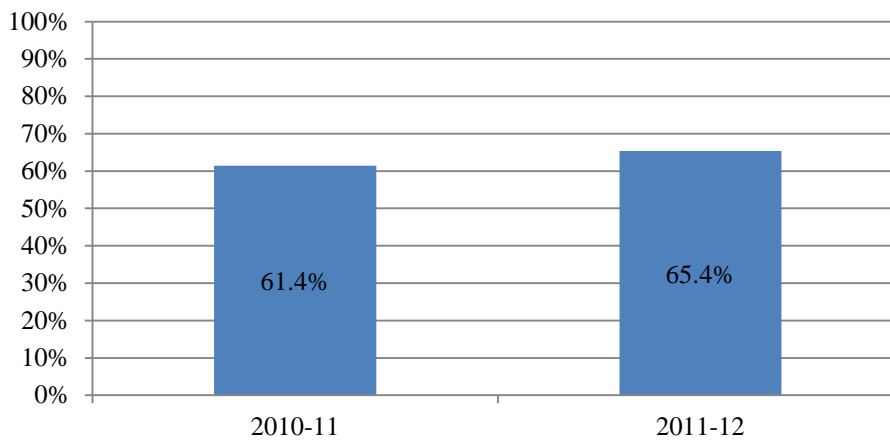
**Center City PCS - Trinidad
DC-CAS Reading Proficiency Rates**

Legend: DC-CAS Reading ■ State Average ◆---

Source: OSSE

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

**Center City PCS - Trinidad
Reading Median Growth Percentiles**

Source: PMF

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

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

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

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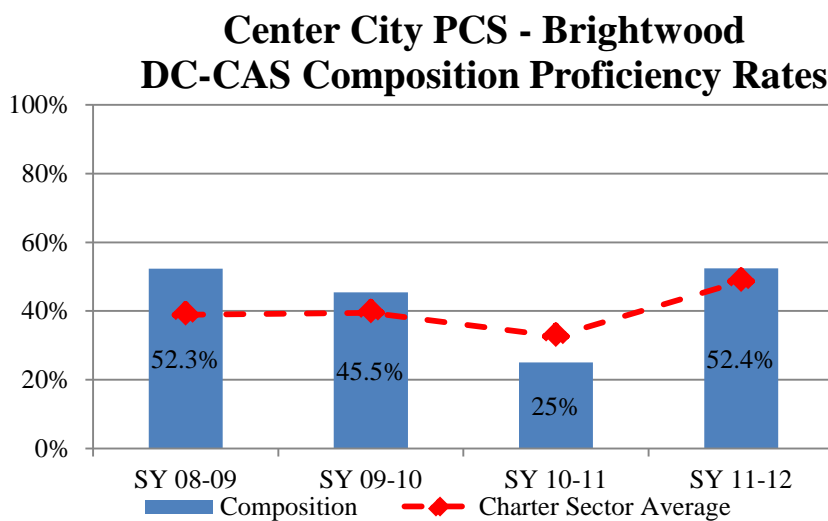
DC-CAS Composition Proficiency
Center City PCS' LEA proficiency rate on the DC-CAS composition assessment exceeded the charter sector average in two of the previous four years.

**Center City PCS LEA
DC-CAS Composition Proficiency Rates**
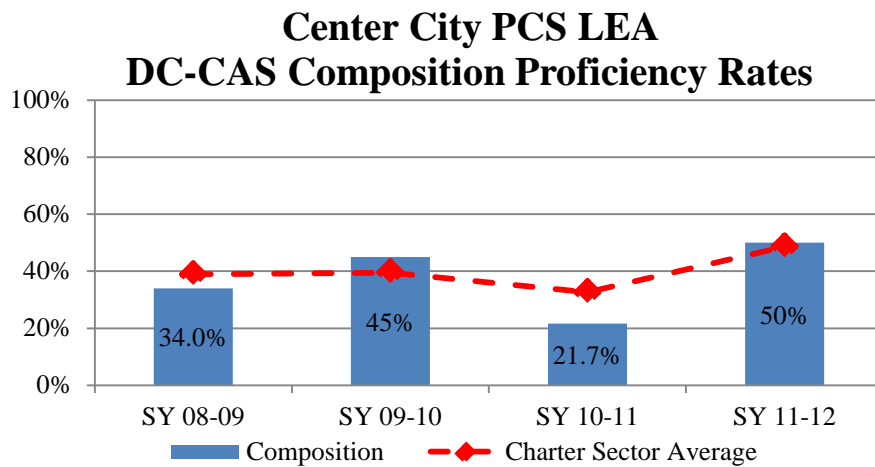
Source: OSSE

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

**Center City PCS - Brightwood
DC-CAS Composition Proficiency Rates**

Source: OSSE

18

Center City PCS – Capitol Hill

Center City PCS – Capitol Hill's composition proficiency rate has been below the charter sector average since 2008-09. However, this rate increased by 30 percentage points from 2010-11 and 2011-12.
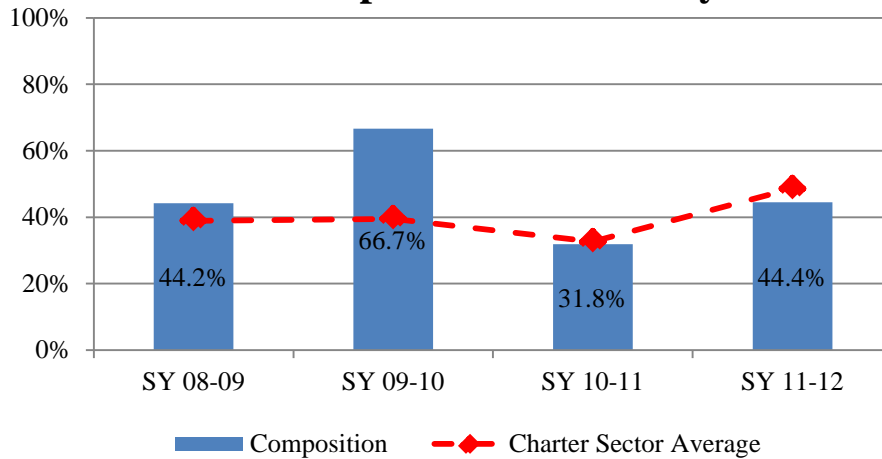
Center City PCS - Capitol Hill
DC-CAS Composition Proficiency Rates
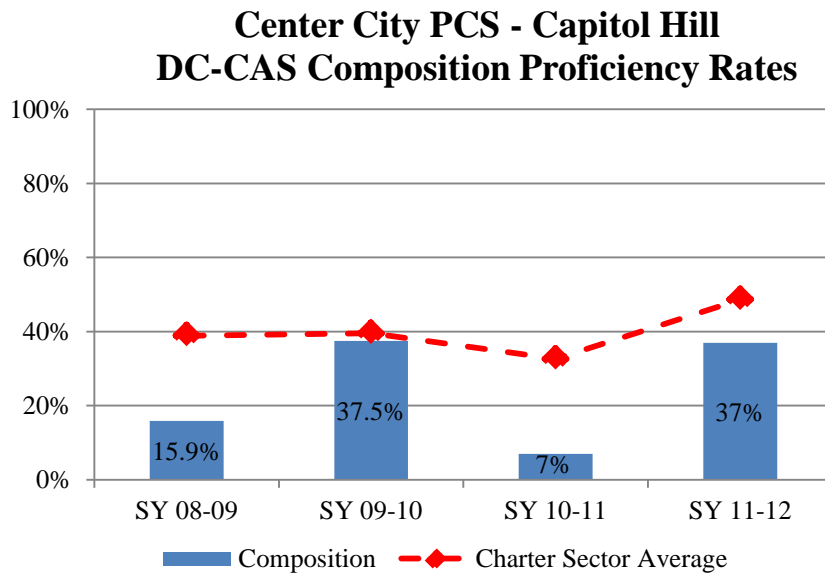
Source: OSSE

Center City PCS – Congress Heights

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

Center City PCS - Congress Heights
**DC-CAS Composition Proficiency Rates**
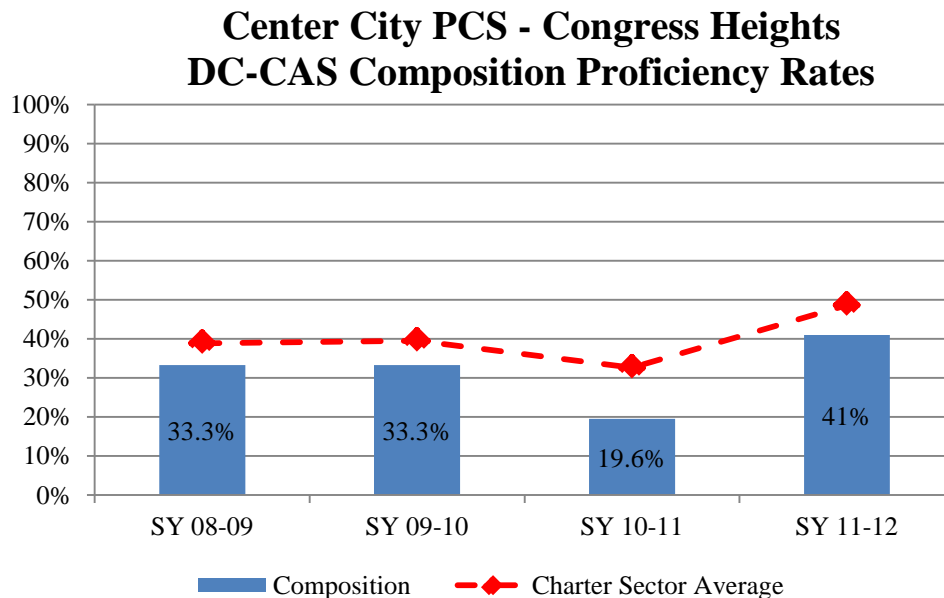
Source: OSSE

Center City PCS – Petworth

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

**Center City PCS - Petworth
DC-CAS Composition Proficiency Rates**

Source: OSSE

Center City PCS – Shaw

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

**Center City PCS - Shaw
DC-CAS Composition Proficiency Rates**
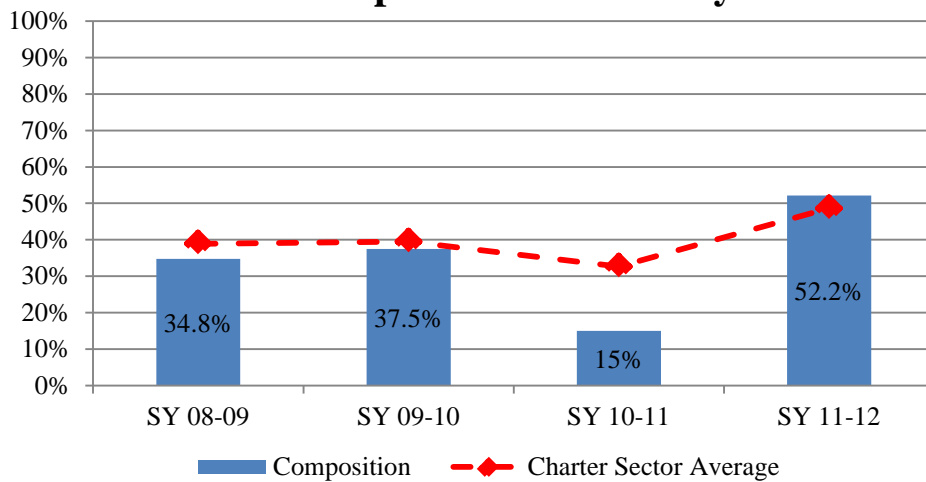
Source: OSSE

Center City PCS – Trinidad

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

Center City PCS - Trinidad
**DC-CAS Composition Proficiency Rates**
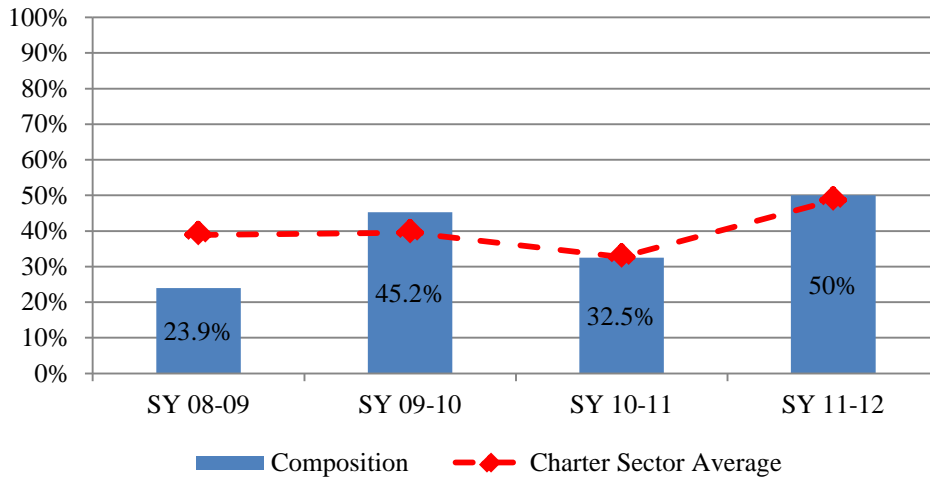
Source: OSSE

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

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

DC-CAS Proficiency and Growth

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

**Center City PCS LEA
DC-CAS Math Proficiency Rates**
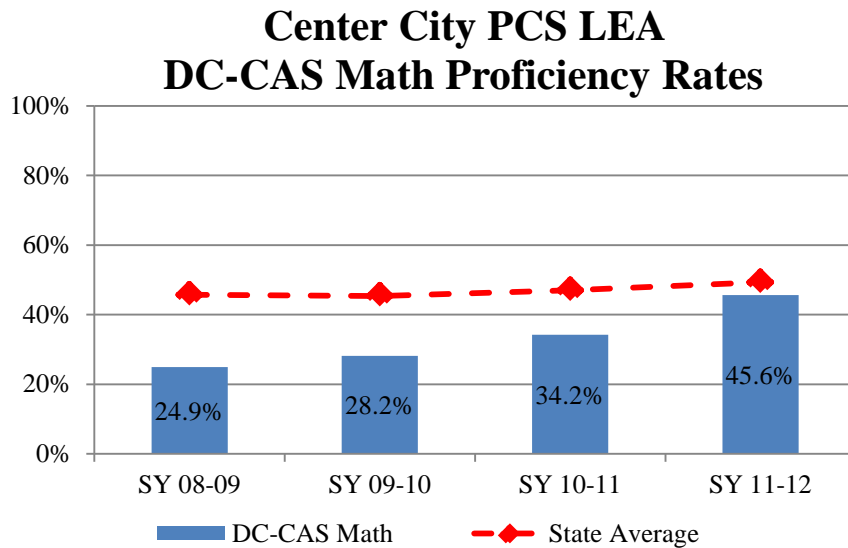
Source: OSSE

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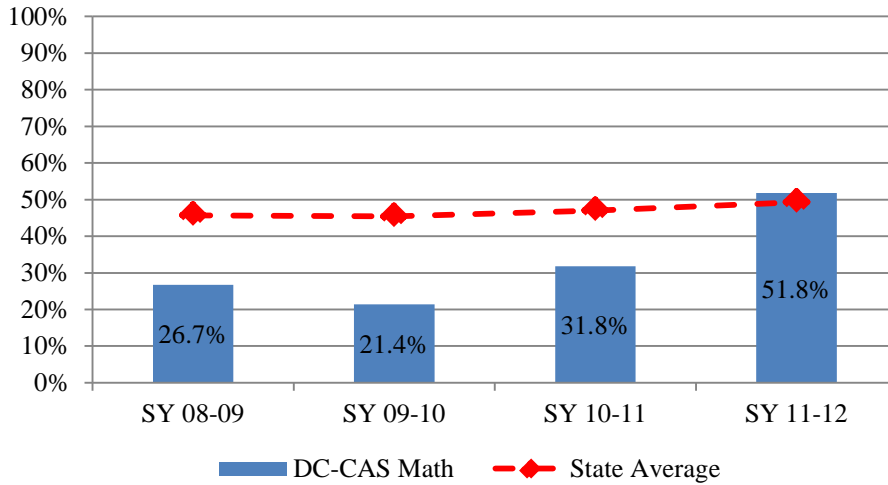
**Center City PCS LEA
DC-CAS Math Proficiency Rates**
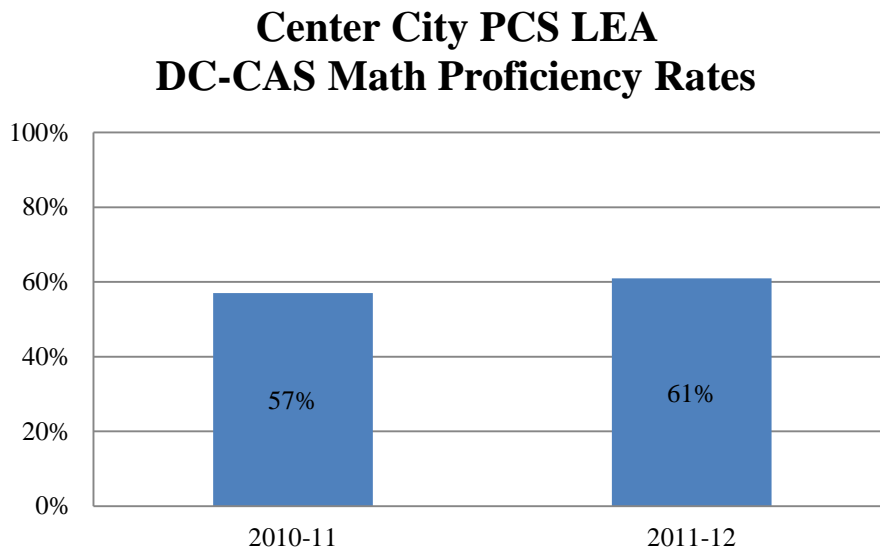
Source: PMF

<u>Center City PCS – Brightwood</u>

Center City PCS – Brightwood's math proficiency rate has increased since 2009-10 and exceeded the charter sector rate in 2011-12.
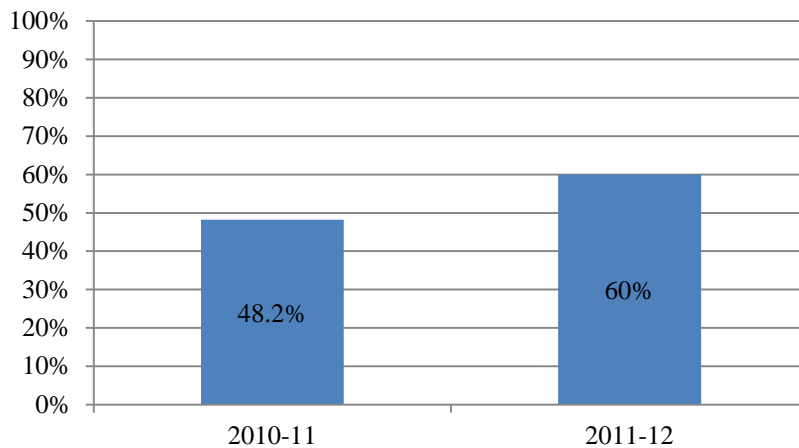
Center City PCS - Brightwood
DC-CAS Math Proficiency Rates

Source: OSSE

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

Center City PCS - Brightwood
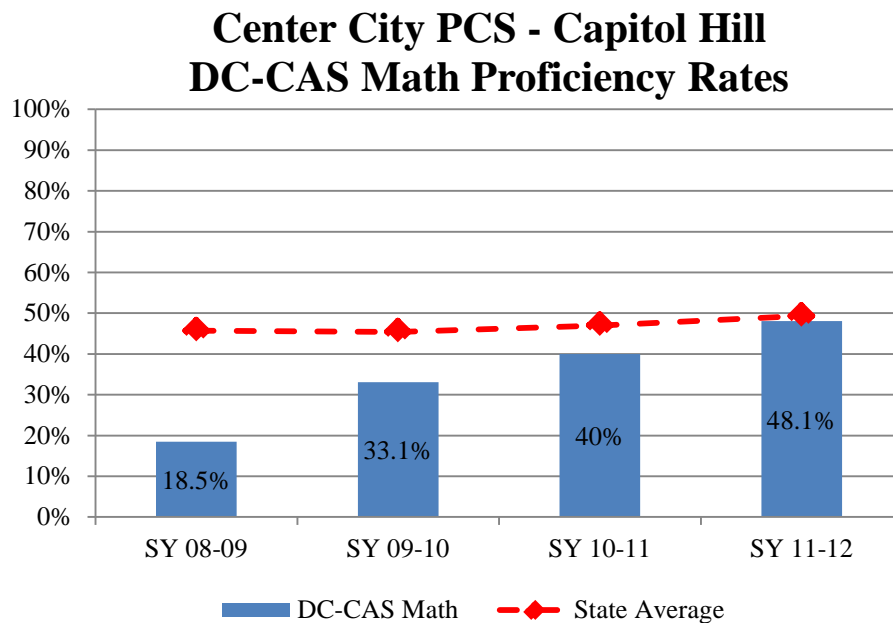**Math Median Growth Percentiles**

Source: PMF

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

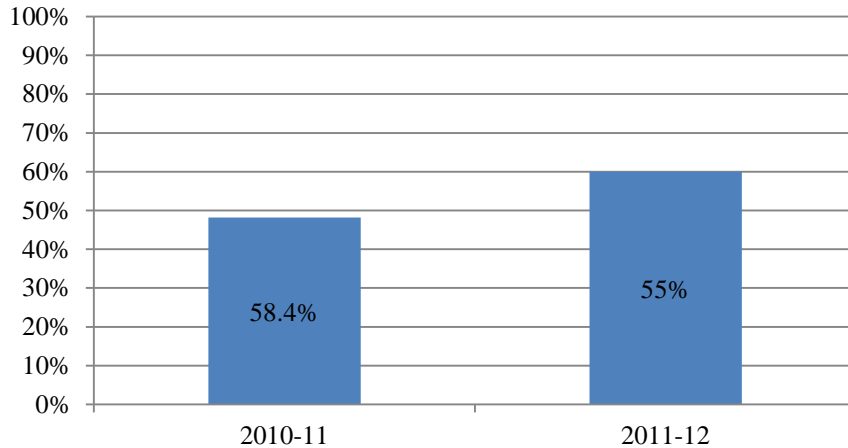| Center City PCS – Brightwood Early Childhood Targets		
Year	Target	Met Target?
2010-11	The number of kindergarten through second-grade students scoring at or above the 50th percentile will increase by 50% from the fall administration to the spring administration on the Test of Early Mathematics Ability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

Center City PCS – Capitol Hill

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

Center City PCS - Capitol Hill
DC-CAS Math Proficiency Rates

- DC-CAS Math
- State Average

Source: OSSE

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

Center City PCS - Capitol Hill
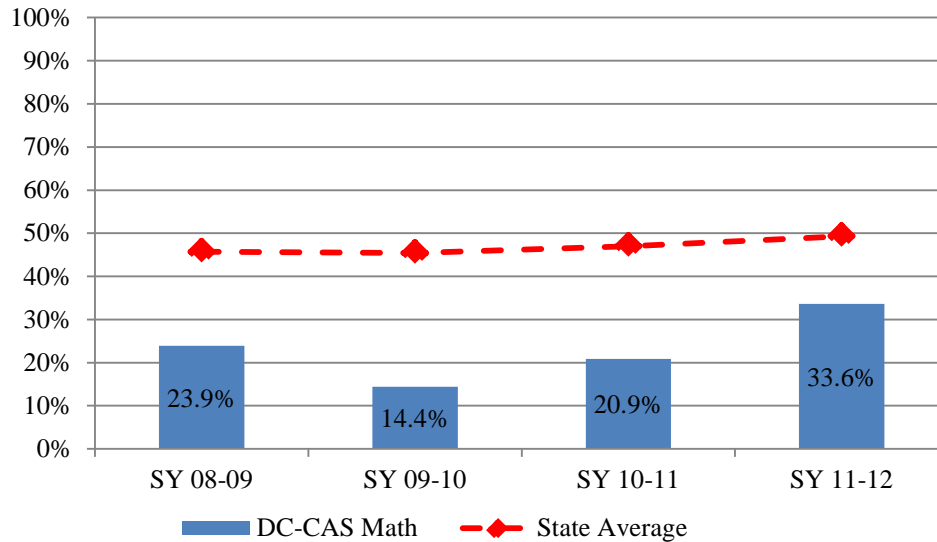## Math Median Growth Percentiles

Source: PMF

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

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

Center City PCS – Congress Heights

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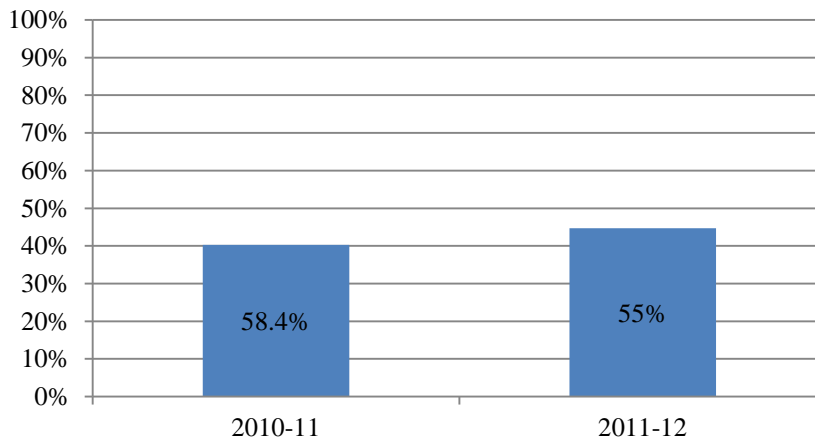
Center City PCS - Congress Heights
DC-CAS Math Proficiency Rates

Source: OSSE

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

Center City PCS - Congress Heights
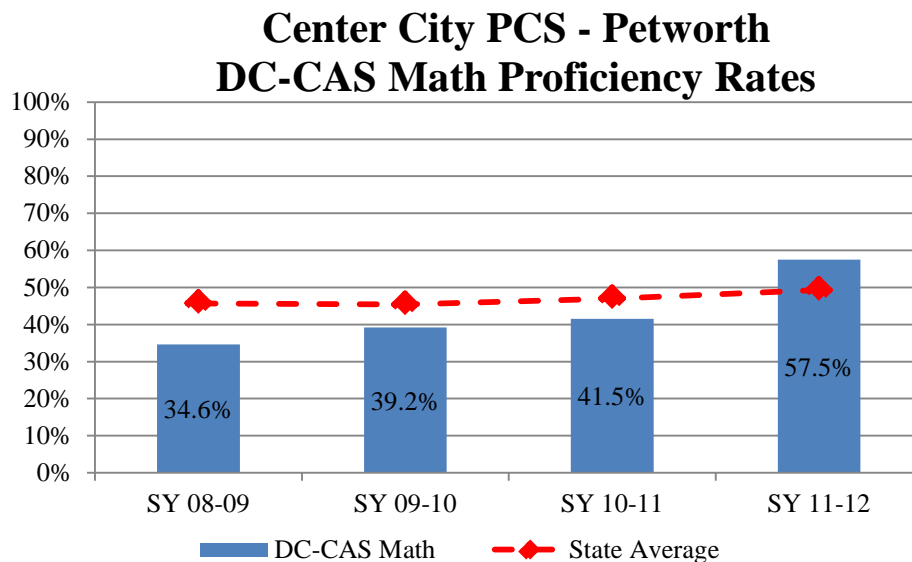**Math Median Growth Percentiles**

Source: PMF

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

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

Center City PCS – Petworth

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

**Center City PCS - Petworth
DC-CAS Math Proficiency Rates**

	SY 08-09	SY 09-10	SY 10-11	SY 11-12
DC-CAS Math	34.6%	39.2%	41.5%	57.5%

Legend: ■ DC-CAS Math ◆ State Average

Source: OSSE

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

Center City PCS - Petworth
Math Median Growth Percentiles
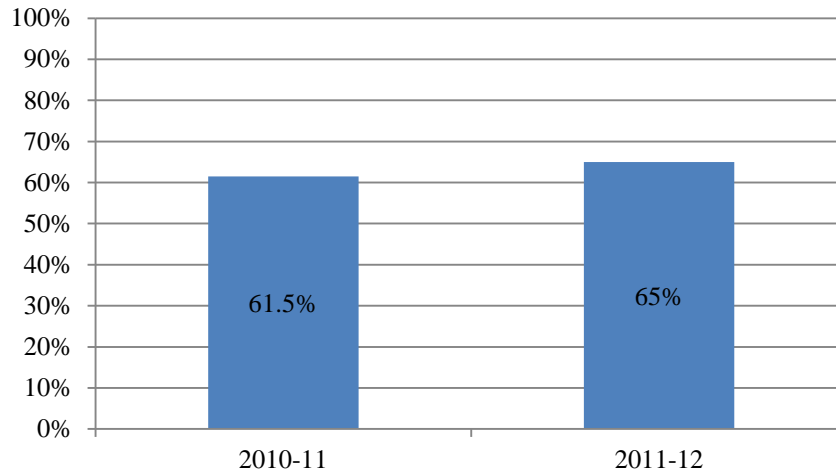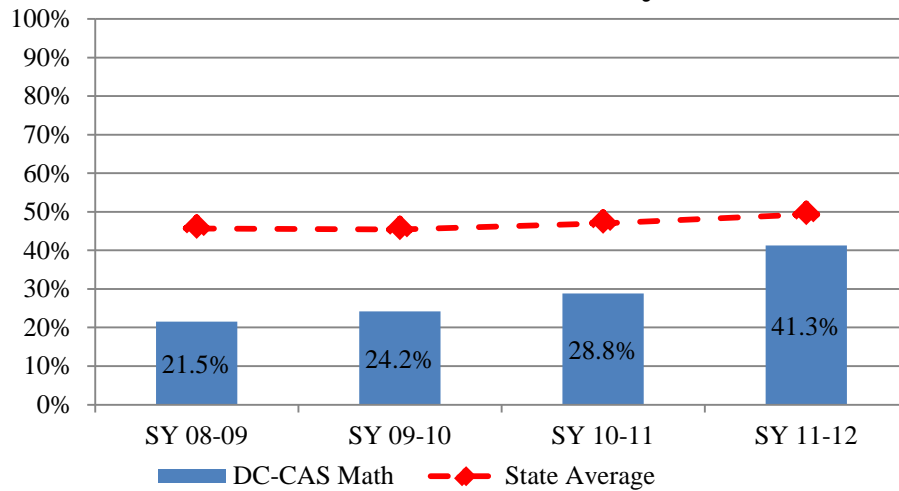

Source: PMF

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

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

<u>Center City PCS – Shaw</u>

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

Center City PCS - Shaw
DC-CAS Math Proficiency Rates

Source: OSSE

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

Center City PCS - Shaw
Math Median Growth Percentiles
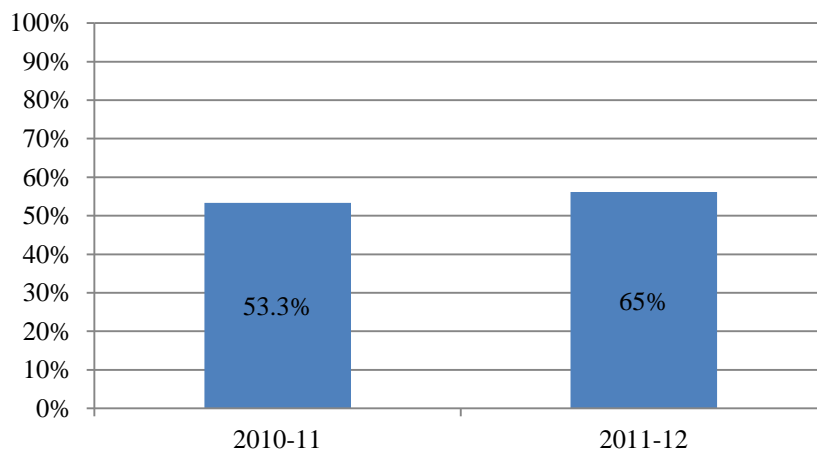
Source: PMF

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

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

Center City PCS – Trinidad

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

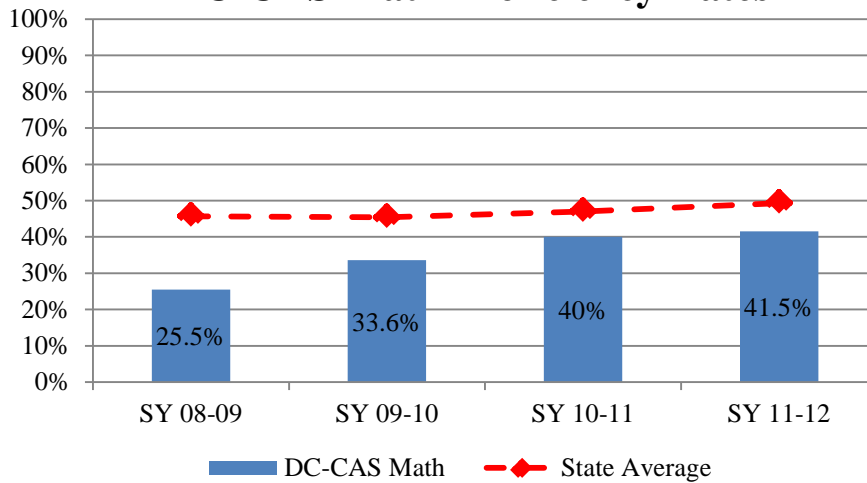**Center City PCS - Trinidad DC-CAS Math Proficiency Rates**

Source: OSSE

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

Center City PCS - Trinidad
Math Median Growth Percentiles

61.9%   61.7%
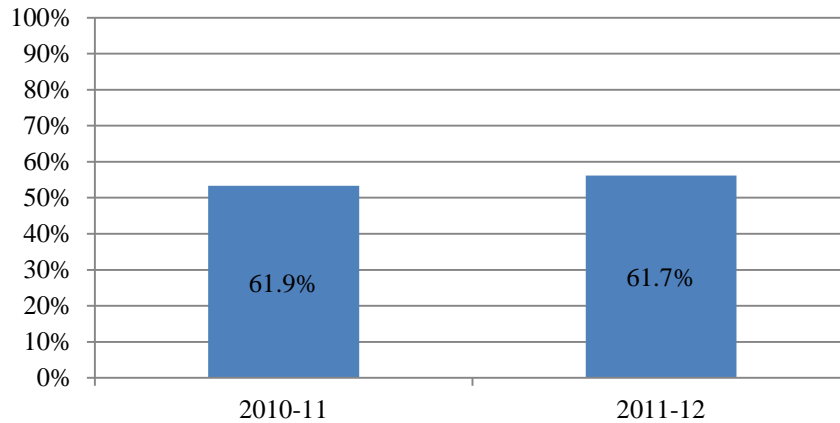
Source: PMF

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

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

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

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

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

Center City PCS LEA
DC-CAS Science Proficiency Rates
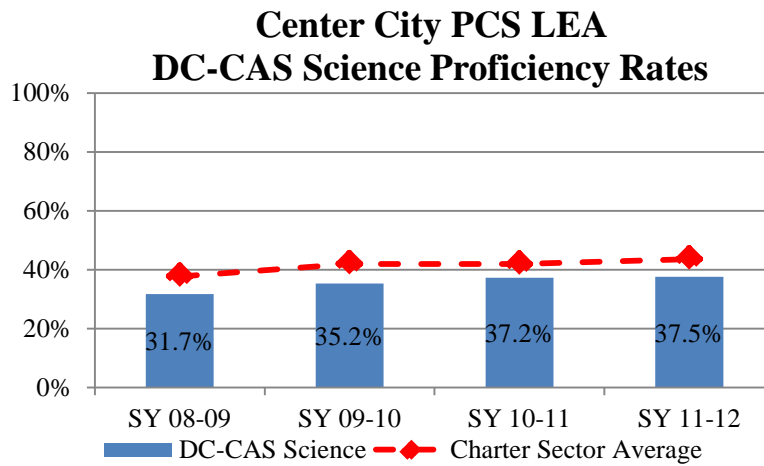
Source: OSSE

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

Center City PCS - Brightwood
DC-CAS Science Proficiency Rates
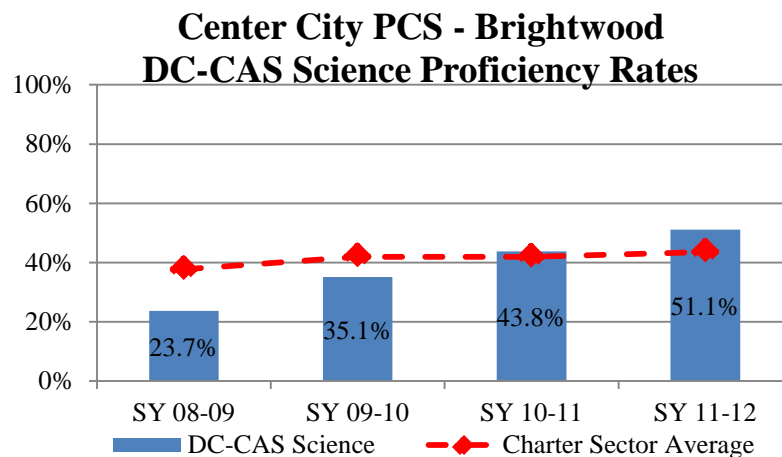
Source: OSSE

Center City PCS – Capitol Hill

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

Center City PCS - Capitol Hill
DC-CAS Science Proficiency Rates
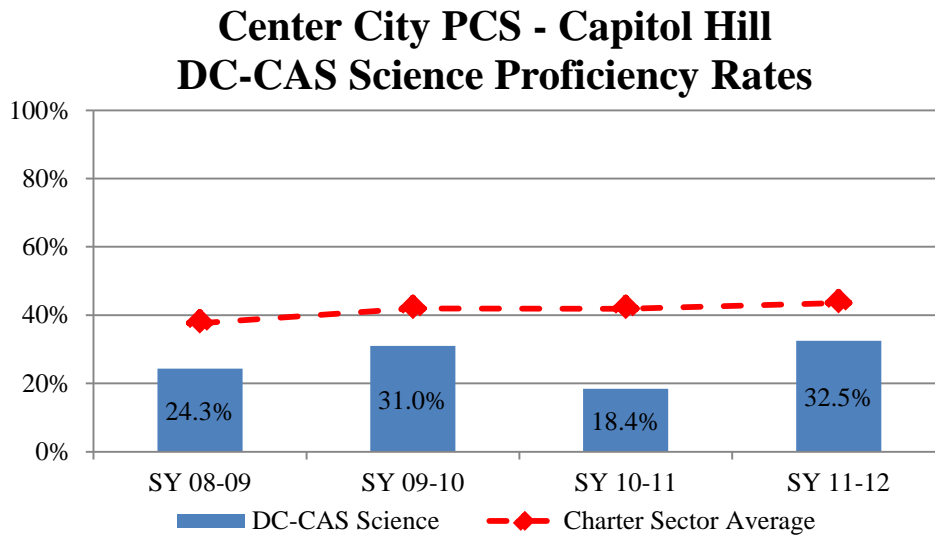
Source: OSSE

Center City PCS – Congress Heights

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

Center City PCS - Congress Heights
DC-CAS Science Proficiency Rates
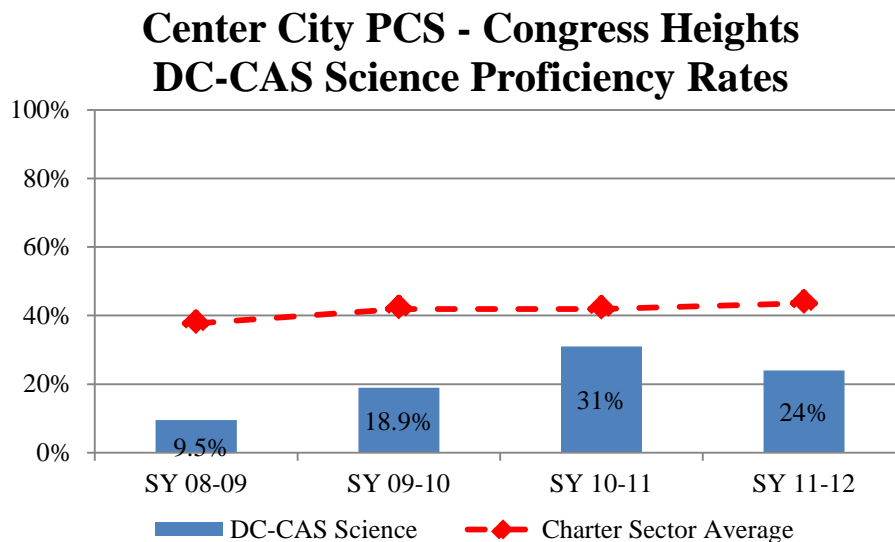
Source: OSSE

Center City PCS – Petworth

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

Center City PCS - Petworth
DC-CAS Science Proficiency Rates
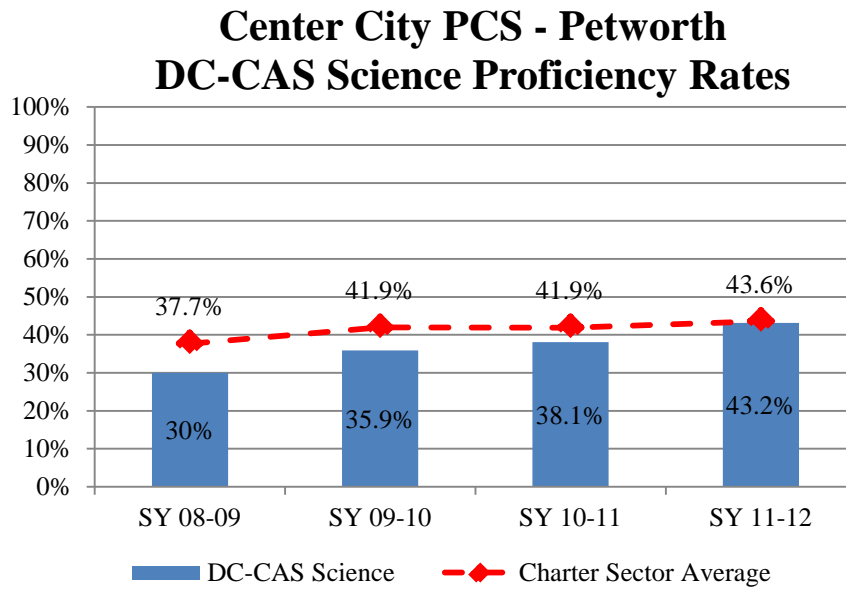
Source: OSSE

Center City PCS – Shaw

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

Center City PCS - Shaw
DC-CAS Science Proficiency Rates
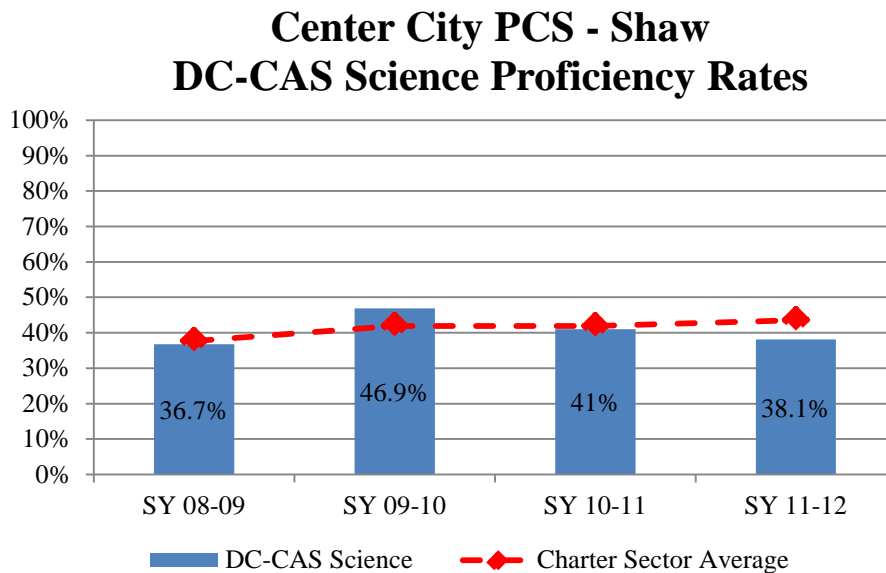
Source: OSSE

Center City PCS – Trinidad

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

**Center City PCS - Trinidad
DC-CAS Science Proficiency Rates**
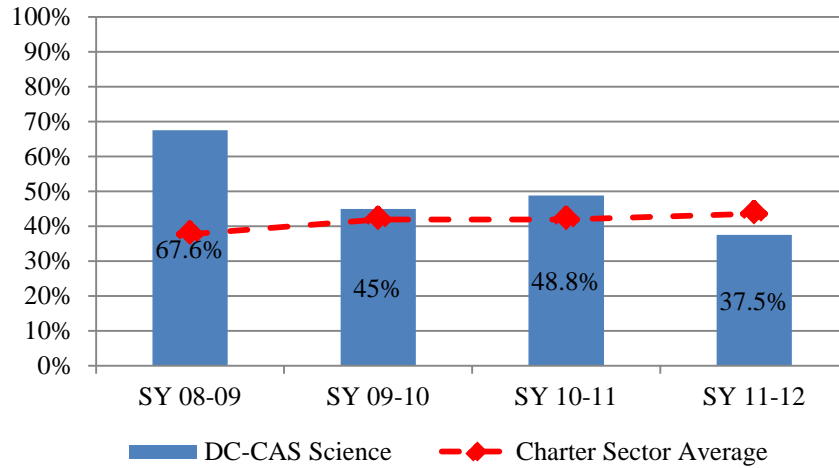
Source: OSSE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Qualitative Evidence

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

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

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

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

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

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

- At the Shaw campus, "the QSR team noted that the school conducts quarterly service projects…some examples of service projects are canned food drive, monitoring younger students, coat drive, Toys-for-Tots, facilitating a Winter Fest, and creating a Santa's Workshop with stations that students facilitated."[6]

- At the Trinidad campus, the team observed that "the Center City PCS capstone requirement holds each grade accountable for the completion of a capstone project containing six elements. These elements are: book study, four field trips, journals and interactive notebooks, four service projects, a research project/paper, and reflection. Every Friday during capstone time, each grade has a different project to work on towards their capstone."[7]

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

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

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

Center City PCS LEA Reenrollment
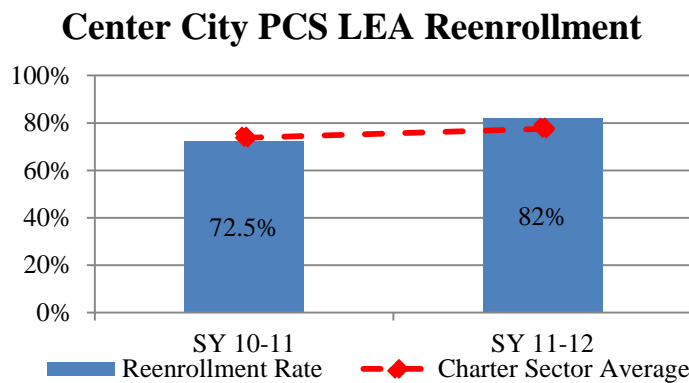
Source: PMF

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[6] See Appendix C.
[7] See Appendix C.

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

Center City PCS - Campus Reenrollment Rates
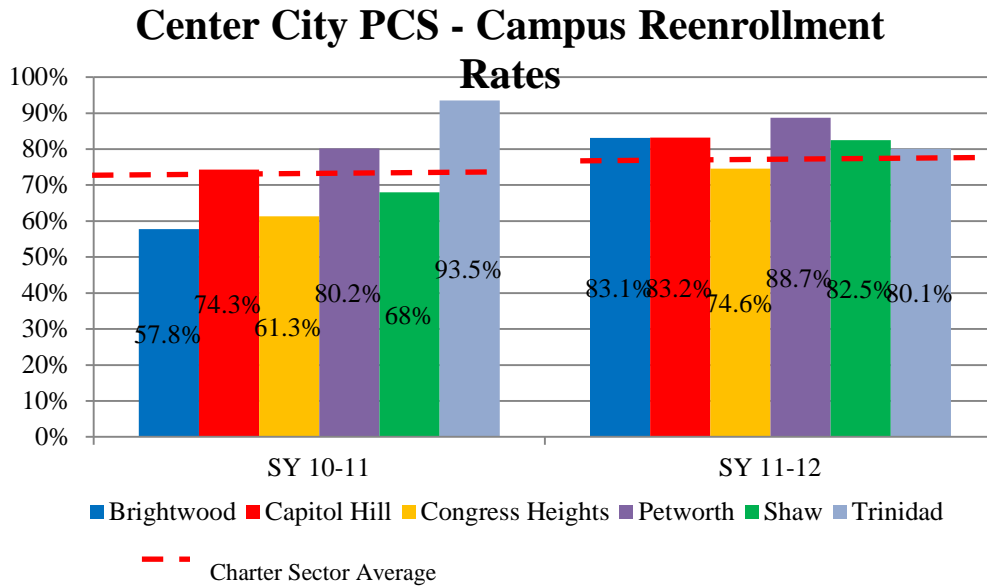
Source: PMF

Qualitative Evidence

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

- "At one meeting, 8th grade parents were invited to learn about the DC-CAS, graduation requirements, and end of the year activities. About half of the parents of the 8th grade class attended the event…parents asked questions and were engaged at the meeting to fully understand the requirements to move from 8th grade to high school."[8]

- At another event, "parents reviewed their students' work and set goals appropriate for their students' development. The school runs these meetings on two consecutive nights to increase parent participation. Several classrooms observed had more than ten families present."[9]

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[8] See Appendix C.
[9] See Appendix C.

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

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

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

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

- At the Congress Heights campus, "teachers participate in district-wide professional development activities as well as school specific professional development tailored by the principal to address campus-specific needs. The teachers reported they share knowledge and skills with each other during time set aside for Professional Learning Communities."[11]

- At the Petworth campus, the team observed that "district-wide professional development is offered every Friday afternoon and campus specific professional development is scheduled weekly. Teachers indicated that they also participate in online professional development modules that address individual needs."[12]

- At the Trinidad campus, "conversations with administrators revealed that leadership is also focused on teachers' individual needs when observing and working with the teachers. The observation team noted that the leadership team is working with teachers daily to observe, give feedback, and model lessons. On both visit days, the QSR team saw the principal and academic deans observing teachers and modeling for specific teachers. The teachers stated that the leadership is constantly working with the teachers to help them improve their teaching."[13]

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[10] See Center City PCS professional development calendars, included in this document as Appendix D.
[11] See Appendix C.
[12] See Appendix C.
[13] See Appendix C.

11. Principals and academic deans will be instructional leaders.

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

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

- At the Brightwood campus, the team observed that "the leadership team is assigned weekly observation schedules and provides regular feedback to teachers on their individual caseloads. During the site visit, the QSR team observed several teachers being observed by the principal and academic deans…the academic deans also teach intervention blocks to ensure that all students are receiving appropriate individualized instruction, including more challenging material for gifted students."[14]

- At the Congress Heights campus, "during the focus groups, administrators and teachers reported that the principal and academic dean monitor instruction and give meaningful, timely feedback. They also reported that they model instruction when needed. Each teacher receives one formal observation and several informal 'walk-throughs' per month. Administrators also hold weekly data meetings to discuss student progress."[15]

- At the Trinidad campus, "on both observation days, the principal and academic deans were observed consistently observing teachers and modeling best practices. The leadership discussed that they help with lesson plans, writing exit tickets, and demonstrating how to use data to guide classroom instruction."[16]

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[14] See Appendix C.
[15] See Appendix C.
[16] See Appendix C.

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

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

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

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

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

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

School Climate

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

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

<u>Additional Qualitative Evidence</u>
During Center City PCS' 2012-13 QSRs, PCSB found the following evidence to support that Center City PCS has met this goal.[17]

- At the Brightwood campus, "[during focus groups] the students and teachers reported that the school is a safe learning environment….During the observation, the hallways were always quiet and there were minimal disruptions within any of the classrooms."

- At the Congress Heights campus, "students reported that they feel safe because teachers care about them…in their focus group students were able to articulate school-wide rules as well as select and define a core value such as integrity, peace-making, and honesty. In addition, it was reported that a community police officer regularly comes in the building and talks to students about bullying and school safety issues."

- At the Petworth campus, "students and adults were observed traveling safely throughout the building…teachers rarely needed to interrupt instruction to correct student behavior."

- At the Shaw campus, "during the student focus group, students stated that they feel safe at school. The school campus is a locked facility, located in a renovated church, with an intercom to enter the building."

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[17] See Appendix C.

COMPLIANCE WITH APPLICABLE LAWS

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

General Laws

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

Health and Safety

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

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

Discipline

PCSB reviews school disciplinary policies to ensure that they afford students due process[22] and that students and parents are made aware of these due process safeguards. All six Center City PCS campuses have been fully compliant with these requirements over the last five years.

Enrollment and Attendance

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

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[18] SRA § 38.1802.12 (c)(2).
[19] SRA § 38.1802.04 (c)(4)(A).
[20] See Center City PCS – Congress Heights 2008-09 compliance report, included in this document as Appendix E.
[21] See Center City PCS – Shaw 2008-09 compliance report, included in this document as Appendix F.
[22] As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

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

Maintenance and Dissemination of Student Records

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

Title I of the Elementary and Secondary Education Act

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

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

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

Civil Rights Statutes and Regulations

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

Governance

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

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[23] 20 U.S.C. § 1232g

[24] 20 U.S.C. § 6300, *et. seq.*

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

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

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

[28] SRA § 38-1802.05 (a)

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

Special Education Laws

Charter schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act[30] and Section 504 of the Rehabilitation Act of 1973.[31] In 2012, PCSB conducted a desktop audit to assess Center City PCS' compliance with these laws and the educational progress of its special education students.[32]

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

1. Brightwood campus: In 2011, the reading proficiency rate of Center City PCS – Brightwood's students with disabilities was 7%, 9% lower than the 16% state reading proficiency rate for students with disabilities. A significant 42% reading proficiency gap exists between Center City PCS – Brightwood's students with disabilities and the school's general population.

2. Capitol Hill campus: In both 2011 and 2012, Center City PCS – Capitol Hill's reading proficiency rates for students with disabilities was higher than the state average (by 3% and 2%, respectively). The math proficiency rate of Center City PCS – Capitol Hill's students with disabilities in 2011 and 2012 was 24% and 25%, respectively, 5% greater than the state average for students with disabilities. In those years, there was an achievement gap ranging from 19%-35% between Center City PCS – Capitol Hill's students with disabilities and the school's general population in both reading and math.

3. Congress Heights campus: In 2010 and 2012, Center City PCS – Congress Heights' reading proficiency rates for students with disabilities was 10% and 8%, respectively, lower than the 17% state reading rate for students with disabilities. Similarly, math proficiency rates in 2011 and 2012 were 10% and 15% respectively, below the state average of 19% in 2011 and 20% in 2012. In those years, there was an achievement gap ranging from 20%-29% between Center City PCS – Congress Heights's students with disabilities and the school's general population in both reading and math.

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[29] See Appendix E.
[30] 20 USC §1413(a)(5).
[31] 20 USC §794.
[32] See Center City PCS – Online Desktop Audit, included in this document as Appendix J.

4. <u>Petworth campus</u>: In 2011 and 2012, Center City PCS – Petworth's reading proficiency rates for students with disabilities was 32% and 27%, respectively, higher than the 17% state reading proficiency rate for students with disabilities. Similarly, math proficiency rates were 37% and 44%, respectively, higher than the 19% and 20% state math proficiency rates for students with disabilities. A reading proficiency gap ranging from 24%-26%, and a math proficiency gap ranging from 5%-15%, exists between Center City PCS – Petworth's students with disabilities and the school's general population.

5. <u>Shaw</u>: In 2011 and 2012, Center City PCS – Shaw's reading proficiency rates for students with disabilities was 10% and 5%, respectively, lower than the 16% and 17% state reading proficiency rates for students with disabilities. Similarly, Center City PCS – Shaw's math proficiency rates for students with disabilities was 5% and 10%, respectively, lower than the 19% and 20% state math proficiency rate for students with disabilities. A 2011 29% achievement gap in reading and math between the school' students with disabilities and general population increased to 36% in both subjects in 2012.

6. <u>Trinidad</u>: From 2010 to 2011, Center City PCS – Trinidad's math proficiency rates for students with disabilities increased from 8% to 30%, above the 19% state math proficiency rate for students with disabilities. This decreased the math achievement gap between Center City PCS – Trinidad's students with disabilities and its general population from 29% to 11%.

<u>Compliance Review of Center City PCS by DC Office of the State Superintendent of Education</u>
As part of the desk audit, PCSB examines special education compliance and monitoring documentation prepared by the District of Columbia Office of the State Superintendent of Education ("OSSE"). OSSE reports provide a comprehensive overview of the entire LEA's performance, versus campus-specific information.

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

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

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

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

Financial Laws

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

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

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

Submission of Information about Donors and Grantors
The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding $500.[39] Center City PCS has fulfilled this requirement by reporting this information in its annual reports.

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

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

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

[38] SRA §38-1802.04(c)(11)(ix).

[39] SRA §38-1802.04(c)(11)(xi).

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

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

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

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

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

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

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

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

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

Fiscal Period	2008	2009	2010	2011	2012
Net Income[41]	$(59,711)	$4,363,134	$(1,224,909)	$(245,316)	$88,138
Cumulative Reserves	$(59,711)	$4,303,423	$2,717,773	$2,472,457	$2,560,595

Net working capital[42] and liquidity ratio[43] are also indicators of short-term economic viability. Sufficient net working capital allows a school to meet immediate financial obligations. The table below details Center City PCS' net working capital over the past five years, an amount that sufficiently allowed the school to manage its short-term financial obligations successfully. In FY2012, Center City PCS's net working capital stood at $1.2 million compared with $980,000 in FY2011.

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

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

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[41] Net Income represents Revenue minus Expenditures.
[42] Current assets less Current liabilities
[43] Current assets divided by Current liabilities

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

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

■	Personnel costs (FY2008-FY2012 averages)
■	Direct student costs (FY2008-FY2012 averages)
■	Occupancy expenses (FY2008-FY2012 averages)
■	General and administrative expenses (FY2008-FY2012 averages)

Appendix D

QSR Reports

DC
PUBLIC
CHARTER
SCHOOL
BOARD
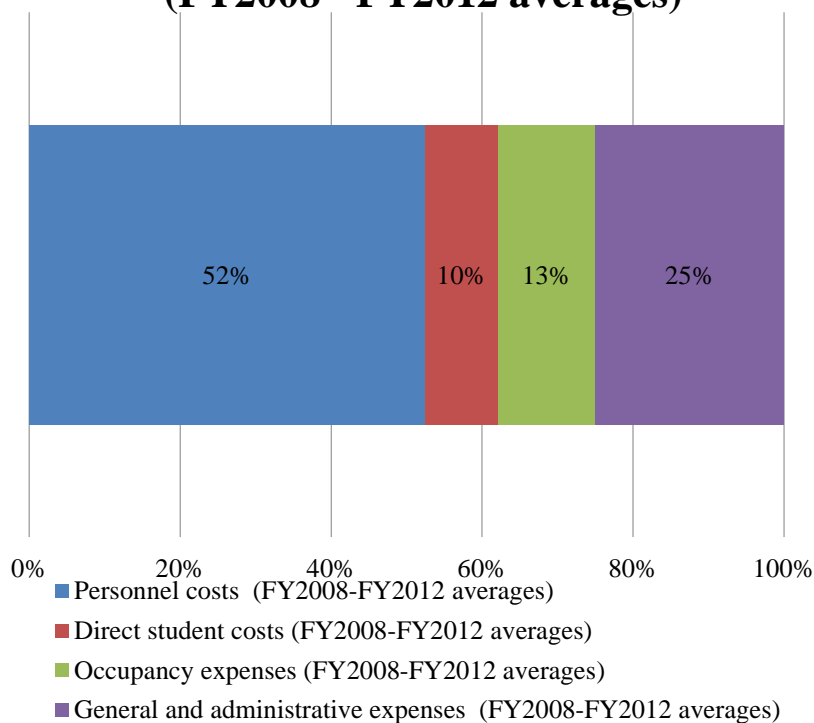
May 25, 2017

Mr. Thomas O'Hara, Board Chair
Center City PCS – Capitol Hill
1503 East Capitol Street, SE
Washington, DC 20003

Dear Mr. O'Hara:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site
Reviews to gather and document evidence to support school oversight.
According to the School Reform Act § 38-1802.11, DC 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 Qualitative Site Review during the 2016-17 school year for the
following reason:

o School eligible for 10-year Charter Review during the 2017-18 school
year.

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Center City Public
Charter School (PCS) – Capitol Hill between March 6 and March 17, 2017.
Enclosed is the team's report. You will find that the Qualitative Site Review
Report focuses 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 Center City PCS –
Capitol Hill.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: May 25, 2017

Campus Information
Campus Name: Center City PCS – Capitol Hill
Ward: 6
Grade levels: PreK – 8th grade

Qualitative Site Review Information
Reason for visit: School eligible for 10-year Charter Review during 2017-18 school year
Two-week window: March 6, 2017 – March 17, 2017
QSR team members: 1 DC PSCB staff and 3 consultants including one special education specialist
Number of observations: 17
Total enrollment: 237
Students with Disabilities enrollment: 33
English Language Learners enrollment: <10
In-seat attendance during the two-week window:
Visit 1: March 7, 2017- 90.6%
Visit 2: March 9, 2017- 94.2%
Visit 3: March 10, 2017- 96.0%
Visit 4: March 17, 2017- 97.6%

Summary
Center City Public Charter School– Capitol Hill's mission is to empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

The QSR team observed evidence that Center City Public Charter School – Capitol Hill campus is generally meeting its mission. Observers noticed strong instruction in many classrooms, particularly in the elementary grades, and noted an overall positive school culture. Posters and exemplary student work lined the hallways. One wall displayed essays for Black History Month, another held recognitions of students and teachers who demonstrated character traits such as "empathy" and "optimism," and another contained pictures of "Students of the Month" with summaries about why the student earned the honor. Teachers generally delivered lessons that pushed students to think critically and defend their answers. Many students outwardly showed enthusiasm toward their work. Observers noticed a trend of inconsistency between elementary and middle school classroom environments. In the elementary grades students exhibited few to no behavior issues; teachers taught high-quality lessons with little to no distraction. In the upper grades lessons appeared similarly rigorous, but student behavior often led to significant disruptions in lesson delivery.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine the classroom environment and instruction (see Appendix I). The QSR team scored 77% of observations as distinguished or proficient in the Classroom Environment domain, up from the 70% of observations rated as distinguish or proficient in this domain during the school's last QSR in April of 2013. Observers rated 80% of classrooms as proficient in the

Establishing a Culture for Learning and *Managing Classroom Procedures* components. In these observations teachers communicated the importance of the content and learning and students took pride in their work. Classrooms functioned with little instructional time lost due to ineffective procedures. However, notably, student behavior and behavior management efficacy varied widely across observations. The *Managing Student Behavior* domain received the widest spread of scores with 13% of observations rated unsatisfactory, 21% rated basic, 53% rated proficient, and 13% rated distinguished.

The QSR team scored 67% of observations as distinguished or proficient in the Instruction domain, up from the 60% of observations rated as distinguish or proficient in this domain during the school's last QSR in April of 2013. Classrooms earned the highest ratings in the *Communicating with Students* component, with 74% rated as proficient or distinguished. Teachers in these observations explained content clearly and student understood expectations for quality work.

Governance
DC PCSB reviewed the meeting minutes from Center City PCS' Board of Directors meeting on March 15, 2017. A quorum was present. The board discussed the recent science fair among all six Center City PCS campuses. The CEO stated that he is working to improve employee retention and academic achievement. The Finance and Academic Committees discussed a joint meeting to finalize the current and three-year budgets of each campus. The Academic Committee reviewed midyear NWEA-MAP results, which are used to determined goal attainment, and explained that principals and assistant principals are coaching teachers in preparation for the PARCC test. The CEO informed the Board that Center City PCS received official notification of accreditation.

Specialized Instruction for Students with Disabilities
Prior to the two-week window, Center City PCS – Capitol Hill responded to a DC PCSB questionnaire regarding the provision of instruction to students with disabilities. The reviewer who conducted special education-specific observations noted the following evidence, which supports that the school is strongly implementing its program with fidelity:

- The school explained that each teacher is supplied with a toolkit for each unit of study to serve a supplement to learning tools already cleared by the teacher. While DC PCSB did not observe the toolkits in use, they were available in multiple classrooms. One math toolkit on place value consisted of manipulatives for counting; examples of expanded notation; place value pocket charts; and a multiplication table. Another toolkit for writing included My Personal Word Wall; a laminated Dolch Word List; sentence starter words, such as *first, next, then, after* and *finally*; graphic organizers, a Writing Intervention Game Plan for connecting text to self; and a list of transition words and phrases, such as *first, meanwhile, next*, and *afterward*.

- To support students with disabilities in the general education classroom, inclusion teachers work with general education teachers in the classroom, and during planning. DC PCSB observed special educators in each observation. In some observations special educators led small groups working on the same content as the rest of the class but with more direct support. In other observations the inclusion teachers taught the whole group lesson while the general education teacher supported a small group.

- The school described the use of exit tickets as a process for determining content mastery. Observers noted exit tickets in most observations. The school also uses intervention blocks using online software that generates a report outlining skill gaps students demonstrated when using the platform.

- The school reported several differentiation techniques used in the inclusion classroom. The observers noted that special educators reviewed pre-requisite skills (e.g., asking a series of questions about the y-intercept before moving on to solving linear equations, recalling rules for multiplying/dividing fractions); modified texts (e.g., drawings as prompts for comparing fractions); used a multisensory approach to learning (e.g., listening, hearing and writing as the teacher models), and introduced multiple iterations of the same skill (e.g., solving word problems by drawing pictures, underlining key words, writing equations) to reinforce understanding.

- The school describes the use of intervention blocks via software platforms to generate reports on skill gaps. During one intervention block some middle school students read historical texts that support a class novel while others participated in a guided reading small group with the intervention teacher. Other students worked on *Achieve 3000*, an online reading program that differentiates based on each student's current progress. Some students annotated text, some students answered reading comprehension questions, and some analyzed a visual related to the text. The math SPED teacher met with a few students in 6-8th grade during the intervention block. Students in 4th and 5th grade analyzed *Read Works* passages to help them access their ELA texts. In the younger grades, SPED teachers pushed-in during intervention for small group reading while other students read independently or with the general education teacher.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school's charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
Mission: The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.	The QSR team saw evidence to support that Center City PCS – Capitol Hill is meeting its mission. Teachers, often teaching in pairs, generally led rigorous, grade-appropriate instruction and students largely engaged positively with each other and their work, particularly in the elementary grades. Teachers demonstrated belief in student abilities. One teacher spoke about the importance of growth mindset and another praised students who sounded out new vocabulary when reading aloud. Other teachers encouraged accountable language through a Socratic Seminar format. Students frequently used the phrases: "I agree with X because" or "I challenge that statement because" or "I understand what you are saying but…" Students also posed challenging questions to their classmates and responded to each other. Teachers modeled and supported effective communication strategies. In one observation the teacher led an exploratory lesson on physics using multiple strategies to encourage students to predict outcomes. The teacher used and explicitly taught new vocabulary and students engaged with enthusiasm. The QSR team noted stark differences in instructional quality and behavior between elementary and middle grades. In lower grade observations classrooms functioned efficiently and teachers delivered strong lessons. Students learned character development skills throughout explicit lessons. In upper grades behavior issues significantly interfered with lesson delivery. In several observations the teacher ignored whole groups of students who were off-task, spent substantive class time

Mission and Goals	Evidence
	coaxing students to participate, or read aloud to a class of students where only one or two were on-task and attending to the lesson.

Exemplary student work hung on the walls, and posters in classrooms communicated the school's values. College banners hung in middle school classrooms and hallways, and university research projects lined a middle school hallway. One observer heard the Principal remind students that "Capitol Hill is a Tier 2 school on its way to becoming a Tier 1 school with everyone's hard work!" |
| Goals: | |
| Center City PCS proposes that at least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math and reading based on NWEA MAP national norms by June of each year. | The QSR team saw some evidence related to this goal. ELA students analyzed historical text and wrote multi-paragraph essays in response to a prompt and several teachers referenced growth targets when discussing daily class objectives. A classroom data board displayed the school goal of 40th percentile and contained a marker for each student with approximately 10% of students meeting the goal. In a few observations only some students engaged in the lesson and it was apparent that multiple students were not learning the new skills. |
| Students will read and comprehend grade level appropriate text in the core content areas. | Teachers challenged students in all grades through grade-level appropriate texts. Students used tools such as annotation and questioning to determine meaning in the text and teachers modeled strategies to aid students. Lessons focused on synthesizing evidence to write topic sentences, or discerning the primary argument of a text. PreK and middle school students paired up as reading buddies and read about space (related to the PreK unit of study) and practiced reading strategies and questioning techniques.

One teacher led a Socratic seminar. In this observation students demonstrated a deep understanding of the text and posed articulate questions to each other and cited specific |

Mission and Goals	Evidence
	passages from the book. In a kindergarten class the teacher followed a scripted curriculum and asked questions to preview reading. The students defined the words "fair" and "unfair" and explained the main points of the book. Students had opportunities to turn and talk to answer questions and said, "My partner was X and he thought…. I agree/disagree because…."
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	Students worked on both math speed drills for fluency and problem solving in the math classes observed. Students in upper grades had opportunities to apply mathematical reasoning to solve problems, but many were disengaged from the learning task. In an elementary class a teacher worked with a small group to re-teach a lesson on using base ten blocks for addition while others worked on a laptop or worksheets. Students not working with the teacher engaged in their work unevenly. Most worked while others socialized. In one small group the teacher encouraged students to explain their thinking, asking questions such as, "How can we make 24 plus 9?", and "How can we use 10 to find the sum?" The teacher built upon each step of the lesson and students used and drew out base ten blocks on their whiteboards; the teacher explained, "You can now use the strategy to add numbers using base 10 blocks or drawing them on your paper."
All Center City PCS campuses will achieve an average of at least 90% attendance each year.	On each day of observations, the school had attendance rates above 90%. **In-seat attendance during the two-week window:** Visit 1: March 7, 2017- 90.6% Visit 2: March 9, 2017- 94.2% Visit 3: March 10, 2017- 96.0% Visit 4: March 17, 2017- 97.6%
All Center City PCS campuses should achieve	DC PCSB will review quantitative data from the

Mission and Goals	Evidence
an average of at least 75% re-enrollment each year.	Performance Management Framework to assess this goal for the review.
Center City PCS students will build character by performing community service. Our goal is for at least 75% of students in grades 4-8 to participate in a minimum of two community service activities annually as measured by student exit tickets and tracked through PowerSchool.	During the observation window students participated in a clothing drive for Martha's Table, an organization that helps provide clothing, food, and other resources to low-income and homeless neighbors.

THE CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 77% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 80% of the observations as distinguished or proficient in this component. In these observations both students and teachers used polite language and demonstrated kindness toward others. Students in all classes used school wide hand signals to send messages to classmates such as, "I agree", "I can help you" or "I can build on that." This strengthened the feeling of community and students demonstrated that they value being able to help each other. Students sent "silent love" to their friends on the carpet in lower grades and gave fist bumps to salute academic success in older grades.	Distinguished	7%
	Teachers demonstrated sensitivity and genuine concern for students. In a distinguished observation the teacher greeted every student and danced for a second during morning meeting. Two students did not want to dance and the teacher said, "Okay Student X does not feel like dancing. Lets just send him good vibes." All the students sent him finger wiggles and smiles. In another observation the teacher started the lesson by saying, "Give me a thumbs up if you're having an awesome day! Oh, I see we have some students who are still getting into the swing of things this morning. Together, we can make sure everyone has an awesome day!"	Proficient	73%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	7%

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[1] Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 13% of the observations as unsatisfactory in this component. In these observations students demonstrated disrespect toward one another and their teacher. Students yelled obscenities and statements such as "don't look at me, retard!" without consequence. One teacher gave directions to lower the voice level and students laughed. Observers also noted disrespectful language from teachers to students. In one observation the teacher shouted across the classroom to a student "Shut your mouth! What did I say?!" In another observation a teacher and a student got into a verbal altercation about sitting in STAR position and completing work, which ended without resolution.	Unsatisfactory	13%
Establishing a Culture for Learning	The QSR team scored 80% of the observations as proficient in this component. Teachers gave frequent praise and encouragement. In one observation the teacher said, "Your mindset needs to shift if you are saying you can't. Your mind needs to say that you can do this and you can learn new things." The teacher acknowledged the complexity of the work, but insisted that all students could do it. Overall in these observations teachers and students worked hard together and in small groups. In some cases the students showed commitment to high-	Distinguished	0%

The Classroom Environment	Evidence	School Wide Rating	
	quality work by coming to the small group setting on their own and requesting more practice to ensure success. Students displayed outward emotion, such as cheers and smiles, when they experienced success. Teachers expressed enthusiasm for the lesson topic. One teacher said, "Oh man, this is my favorite war to learn about!" When students spoke the teachers in the room encouraged students to track the speaker and encouraged students to speak confidently saying, "Hands down and track Student X. Say it loud and proud!" When a student made a mistake, the teacher said, "Take your time. Give her some love she's going to get it."	Proficient	80%
	The QSR team scored 20% of the observations as basic in this component. In these observations teachers made genuine attempts to maintain high expectations and participation from all students, but the majority of students did not comply. Teachers said, "I need you on task," and "When I see work, then you can go get water" but often students talked back to the teachers and refused to participate.	Basic	20%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 80% of the observations as proficient in this component. In these observations classrooms operated smoothly and without loss of instructional time. Students executed efficient, well-practiced routines. In one observation the teacher	Distinguished	0%

The Classroom Environment	Evidence	School Wide Rating	
	began each set of directions with the phrase, "When I say go…" to ensure students heard the entire direction before moving. Teachers consistently gave students a pre-determined set of seconds to carry out a procedure. Students were directed to sit in STAR to hear a new set of directions and the entire class complied. In one observation as students quickly moved to the carpet the teacher said, "You guys don't need me! You guys can do this all on your own." Students demonstrated that they knew exactly how to move around the room without any loss of instructional time. In another observation students got laptop computers from a cart and returned them without any need for teacher direction. In another observation each student held a clipboard and a pencil to take notes during a reading lesson.	Proficient	80%
	The QSR team scored 20% of the observations as basic in this component. In these observations teachers attempted to execute procedures with limited success. Several times a teacher signaled for attention by saying, "If you can hear my voice, clap once," but no students clapped or stopped talking. On several occasions the teacher repeated the same directions. In another class the teacher handed out papers at the door as students entered, but several slipped by. It took several minutes into the start of class for all students to have the correct papers and no instruction occurred during the chaos.	Basic	20%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Managing Student Behavior	The QSR team scored 66% of the observations as distinguished or proficient in this component. In these observations there were few, if any instances of misbehavior. In distinguished observations no instances of misbehavior occurred.	Distinguished	13%
	In several observations the teachers reminded students of the desired noise level (0, 1 or 2) and students responded immediately. Although there were moments of misbehavior in proficient observations, the teachers issued fair and consistent consequences that effectively changed student behavior. One student stood up during Morning Meeting, the teacher said, "That's a warning. Take a safe seat" and the student sat immediately. During a transition, the teacher said, "Voices off in 3-2-1. Student X, that's a deduction." A student who ran was told to "try it again with walking feet." In one observation the teacher worked with a small group of students while the others completed a hand out or worked on computers. The independent workers needed a few reminders to focus. The teacher did so with dignity. She called them up to her and spoke to them quietly with a smile. Students redirected behaviors when asked.	Proficient	53%
	The QSR team scored 21% of the observations as basic in this component. In these observations students not working with the teacher were often off-task, talking to each other or just dazing off. Teachers attempted to redirect students multiple times and the behaviors did not change.	Basic	21%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 13% of the observations as unsatisfactory in this component. In these observations students explicitly ignored instructions and classroom norms. In one class of 18 students, three complied with directions. Others talked, laughed, danced, and walked about the classroom. Students spoke back to their teacher in a rude manner and several sucked their teeth. The teacher gave no consequences. In another observation the teacher made multiple attempts to address off-task behavior with no success. Students talked over the teacher and defiantly ignored instructions. Several students slept for most of the class time.	Unsatisfactory	13%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson Framework. The QSR team scored 67% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team scored 73% of the observations as distinguished or proficient in this component. In these observations teachers clearly communicated the purpose of the lesson and provided clear directions and procedures. In one observation the teacher introduced the concept of a Socratic Seminar. She said, "The way that a Socratic Seminar works is this: my voice will not guide the discussion and no voice will trump another." She then reviewed expectations for participation and students engaged in a robust seminar for over 20 minutes with no teacher voice. Teachers prepared lists, charts, and examples that students could reference as they performed academic tasks and several teachers pre-taught vocabulary. In one observation the students looked at the words *navigate* and *native* prior to a reading lesson about Christopher Columbus. The teacher used examples, "I was not born in D.C. I am not a native. How many of you were born in Washington DC? That means all of you are native."	Distinguished	7%
	In a distinguished observation the teacher the provided models and graphic organizers and students clearly comprehended the content because every student engaged with the lesson. The teacher explained to students which words to underline and think through in teams. Students annotated using words, highlighters, and symbols.	Proficient	66%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 26% of observations as basic in this component. In these observations teachers wrote the lesson objective on the board and said it aloud, but provided little context for the purpose of the lesson. One teacher attempted to convey the purpose of the lesson but student behavior prevented her from giving clear directions to everyone at the table. In other observations directions lacked clarity and left students confused. One teacher gave verbal directions for models he wanted students to create on whiteboards and students struggled to follow along. The teacher said, "I want you to form 4 groups of 3" and students looked confused. The teacher then said, "Haha, tricked you. Make 3 groups of 4. Wait; make 3 groups of 4, no 4 groups of 3? No?" The teacher also appeared confused and paused to think through what he needed to say before clarifying. At this point multiple students stopped paying attention. In another class the teacher gave verbal directions for setting up a problem on white boards and several students said "huh?" and teacher repeated the instructions verbatim; students continued to demonstrate confusion.	Basic	26%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 67% of the observations as distinguished or proficient in this component. In these observations teachers effectively used wait time and solicited input from many students. Teachers said, "Oh, I am going to wait for more hands" or, "Wow, you all look great! Who am I going to call on now?" when many student hands shot into the air. In one distinguished observation students participated in a Socratic Seminar about the novel Chains.	Distinguished	7%
	Teachers asked high-level questions and pushed students to explain their thinking. In one observation the teacher said, "How do you know that this word says share?" The student said, "I know it says share because 'sh' is a digraph and I know the sound it makes." In another lesson the teacher asked students, "What do we think powerful economic force means in this text?" A student responded, "Oh, that means money." The teacher agreed and encouraged students to annotate with a dollar sign.	Proficient	60%
	The QSR team scored 33% of the observations as basic in this component. In these observation, teachers framed some questions to promote student thinking but many questions required single or procedural answers. In several observations behavior issues prevented teachers from leading robust discussions.	Basic	33%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Engaging Students in Learning	The QSR team scored 67% of the observations as distinguished or proficient in this component. In these observations students worked on learning tasks aligned with objectives and activities and assignments promoted student engagement. Students in one class could choose to work on several different tasks, all aligned to the same objective.	Distinguished	7%
	In one observation of 15 students, all but one to three at any given point of independent practice were reading, annotating, and completing graphic organizers to set up their paragraphs. The teacher told students where to put their fingers to follow along when whole-class reading began. The pace was quick enough to keep students engaged, but not so fast that students could not keep up. Another teacher lead a small group of five students at the back of the room through the same lesson, but offered more direct questioning and feedback. Some students worked on computers, some completed a handout and a few worked directly with the teacher in small groups.	Proficient	60%
	In most of these observations, teachers used a multisensory approach to deliver instruction. Students performed written tasks that combined visual, auditory and kinesthetic inputs. One teacher used video, lecture, and a hands-on exploratory demonstration to teach the lesson.		

Instruction	Evidence	School Wide Rating	
	The QSR team scored 26% of the observations as basic in this component. Students in these lessons engaged only if the teacher worked directly with them. In one observation as students completed a reading and annotation task many had their heads down or sat without reading. Those who did read were done when the timer went off however the teacher granted five more minutes of work time and they sat waiting. In other classes students followed along passively in the text as the teacher read aloud. In one class most students completed a worksheet but approximately 25% of the class talked or slept and did not work.	Basic	26%
	The QSR team scored less than 10% observations as unsatisfactory in this component.	Unsatisfactory	7%
Using Assessment in Instruction	The QSR team scored 60% of the observations as proficient in this component. In these observations students produced a clear end product, exit ticket, or wrote a reflection at the end of the lesson. The teachers in these observations provided specific and timely feedback throughout the lesson. In one observation the teacher pulled a group of three	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	students during independent work time and teacher started the small group saying, "Here is the deal. I noticed that when I looked at our work for yesterday that these might be confusing for us. What are these?" The teacher taught a 15-minute lesson to re-teach these students how to use base ten blocks for addition. Each of the three students demonstrated mastery of the use of base ten blocks (both with manipulatives and by drawing them) by the end of the small group. Teachers called on a variety of students and probed their thinking. In one observation students who could not correctly answer the probes were offered help. After another student helped the teacher would return to the first child and ask them to explain what their classmate said.	Proficient	60%
	The QSR team scored 40% of the observations as basic in this component. In these observations teachers circulated during student work time but assessed only some student work or provided feedback to a few students. In one observation the teacher asked individual questions and twice brought the class back together to address a misconception that he observed. However, there were many students sitting passively and the teacher did not collect the work at the end of the period. Another teacher circulated the classroom attempting to give individualized feedback but most of the time was spent monitoring student behavior and encouraging students to merely participate.	Basic	40%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
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.
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.

DC
PUBLIC
CHARTER
SCHOOL
BOARD

May 25, 2017

Thomas O'Hara, Board Chair
Center City Public Charter School - Congress Heights
220 Highview Place, SE
Washington, DC 20032

Dear Mr. O'Hara:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC 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 Qualitative Site Review during the 2016-17 school year for the following reason:

o School eligible for 10-year Charter Review during 2017-18 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Center City PCS - Congress Heights between March 6, 2017 and March 17, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses 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 Center City PCS - Congress Heights.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: May 25, 2017

Campus Information
Campus Name: Center City PCS – Congress Heights
Ward: 8
Grade levels: PK3-8

Qualitative Site Review Information
Reason for visit: School eligible for 10-year Charter Review during 2017-18 school year
Two-week window: March 6, 2017 – March 17, 2017
QSR team members: 1 DC PCSB staff, 3 consultants including 1 Special Education specialist
Number of observations: 17
Total enrollment: 251
Students with Disabilities enrollment: 23
English Language Learners enrollment: <10
In-seat attendance on the days the QSR team conducted observations:
Visit 1: March 7, 2017- 92.1%
Visit 2: March 9, 2017- 97.5%
Visit 3: March 16, 2017- 94.6%

Summary
Center City Public Charter School's mission is to empower their students for lifelong success by building strong character, promoting academic excellence and generating public service throughout Washington, DC.

The QSR team saw evidence that Center City – Congress Heights is working to meet its mission. Students worked diligently in various settings. Teachers used whole group, small group, and one-on-one instruction to deliver content. Students participated in discussions and problem solving. The majority of classrooms had a designated greeter to shake hands with visitors and explain what the students were doing and the topic they were exploring.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). None of the observations received an unsatisfactory score in either domain. The QSR team scored 85% of observations as distinguished or proficient in the Classroom Environment domain as compared with 75% for this domain in April 2013 report. The highest scoring component in this domain was *Establishing a Culture for Learning*. The QSR team rated 94% of the observations as proficient or distinguished. Teachers demonstrated high expectations for student learning and hard work, and students clearly understood their role as learners. In these observations there was a strong sense of conviction that everyone can and would learn.

The QSR team scored 66% of observations as distinguished or proficient in the Instruction domain as compared with 67% for this domain in the April 2013 report. The highest scoring component in this domain was *Using Assessment in Instruction.* Teachers assessed prior knowledge by asking open-ended questions and then providing time for students to work both independently and with partners on learning tasks. Small group instruction and individual conferencing dominated instructional practices, indicating teachers knew and utilized information about student understanding to further learning. *Communicating with Students* and *Engaging Students in Learning* were the lowest scoring domains, each receiving 57% of the observations rated as proficient or distinguished. The QSR team noted that there were missed opportunities for instruction in several observations. The majority of class time in some observations was spent on reinforcing procedures or behavior redirection. In other observations student misconceptions and misunderstandings were left unaddressed by the teacher.

Governance
DC PCSB reviewed the meeting minutes from Center City PCS' Board of Directors meeting on March 15, 2017. A quorum was present. The board discussed the recent science fair among all six Center City PCS campuses. The CEO shared that he is working to improve employee retention and academic achievement. The Finance and Academic Committees discussed a joint meeting to finalize the current and three-year budgets of each campus. The Academic Committee reviewed midyear NWEA-MAP results and explained that principals and assistant principals are coaching teachers in preparation for the PARCC test. The CEO informed the Board that Center City PCS received official notification of their accreditation.

Specialized Instruction for Students with Disabilities
Prior to the two-week window, Center City PCS – Congress Heights provided answers to specific questions regarding the provision of instruction for students with disabilities. A special education specialist observed evidence of the school's articulated program and determined that Center City PCS – Congress Heights is implementing its stated program with fidelity. Student-teacher rapport was strong and collaborative teaching teams worked well together. Below are key examples of what the Special Education specialist observed in comparison to the school's stated program.

- Overall, Center City-Congress Heights promotes an inclusion model where most classrooms have two teachers working collaboratively to facilitate instruction. It was not evident which students had IEPs in the classroom, because students participated in whole-group and small-group instruction in the general education setting, where the collaborative teachers offered support to all students, as needed, throughout their lessons. In general, teachers had a strong rapport with students and lessons were well-planned and easily facilitated. In each classroom environment, both teachers took ownership in the lessons and had a significant role in the class.

- Per the school's Special Education Questionnaire, "General and special educators co-plan for lessons during their scheduled collaborative planning times daily." Evidence of effective co-planning between general educators and special educators was quite strong in most of the special education observations. In each class,

teachers worked together to deliver content to students in selective groups that were determined by students' ability levels. Both teachers facilitated the daily lesson, and students had an equal level of respect for both teachers in the classroom. The teachers divided the class according to which students might require additional support from the special educator or those who may need to work at a slower pace. Overall, the teachers had strong rapport with each other, which was conveyed in how they shared the classroom space and materials to carry out their planned lesson.

- The school's questionnaire also emphasized its use of differentiated instruction, small groups and "standard deep dives," to support its students. Differentiation was evident in every observation, because students were provided ample choice in how they completed certain tasks throughout the lesson. In one observation, students worked on a self-paced reading and writing assignment that required them to read the text, answer questions on a guided worksheet, and then write a short essay about a component of the story they were reading. Students had freedom to spread out around the classroom and take their time to complete the assignment in a manner they felt most comfortable. While some students chose to go back and re-read certain parts of the text, others typed their final drafts on a laptop. Meanwhile, teachers periodically gave one-on-one support to some students. Similarly, in another observation students had opportunities for independent writing time, as well as time to share with a neighboring peer. Thus, differentiated instruction appeared to be a strong element of this school's instructional method.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school's charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
Mission: The mission of Center City Public Charter School is to empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.	The QSR team saw evidence that Center City PCS – Congress Heights is meeting its mission. Classrooms were clean and well organized. The hallways were orderly between transitions. Student work and college flags displayed throughout the halls promoted an atmosphere of scholarship. Several classrooms used a greeter who welcomed the QSR team members and framed the visit. Students demonstrated excellence in character by being respectful to each other and to adults throughout the building. Consistent behavior management strategies were present in many classrooms, encouraging students to demonstrate high levels of conduct. In several classrooms, the attention to conduct overshadowed the focus on academics and character-building. Students worked diligently in many settings. Students actively participated in discussions and problem solving in many observations. Overall there was a rigorous program in place but this was implemented inconsistently among classrooms. In one observation students indicated with a thumbs down that they did not understand an explanation but the teacher moved on anyway. In other observations students took ownership of their own learning and worked at their own pace.
Goals:	The QSR team noted that Center City PCS – Congress Heights has a very focused environment. In many math and ELA

Mission and Goals	Evidence
Center City PCS proposes that at least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math and reading based on NWEA MAP national norms by June of each year.	classrooms, dialogue about learning and problem solving dominated instruction and students expended effort to work accurately. There were two teachers in most classrooms who addressed students' questions promptly and provided additional support when needed. In several math observations teachers worked on problems with students by asking questions, polling others for agreement, then probing further. Teachers insisted on correct math terminology and clear explanations of concepts from students. The QSR team observed several primary classrooms during reading instruction. Students worked on specific skills for spelling and word work. Additionally the team observed small group and independent reading in several classrooms. Reading level data was displayed in one observed classroom.
Students will read and comprehend grade level appropriate text in the core content areas.	Center City PCS indicated in their pre-visit questionnaire a focus on complex texts and the use of read alouds, close reads, and text sets aligned with the curricular topics and the QSR team observed evidence of these instructional practices. Students engaged with on and above-grade level texts. Eighth graders read *Animal Farm* and discussed instances of propaganda in the text. There was also explicit vocabulary instruction in many classrooms. Some classrooms displayed content-related vocabulary on the walls. In one early childhood classroom, there was a focus on "compromise." The teacher defined the word, the class read a story together, and then students drew about a time they had to compromise.

Mission and Goals	Evidence
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	Center City PCS indicated a focus on conceptual development, mathematical reasoning, and focused fluency practice. The QSR team saw examples of these practices in many classrooms. Math facts filled the hallways and student math performance data was displayed.

Several math teachers used group discussions during class, but the levels of student engagement were mixed. In one observation the teacher asked high level questions but did not address the students' confusion. In another observation students demonstrated their work on the board. The teacher stopped one student to indicate an incorrect approach but then simply moved on, leaving the misconception unresolved. The QSR team also observed students working independently during the math period.

To gain a deeper understanding of mathematical concepts, students used worksheets, calculators and other manipulatives to solve problems. |
| All Center City PCS campuses will achieve an average of at least 90% attendance each year. | On each day of observations, the school had attendance rates above 90%.

In-seat attendance on the days the QSR team conducted observations:
Visit 1: March 7, 2017- 92.1%
Visit 2: March 9, 2017- 97.5%
Visit 3: March 16, 2017- 94.6% |
| All Center City PCS campuses should achieve an average of at least 75% re-enrollment each year. | DC PCSB will review quantitative data reported in the Performance Management Framework to asses this goal for the review. |
| Center City PCS students will build character by performing community | Several bulletin boards highlighted student participation in community service |

Mission and Goals	Evidence
service. Our goal is for at least 75% of students in grades 4-8 to participate in a minimum of two community service activities annually as measured by student exit tickets and tracked through PowerSchool.	activities and volunteering. Students wrote about their experiences volunteering with NBC's Food 4 Families and the Leukemia and Lymphoma Society. Teachers also displayed core value posters in classrooms and included "Character, Excellence, Service."

THE CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 85% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 76% of the observations as distinguished or proficient in this domain. In many classrooms, teachers and students demonstrated care and respect for each other. In one distinguished observation students helped each other sharpen pencils. In other classroom celebrations, students would cheer for each other. Teachers greeted and called students by their first names or by the term "friends" in all classrooms. Several classrooms had an assigned greeter who interacted with people entering the room.	Distinguished	6%
	Many teachers worked side-by-side with individual students, encouraging effort and praising success. In one observation the teacher discreetly walked over to idle students during independent reading time and whispered to redirect. Students exhibited comfortable attitudes with each other and the adults. Overall most environments and interactions were respectful and polite.	Proficient	70%

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[1] Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team rating 24% of the observations as basic in this component. In several classrooms interactions between teacher and students lacked warmth and respect. Teachers sometimes acted in visibly frustrated or sarcastic manner. In one observation, the teacher asked a student to come to the board to demonstrate a problem. The teacher stopped the student in the middle of working and said his approach was wrong. The teacher did not say what was wrong with the student's work and then moved on. In another observation the teacher responded to a student question with, "Didn't I just say that? Are you serious?" In several observations students did not interact with each other respectfully and the teachers did not respond. Students told each other to "shut up" and teachers did not address the situations. In other observations engaging in off-task behaviors even when the teacher was nearby.	Basic	24%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 94% of observations as distinguished or proficient in this domain. The majority of teachers demonstrated high expectations for student learning and the majority of students expended good effort to complete work of high quality. Several teachers ensured equal participation by calling on all students, not just those who raised their hand. Teachers congratulated students on their effort and often noted when individual students worked hard on a task. In one observation the teacher encouraged students to persist even when it was challenging by saying, "Struggle, it is the only way you are going to improve."	Distinguished	6%

The Classroom Environment	Evidence	School Wide Rating	
	Many teachers also demonstrated passion for their content. One teacher enthusiastically asked questions and responded to students with clear follow up and additional information from a conference they had attended. In many observations teachers waited for visible signs from all students that they were ready for instruction. In a few classrooms teachers indicated that students should be in "SLANT position". In other observations teachers asked students to track during reading and occasionally interjected opportunities for all students to respond and engage with the text. Students in the majority of classrooms worked diligently and without disruption. In several classrooms tasks were self-paced. In one observation students organized their folders and easily moved from one assignment to the next without any support from the teacher. Students often helped or shared their work with each other.	Proficient	88%
	The QSR team scored less than 10% of observations as basic in this component.	Basic	6%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team rated 82% of the observations as distinguished or proficient in this component. Teachers used a variety of attention-getting methods, including clapping and chanting and the majority of students responded immediately and effectively. Teachers also utilized strategies for transitions, including dismissing students by rows, counting backwards, and ringing a chime.	Distinguished	6%

The Classroom Environment	Evidence	School Wide Rating	
	Teachers had established clear procedures in these classrooms. In one middle school transition, the incoming class waited silently while others exited. In another observation as students completed their writing assignment, the teacher instructed them to get a laptop and engage with Lexia. Many classrooms had a class job chart. In a distinguished observation there was a greeter who welcomed visitors and explained what the class was doing.	Proficient	76%
	The QSR team scored 18% of the observations as basic in this component. Several observations involved large amounts of instructional time used for restroom or water breaks and/or whole class pencil sharpening time. In other observations teachers inconsistently managed transitions and allowed students to disrupt learning. In one observation some students began working right away while others engaged in off-task conversation. In another observation even though the teacher instructed students to work with a partner, most students did not comply. This resulted in loss of instructional time as the teacher had to continually address routines.	Basic	18%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored a very high 88% of the observations as distinguished or proficient in this component. In several classrooms student behavior was entirely appropriate. Teachers monitored and responded to misbehaviors effectively. Students returned to work quickly after teacher redirection. At times students needed an additional support, such as a countdown, to help them return to expectation.	Distinguished	6%

The Classroom Environment	Evidence	School Wide Rating	
	During learning times students worked quietly. Some teachers provided movement breaks in between academic tasks. Many teachers set expectations for behavior anticipating transitions and reminded students of expectations. Some teachers used positive reinforcement for good behavior. In one observation a teacher said, "So much focus from the students here on the carpet!"	Proficient	82%
	The QSR team scored 12% of the observations as basic in this component. In these observations teachers were often inconsistent in either monitoring or responding to misbehavior. In a few observations teachers did not react when students said "shut up" to each other. In other classrooms teachers inconsistently addressed off-task behaviors, redirecting some students but not all. In a few classrooms redirection was more harsh and unfair with some students. A teacher in one observation gave a student a countdown to start work with the consequence of seeing an administrator if there was noncompliance. The student started doing their work before the countdown ended, but the teacher sent him out anyway.	Basic	12%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 66% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team scored 59% of the observations as distinguished or proficient in this component. Several teachers used clear language to articulate content and strategies students could use. In a distinguished observation, a teacher restated a student's response, "What he is trying to say is he used repeated addition" and "Who has a more eloquent way to explain…What is the number that represents nothing?" Throughout many observations the emphasis on clear and precise vocabulary was important.	Distinguished	6%
	Many teachers explained the objective or directions to students in different ways to ensure understanding. One teacher said, "We are going to learn how to approach a classmate to play with us" and then restated it as, "We are going to learn how to go to a classmate to share our toys". It was evident in many classrooms that students knew exactly what to do. Some students even offered an explanation during the QSR team's visit. In one-on-one instruction, some teachers ensured clarity of next steps before sending students back to their seats to continue working.	Proficient	53%

Instruction	Evidence	School Wide Rating	
	The QSR team rated 41% of the observations as basic in this component. In these observations the purpose and process of the lesson were not written or stated clearly. Not sure of what to do, students asked many clarifying questions or engaged in off-task behavior. In another observation the teacher checked the work of some students, offering appropriate feedback but refused to look at the work of others who also requested feedback. In other observations attempts to explain content were inconsistently effective. In one observation a student shared how he determined the answer to one math problem. When the teacher asked the group if they agreed, most students stated that they either did not know how to do the problem or came up with a wrong answer. In a middle school observation the teacher struggled to adequately explain content when students were confused.	Basic	41%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 71% of the observations as proficient in this component. Genuine discussion was observed in many classrooms, in both whole group and small group settings. Many teachers called on all students and asked meaningful questions to push student thinking. Teachers encouraged students to build on their own, and each other's thinking. Many teachers asked open-ended questions and included tasks that could have multiple representations. Students were able to use	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	wooden blocks to create a unique depiction of a human figure on the rug. As they created, students were asked to use mathematical vocabulary to name the shapes they used and created. In another observation the teacher's line of questioning could be answered in many ways and encouraged students to actively engage with the text with questions such as: "Thinking about what you've read in the text, why do you think she has that expression?" and, "How does this relate to what you read in the text?" and, "How does it relate to her responsibility in the text?" There was a high level of student participation across most classrooms. In one observation the class primarily worked on a self-paced learning activity but students proudly shared their writing with peers. In another observation students initiated discussion during their independent work time about the text they were reading and their related writing assignments.	Proficient	71%
	The QSR team rated 29% of the observations as basic in this component. A few teachers framed questions to promote student thinking, but the levels of student response and engagement were mixed. In other observations there was a single path of acceptable inquiry or predetermined answers. One teacher only responded to one student's representation of the concept even though other students had equally appropriate answers. In other observations students completed the same work packets or problems to solve.	Basic	29%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Engaging Students in Learning	The QSR team scored 59% of the observations as distinguished or proficient in this component. Many learning tasks challenged student thinking and teachers scaffolded content to ensure student understanding. In several classrooms tasks were self-paced, allowing students to engage in a variety of tasks without feeling rushed. In other classrooms students worked in a variety of instructional groupings including small groups, whole group discussion, and centers. Students in one observation moved into small groups for differentiated practice. The second teacher worked with one of the groups.	Distinguished	6%
	Teachers also used many techniques to engage students including projecting pictures of the story on the overhead. In this specific observation the teacher paused after reading parts of the story to engage students in a discussion. Students also used a strategy of moving their arms over their head every time they heard a vocabulary word.	Proficient	53%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 41% of the observations as basic in this component. These observations included factual work with little opportunity for students to explain their thinking or engage intellectually. Several lessons consisted of student work packets where all students received the same tasks to complete independently. In another observation students completed math problems independently and then shared the answers, which the teacher wrote on the board. There was no exploration of strategy or thinking beyond getting the right answer. In other observations engagement was mixed with some students involved and others looking around or engaging in off-task behavior. In a middle school observation, students used Chromebooks and some followed along during the teacher's PowerPoint. However, the presentation was only loosely connected to the content and students spent a large part of class time looking around or talking.	Basic	41%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored 76% of the observations as proficient in this component. Most teachers incorporated questions throughout the lessons. They then used various strategies to gauge student response such as white boards, thumbs up/down, individual student response and monitored turn and talk. Several teachers also used more structured formative assessments at various points in the lesson. In one observation the teacher walked around to check every student's	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	homework then incorporated challenging problems in the do now. In another observation the teacher used an exit ticket to assess student understanding at the end of the lesson. In many observations teachers circulated to ask specific questions and provide feedback to individual students and to the whole group. In one observation the teacher looked at student work then noted to the class, "Go back over your charts, I am seeing a lot of mistakes being made... If I don't see units, it is incorrect."	Proficient	76%
	The QSR team scored 24% of the observations as basic in this component. In these observations there were some global checks for understanding with little to no individual feedback. In one observation the teacher asked, "Do we feel pretty good about the water cycle? Thumbs up if we do." There was little evidence in some observations that students fully understood when or how their work would be evaluated, as evidenced by student confusion during the discussion. In other observations feedback was given to individual students inconsistently. In one observation students asked the teacher to look at their work and the teacher responded, "I'm not looking at your work until you are finished" even though this was done for other students in the class. In another observation peer assessment was attempted but only some students participated and demonstrated understanding of the process and purpose.	Basic	24%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
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.
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.

DC
PUBLIC
CHARTER
SCHOOL
BOARD

May 25, 2017

Mr. Thomas O'Hara, Board Chair
Center City PCS – Shaw Campus
711 N Street, NW
Washington, DC 20001

Dear Mr. O'Hara:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC 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 Qualitative Site Review during the 2016-17 school year for the following reason:

- o School eligible to petition for 10-year Charter Review during 2017-18 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Center City PCS – Shaw between March 6, 2017 and March 17, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses 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 Center City PCS – Shaw.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Russ Williams, Executive Director

Qualitative Site Review Report

Date: May 25, 2017

Campus Information
Campus Name: Center City PCS – Shaw
Ward: 2
Grade levels: PreK – 8th grade

Qualitative Site Review Information
Reason for visit: School eligible to petition for 10-year Charter Review during 2017-18 school year
Two-week window: March 6, 2017 – March 17, 2017
QSR team members: 2 DC PSCB staff including one special education specialist and one English Language Learner (ELL) specialist, and 2 consultants
Number of observations: 17
Total enrollment: 234
Students with Disabilities enrollment: 22
English Language Learners enrollment: 35
In-seat attendance during the two-week window:
Visit 1: March 7, 2017- 93.9%
Visit 2: March 9, 2017- 97.5%
Visit 3: March 13, 2017- 94.6%

Summary
Center City PCS – Shaw's mission is

> to empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

The QSR team noted evidence that Center City– Shaw is meeting its mission. Teachers delivered rigorous instruction in most classrooms and students generally engaged in the content and were eager to learn. However, observers noted differences in classroom management between upper and lower grades. Elementary students conducted themselves in a respectful manner in both hallways and classrooms, while students in the upper grades demonstrated less respect for learning or their teachers. Instruction at the middle school level was more varied across classrooms as a result of behavior, with multiple students disengaged from learning, disruptive, and not responsive to attempted teacher interventions.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 79% of observations as distinguished or proficient in the Classroom Environment domain, slightly lower than the 85% of observations rated as distinguished or proficient in this domain during the school's April 2013 QSR. Observers rated over 80% of classrooms as distinguished or proficient in the *Creating an Environment of Respect and Rapport* (82%) and *Managing Classroom Procedures* (88%) components. In these

observations teachers and students consistently demonstrated respect for one another and classrooms operated efficiently with minimal loss to instructional time.

The QSR team scored 85% of observations as distinguished or proficient in the Instruction domain, up from 67% of observations rated as distinguished or proficient in this domain during the school's last QSR in April of 2013. Notably, 88% of classrooms earned proficient or distinguished ratings for *Engaging Students in Learning* and *Using Assessment in Instruction* components. In most observations teachers strategically grouped students, implemented activities and assignments to maximize student engagement, and monitored and responded to learning throughout the lesson.

No observations were scored as unsatisfactory in any of the eight components.

Governance
DC PCSB reviewed the meeting minutes from Center City PCS' Board of Directors meeting on March 15, 2017. A quorum was present. The board discussed the recent science fair among all six Center City PCS campuses. The CEO shared that he is working to improve employee retention and academic achievement. The Finance and Academic Committees discussed a joint meeting to finalize the current and three-year budgets of each campus. The Academic Committee reviewed midyear NWEA MAP results and explained that principals and assistant principals are coaching teachers in preparation for the PARCC test. The CEO informed the Board that Center City PCS received official notification of accreditation.

Specialized Instruction for Students with Disabilities
Prior to the two-week window, Center City PCS – Shaw responded to a DC PCSB questionnaire regarding the provision of instruction to students with disabilities. The reviewer who conducted special education-specific observations noted the following evidence, which supports that the school is implementing its program with fidelity. Overall, the school successfully provides specialized instruction for students with disabilities because of its well-executed co-teaching model.

- To support the learning of students with disabilities in general education classrooms, the school stated that all general education classrooms include a co-teacher or instructional assistant. Scaffolds, manipulatives, visual aids, and online adaptive resources allow all students to access the curriculum. In all observations of co-taught classrooms, two teachers were present, and each shared in the responsibility of delivering instruction. A variety of co-teaching models were implemented, including team teaching, alternative teaching, and parallel teaching. All teachers observed encouraged students to use visual problem-solving strategies like graphing equations or drawing models. In one classroom students used a variety of resources, including computer-based programs, mini white boards, fraction strips, and division facts charts, to facilitate their learning.

- To co-plan for lessons, the school reported that general education and special education teachers meet daily during their 90-minute planning period. During these meetings and professional development opportunities, teachers produce rigorous materials, gain content knowledge, and determine methods to differentiate and scaffold grade-level curriculum. In all observations both general education and special

education teachers played active roles in student learning by facilitating discussion, circulating during small group work, and leading mini-lessons. Feedback to students reflected a firm understanding of grade-level content. In one classroom the special education teachers correctly explained the differences and similarities between standard form and slope-intercept form. In another classroom the special education teacher described the various strategies to solve fraction-based word problems, including drawing models, using fraction strips, and referencing division facts charts.

- To gauge student understanding specifically for students with disabilities, the school explained that educators use exit tickets, quick checks for understanding, Mastery Connect, Lexia, TenMarks, Achieve3000, and pre- and post-tests. Teachers use this data to reteach skills to students with disabilities. In all classrooms teachers monitored student learning by asking questions, (e.g., "What's the problem asking you to do?" "How did you get this answer?" "What's the next step?"). In many observations teachers provided students with ample time to reflect on their learning. In one classroom, the teachers shared examples of correct and incorrect student work for the class to analyze. The teachers invited students to explain how their classmates arrived at these answers. While discussing, students corrected or added notes to their papers without prompt. In another observation the teachers used computer-based programs such as TenMarks and paper-based assessments from Eureka Math to determine student progress.

- To differentiate a lesson the school wrote that the following strategies and resources may be used: multiple choice, sentence starters, anchor charts with guided notes, math manipulatives, small groups, centers, front loading content-specific vocabulary, and adjusting the length of assignments. In all observations teachers used a variety of differentiated instructional strategies, curricula, and resources. In one classroom all students solved problems that involved fractions; however, the teachers differentiated how students engaged with this content. Students either worked independently on tiered assignments from Eureka Math or TenMarks of tiered difficulty, or they participated in a small group lesson guided by the special education teacher. All students used resources, like fraction strips, division facts charts, and mini whiteboards/erasers, to support their learning. In another classroom the teacher reviewed content-specific vocabulary like standard form and slope-intercept form before students completed small group work.

Instruction for English Language Learners
Center City PCS – Shaw submitted responses to a questionnaire related to the school's provision of services for the school's English Learner (ELL) population. Overall the QSR team observed strong evidence of fidelity to the school's articulated ELL program, which includes both push-in and pull-out instruction. The ELL observer noted the following during the two ELL classroom observations:

- According to the ELL questionnaire, inclusion teachers will provide English Language Learner instruction in the form of pull-out services for Level 1 and 2 ELs via the Newcomer curriculum. During the pull-out observation, a teacher worked one-on-one with a student with a Level 1 or 2 English proficiency level (based on the student's indications that he did not understand the questions the teacher was asking). The

learning task required the student to draw a picture of a monster according to the teacher's description with the objective of learning body parts. The student struggled with the teacher's statements and the teacher adjusted instruction by drawing examples of shapes and body parts and telling the student the correct vocabulary associated with each one. She gave the student a "thumbs up" when he completed a task correctly, and scaffolded when he did not. The teacher provided additional visual support to the student saying the body part, pointing to the vocabulary word, and then pointing to the body part on herself. The student demonstrated understanding by answering questions correctly, stating the correct body part when the teacher identified it on herself and on the picture.

- According to the ELL questionnaire, the inclusion teachers provide English Language instruction in the form of push-in services for level 3, 4 and 5 students via instruction that targets student's English Language Learner Plan goals in listening, speaking, reading, or writing. While the QSR team did not look at individual student's English Language Learner Plan goals, the QSR team saw strong implementation of language instruction in listening and speaking during a first grade math class, along with supports to help ELL students gain content knowledge. Students in the general education setting worked with the ELL inclusion teacher in a small group on addition facts. Throughout the observation the teacher repeated directions several times and modeled the learning task. The teacher checked for understanding by giving students addition quiz. Students had a couple of minutes to answer as many single-digit addition questions as possible before the timer went off and students checked their work by referring to their addition facts in their notebooks. Students then moved game pieces along a board and said the number sentence aloud. Students practiced saying these number sentences until they stated them correctly, with the teacher's help. Students also created the number sentence using manipulatives and the teacher used hand motions to show how to put the numbers together for the sum. Lastly students restated the number sentence with the sum as the teacher corrected language.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school's charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
Mission: The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.	The QSR team saw an academic climate that was generally supportive of student learning. The academic program reflected grade-appropriate content in all classes that was aligned to grade level standards. In Pre-K, students demonstrated high levels of understanding of complex concepts and exuded joy in learning as they explained planets and constellations and/or constructed launching pads for rockets. Students in a science class learned grade level concepts as the teacher described the classification system of organisms using grade-appropriate vocabulary. Students engaged with one another about the subject matter without teacher intervention. The teacher also gave students the opportunity to extend the discussion by discussing what the students wanted to learn before starting the unit. In most classrooms the teacher made the objective clear to students and instructional activities aligned to the stated goal. Quality of instruction varied in some classes. In some observations, students sat passively or exhibited off-task behaviors (e.g., socializing with a neighbor, making silly faces, working on other work) while only a few answered questions. Observers noted behavior issues in most of the middle school observations. While the rigor of the planned instruction was apparent, teachers struggled with lesson delivery as they attempted, often unsuccessfully, to manage student behavior. Signage around the building promoted the

Mission and Goals	Evidence
	school's mission. The QSR team saw "Next Step College" posters and college specific banners encouraging continuing scholarship and academic preparation. Walls in classrooms displayed multiple, detailed posters of instructional strategies and motivating phrases including the school's values of "Character, Excellence, Service". Other posters advertised the importance of character, trustworthiness, and integrity. Observers generally noted positive student conduct in most classrooms and hallways. Students demonstrated courtesy towards each other and adults. During the observation window the QSR team witnessed many examples of teachers encouraging students and/or providing caring and support to others. One teacher sent a student back to the restroom to wait for another student saying, "We do not leave each other alone. We take care of and always help each other." Several teachers used point systems to reward positive behavior or provide a consequence and when used, appeared to elicit positive change in student behavior for some students. In a few classrooms the points seemed to have no effect. One teacher gave "levels" throughout the entire lesson to the same few students; the students did not change their behavior.
Goals:	
Center City PCS proposes that at least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math and reading based on NWEA MAP national norms by June of each year.	Teachers posted academic goals and targets in reading and math in most classrooms. Instruction across classrooms demonstrated the school-wide emphasis on using textual evidence and thinking processes used in problem solving. Teachers urged students in classes at all levels to draw from the text to justify their reasoning when providing answers. Observers heard teachers prompting with statements such as, "Which

Mission and Goals	Evidence
	quote from the text best supports…?" and "Great! Now you need to evaluate the major argument and find the evidence."
	Teachers focused on achievement of targets in their instructional delivery and several teachers used sample exercises from a PARCC study packet to review and extend skill development. Charts, student work, and signage in classrooms displayed instructional activities related to reading and math achievement. In most math observations students engaged with rigorous, multi-step learning tasks that would reflect content on the math NWEA MAP. Teachers encouraged students to justify their reasoning when giving a response. In several math classes students worked with both concrete and abstract methods to represent problems (e.g., counters, white boards, base ten blocks).
	Teachers provided students with multiple ways to access material. In a pull-out session, a teacher worked with a student on language development around body parts. The teacher drew pictures, repeated words, and showed the student body parts as she said the words. By the end of the lesson, the student successfully answered questions about body parts.
Students will read and comprehend grade level appropriate text in the core content areas.	Observers saw text and support materials used in ELA lessons in Pre-K, K, 1st, 2nd grade classes were aligned with Core Knowledge and noted the Core Knowledge logo on a computer program disk used to extend student learning during individual assignments. Students demonstrated grade level proficiency in comprehension; students across all grades summarized, analyzed, and read with fluency. In most observations interesting and real-life content appeared to generate student interest and participation.

Mission and Goals	Evidence
	In most classes teachers emphasized themes and integrated instruction across content areas in centers. In one class, centers for art, science, ELA, library and social studies centers focused on activities involving space and astronomy. In a science class students evaluated arguments on a controversial topic to inform their work on a research paper.
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	In math observations students engaged with learning tasks that required them to explain their thinking. Content such as graphing linear equations in eighth grade, solving multi-step fraction word problems in fourth, and solving multi-step multiplication word problems in third, reflected grade-level standards. Teachers monitored student mastery by asking questions and providing feedback (e.g., "What's the problem asking you to do?", "How did you get this answer?", "What's the next step?"). Teachers required students to solve computations but emphasized thinking or reasoning processes that led to accuracy. In the middle school hallway, a bulletin board advertised a math contest where students could submit answers to the grade-specific questions posed and win prizes. Observers saw teachers focus on math fact proficiency. Students completed short, timed math quizzes in multiple grades to practice addition, subtraction, or multiplication, as appropriate. One teacher asked students to self-assess using a math fact sheets, and then had students practice math facts through a game that allowed them to use manipulatives to create number sentences. The teacher continuously provided language support to students as they had difficulty stating number sentences, giving all of the

Mission and Goals	Evidence
	students a chance to be successful. Observers noted that several teachers used Engage NY, including drills and guided math groups to master and apply skills.
All Center City PCS campuses will achieve an average of at least 90% attendance each year.	On each day of observations, the school had attendance rates above 90%. In-seat attendance during the two-week window: Visit 1: March 7, 2017- 93.9% Visit 2: March 9, 2017- 97.5% Visit 3: March 13, 2017- 94.6%
All Center City PCS campuses should achieve an average of at least 75% re-enrollment each year.	DC PCSB will review quantitative data from the Performance Management Framework to assess this goal for the review.
Center City PCS students will build character by performing community service. Our goal is for at least 75% of students in grades 4-8 to participate in a minimum of two community service activities annually as measured by student exit tickets and tracked through PowerSchool.	The QSR team did not observe evidence related to this goal. DC PCSB will review data from the school's records to assess this goal for the review.

THE CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 79% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 82% of the observations as proficient in this component. In these observations teachers and students treated each other with kindness and respect. Both displayed warmth and used polite language when speaking to each other using phrases such as "bless you", "please open your book" or "thank you for listening." Teachers used student names as they asked for responses or gave directions. Observers noted strong evidence of positive relationships in multiple classrooms. One teacher knelt to maintain eye contact as she reminded students to share and respect each other and another gently held the hands of a student as he fidgeted while another student shared an answer. In another class a student thanked her instructor for helping her complete a writing assignment. She asked the teacher, "may we shake hands?"	Distinguished	0%
	Teachers modeled and encouraged respectful behavior amongst students. In one classroom a teacher demonstrated respect for a student's dignity by acknowledging the correct part of the student's answer and asking another student to correct the rest of it. In another classroom when a student struggled during a response, other students raised their hands and the teacher responded, "No, we don't do that. Let her finish first. Go ahead, sweetheart."	Proficient	82%

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[1] Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated 18% of the observations as basic in this component. In these observations teachers responded to disrespectful talk among students with uneven results. In one class the teacher said, "We don't use that language in school" and gave students a consequence for disrespect. The students continued to fool around and ignore the teacher. In other classes students used disrespectful language such as "shut up" and some students showed hesitancy to engage in small groups. In these instances the teachers did not intervene.	Basic	18%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 71% of the observations as distinguished or proficient in this component. In these observations teachers conveyed high expectations for all students and the classroom culture emphasized a shared belief in the importance of learning. In a distinguished observation the teacher conveyed the satisfaction of hard work and persistence, saying, "Raise your hand if you saw your mistake when we worked through it. [Many students raised their hands.] This is why it is so important that we review our problems, so that we can learn from our mistakes and we can understand these types of questions better next time." In another distinguished observation the teacher demonstrated high expectations for students, projecting student work with and without mistakes. In both cases she asked the whole	Distinguished	12%

The Classroom Environment	Evidence Observed	School Wide Rating	
	class to explain the reasoning behind the answer and, if necessary, identify the mistake. Without prompting, students made connections to past problems and added to their notes. In another distinguished observation students explained content to one another and others corrected each other as they worked at a center. Teachers established expectations for high quality work and publicly recognized students meeting expectations. One teacher narrated different strategies used by students to solve problems and prompted other students to "keep asking good questions." Students were motivated to put forth effort in their work and enthusiastically participated in class discussions.	Proficient	59%
	The QSR team scored 29% of the observations as basic in this component. In these observations most students complied with teacher directions but did not extend conversation or participate enthusiastically. Teachers communicated high expectations for some students but not all as they called on a sub-set of students to answer questions. In one class two students looked for ways to avoid their work during an assessment. One asked some students who had finished for some help, and another after being told that calculators are not allowed, said aloud, "I'm just going to guess." In both situations the teacher told the students, "No talking during the assessment," but did not address the content of their words.	Basic	29%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
Managing Classroom Procedures	The QSR team scored a high 88% of the observations as distinguished or proficient in this component. In these observations clearly established procedures led to maximized instructional time. In a distinguished classroom students engaged in differentiated activities and used a variety of resources, including computers, mini white boards, and fraction strips, without teacher direction to accomplish their learning goals.	Distinguished	6%
	In proficient observations students performed routines like rotating between large and small group activities with minimal teacher guidance. When necessary teachers used positive narration to manage small groups and transitions. In these observations students knew where and how to get the materials and supplies needed for a lesson and students remained on task whether an adult was present. In one observation a teacher left a small group to address the behavior of another student and students in the small group continued working with no interruption.	Proficient	82%
	The QSR team scored just 12% of the observations as basic in this component. In these observations the QSR Team noted loss of instructional time due to inefficient or poorly executed procedures. In one class handing out computers resulted in loud talking and confusion about who needed to be where. In another observation it took over five minutes for students to get out their books and turn to the correct page to follow along with the teacher.	Basic	12%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
Managing Student Behavior	The QSR team scored 76% of the observations as proficient in this component. In these observations students demonstrated acceptable behavior and when students did misbehave, teachers responded quickly and effectively. Teachers used proximity and close monitoring. One teacher used eye contact to redirect off-task students and another addressed minor off-task behavior stating that she "noticed some fidgeting and small movements." Another teacher narrated positive behavior and awarded positive incentive points. Multiple classrooms displayed behavioral tracking data charts and other and one teacher distributed Scholar Dollars at the end of class.	Distinguished	0%
		Proficient	76%
	The QSR team scored 24% of the observations as basic in this component. In these observations teachers responded to student misbehavior with uneven results. In other cases, teachers ignored or did not see student misbehavior. In a middle school class, 6 of 18 students ignored teacher instructions to follow along with a text, despite multiple requests and redirection. Several students sat with their head down, left their seats, or held side conversations while the teacher read aloud and ignored the behavior. In one observation the teacher administered consequences inconsistently. Some students received a point deduction for talking while others talked with no consequences.	Basic	24%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 85% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 82% of the observations as proficient in this component. In these observations teachers communicated the lesson objective and modeled procedures when appropriate. Teachers in these observations scaffolded instruction and pointed out possible areas for misunderstanding. One math teacher prompted students to analyze common errors before attempting a set of word problems and another modeled for students how to refer to a facts sheet. Most classrooms contained signage with checklists and procedures to facilitate student work.	Distinguished	0%
		Proficient	82%
	The QSR team scored 18% of observations as basic in this component. In these observations the teacher did not make the lesson objective clear and students struggled to follow along. In one class half of the students listened to the teacher read excerpts of text and answer questions while they followed along as a whole group. The other half of the students read an online text with no learning task. At no point did the teacher clarify the learning objective for either group.	Basic	18%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 82% of the observations as proficient in this component. In these observations teachers asked open-ended questions that promoted student thinking and invited multiple perspectives, such as "What strategies could you use?", "How can we check our work?", "What did we discover?" Teachers used questioning to focus student attention on using textual evidence in their reading or to justify their thinking in mathematics.	Distinguished	0%
	Most students willingly participated in class discussions. Teachers provided time for students to listen to or react to opinions or ideas of peers during whole or small group work. Several teachers used equity sticks to call on students and others used cold calling to solicit input from multiple students. Teachers also provided multiple opportunities for students to engage in the discussion including turn and talks and KWL charts. Questions allowed for varied responses such as "name at least three characteristics of…".	Proficient	82%
	The QSR team scored 18% of the observations as basic in this component. In these observations teachers asked some questions to promote thinking but student participation was limited. In one observation, the teacher asked, "why might they want to maintain positive relationships with…?" but only a sub-set of students participated in the conversation. The teachers made no attempt to engage other students and the discussion remained between the teacher and students with no opportunity for students to discuss questions with each other.	Basic	18%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored a high 88% of the observations as proficient in this component. In these observations teachers engaged students with learning tasks that required them to explain their thinking and represent information in multiple ways. In a math class students used counters and number sentences to display multiplication, and in another class students completed a Do Now that required them to connect the prior day's lesson with the new objective. Students were intellectually engaged as evidenced by their contributions to group work, note taking, and participation in class discussion. Teachers supported student learning by providing resources such as computers, fraction strips, fact charts, and whiteboards. Teachers led small group or individualized instruction as a dominant strategy in most classes. Students in these observations spent more time working on tasks than watching or listening as teachers worked.	Distinguished	0%
		Proficient	88%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored just 12% of the observations as basic in this component. In these observations teachers took a more active role in leading instruction with lecture-style delivery resulting in less engagement from students. In several classes some students demonstrated intellectual engagement, but not all. In one class students worked in two groups – one on computers and the other listening as the teacher read excerpts of texts. Some students on the computers were disengaged, only staring at the computer, while others actively worked on a packet. The group listening to the teacher also was partially engaged; some students answered questions, some students fidgeted and did not pay attention, other students whispered to each other.	Basic	12%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored a high 88% of the observations as distinguished or proficient in this component. In these observations teachers monitored student learning by asking questions and providing feedback (e.g., "What's the problem asking you to do?" "How did you get this answer?" "What's the next step?"). In a distinguished observation the teacher projected examples of correct and incorrect student work for the class to analyze. The teachers invited the class to explain how their classmates arrived at these answers. While discussing, students corrected or add notes to their papers without prompting. In several observations teachers circulated	Distinguished	6%

Instruction	Evidence Observed	School Wide Rating	
	between groups to monitor progress and offered feedback or praise. In one class students posted their work at the end of class to compare answers and reveal that seemingly disparate equations led to the same graph. The teacher facilitated a conversation about what students observed and could conclude from the activity. Observers noted teachers assessing student learning in several ways including a Do Now about a learning concept from the prior day, asking global comprehension questions, completing a KWL chart independently and sharing out, and writing answers on whiteboards. Teachers also provided students with tools to assess their own work. In a math class the teacher showed students how to use their math reference sheets, and another teacher asked students to brainstorm strategies about how they could check their work. Most teachers collected exit tickets at the end of each class period.	Proficient	82%
	The QSR team scored just 12% of the observations as basic in this component. In these observations teachers asked some comprehension questions to gauge student understanding but did not involve all students or allowed the same sub-set of students to answer all questions.	Basic	12%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
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.
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.

May 25, 2017

Mr. Thomas O'Hara, Board Chair
Center City PCS – Trinidad
1217 West Virginia Avenue NE
Washington, DC 20002

Dear Mr. O'Hara:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC 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 Qualitative Site Review during the 2016-17 school year for the following reason:

- o School eligible to petition for 10-year Charter Review during 2017-18 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Center City PCS-Trinidad between March 6, 2017 and March 17, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses 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 Center City PCS – Trinidad.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: May 25, 2017

Campus Information
Campus Name: Center City PCS – Trinidad
Ward: 5
Grade levels: PreK-8th grade

Qualitative Site Review Information
Reason for visit: School eligible to petition for 10-year Charter Review during 2017-18 school year
Two-week window: March 6, 2017-March 17, 2017
QSR team members: 1 DC PCSB staff, 2 consultants including 1 special education consultant
Number of observations: 14
Total enrollment: 184
Students with Disabilities enrollment: 18
English Language Learners enrollment: <10
In-seat attendance on the days the QSR team conducted observations:
Visit 1: March 9, 2017- 96.5%
Visit 2: March 13, 2017- 91.3%
Visit 3: March 16, 2017- 97.7%

Summary

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

The QSR team found the Center City PCS – Trinidad campus to be a clean and safe facility with friendly staff and students. Students and teachers demonstrated respect and warmth toward each other and there were high-levels of student engagement. In one observation when a loud shout came in from the hallway a student looked at the QSR observer and said, "Oh man, I am sorry about that" before turning back to her work. School staff greeted students and parents by name at drop off and hallways were orderly with only a few students in the hallway at any given time. Students in the lower grades demonstrated high-levels of curiosity and in the upper grades students completed learning tasks with few reminders from teachers. In many observations multiple adults were present co-teaching and working together.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 84% of observations as distinguished or proficient in the <u>Classroom Environment</u> domain as compared to 75% for this domain in the April 2013 report. In the components of *Creating and Environment of Respect and Rapport*, *Managing Classroom Procedure, and Managing Student Behavior* the QSR team scored 86% of observations as distinguished or proficient. In these observations teachers and students demonstrated warmth toward each other and teachers maximized instructional time with effective

transitions and procedures. The lowest rated component in this domain was *Establishing a Culture for Learning* with a still-high 79% of observations scored as proficient.

The QSR team scored 73% of observations as distinguished or proficient in the Instruction domain as compared to 50% for this domain in the April 2013 report. The highest rated component in this domain was *Engaging Students in Learning* with very high 93% scored as distinguished or proficient. Teachers in these observations utilized a variety of instructional strategies: small groups, learning centers and whole group learning and students eagerly participated in learning tasks. The lowest rated components in this domain were *Using Questioning/Prompts and Discussion Techniques and Using Assessment in Instruction each* with 57% of observations scored as proficient. Teachers in these observations generally asked questions with only a single correct answer resulting in little opportunity for student discussion or opportunity to gauge learning.

Governance
DC PCSB reviewed the meeting minutes from Center City PCS' Board of Directors meeting on March 15, 2017. A quorum was present. The board discussed the recent science fair among all six Center City PCS campuses. The CEO shared that he is working to improve employee retention and academic achievement. The Finance and Academic Committees discussed a joint meeting to finalize the current and three-year budgets of each campus. The Academic Committee reviewed midyear NWEA - MAP results and explained that Principals and Assistant Principals are coaching teachers in preparation for the PARCC test. The CEO informed the Board that Center City PCS received official notification of accreditation.

Specialized Instruction for Students with Disabilities
Prior to the two-week window, Center City PCS Trinidad provided answers to specific questions posed by DC PCSB regarding the provision of instruction for Students with Disabilities. The reviewer who conducted special education-specific observations noted the following evidence, which supports that the school is strongly implementing its program with fidelity:

- The school noted that resources are available in classrooms to support different reading levels, including computer intervention programs for reading and math, technology such as PowerPoint or audiobooks, manipulatives and unique visuals for math, as well as small group instruction. The special education specialist on the team did not observe online individualized learning opportunities during the visit. However, in one pull-out lesson, four students received small group support as they read a grade level text. The teacher repeated questions and directed students to go back to the text to support their answer. In another pull-out lesson, students worked on diagraphs with their own letter boards. The teacher checked for understanding by giving students the opportunity to show that they knew which two letters made specific sounds.

- The school explained that general education teachers and special education teachers co-plan together each week to determine specific modifications and/or accommodations they will use to help students access particular skills. In two push-in observations, a second teacher helped monitor the whole class before pulling

small groups for individualized instructions. The specialist on the team did not see any modifications or accommodations in the general education classroom setting.

- The school explained that differentiation depends on the grade and content level. Generally, components of differentiation could include sentence starters, models, or word banks for writing tasks. Math lessons may include manipulatives or concept journals. Students may also receive differentiation in the form of pre-teaching or re-teaching 1:1 or in small groups, small group instruction, anchor charts, guided notes, extended time, and modifications to how a student demonstrates understanding (such as multiple choice or verbal versus written response). The specialist on the team observed one teacher use modeling and manipulatives in the whole group setting. Students cut out squares out of grid paper to create an array. In another observation students manipulated letter cards to show digraphs. The QSR team saw anchor charts in most observations. Students received small group instruction in pull-out sessions based on students' current needs. The special education instructor in two pull-out observations continued the student's current lessons from the general education classroom.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school's charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
Mission: The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.	The QSR team observed evidence that Center City PCS – Trinidad is meeting its stated mission. Teacher interactions with children were respectful and expectations are posted in positive language both in classrooms and hallways. The school rules are: follow directions the first time, respect yourself, others and your school, speak positively and use materials appropriately. Students respected the stated rules and in many classrooms teachers held students accountable with behavior trackers that highlighted both positive and negative behavior. Student conduct was overall appropriate with very few instances of misbehavior. Academic rigor varied from classroom to classroom. Students participated in a variety of learning tasks and engagement was usually high as evidenced by 93% of observations scoring proficient or advanced in the Danielson component of *Engaging Students in Learning*. However only 53% of observations scored as proficient in the areas of *Questioning/Prompts and Discussion techniques* and *Using Assessment in Instruction*. Students in many classes were not held accountable for participating in discussions and frequently did not receive high quality or timely feedback to improve their academic skills. The QSR team observed a bulletin board in the middle

Mission and Goals	Evidence
	school hallway with specific feedback on high-quality work. On one high-quality essay the teacher commented, "You did a great job of communicating your subtopics. Remember to refrain from editorializing in academic essays." However there was little evidence of immediate teacher feedback in most observations and the DC PSCB did not see students submitting work to teachers at the end of most classes.

Bulletin boards in the hallways highlighted expected character traits and referenced 21st century skills. One board focused on responsible use of social media. The bulletin board encouraged students to "THINK" (true, helpful, inspiring, necessary, kind) before posting anything on the internet. Another bulletin board displayed names of students with perfect attendance and had information about an upcoming field trip for those students. Students arrived on time and there were few instances of students being tardy in the middle school. With a few exceptions teachers did not reference character traits or recognize traits of scholarship in classroom observations. |
| Goals: | |
| Center City PCS proposes that at least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math and reading based on NWEA MAP national norms by June of each year. | The QSR team observed evidence of a strong academic program. Students engaged in their learning but as stated in the mission section of the report, the students did not receive timely feedback or participate in rigorous academic discussion in most observations. Teachers delivered content in whole group and small group settings. Teachers called on students who were engaged and comprehended the content. Some students were not included and allowed to sit passively during whole group discussions. |

Mission and Goals	Evidence
Students will read and comprehend grade level appropriate text in the core content areas.	The QSR team observed middle school students reading a variety of books and articles and in the lower grades teachers led whole class discussions centered around shared reading. In middle school English classes students read in small groups with the teachers. Students groups read *Chains* by Laurie Hals Anderson, *The Birchbark House* by Louise Erdrich and *A Long Walk to Water* by Lind Sue Park. Teachers asked students comprehension questions orally and insisted that students go back into the text to find and state evidence. There is a school wide focus on annotating text as evidenced by uniform "Why Annotate" posters in all middle school classrooms. Students used highlighters, pencils and sticky notes to markup texts as they read. In a non-English class students read an article about the Montgomery Bus Boycott and answered comprehension questions individually on computers.

In the lower grades teachers read both fiction and non-fiction books during read alouds. In one observation the teacher paused frequently to have students discuss in pairs. A teacher in one observation asked challenging questions and called on students randomly to answer. This teacher connected the reading to student lives and challenged all students regardless if they volunteered. In two observations students sat on the carpet with clipboards and papers recording important words from the shared reading. Overall the team observed students reading a variety of print resources however all students were not generally held accountable to demonstrate understanding of the texts. |
| Students will master and apply grade-level appropriate computation skills and | Teachers engaged students in math lessons with opportunities for computation, problem solving, and math reasoning. In a |

Mission and Goals	Evidence
concepts; they will use mathematical reasoning to solve problems.	few observations, the QSR team could not determine if all students had mastered these concepts due to lack of wait time or lack of probing questions to understand student misunderstanding.

In strong math classes teachers effectively paced lessons to allow students to apply computation skills and concepts in a variety of activities. In one class students worked in pairs, in groups and individually writing numerical sentences all with even sums. Students explained their thinking to partners and then helped each other when misconceptions occurred. The teacher used equity sticks and called on all students to share their mathematical reasoning over the 40-minute observation.

In another class the teacher posed mental math problems to the class to solve while she was setting up her projector and then had students create arrays using colored pencils and graph paper to develop a foundation for multiplication. Students in these observations worked problems on desks with dry erase markers and solved problems on the board as they shared their thinking.

In other math classes teachers did not address misconceptions in student thinking nor give students multiple ways to engage with the math content. In one observation students worked on a single word problem for over 30 minutes. When a significant number of students had the wrong answer the teacher did the problem for them without providing any explanation. |
| All Center City PCS campuses will achieve an average of at least 90% attendance each year. | On each day of observations, the school had attendance rates above 90%.

In-seat attendance on the days the QSR team conducted observations: |

Mission and Goals	Evidence
	Visit 1: March 9, 2017- 96.5% Visit 2: March 13, 2017- 91.3% Visit 3: March 16, 2017- 97.7%
All Center City PCS campuses should achieve an average of at least 75% re-enrollment each year.	DC PCSB will review quantitative data from the Performance Management Framework to asses this goal for the review.
Center City PCS students will build character by performing community service. Our goal is for at least 75% of students in grades 4-8 to participate in a minimum of two community service activities annually as measured by student exit tickets and tracked through PowerSchool.	The QSR team did not observe evidence related to this goal. DC PCSB will review community service data from the school's records to assess this goal for the review.

THE CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 84% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored a high 86% of the observations as distinguished or proficient in this component. In these observations interactions between teachers and students were warm and polite. In one distinguished observation classmates demonstrated strong relationships with each other. Students and teachers in this observation smiled and laughed with each other, gave celebratory high-fives and one student hugged another after she correctly answered a challenging question.	Distinguished	14%
	Teachers and students in proficient observations said "please," "thank you," and in one classroom a student said, "bless you" after the teacher sneezed. After an interruption during a small group reading group, one teacher said to the students, "I am so sorry about that. I know this is your time with me."	Proficient	72%

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[1] Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 14% of the observations as basic in this component. In these observations teacher and student interactions were matter-of-fact with little evidence of caring relationships between the teachers and students. Teachers in one of these observations did not call students by name. Additionally there were few instances of sarcasm and disrespect. In one observation as a student asked for help the teacher said, "I see you. I hear you. I'll get to you! Chill out!"	Basic	14%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 79% of the observations as distinguished or proficient in this component. Teachers and students in these observations demonstrated a commitment to the academic tasks and to the culture of learning. Teachers celebrated student	Distinguished	7%

The Classroom Environment	Evidence	School Wide Rating	
	successes and showed excitement about student achievement. One teacher said, "I want to applaud you for your last assessment – you all outscored all the other campuses!" Then the teacher gave the students 10 seconds for a celebration and students cheered loudly for 10 seconds. In another observation a teacher said, "Awesome job guys! You are getting really fast at this." Students celebrated each other with snaps, claps and chants. In one distinguished observation a student shared that he saw a show stating that a T-Rex weighs over 14 thousand pounds. The teacher responded, "Wow. Well we should look that up. I know they are big but 14 thousand pounds is very, very huge." The aide in the room looked up the information and shared the student was correct leaving both teachers surprised. The teacher gave a high-five to the students and said, "Wow! It is amazing how much you guys teach me. I love learning with you."	Proficient	72%
	The QSR team scored 21% of the observations as basic in this component. In these observations teachers and students did not demonstrate excitement or commitment to their learning. In one observation some students sat at a back table, turned away from the board, and did not turn around during the lecture or explanations occurring at the board. In another observation students were unable to answer basic questions about the content in their presentations and the teacher did not push them to complete the tasks with fidelity. There was little evidence that students or teachers celebrated academic successes as most went through the motions of the class with little enthusiasm.	Basic	21%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Managing Classroom Procedures	The QSR team scored 86% of the observations as proficient in this component. In these observations little instructional time was lost due to the use of effective routines and procedures. Teachers used timers and gave verbal reminders before transitions. One teacher stated, "You have five minutes, I am setting my timer" and then she distributed materials while students completed their tasks. In other observations students efficiently moved between various instructional groupings with little direction. Students demonstrated understanding of classroom routines when they went to the restroom or passed out materials.	Distinguished	0%
	In one observation the entire class transitioned back from a bathroom break to the carpet without any teacher instruction needed. In another observation the teacher assistant prepared materials while the teacher instructed the class so the lesson materials were ready when needed. Teachers gave students reminders about procedures. One teacher said, "I would love to answer your question, but what do you need to do?" A peer reminded the student to raise her hand.	Proficient	86%
	The QSR team scored 14% of the observations as basic in this component. In these observations instructional time was lost due to ineffective transitions. In one observation students oversaw timers; however the students spent more time trying to set timers than working and very few students completed the tasks. In another observation students did not demonstrate that they knew how to move into small groups. The transition took many minutes and the teacher response was, "You're wasting my time because you are not where you're supposed to be."	Basic	14%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored a high 86% of the observations as distinguished or proficient in this component. In these observations expectations were posted, reviewed, and enforced (get along, respect, on-task, use inside-voice, participate). Teachers in many classrooms used behavior charts and students moved their clips as needed. In one distinguished observation a student was sad after moving his clip down on the behavior chart. The teacher said, "You can have a bad attitude and make it worse or put that behind you and make it a better day. Remember you can earn it back!" By the end of the observation the student was back on green.	Distinguished	7%
	Teachers narrated positive behaviors and made global comments on class behavior such as, "Everybody is here and everybody is on purple!" Teachers used proximity in some observations to encourage on-task student behavior and made respectful and quiet redirections when individual students got off task. In many classrooms there was no evidence of misbehavior.	Proficient	79%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 14% of the observations as basic in this component. In these observations most students were on task however teachers did not successfully redirect a few off-task students. In one observation students had trouble staying focused and some were having side conversations. The teacher attempted to bring them back in and eventually had success only when they broke into small groups. In another observation the teacher reprimanded students inconsistently allowing some students to talk off task while giving others detentions. Several students in the class remained off task without any redirection.	Basic	14%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 73% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team scored a high 86% of the observations as proficient in this component. In these observations teachers aligned learning objectives to posted content standards and clearly shared content and instructions with students. In on observation the teacher ended the lesson revisiting the objective when she asked, "did we yield the sum of an even number? Did we meet our objective for the day?"	Distinguished	0%
	In other observations teachers connected learning tasks to previous days or other content areas. In one class the teacher connected learning to another class when she said, "Today in our book we will read about something you have also studied in health class."	Proficient	86%
	Teachers gave clear and precise directions such as, "We will now come up to the board and write any word that starts with the /w/ sound" or "When I say go, we open our books to the table of contents and point to the story called 'Sam on the Farm.' Do you understand? Okay, go." All students immediately opened books and waited for further instructions. Teachers in these observations defined content related vocabulary and frequently used it in the contexts of the lessons.		
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	7%

Instruction	Evidence	School Wide Rating	
	The QSR team rated less than 10% of the observations as basic in this component.	Unsatisfactory	7%
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 57% of the observations as proficient in this component. In these observations teachers posed a variety of questions and frequently asked students to explain their thinking. Questions allowed for students to respond with multiple correct answers and build off each other's responses. In one observation the teacher asked a series of challenge questions as students eagerly solved problems on white boards. The teacher asked, "How do we know this sum will be even? Can you write a problem with double numbers that equals an odd number?" or "If I want to make a number sentence for this what will it say?" Teachers asked open-ended questions such as, "What did you notice about how we are sitting? Are we sitting in a pattern?" or "What character, action or feeling was unexpected? Why?" These questions led students into bigger discussions about content.	Distinguished	0%
	Additionally teachers used questioning to build upon prior learning. One teacher said, "I have a question before I start reading. I see a funny mark. What is this mark?" Students then shared out the word apostrophe and identified how it can alter the meaning of words. Teachers in a few classes used equity sticks, called on students at random or made statements like, "I have not heard from student X or student X today so I will call on you next" to have high levels of student participation.	Proficient	57%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 43% of the observations as basic in this component. In these observations teachers attempted to engage students through questioning however questions generally had one single correct answer and there were low levels of student participation. In one observation the teacher asked a series of questions and prefaced the questions with "I am looking for you to say one particular thing." In other observations there was no discussion between students and teachers posed a range of questions that students were either unable to answer or the teacher answered themselves. In a math class the teacher asked, "Why is he breaking the diagram into fifths?" The student responded, "because the denominator is 5" to which the teacher asked, "This represents what?" At that point, the student was unable to follow the logic and the teacher completed the problem. Teachers in these observations called on only student volunteers and allowed many students to sit without participating.	Basic	43%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Engaging Students in Learning	The QSR team scored a very high 93% of the observations as proficient in this component. Teachers used a variety of instructional techniques to engage students in learning. Students participated in small group learning, completed math problems on desks using dry ease markers, discussed complex grade appropriate texts and created words on individual alphabet boards using digraphs the teacher called out. Across the upper grades students actively read novels and articles annotating with highlighters and pencils. Teachers supported learning with visuals as they read from text. In one distinguished observation a middle school class studied photos of dream catchers and baby cradles used by Native Americans prior to reading the novel *The Birchbark House.*	Distinguished	7%
	In one observation the co-teacher drew a large mural as students shared out what they had learned about dinosaurs. Students in small groups stayed on task and completed work in a timely manner. In two middle school rooms students worked in centers and rotated between three learning tasks in the observation window. In another class students excitedly participated in times tables battles, shaking hands as they start and competition in a respectful and engaged manner. In other math classes teachers used manipulative, graph paper and colored pencils for students to use to demonstrate their learning.	Proficient	86%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	7%

Instruction	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored 57% of the observations as proficient in this component. In these observations teachers circulated the room during student work time giving specific and individual feedback or suggestions for improvement. Teachers made global comments such as "Oh, I like how student x started his answer by restating the question" that resulted in other students erasing their own answers and rewriting.	Distinguished	0%
	In one observation the students created words using an alphabet board while the teacher circulated the classroom. If a word was spelled wrong the teacher repeated sounds and worked with each child until it was correct. In one observation the teacher empowered students to help other students understand a new concept. When the teacher noticed that a student did not answer problems correctly she paired her up with another student. The two students worked together and near the end of class the teacher asked the original student to complete a new problem on her own. After working with her peer, she could do the work. In a few observations teachers assigned exit tickets. In one observation the students could pick from a few prompts asking about the water cycle.	Proficient	57%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 43% of the observations as basic in this component. In these observations students did not have many opportunities to demonstrate their learning. Teachers in these observations gave infrequent feedback to students as they completed work and did not collect student work to be evaluated. In one observation students worked in pairs and demonstrated confusion however the teacher did not address misconceptions. The teacher completed problems for the students but never checked back to see if students had mastered the skill. Most answers continued to be wrong based on what students wrote on white boards. In other observations the teacher worked with a small group of students and assessed the learning however the other students in the class worked individually without any feedback or work to submit by the end of the observation.	Basic	43%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
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.
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.

June 7, 2017

Thomas O'Hara, Board Chair
Center City Public Charter School – Brightwood Campus
6008 Georgia Avenue NW
Washington, DC 20011

Dear Mr. O'Hara:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC 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 Qualitative Site Review during the 2016-17 school year for the following reason:

o School eligible for 10-year Charter Review during 2017-18 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Center City PCS - Brightwood Campus between March 27, 2017 and April 7, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses 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 Center City PCS - Brightwood.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: June 7, 2017

Campus Information
Campus Name: Center City PCS – Brightwood
Ward: 4
Grade levels: PK3-8

Qualitative Site Review Information
Reason for visit: School eligible for 10-year Charter Review during 2017-18 school year
Two-week window: March 27, 2017 - April 7, 2017
QSR team members: 2 DC PCSB staff including 1 English Language Learning Specialist, 2 consultants including 1 Special Education specialist
Number of observations: 18
Total enrollment: 276
Students with Disabilities enrollment: 27
English Language Learners enrollment: 77
In-seat attendance[1] on the days the QSR team conducted observations:
>   **Visit 1:** March 27 - 97%
>   **Visit 2:** March 30 - 96.6%
>   **Visit 3:** March 31 - 94.3%
>   **Visit 4:** April 4 - 98.1%

Summary

Center City Public Charter School's mission is to empower students for lifelong success by building strong character, promoting academic excellence and generating public service throughout Washington, DC.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). Overall the visit was positive with strong evidence that the school is meeting its mission. More than 80% of observations were scored as distinguished or proficient, and none received a score of unsatisfactory.

The QSR team scored 83% of observations as distinguished or proficient in the Classroom Environment domain. This is the exact same score for this domain as the one from the QSR team visit in April, 2013. The highest scoring component in this domain was *Establishing a Culture for Learning.* The QSR team rated 94% of the observations as proficient or distinguished. This was also the highest scoring component four years ago. In most classrooms, teachers demonstrated high expectations for student learning and hard work, and students clearly understood their role as learners. Overall there was a strong sense of conviction that everyone can and would learn. Also noteworthy is that 28% of observations scored distinguished in the component of *Creating an Environment of Respect and Rapport*. In these classrooms, there was genuine warmth and teachers were

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[1] This data has not been validated by the school. DC PCSB pulled the data in May 2017.

highly sensitive to all students as individuals. There was also a value on intellectual risk taking, as evidenced by the high levels of student participation even when students were asking questions or were unsure of the answer.

The QSR team scored 85% of observations as distinguished or proficient in the Instruction domain compared with approximately 75% of observations in 2013. The highest scoring component in this domain was *Communicating with Students* where 100% of observations were rated as distinguished or proficient. All teachers explained the content clearly, and focused on modeling, scaffolding, and/or strategies students could use when solving problems on their own. Teachers used rich vocabulary in context and insisted on the same usage from students.

Governance
DC PCSB reviewed the meeting minutes from Center City PCS' Board of Directors meeting on March 15, 2017. A quorum was present. The board discussed the recent science fair among all six Center City PCS campuses. The CEO shared that he is working to improve employee retention and academic achievement. The Finance and Academic Committees discussed a joint meeting to finalize the current and three-year budgets of each campus. The Academic Committee reviewed midyear MAP results and explained that Principals and Assistant Principals are coaching teachers in preparation for the PARCC test. The CEO informed the Board that Center City PCS received official notification of accreditation.

Specialized Instruction for Students with Disabilities
Prior to the two-week window, Center City PCS – Brightwood provided answers to specific questions posed by DC PCSB regarding the provision of instruction to Students with Disabilities. A Special Education specialist looked for evidence of the school's articulated program. Overall the school effectively implemented their special education program as described in the questionnaire.

- The school reported in its Special Education Questionnaire that general education teachers have the support of the inclusion teacher so that co-teaching can happen for a majority of the day. In these observations the two special educators pulled students out of the general education classroom and one pushed in and taught a small group.

- The school reported using informal assessment measures for students with disabilities during instruction. Two special educators were observed taking anecdotal notes while they were with their students. One teacher used student class work to gauge their understanding of the material presented.

Instruction for English Learners
Prior to the two-week QSR window, Center City PCS – Brightwood completed DC PCSB's English Language Learners (ELL) Questionnaire. The questionnaire captures critical aspects of the school's ELL program. During the QSR window, an ELL specialist looked for evidence of fidelity to the school's self- reported ELL program. Overall, DC PCSB staff found that the school is implementing its ELL Program with fidelity. A more detailed explanation of our findings is laid out below.

- According to Center City PCS – Brightwood's ELL Questionnaire, the school uses an inclusion model to support most of its ELLs. All general educators work in collaboration with ELL inclusion teachers. DC PCSB staff observed ELL inclusion teachers in two classrooms. In one classroom the general education teacher and ELL inclusion teacher both circulated the classroom and provided one on one support to students as needed. In another observation an ELL inclusion teacher worked with a small group of ELL students in a corner of the classroom.

- The school uses a newcomer curriculum for level 1 and 2 ELLs. Per the school's questionnaire, students participating in the newcomer curriculum are the only students who receive pull-out instruction. DC PCSB staff observed a pull-out session, with six students and one ELL teacher. In the pull-out setting, students learned about sentence structure, formatting, and basic punctuation.

- The school said DC PCSB would see inclusion teachers modifying content for ELLs. DC PCSB staff observed evidence of modified content through the class agenda and homework assignments written on the board. Students were grouped depending on need and assigned to work independently or in small groups with an ESL inclusion teacher. It was clear from reading the assignments on the whiteboard that homework was assigned based on student groups ability level.

- The school noted that teachers would teach differentiated lessons for ELLs in "parallel, station, or small group teaching structures." DC PCSB staff saw teachers using primarily small group and station teaching structures to differentiate for ELL students. In one observation an ELL inclusion teacher read aloud with ELL students, answered their questions, and helped them track their words as they read a chapter book.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school's charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
Mission: The mission of Center City Public Charter School is to empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.	The QSR team saw strong evidence that Center City PCS – Brightwood is meeting its mission. Classrooms were inviting and discourse between students as well as between adults and students was respectful, encouraging, and very polite. Student work, displayed on the classroom walls and in the hallways, reflected feedback from teachers. Overall there was a strong sense of community throughout the building. For example, an administrator was observed actively engaging with a parent through the use of an interpreter to ensure clear communication about how the student was doing. In all observations the learning objectives and instruction were clear. Teachers used rich appropriate vocabulary for the grade and topic. For example, in one early childhood classroom there was evidence on the wall of the unit of archaeology and paleontology. In the sensory center, students explored pebbles and soil. Many teachers modeled the thought process for students before asking them to complete tasks on their own. Questioning was generally a mix of high and low level questioning, with many questions geared towards students improving their work, like "What can you do to improve this section?" Student engagement was high overall and most students exhibited a strong desire to learn. In over a quarter of the classrooms, we observed a strong value placed on intellectual risk-taking.

Mission and Goals	Evidence
	While there were no specific observations focused on character development, teachers often incorporated positive narration, noting students who followed directions, as a way to reinforce behavioral expectations. Students encouraged each other with "shines" in several classrooms. Students demonstrated "excellence in character" by being respectful to each other and to adults throughout the building. Overall behavior was appropriate in all classrooms. Students responded to gentle redirection from teachers. In most classrooms standards of conduct had been well established. Many classrooms used similar signals for students to respond to each other and to gain access to materials or personal needs.
Goals: Center City PCS proposes that at least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math and reading based on NWEA MAP national norms by June of each year.	There is strong evidence that the school community is aware of and committed to student learning and growth. Data walls were present in many classrooms, including early childhood. Teachers assessed students individually and provided clear and appropriate feedback and support as needed. The QSR team saw many examples of differentiated instruction. For example, during one ELA observation, all students read the same text with differentiated support. One group worked with the teacher, one group was allowed to talk to each other and another group sat independently reading. In many math and ELA classrooms, dialogue about learning and problem solving dominated instruction and students expended effort to work accurately. There were two teachers in most classrooms who addressed students' questions promptly

Mission and Goals	Evidence
	and provided additional support when needed. See goals 2 and 3 for additional evidence and examples of reading and math instruction.
Students will read and comprehend grade level appropriate text in the core content areas.	Center City PCS indicated in their pre-observation documents that there is a focus on complex texts and the use of read alouds, close reads, and text sets aligned with the curricular topics. The QSR team did not observe evidence of most of these specific instructional practices. During one "listening and learning" time (as indicated on the schedule), the teacher read aloud a few lines of text and had a visual to match. There was a reinforcement of vocabulary and students made predictions about the text. The QSR team saw students in many classrooms engaged with texts in various ways. In one science observation appropriate text was incorporated and the teacher highlighted key vocabulary. In some primary classrooms, this began with the morning message. Missing letters became a springboard for sound and letter formation practice. The QSR team also observed multiple classrooms where writing was the focus. For example, in a primary classroom, students worked on writing their own fairy tales with a scaffolded organizer for pre-writing. In another observation the teacher worked with students individually to write essays based on non-fiction text, modeling the thought process for writing the essay as she read. Additionally in one class students were introduced to a project for the text, "Animal Farm".

Mission and Goals	Evidence
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	Center City PCS indicated in their pre-observation documents a focus on conceptual development, mathematical reasoning and focused fluency practice. The QSR team saw a few examples of these practices in classrooms. The use of feedback was inconsistent across the school during math instruction. In one observation students played a sorting game as they waited for other students to finish their breakfast. The teacher came over to look at what they were doing and then gave the students specific feedback on the sorting activity. In another math observation students worked on long division in a small group. There were a few global checks for understanding, but no follow up to determine how students were able to apply the strategies shown. Other math observations included modeling and probing questions that encouraged students to explain their thinking. In an elementary math class, the teacher presented content clearly, modeled her thought process, and then constantly assessed students by asking comprehension questions and reviewing their work. The teacher asked students to walk her through each part of the problem as she wrote it down for all students to see. In another math review observation, the teacher asked students to demonstrate their work on the board and probed with questions like, "If I divide it, does that mean my number will be higher? What does that mean? What am I finding?" There was also time for students to compare their strategies.
All Center City PCS campuses will achieve an average of at least 90% attendance each year.	On each day of observations, the school had attendance rates well above 90%.

Mission and Goals	Evidence
	In-seat attendance on the days the QSR team conducted observations: **Visit 1:** March 27 - 97% **Visit 2:** March 30 - 96.6% **Visit 3:** March 31 - 94.3% **Visit 4:** April 4 - 98.1%
All Center City PCS campuses should achieve an average of at least 75% re-enrollment each year.	DC PCSB will review quantitative data from the Performance Management Framework to assess this goal for the review.
Center City PCS students will build character by performing community service. Our goal is for at least 75% of students in grades 4-8 to participate in a minimum of two community service activities annually as measured by student exit tickets and tracked through PowerSchool.	During the observation window the school held a community service event in the gym. The activities were connected to why recycling is important. Students decorated boxes to use for recycling and made Earth Day posters.

THE CLASSROOM ENVIRONMENT[2]

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 83% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 89% of the observations as distinguished or proficient in this component. Throughout the school there was a pervasive feeling of respect, warmth, and genuine care and concern for students. Teachers used encouraging phrases, terms of endearment for students, and appropriate physical affection to calm students down and to help when needed.	Distinguished	28%
	In several distinguished observations teachers made connections to their lives and the lives of their students outside of school. One teacher shared how his grandmother had read the book the class was about to read. Other observations had an environment where everyone's ideas were valued and students participated freely. Students in many classrooms were eager to share their work and ideas freely with each other and with the teachers. There was a clear sense of pride from the students and enthusiastic responses from their supporting adults.	Proficient	61%
	The QSR team rated 11% of the observations as basic in this component. In these observations the teacher was sometimes disrespectful to students. One teacher was visibly frustrated and sarcastic with students. This teacher's behavior included eye rolling and loud sighs.	Basic	11%

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[2] Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored an impressive 94% of observations as distinguished or proficient in this component. Most classrooms were cognitively busy places where teachers expressed belief in all students and students worked diligently even when not working directly with a teacher. Many teachers used phrases such as, "You can do this. I believe you can do this" or "You don't learn if you don't make mistakes".	Distinguished	11%
	During work time students in most classrooms worked the whole time whether it was on a writing task, silent reading, or center time. In a distinguished early childhood classroom, teachers worked with students individually on differentiated tasks and students assisted their peers in centers. In another observation all students were engaged and very lively. The teacher encouraged persistence with students, telling them things like "You got this!" after a student went up to the teacher to discuss his next project. The teacher expected excellence as she encouraged students to look at exemplar work from other students. Students put forth good effort to complete work of high quality, asking the teacher questions to improve their work.	Proficient	83%
	The QSR team scored less than 10% of observations as basic in this component.	Basic	6%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Managing Classroom Procedures	The QSR team rated 78% of the observations as distinguished or proficient in this component. Routines were clearly established in most classrooms, allowing students to be productively engaged and uninterrupted during work times. Many classrooms had common non-verbal signals students could use to indicate a need, such as going to the bathroom or needing a pencil.	Distinguished	6%
	Transitions happened without incident and students knew how to move from one activity to another. In some classrooms teachers gave verbal directions at each step of the transition while in other observations students transitioned more automatically, however no instructional time was lost in either situation. In another classroom the teacher used a timer and asked students how long they needed to complete their work. Time reminders were given and students complied when it was time to clean up. In several classrooms students helped manage transitions, such as dismissing students to a new center or passing out materials.	Proficient	72%
	The QSR team scored 22% of the observations as basic in this component. Several classrooms were disorganized and students had difficulties finding their materials. This resulted in some loss of instructional time. In one observation the learning task was partially unplanned. Some directions were written on the student copy while others were typed onto the overhead by the teacher during class time. In another classroom, there was no clear next step after students completed their assessment. Many were observed doodling or staring into space. Although they remained quiet, there was a loss of instructional time.	Basic	22%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 72% of the observations as distinguished or proficient in this component. Behavior was generally appropriate in most observations. Teachers used reminders and proximity to redirect as needed. Several teachers also narrated and named students who were following directions as an incentive for others. Some teachers referenced class systems during reminders, such as one teacher who said, "I'm listening to the noise - If I hear you, it's an automatic level." Another teacher used a "strike" system and when they used this term, students immediately redirected their behavior.	Distinguished	16%
	In one distinguished observation students were genuinely concerned when a student got sick. They helped each other navigate around the area that was off limits and reminded each other the other centers that were available.	Proficient	56%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 28% of the observations as basic in this component. In these observations teachers were either harsh with some students or did not have clear and effective systems for managing student behavior. For example, in one observation the teacher sent a student into the hall for over 15 minutes for standing at his desk. This was harsh in comparison to how other students received consequences. In another observation a student repeatedly requested help dealing with another student. The teacher ignored the plea and then got visibly frustrated that the students could not work together and told the initial student to brush it off. The student started to cry. The QSR team observed unclear systems or guidelines for student behavior. For example, one teacher gave out positive and negative points, but that did not seem to curb the negative behavior. It was also unclear how the points were tracked by the teacher as nothing was recorded and many points were given out.	Basic	28%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 85% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team scored a notable 100% of the observations as distinguished or proficient in this component. All observed teachers stated what students would be learning and doing. This clarity was understood by students as evidenced by their on-task and productive work times. Many teachers modeled strategies or procedures that students could use. For example, one teacher modeled the thought process for students on how to distinguish a main idea from a detail.	Distinguished	6%
	Several teachers scaffolded the content. In one classroom there was differentiated homework assignments. In another observation the teacher began by reading a math problem and asking students to identify what they knew. Then the teacher asked students to describe the next steps, and modeled what they said. Additionally the teacher prodded students to consider multiple ways of approaching the problem.	Proficient	94%
	The QSR team rated none of the observations as basic in this component.	Basic	0%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 78% of the observations as proficient or distinguished in this component. There was a mix of low and high-level questions posed by teachers. In some classrooms students asked unprompted questions to clarify their own understanding. In one distinguished observation a few students asked questions about unfamiliar vocabulary. Some students in another observation asked the teacher for support with their work and the teacher then prompted them to talk to three classmates first. The QSR team also noticed students in several classrooms building on each other's ideas.	Distinguished	6%
	Some teachers provided time for students to engage in discussion themselves. In one classroom students were able to work with a partner or small group during independent work time. In another observation the teacher asked students to share their math problem solving strategy with a partner before sharing out with the whole group.	Proficient	72%
	The QSR team rated 22% of the observations as basic in this component. In these observations the teachers often answered their own questions or did not probe further to help students understand the question and content better. Several teachers asked questions with only one correct answer in succession, without providing time for alternative ideas or discussion amongst the class.	Basic	22%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
Engaging Students in Learning	The QSR team scored 78% of the observations as proficient in this component. No observations rated as distinguished. Most students actively and productively worked alone and in small groups in many observations. Students could explain their thinking and the content was clear. Student choice was prevalent in many observations. In one observation students' first task was to complete a mosaic of an emperor, and then they had a choice of three additional activities to demonstrate their learning of the emperors. These included an acrostic poem or a wanted poster. In another classroom students could choose how to demonstrate their understanding of the text and unit on their summative assessment.	Distinguished	0%
	Pacing in most classrooms was appropriate and many lessons had a predictable structure. Center rotations in an early childhood classroom involved time working independently on computers, reading with friends, and doing individual assessments with the teachers. In another observation the teacher reviewed the purpose for student writing, asked students to connect to their reading of fairy tales, and then scaffolded support for students who had not yet finished their graphic organizer.	Proficient	78%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 22% of the observations as basic in this component. In these lessons, the focus was on recall and correct answers. In one observation students had time for some discussion but then were told to copy what the teacher wrote for the cause and effect graphic organizer. In other observations pacing was uneven. One teacher moved quickly through the material. When students asked questions, they were told they would have to go back to it later.	Basic	22%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored 84% of the observations as proficient or distinguished in this component. Many teachers frequently monitored student understanding through questioning and individual check in times. Teachers used a variety of strategies to gather this data. One teacher used white boards, others circulated and monitored student work. Some teachers called on	Distinguished	6%

Instruction	Evidence	School Wide Rating	
	specific students, not just those with their hands raised. Several teachers adjusted the lesson, or provided scaffolded support based on the data gathered. Students, who needed additional time or support, worked in a small group with an adult while other students continued independently. Other teachers provided targeted and specific feedback to individual students based on their work. To ensure students understood assessment criteria, some teachers provided a model. At times, these were examples of other student work and at other times, the teacher modeled the process for students to follow.	Proficient	78%
	The QSR team scored 16% of the observations as basic in this component. In these observations, teachers would sometimes poll the class but not use the data. In one observation the teacher asked students to show a thumbs up or down whether they agreed, but then did not use that information to clarify misconceptions.	Basic	16%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
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.
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.

DC
PUBLIC
CHARTER
SCHOOL
BOARD

June 7, 2017

Mr. Thomas O'Hara, Board Chair
Center City PCS – Petworth Campus
510 Webster Street, NW
Washington, DC 20003

Dear Mr. O'Hara:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC 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 Qualitative Site Review during the 2016-17 school year for the following reason:

- o School eligible for 10-year Charter Review during 2017-2018 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Center City PCS – Petworth between March 27, 2017 and April 7, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses 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 Center City PCS – Petworth.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: June 7, 2017

Campus Information
Campus Name: Center City PCS – Petworth
Ward: 4
Grade levels: PreK3 – 8th grade

Qualitative Site Review Information
Reason for visit: School eligible for 10-year Charter Review during 2017-2018 school year
Two-week window: March 27, 2017 and April 7, 2017
QSR team members: 1 DC PSCB staff and 2 consultants including one special education specialist and one English Language Learner (ELL) specialist
Number of observations: 14
Total enrollment: 257
Students with Disabilities enrollment: 31
English Language Learners enrollment: 45
In-seat attendance[1] during the two-week window:
Visit 1: March 30, 2017 - 94.0%
Visit 2: March 30, 2017 - 94.0%
Visit 3: April 4, 2017 - 92.8%

Summary
The mission of Center City PCS – Petworth is to empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Center City PCS – Petworth offers a robust education to PK3 through eighth grade students. Students benefit from multiple opportunities to learn from different adults as teachers co-teach to ensure an effective inclusion environment for all students. The QSR team noted student autonomy and choice present in multiple observations; students took ownership of their learning and engaged with enthusiasm. Teachers generally handled misbehavior quickly with minimal disruption to instruction. Student engagement remained high in most classrooms with the exception of a few observations where procedures appeared less established and students ignored teacher directions.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 80% of observations as distinguished or proficient in the <u>Classroom Environment</u> domain, up from the 75% of observations rated as distinguished or proficient in this domain during the school's last QSR in November of 2013. Observers rated 86% of classrooms as proficient in the *Establishing a Culture for Learning,* and more than one observation earned distinguished ratings for the *Managing Classroom Procedures*,

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[1] This data has not been validated by the school. DC PCSB pulled the data in May 2017.

Managing Student Behavior, and *Managing Classroom Procedures* components. In these observations teachers communicated the importance of the content and learning and students took pride in their work. Classrooms functioned efficiently, with little instructional time lost due to ineffective procedures.

The QSR team scored 73% of observations as distinguished or proficient in the Instruction domain, up from the 68% of observations rated as distinguish or proficient in this domain during the school's last QSR in November of 2013. Classrooms earned the highest ratings in the *Engaging Students in Learning* component, with 86% rated as proficient. Teachers in these observations explained content clearly and students understood expectations for quality work.

Governance
DC PCSB reviewed the meeting minutes from Center City PCS' Board of Directors meeting on March 15, 2017. A quorum was present. The board discussed the recent science fair among all six Center City PCS campuses. The CEO shared that he is working to improve employee retention and academic achievement. The Finance and Academic Committees discussed a joint meeting to finalize the current and three-year budgets of each campus. The Academic Committee reviewed midyear MAP results and explained that Principals and Assistant Principals are coaching teachers in preparation for the PARCC test. The CEO informed the Board that Center City PCS received official notification of accreditation.

Specialized Instruction for Students with Disabilities
Prior to the two-week window, Center City PCS – Petworth provided answers to specific questions posed by DC PCSB regarding the provision of instruction to Students with Disabilities. A Special Education specialist looked for evidence of the school's articulated program. Overall the school effectively implemented the co-teaching model, components of gauging student understanding, collaborative planning, and lesson differentiation as described.

- The school reported in its Special Education Questionnaire that a co-teaching model is implemented through station teaching or parallel teaching and inclusion in the middle grades in the core content areas. The reviewer observed station teaching in one classroom, and a one teach one assist in one classroom and a pull-out session in the special education office. In the classrooms where there was one teach one assist, both special educators pulled a small group of students out of the general education classroom after the whole group lesson. The reviewer did not observe parallel teaching in the classroom on this day.

- The school stated that they use student-friendly technology for instruction and/or intervention such as Lexia, Achieve 3000, and Ten Marks. The special education observer observed a student working on Lexia in the pull-out. The student worked independently on the computer-based intervention program. The teacher monitored the student's understanding by asking probing questions about the silent "e" vowel sounds.

- The school described that differentiation in an inclusive classroom can include small groups based on data with differentiated materials, content or vocabulary that is pre-

taught or retaught and or the use of manipulatives to model and support understanding. The reviewer observed small group teaching in a pull-out setting with two students. One student was reading independently and the other student was working on Lexia. The teacher provided a graphic organizer to support a student reading a passage to outline story elements. Both students had differentiated materials.

Instruction for English Language Learners (ELL)

Center City Public Charter School - Petworth submitted responses to a questionnaire related to the school's provision of services for the school's ELL population. Overall the QSR team observed mixed evidence of the school's implementation of its ELL program, which includes both push-in and pull-out instruction. The observer noted the following during the two EL classroom observations:

- The school shared that all students in K-8th grade who are identified for additional English language support will receive English language instruction and/or English Language Arts (ELA) instruction through an inclusion model. The QSR team observed full inclusion for all students. In all ELL observations, ELL and lead-teachers taught collaboratively in the same classroom.

- According to the ELL questionnaire, inclusion teachers provide English Language instruction in the form of pull-out services for Level 1 and 2 ELLs via the Newcomer curriculum and/or push-in services for level 3, 4 and 5 students via instruction that targets student's specific learning goals in listening, speaking, reading or writing. The QSR team did not observe any pull-out services during the observation window. The schedule indicated that there would be pull-out during one observation, but during that period both teachers co-taught in the classroom.

- The school described that English language arts instruction is provided to the students in the general education setting, with the ELL student receiving grade-level sheltered-content instruction with the support of the inclusion teacher via the Center City content curriculum. The QSR team observed one ELL teacher lead two different small groups with evidence that she modified the lesson for the first group differently than the second. She asked slightly different questions and students in one group wrote answers to questions while students in the other group answered those questions verbally. One group listened while the teacher read aloud, while students in the other group read sections silently then answered questions. The team did not observe any modified work in any of the other classrooms.

- The school explained that collaboration between the general education teacher and the inclusion teacher occurs in grade level/content classes where both teachers provide supports, scaffolds, and accommodations so all students have access to content instruction. Inclusion teachers are expected to plan and collaborate with general education teachers to develop high quality instructional resources and lessons that meet the needs of all students. The QSR team observed evidence that teachers planned collaboratively for each class period. In one class the ELL teacher led leveled small groups through guided reading. In both groups the teacher used the same text

for students; in one group the teacher read aloud to the group, in the second group, students took turns reading aloud and silently. In another observation the ELL teacher did not appear to provide additional supports, scaffolding, or specific accommodations but rather rotated around the room to support behavior to keep students on task.

- According to the ELL questionnaire, inclusion teachers are expected to adapt the general education curriculum and provide supplemental materials for ELs so that they can access core content curricula. The QSR team did not observe the use of any supplemental or adapted materials.

- The schools described that inclusion teachers are expected to co-teach in content classrooms according to Center City PCS expectations. Teachers co-deliver this intentionally designed instruction in parallel, station, or small group teaching structures. The QSR observed both small group and parallel teaching structures. In one classroom the ELL teacher delivered small group instruction during and ELA block. In another observation the teachers both moved about the room as students worked in pairs to answer questions, then each teacher facilitated a large group of students through a jigsaw activity.

- According to the ELL questionnaire, inclusion teachers are expected to design and deliver specialized instruction that is data-driven and meets the needs outlined on each students' individual plan. Observers saw leveled small-groups during ELA instruction, tailored to student ability. The teacher used different strategies in each group to help students access the material such as reading aloud, highlighting specific (but different for each group) vocabulary, and having students answer verbally or in writing depending on ability. Observers did not see specific individual plans.

- The school described that teachers use a variety of check for understanding techniques in the classroom, such as the use of equity sticks, cold call, fist to five, show call, tech tools such as Plickers and Kahoot, as well as exit ticket data. This data is used to regroup students in daily instruction, to re-teach specific skills and to pre-teach concepts to students who might require additional background before instruction is delivered on a topic. The QSR team did not observe any of the check for understanding techniques listed above in co-taught classrooms with an ELL and general education teacher. However observers noted checks for understanding used in other classrooms including cold calling and thumbs up/thumbs down. Some students worked on a personalized math program, TenMarks, once they finished their math work, but the team did not observe any other tech tools used to assess understanding. The QSR team did not observe specific pre-teaching or re-teaching in small groups.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school's charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
Mission: The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.	The QSR team saw evidence that Center City PCS – Petworth is meeting its mission. In the majority of observations, teachers focused on engaging students in learning and supporting them as they accessed the material. Teachers asked questions, facilitated discussions, gave feedback, and pushed students to explain their thoughts and ideas. Teachers explicitly modeled polite language and allowed students to practice positive interactions with each other. With respect to the rigorous academic program, the team rated 73% as proficient or distinguished in the <u>Instruction</u> domain of the Danielson Framework, as detailed later in this report.
Goals:	
Center City PCS proposes that at least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math and reading based on NWEA MAP national norms by June of each year.	In the classrooms observed, the QSR team saw math teachers providing opportunities for students to solve problems independently and in groups. In math classes students rotated through stations including computer stations to practice skills. Students discussed how they arrived at answers and demonstrated some strategies on the board. In ELA classes, the QSR team observed teachers providing students with different ways to access ELA content. Students wrote complex sentences and read their sentences to each other. They used vocabulary words like *intriguing*, *natural phenomenon*, and *artifact*. Students took an active role in their learning in multiple classrooms. Some groups were student-directed and teachers provided sentence starters to help facilitate discussion. In other classes, teachers directed most of the

Mission and Goals	Evidence
	learning. In one class, students planned and worked on a class newspaper. Students worked together on computers, wrote stories, and sketched out comic strips.
Students will read and comprehend grade level appropriate text in the core content areas.	Observers saw both read-aloud and close reading of complex text in multiple classrooms. Teachers encouraged students to read clearly and asked students to make inferences as they read a novel. In one class the teacher asked, "What's one thing that you're working on when you're reading?" A student replied, "Pausing when I see commas." The teacher said, "Can you read it one more time?" Later in the lesson the same teacher asked students, "What's the title of that chapter? Give me an inference on why you think we might be marking this chapter based on our objective for today?" In one observation the teacher guided the discussions but tried to have students respond to each other directly while sharing ideas. In another class, students led their own discussions of a text, first in pairs then in larger groups. Students used sheets titled "tools for discussion" with bullet sentence starters such as "When the author said…" and "Could you say more about that?" The teachers in the classroom periodically reminded students to use the tools "we've been practicing all year" but generally allowed students to facilitate the process of answering questions about the text.
Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.	The QSR team observed students in math classes solving problems independently and in groups. Students rotated through stations including computer stations to practice math skills. Students discussed how they arrived at answers and demonstrated some strategies on the board. Teachers used various strategies to support learning including using models to compare tenths and hundredths, physical movements to represent x-and y-axes, and reteach lessons with small groups while others practiced problems or worked on computers.

Mission and Goals	Evidence
All Center City PCS campuses will achieve an average of at least 90% attendance each year.	On each day of observations, the school had attendance rates above 90%. **In-seat attendance during the two-week window:** **Visit 1:** March 30, 2017 - 94.0% **Visit 2:** March 30, 2017 - 94.0% **Visit 3:** April 4, 2017 - 92.8%
All Center City PCS campuses should achieve an average of at least 75% re-enrollment each year.	DC PCSB will review quantitative data from the Performance Management Framework to assess this goal for the review.
Center City PCS students will build character by performing community service. Our goal is for at least 75% of students in grades 4-8 to participate in a minimum of two community service activities annually as measured by student exit tickets and tracked through PowerSchool.	DC PCSB will review community service hour data to assess this goal for the review.

THE CLASSROOM ENVIRONMENT[2]

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 80% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 79% of the observations as distinguished or proficient in this component. In these observations students and teachers displayed mutual respect. Teachers sat on the floor with students or made eye contact with them when they spoke. Teachers and students said, "Bless you" and "Thank you" when appropriate.	Distinguished	14%
	Teachers modeled polite interactions during conflict and encouraged students to practice what was modeled. In one distinguished observation a student became upset when another student took her seat. The teacher modeled a kind way for the student to ask the other student to move. The student resisted at first, but the teacher continued to encourage her to practice it and then the two students happily played a matching game together.	Proficient	65%
	The QSR team rated 21% of the observations as basic in this component. In these observations the QSR team noted mixed interactions between students and teachers. In one observation the teacher used abrupt language with students during regular interactions. When students were disrespectful to him or each other he resorted to giving multiple "checks" but did not specify or address the problem. In another observation students laughed at each other's answers and the teacher did not address it.	Basic	21%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

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[2] Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
Establishing a Culture for Learning	The QSR team scored a high 86% of the observations as proficient in this component. In these observations the teacher communicated the importance of the content and held high expectations for students. These teachers encouraged everyone to participate and sought out answers from students who were not as engaged. Teachers used verbal praise to encourage student effort such as "You guys did an awesome job reading", "Nice, give her two snaps and a clap on three", and "This is work that makes me want to dance! Good job!"	Distinguished	0%
		Proficient	86%
	The QSR team scored 14% of the observations as basic in this component. In these observations teachers demonstrated neutral enthusiasm for the subject and students exhibited a limited commitment to completing work on their own. In one observation students were distracted by playing with Slime under their desks that the teacher did not notice. In another observation students played games on their laptops when the teacher was not looking, then would toggle back to their work when the teacher came close.	Basic	14%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 84% of the observations as distinguished or proficient in this component. Overall students adhered to established routines and played active roles in cleaning up and passing out materials. In a distinguished observation students easily cleaned up their stations and transitioned to a whole group setting. The teacher awarded Dojo points to three teams and said, "Congratulations." The students transitioned to small groups for discussions without losing instructional time.	Distinguished	14%

The Classroom Environment	Evidence	School Wide Rating	
	Teachers used various strategies to get student attention or manage time, including countdowns or quick "one two three, eyes on me", or cell phone timers. In one observation the teacher called out "Freeze!" The entire class stopped, put their hands on their heads and looked at the teacher. In a distinguished observation a student worked independently and used a sand timer to keep himself on pace. The teacher worked with both students on different lessons and went back and forth between them with no time lost.	Proficient	72%
	The QSR team scored 14% of the observations as basic in this component. In these observations poor execution of procedures resulted in lost instructional time. Teachers repeated instructions multiple times and had to speak to individual students individually as well. In one observation the teacher spent a lot of time passing back papers during which students remained disengaged and talked to each other or played with things at their desk. Teachers in these observations stopped class several times to reset expectations and deal with students who were not on task.	Basic	14%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 72% of the observations as distinguished or proficient in this component. Teachers in these observations consistently monitored student behavior and frequently acknowledged positive behavior through narration and awarding positive Dojo points. One teacher said, "I am going to give a whole class Dojo point. Everyone entered silently and read silently. Thank you."	Distinguished	14%
	Teachers used proximity to redirect students, or pulled them aside privately to discuss a behavior issue. In most classes there were few issues with behavior and in a distinguished observation students worked through a conflict without teacher intervention. In on distinguished observation students discussed a problem and talked about how to solve it without teacher intervention.	Proficient	58%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored 21% of the observations as basic in this component. In these observations teachers attempted to influence student behavior, but with limited success. One teacher used a bell to get student attention and would say, "I need it silent." Students dropped their voices for a minute or two, and then got loud again. The teacher repeated this pattern every few minutes throughout the observation. Teachers in these observations administered consequences inconsistently. One teacher gave "checks" to students throughout the class period without an obvious strategy for why some students received deductions and others did not for exhibiting the same behavior. In another class students monitored points with teacher prompting, with the teacher calling out the student in front of his/her peers.	Basic	21%
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	7%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 73% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team scored 71% of the observations as proficient in this component. In these observations teachers delivered clear directions about what the class would do and learn. In a math class the teacher described, "I'm going to give you a drill today that will help me determine who your partners will be going forward." Other teacher said "Let's refresh our minds about…" and "You did all this work already, so now these discussions are going to help you put it all together." Teachers wrote objectives on the board for student reference throughout the class, such as: I will be able to use metric and area models to show 1/10 as fractions greater than 1 and decimals.	Distinguished	0%
		Proficient	71%
	The QSR team scored 29% of observations as basic in this component. In these observations teachers were not clear about the objective and students had multiple questions about directions and next steps. In one observation a student expressed frustration. The teacher asked him about it but the conversation trailed off and did not seem to get resolved.

In another observation the teacher gave instructions for students to move to different places in the classroom based on progress with their work. About half of the students seemed to understand where to go and began working immediately but other students seemed confused and wandered or talked with friends. Later in the same class, the teacher gave instructions for students to put papers in a bin, then as students began to move she said, "Let me change directions. I'll just collect your work. This is too much movement." She began giving deductions before students had time to get back to their seats. | Basic | 29% |

Instruction	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 64% of the observations as proficient in this component. In these observations students took an active role in asking and answering questions. In an ELA class students worked in pairs to answer questions about a text. The students then discussed the chapter and explained their reasoning. In other classrooms most students enthusiastically participated when the teacher asked questions.	Distinguished	0%
	Teachers in these observations asked open-ended questions and encouraged students to justify their answers. In one observation a student read a passage and answered comprehension questions. The teacher said, "Do you think that is the answer? Why? Or Why not?" The student answered and the teacher pushed him to give more information. In other observations teachers facilitated discussions in whole group and small group settings. Teachers pushed students to build on other student answers, and gave students opportunities to share answers with each other (e.g., turn and talk) before sharing out with the whole class. In math classes, teachers asked questions such as "Why should I do…?" and "What would I do first if…?"	Proficient	64%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 29% of the observations as basic in this component. In these observations teachers led the majority of questioning and very little discussion occurred. A math teacher completed work on an overhead and asked questions as she worked such as "How do I show…?" or "How many…" but often did not wait for a student answer before she completed the work on the overhead. Another teacher did not wait if a student did not respond immediately. In another observation the teacher asked questions and cold-called students, but few responded. Overall few students engaged in the dialogue. The teacher asked a student at the front of the classroom "Why are you doing that? Why did you write it like that?"	Basic	29%
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	7%
Engaging Students in Learning	The QSR team scored 86% of the observations as proficient in this component. In these observations activities engaged students and provided various ways for students to complete work and projects. Students in one observation worked on making a class newspaper. The students worked on computers, wrote stories, and drew comic strips. In another observation the teacher provided time for students to discuss their strategy for how to use independent work time. In an observation where students worked in centers, students appeared focused and knew the expectations for each center. Teachers in these observations delivered lessons that required intellectual engagement and encouraged higher-order thinking. In one	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	observation students wrote complex, or "juicy," sentences. The teacher reviewed some examples with the class. The teacher also led the students in talking about the meaning of the sentence and what they noticed about it. Students had the opportunity to share their sentences and they used words such as "intriguing" and "natural phenomenon." Teachers provided extra work for students who finished early, or had students serve as peer tutors once they finished their own work. One teacher told students they could create their own challenge problems once they finished.	Proficient	86%
	The QSR team scored 14% of the observations as basic in this component. In these observations teachers did not provide any choice for how students could complete assignments and few students appeared intellectually engaged. Only a few students actively participated and several students remained disengaged throughout the observation period.	Basic	14%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored 71% of the observations as proficient in this component. In these observations the teachers provided specific feedback to students as they circulated the classroom. Teachers also invited students to assess their own work and each other's work. During these exchanges students provided feedback and edited their writing based on the suggestions from other students. One teacher	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	asked students to use their arms to show what an x–axis looks like. In another observation a teacher offered individual feedback to students through questioning and by reviewing their work. The teacher said, "Let's read the word. I will write it down. Let's split it. When there are two g's what is the sound? What kind of syllable? Is it closed or long vowel?" The student answered incorrectly and the teacher used a visual on the board to scaffold for the student.	Proficient	71%
	The QSR team scored 29% of the observations as basic in this component. Teachers in these observations made no clear attempts to assess student understanding. One teacher never circulated but did a few global checks in the middle of class by asking "got it?" to no student in particular. A few muttered "yeah." Another teacher worked with a small group and continued to ask, "Do you understand?" The students nodded but the teacher did not look at their work or push for more specifics to assess if the students did understand the material.	Basic	29%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
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.
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 E

Compliance Reports

Center City Public Charter School - Brightwood
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	

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

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	

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	

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DISTRICT OF COLUMBIA
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PCSB
DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

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	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	

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	

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	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	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	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	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 (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	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 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified 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	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable 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); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	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	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	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	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	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 (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	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 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified 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	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable 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); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	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	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	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	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	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 (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	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 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified 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	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable 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); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	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	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	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	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	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	
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Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	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 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified 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	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
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	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable 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); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	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	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	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	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	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	
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INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	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 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified 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	

Center City PCS – Shaw
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable 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); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	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	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	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	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	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 (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	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 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified 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	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable 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); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	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	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Center City PCS*

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	**Compliant**	7/25/14	✔
School Calendar	**Compliant**	7/25/14	✔
Quarterly Financial Statements - 4th	**Compliant**	7/31/14	✔
Auditor Engagement Letter	**Compliant**	8/15/14	✔
Annual Report SY2013-2014	**Compliant**	9/5/14	✔
Annual Teacher and Principal Evaluation Reflection (LEA)	**Compliant**	9/30/14	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/14	✔
Board Meeting Approved Minutes	**Compliant**	10/10/14	✔
Board Roster	**Compliant**	10/10/14	✔
Child Find Policy	**Compliant**	10/10/14	✔
Employee Handbook: Employment Policies	**Compliant**	10/10/14	✔
Litigation Proceedings Calendar	**Compliant**	10/10/14	✗
Student Handbook	**Compliant**	10/10/14	✔
Quarterly Financial Statements - 1st	**Compliant**	10/31/14	✔
Audited Financial Statements	**Compliant**	11/3/14	✔
Audited Financial Statements - FAR Data Entry Form	**Compliant**	11/7/14	✔
Accreditation	**Compliant**	11/21/14	✗
Certificate of Insurance	**Compliant**	11/21/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Center City PCS - Brightwood*

Requirement	Compliance Status	Due	On Time
Fire Drills	**Compliant**	7/25/14	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	**X**
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	10/1/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔
SPED-Continuum of Services	**Compliant**	10/10/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
Fire Drills	**Compliant**	12/5/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Center City PCS - Capitol Hill*

Requirement	Compliance Status	Due	On Time
Fire Drills	**Compliant**	7/25/14	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	**X**
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	10/1/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔
SPED-Continuum of Services	**Compliant**	10/10/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	12/3/14	✔
Fire Drills	**Compliant**	12/5/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Center City PCS - Congress Heights*

Requirement	Compliance Status	Due	On Time
Fire Drills	**Compliant**	7/25/14	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	**X**
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	10/1/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔
SPED-Continuum of Services	**Compliant**	10/10/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
Fire Drills	**Compliant**	12/5/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Center City PCS - Petworth*

Requirement	Compliance Status	Due	On Time
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	✔
Fire Drills	**Compliant**	8/20/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	**X**
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	10/1/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔
SPED-Continuum of Services	**Compliant**	10/10/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
Fire Drills	**Compliant**	12/5/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Center City PCS - Shaw*

Requirement	Compliance Status	Due	On Time
Fire Drills	**Compliant**	7/25/14	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	**X**
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	10/1/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔
SPED-Continuum of Services	**Compliant**	10/10/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
Fire Drills	**Compliant**	12/5/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Center City PCS - Trinidad*

Requirement	Compliance Status	Due	On Time
Fire Drills	**Compliant**	7/25/14	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	**X**
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	10/1/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔
SPED-Continuum of Services	**Compliant**	10/10/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
Fire Drills	**Compliant**	12/5/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: *Center City PCS*

Requirement	Compliance Status	Due	On Time
Contracts	**19 Submitted**	3 days after contract is awarded	**19 of 19**

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
6/12/14	Center City PCS	Apple, Inc.	Laptop computers, protection plans and related srevices	6/12/14	$31,829	**Compliant**
6/12/14	Center City PCS	Josh Boots	Data analysis and reporting	6/12/14	$60,000	**Compliant**
6/12/14	Center City PCS	Busy Bee Environmental Services	Janitorial and maintenance services	6/12/14	$620,280	**Compliant**
6/12/14	Center City PCS	Center for Transformative Teacher Training (CTTT)	No-Nonsense Nurturer program training	6/12/14	$50,000	**Compliant**
6/12/14	Center City PCS	Community IT Innovators (CITI)	IT support, network administration, monitoring and maintenance of existing systems and vendor management	6/12/14	$50,000	**Compliant**
6/12/14	Center City PCS	Conquest Pest Control	Pest control services	6/12/14	$36,960	**Compliant**
6/12/14	Center City PCS	Copier Workshop	Copier machine rental and maintenance servieces	6/12/14	$60,000	**Compliant**
6/12/14	Center City PCS	DC-NET	Relocation services for Central Office internat and wi-fi infrastructire and high-speed and wi-fi internet access within campus buildings and Central Office	6/12/14	$49,920	**Compliant**
6/12/14	Center City PCS	EdOps	Financial services support	6/12/14	$75,000	**Compliant**
6/12/14	Center City PCS	End to End Solutions (ETES)	Counseling services, speech/language therapy, occupational therapy and physical therapy	6/12/14	$375,000	**Compliant**
6/12/14	Center City PCS	Metropolitan Area Communication Services (MACS)	Speech/language and audiological services, evaluation and therapy services	6/12/14	$315,000	**Compliant**

6/12/14	Center City PCS	Promevo/CDW-G	Samsung Chromebooks for student assessments (MAP testing)	6/12/14	$175,500	**Compliant**
6/12/14	Center City PCS	Reading Partners	Tutoring program to include one-on-one support for students during school hours	6/12/14	$40,000	**Compliant**
6/12/14	Center City PCS	Revolution Foods	Student meal services	6/12/14	$1,047,307	**Compliant**
6/12/14	Center City PCS	Staples	Contracted pricing for office and student supplies	6/12/14	$125,500	**Compliant**
6/12/14	Center City PCS	T-mobile	Wireless phone services	6/12/14	$25,500	**Compliant**
6/12/14	Center City PCS	Transportation Unlimited	Student transportation services	6/12/14	$60,000	**Compliant**
6/12/14	Center City PCS	Urban Teacher Center (UTC)	Teacher placement and ongoing development support	6/12/14	$80,000	**Compliant**
6/12/14	Center City PCS	Verizon	Land/fax line services	6/12/14	$52,500	**Compliant**

Requirement	Description
2014-15 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable *If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	2013-14 Annual Report includes: -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; **Occupancy load on form is equal to or greater than the sum of staff and students**
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's **charter agreement**); should include all addresses/ campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	Board makeup must include: -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * *Adult schools may use alumnae or adult students to satisfy the parent requirement*
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occuring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. **OR,** an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members *Should confirm staff's understanding of their obligation for reporting sexual abuse of student.*

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past **TWO years** *All volunteers working more than 10 hrs/ week must have background checks*
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	**Discipline Policy** -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents **Attendance Policy** -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) **Safeguard of Student Information Policy**--aligns with FERPA regulations
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Center City PCS
February 16, 2016

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	Compliant	7/28/15	✔
IRS Form 990 or Extension	Compliant	7/31/15	✔
Quarterly Financial Statements - 4th Quarter	Compliant	7/31/15	✔
Auditor Engagement Letter FY2015	Compliant	8/17/15	✔
School Calendar	Compliant	9/9/15	✗
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	9/27/15	✔
Professional Development Calendar (Title I Schools)	Compliant	9/30/15	✔
Litigation Proceedings Calendar	Compliant	10/8/15	✔
Child Find Policy	Compliant	10/8/15	✔
Board Roster	Compliant	3/22/16	✔
Student/Family Handbook	Compliant	10/8/15	✔
Employee Handbook: Employment Policies	Compliant	10/8/15	✔
Accreditation	Compliant	10/8/15	✔
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/8/15	✔
ELL	Compliant	10/8/15	✔
Staff Preference	Compliant	10/8/15	✔
Annual Report	Compliant	10/28/15	✔
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/15	✔
Certificate of Insurance	Compliant	11/15/15	✔
Audited Financial Statements - FAR Data Entry Form 2014-2015	Compliant	12/1/15	✔
Audited Financial Statements 2014-2015	Compliant	12/1/15	✗
Title IX	Compliant	12/30/15	✔
DC Non-Profit Status	Compliant	N/A	✔

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Center City PCS - Brightwood

Requirement	Compliance Status	Due	On Time
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✔
Charter School Athletics Compliance	Compliant	8/31/15	✔
Fire Drill Schedule	Compliant	9/16/15	✔
Early Childhood (EC) PMF Assessment Selection Form	Compliant	9/30/15	✔
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✔
Certificate of Occupancy	Compliant	10/8/15	✔
School Emergency Response Plan	Compliant	10/8/15	✔
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✔
SPED-Continuum of Services	Compliant	10/8/15	✔
ADA	Compliant	10/8/15	✔
School Nurse Notification/Certified Staff to Administer Medication	Compliant	11/19/15	✔
Fire Drills Conducted	Compliant	12/8/15	✔
Staff/Volunteer Roster and Background Checks	Compliant	12/10/15	✔
Basic Business License	Compliant	N/A	✔

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Center City PCS - Capitol Hill

Requirement	Compliance Status	Due	On Time
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✔
Charter School Athletics Compliance	Compliant	8/31/15	✔
Fire Drill Schedule	Compliant	9/16/15	✔
Early Childhood (EC) PMF Assessment Selection Form	Compliant	9/30/15	✔
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✔
Certificate of Occupancy	Compliant	10/8/15	✔
School Emergency Response Plan	Compliant	10/8/15	✔
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✔
SPED-Continuum of Services	Compliant	10/8/15	✔
ADA	Compliant	10/8/15	✔
School Nurse Notification/Certified Staff to Administer Medication	Compliant	11/19/15	✔
Fire Drills Conducted	Compliant	12/8/15	✔
Staff/Volunteer Roster and Background Checks	Compliant	12/10/15	✔
Basic Business License	Compliant	N/A	✔

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Center City PCS - Congress Heights

Requirement	Compliance Status	Due	On Time
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/31/15	✔
Charter School Athletics Compliance	**Compliant**	8/31/15	✔
Fire Drill Schedule	**Compliant**	9/16/15	✔
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	9/30/15	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/8/15	✔
Certificate of Occupancy	**Compliant**	10/8/15	✔
School Emergency Response Plan	**Compliant**	10/8/15	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/8/15	✔
SPED-Continuum of Services	**Compliant**	10/8/15	✔
ADA	**Compliant**	10/8/15	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	11/19/15	✔
Fire Drills Conducted	**Compliant**	12/8/15	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	12/10/15	✔
Basic Business License	**Compliant**	N/A	✔

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Center City PCS - Petworth

Requirement	Compliance Status	Due	On Time
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/31/15	✔
Charter School Athletics Compliance	**Compliant**	8/31/15	✔
Fire Drill Schedule	**Compliant**	9/16/15	✔
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	9/30/15	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/8/15	✔
School Emergency Response Plan	**Compliant**	10/8/15	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/8/15	✔
SPED-Continuum of Services	**Compliant**	10/8/15	✔
ADA	**Compliant**	10/8/15	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	11/19/15	✔
Certificate of Occupancy	**Compliant**	11/22/15	✔
Fire Drills Conducted	**Compliant**	12/8/15	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	12/10/15	✔
Basic Business License	**Compliant**	N/A	✔

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Center City PCS - Shaw

Requirement	Compliance Status	Due	On Time
Fire Drill Schedule	Compliant	7/28/15	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✔
Charter School Athletics Compliance	Compliant	8/31/15	✔
Early Childhood (EC) PMF Assessment Selection Form	Compliant	9/30/15	✔
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✔
Certificate of Occupancy	Compliant	10/8/15	✔
School Emergency Response Plan	Compliant	10/8/15	✔
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✔
SPED-Continuum of Services	Compliant	10/8/15	✔
ADA	Compliant	10/8/15	✔
School Nurse Notification/Certified Staff to Administer Medication	Compliant	11/19/15	✔
Fire Drills Conducted	Compliant	12/8/15	✔
Staff/Volunteer Roster and Background Checks	Compliant	12/10/15	✔
Basic Business License	Compliant	N/A	✔

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Center City PCS -Trinidad

Requirement	Compliance Status	Due	On Time
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✔
Fire Drill Schedule	Compliant	8/31/15	✔
Charter School Athletics Compliance	Compliant	9/16/15	✔
Lease/Purchase Agreement - Certification of Completion	Compliant	9/30/15	✔
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/8/15	✔
Certificate of Occupancy	Compliant	10/8/15	✔
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/8/15	✔
School Emergency Response Plan	Compliant	10/8/15	✔
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✔
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✔
ADA	Compliant	11/19/15	✔
SPED-Continuum of Services	Compliant	12/8/15	✔
Fire Drills Conducted	Compliant	12/10/15	✔
Basic Business License	Compliant	N/A	✔

SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary
Center City PCS

This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).

Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over $25,000.
If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dcpcsb.org.

Vendor Name	Services Provided	Value	Submitted for Bid?	Explanation, if No	If Renewal, when was contract bid?	DC PCSB Review Notes
Expenditures over $25,000 (submitted as part of the audited financial statements)						
Archdiocese of Washington, Rent	Rent	1,880,039.41	No	Exempt		
Kelly & Associates Insurance Group, Inc	Insurance	1,241,342.84	No	Exempt/renewal		While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Principal Financial Group	401(k) Provider	1,130,300.99	No	Exempt		
Revolution Foods, Inc.	Food services	969,824.46	No	Renewal		
Busy Bee Environmental Services, Inc.	Janitorial and facilities management services	666,193.42	No	Renewal		
Metropolitan Area Communication Services, MACS	Special education services	323,638.25	No	Renewal		
End-to-End Solutions, ETES	Special education services	318,119.26	No	Renewal		
DC Public Charter School Board	Admin Fee	274,546.73	No	Exempt		
Fluorine, LLC/Summit Commerical Real Estate	Rent	235,664.00	No	Exempt		
CDW Government, Inc	IT Products and Services	201,019.81	No	Non-contractural expenses, aggregate spending in FY15 exceeded $25K		
PEPCO	Utilities	166,242.07	No	Exempt		
Staples Advantage	Office supplies	112,962.29	No	Non-contractural expenses, aggregate spending in FY15 exceeded $25K		
Washington Gas	Utilities	104,849.41	No	Exempt		
DC Treasurer	Instructional support services	104,478.48	No	Exempt/sole source (grant exp.)		
Center for Transformative Teacher Training/CTTT	Professional development and coaching services	91,860.00	No	Exempt/sole source		
Arya Civil, LLC	Architectural and engineering services	91,709.00	Yes	N/A		
EdOps	Accounting and facilities finance support services	80,691.75	No	Renewal		
Urban Teacher Center, Inc, UTC	Talent recruitment and development services	80,000.00	No	Exempt/sole source		
Uncommon Schools	Professional development and coaching services	73,100.00	No	Exempt/sole source (grant exp.)		While Sole Source procurements do not need to be bid, they do need to be submitted to DC PCSB through Epicenter.

Vendor	Service	Amount	Bid?	Reason		Notes
ADP, LLC	Payroll Services	65,668.15	No	Non-contractual expenses, aggregate spending in FY15 exceeded $25K		
Apple, Inc.	IT Products and Services	63,581.84	No	Non-contractual expenses, aggregate spending in FY15 exceeded $25K		
Boots, Joshua	Student assessment and data support and services	62,660.00	No	Exempt/sole source		
Copier Workshop, Inc	Copier Rental and Maintenance Services	59,713.80	No	Renewal/aggregate spending in FY15 exceeded $25K		
Anybill Financial Services, Inc.	Accounts Payable services	58,333.66	No	Renewal/aggregate spending in FY15 exceeded $25K		
The George Washington University	Professional development and coaching services	53,254.80	No	Exempt/sole source (grant exp.)		While Sole Source procurements do not need to be bid, they do need to be submitted to DC PCSB through Epicenter.
Verizon, Inc. LANDLINES	Telecommunication Services	45,382.22	No	Non-contractual expenses, aggregate spending in FY15 exceeded $25K		
EnviroSolutions/ETW/ESI, LLC	Waste Management	45,355.09	No	Renewal		While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Amplify Education Inc	Reading Materials	43,604.72	No	Exempt/sole source		While Sole Source procurements do not need to be bid, they do need to be submitted to DC PCSB through Epicenter.
The Hanover Insurance Group	Insurance/General Liability	42,135.00	No	Exempt		While broker-procured services do not need to be bid, DC PCSB requires that the school submit evidence that the broker solicited such services from a range of providers.
DC Water and Sewer Authority, WASA	Utilities	41,045.77	No	Exempt		
Reading Partners	Tutoring and coaching services	40,000.00	No	Exempt/sole source		
Psychological Assessment Solutions, LLC	Special education services	39,760.00	No	Renewal		While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.

Vendor Name	Services Provided	Value	Bid Appropriately?	Reason		Notes
Miller's Office Products, Inc.	Office Supplies and Furniture	37,885.10	No	Non-contractual expenses, aggregate spending in FY15 exceeded $25K		
Acuna Construction LLC	Construction Services	35,198.00	Yes	N/A		No Epicenter submission
ConQuest Pest Control, Inc.	Pest Control and Prevention Services	34,185.00	No	Renewal		
Capital Construction Group, LLC	Construction Services	34,126.00	Yes	N/A		No Epicenter submission
GE Capital	Copier Rental and Maintenance Services	32,296.01	No	Renewal		While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
McGladrey & Pullen, LLP	Financial audit services	31,000.00	Yes	N/A		No Epicenter submission
Anaya, Oscar	Leasehold Repairs and Maintenance	30,620.00	No	Non-contractual expenses, aggregate spending in FY15 exceeded $25K		
RehabPlus Groupd dba AlignStaffing	Instructional support services	29,175.00	No	Non-contractual expenses, aggregate spending in FY15 exceeded $25K		
Solara Flooring Group, Inc	Commercial Flooring products and installation services	28,845.00	Yes	N/A		No Epicenter submission
Liberty Travel City Line Groups	Student transportation services	28,676.00	No	Non-contractual expenses/student travel		
Emanuel Lawn Care & Construction	Landscaping contractor	28,245.00	No	Renewal		While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Community IT Innovators, Inc. CITI	IT management services	27,299.50	No	Renewal		
System Parking Corporation	Parking	25,230.00	No	Non-contractual expenses, aggregate spending in FY15 exceeded $25K		

Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts (submitted to Epicenter throughout the fiscal year)							
Vendor Name	Services Provided	Value	Submission Date	Award Date	Contract Effective Date	Bid Appropriately?	Timely Submitted?
Apple, Inc.	Laptop computers, protection plans and related srevices	$ 31,829.00	6/12/2014	6/12/2014	6/12/2014	N - N/A	Timely
Arya Civil	School yard/playground project at Congress Heights campus	$ 91,709.00	6/9/2015	10/23/2014	6/19/2015	Y	Untimely
Busy Bee Environmental Services	Janitorial and maintenance services	$ 620,280.00	6/12/2014	6/12/2014	6/12/2014	N	Timely

Vendor	Description	Amount					Status
CDW-G	Google Chrome Devices + Management Licenses	$ 87,843.00	4/1/2015	1/6/2015	4/11/2015	Y/ CPA	Untimely
Center for Transformative Teacher Training (CTTT)	No-Nonsense Nurturer program training	$ 50,000.00	6/12/2014	6/12/2014	6/12/2014	N - N/A	Timely
Community IT Innovators (CITI)	IT support, network administration, monitoring and maintenance of existing systems and vendor management	$ 50,000.00	6/12/2014	6/12/2014	6/12/2014	N	Timely
Conquest Pest Control	Pest control services	$ 36,960.00	6/12/2014	6/12/2014	6/12/2014	N	Timely
Copier Workshop	Copier machine rental and maintenance serviecs	$ 60,000.00	6/12/2014	6/12/2014	6/12/2014	N	Timely
DC-NET	Relocation services for Central Office internat and wi-fi infrastructire and high-speed and wi-fi internet access within campus buildings and Central Office	$ 49,920.00	6/12/2014	6/12/2014	6/12/2014	N	Timely
EdOps	Financial services support	$ 75,000.00	6/12/2014	6/12/2014	6/12/2014	N	Timely
End to End Solutions (ETES)	Counseling services, speech/language therapy, occupational therapy and physical therapy	$ 375,000.00	6/12/2014	6/12/2014	6/12/2014	N	Timely
Josh Boots	Data analysis and reporting	$ 60,000.00	6/12/2014	6/12/2014	6/12/2014	N - N/A	Timely
Metropolitan Area Communication Services (MACS)	Speech/language and audiological services, evaluation and therapy services	$ 315,000.00	6/12/2014	6/12/2014	6/12/2014	N	Timely
Presidio	Improve Wi-Fi service at schools and Central Office	$ 107,230.62	6/9/2015	4/14/2015	6/19/2015	Y	Untimely
Promevo/CDW-G	Samsung Chromebooks for student assessments (MAP testing)	$ 175,500.00	6/12/2014	6/12/2014	6/12/2014	Y	Timely
Reading Partners	Tutoring program to include one-on-one support for students during school hours	$ 40,000.00	6/12/2014	6/12/2014	6/12/2014	N - N/A	Timely
Revolution Foods	Student meal services	$ 1,047,307.00	6/12/2014	6/12/2014	6/12/2014	N	Timely
Staples	Contracted pricing for office and student supplies	$ 125,500.00	6/12/2014	6/12/2014	6/12/2014	Y	Timely
T-mobile	Wireless phone services	$ 25,500.00	6/12/2014	6/12/2014	6/12/2014	N	Timely
Transportation Unlimited	Student transportation services	$ 60,000.00	6/12/2014	6/12/2014	6/12/2014	Y	Timely
Urban Teacher Center (UTC)	Teacher placement and ongoing development support	$ 80,000.00	6/12/2014	6/12/2014	6/12/2014	N - N/A	Timely
Verizon	Land/fax line services	$ 52,500.00	6/12/2014	6/12/2014	6/12/2014	N	Timely

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
7/28/2015	2015-16 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours)* -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus *If the school has received permission from PCSB to waive the 6-hour requirement, please make that notation on the school calendar **All Adult Education Programs must include start and end dates for each semester and orientation period	LEA	All Schools
7/28/2015	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2015-2016 school year. This calendar must also include an assurance statement that the number of meetings is no fewer than what is stated in the school's bylaws.	LEA	All Schools
7/28/2015	High School Course Offering	All courses and credits offered to high school students; include graduation requirements Note: All schools should have the minimum DC graduation course requirements (unless already specified otherwise in the school's charter agreement). Any school that wishes to change their graduation requirements to require less than what OSSE mandates must submit a charter amendment request.	Campus	High Schools ONLY
7/28/2015	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/17/2015	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
8/31/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
8/31/2015	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
8/31/2015	Annual Teacher and Principal Evaluation Reflection (SY 2014-15)	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
9/8/2015	Annual Report	2014-15 Annual Report is one document that includes: -Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why) -Data Report -Appendices (staff roster; board roster; financials)	LEA	All Schools in operation SY 2014-2015

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
9/30/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2014-2015; PCSB identified schools
9/30/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2013-2014 and those identified in SY 14-15.
9/30/2015	Professional Development Calendar (SY 2015-16), Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	Title 1 Schools
9/30/2015	Adult Education Assessments	Adult education assessment form indicating what assessments the school plans to administer for the current school year. Each adult education program must let PCSB know which assessments the school will be held accountable to for the Adult Education PMF.	Campus	Adult Education Schools
9/30/2015	Early Childhood Assessments	EC Assessment Selection Form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC/ES/MS PMF.	Campus	Early Childhood Schools
10/8/2015	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/8/2015	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools
10/8/2015	Board Roster	Board makeup must include: -Odd number of voting members -Greater than 3 but no more than 15 -Majority of members residing in DC (include address OR city of residence) -2 parent members (voting members) *Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo. *In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint	LEA	All Schools
10/8/2015	Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/8/2015	School Emergency Response Plan	An assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus (1 for each facility)	All Schools
10/8/2015	Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members -should confirm staff's understanding of their obligation for reporting sexual abuse of students	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Child Find Policy	An LEA's Child Find procedures should include, but are not limited to, a written description of: -how the LEA transitions students from Part C to Part B (if applicable to your student population) -public awareness and universal screening -identification/referral -evaluation and assessment -serving the student *Child Find Procedures apply to students 21 and under (Adult Education programs should also complete this requirement)	LEA	All Schools (DCPS Dependent LEAs should complete the assurance that they comply with DCPS's Child Find Policies and Procedures)
10/8/2015	Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted *All volunteers working more than 10 hrs/ week must have background checks	Campus	All Schools
10/8/2015	Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: -sexual harassment -equal opportunity -drug-free workplace -staff complaint Resolution Process -whistle blower Policy (best practice, not mandatory)	LEA	All Schools
10/8/2015	Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process *ALL schools in operation for five years or more must be accredited or may be subject to board action per PCSB's Accreditation Policy	LEA	All Schools
10/8/2015	SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Student/Family Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	Discipline Policy -clear explanation of infractions and what leads to a suspension or expulsion -explanation of manifestation determination process for students with disabilities -due process and appeals procedures for parents if their child is issued a suspension or expulsion *Please note that substantive changes to the discipline policy must be submitted to PCSB as an amendment to the school's charter agreement. Attendance Policy -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) -Grievance Procedure -- process for resolving parent/student complaints -Safeguard of Student Information Policy--aligns with FERPA regulations	LEA	All Schools
10/8/2015	Lease	Lease	Campus (1 for each facility)	New Schools, Schools in a new facility Schools with a new lease agreement
10/8/2015	Staff Preference	Assurance letter stating that enrollment based on staff preference is limited to 10% of the total student population or to 20 students, whichever is less. *If your school does not enact staff preference, please also submit an assurance letter making that clear	LEA	All Schools
10/8/2015	ELL	Assurance letter attesting to and describing the school's compliance with laws and regulations related to the education of English Language Learners.	LEA	All Schools
10/8/2015	ADA	Assurance that the facility is ADA compliant OR if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.	Campus	All Schools
10/8/2015	Title IX	Assurance letter attesting to and describing the school's compliance with laws and regulations related to Title IX.	LEA	All Schools

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/31/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
10/31/2015	Quarterly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	All schools (except those submitting monthly financials)

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
11/30/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
12/1/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15.
12/1/2015	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
12/1/2015	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
12/8/2015	2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause	LEA	Schools not participating in MySchoolsDC
12/8/2015	2016-2017 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	Schools not participating in MySchoolsDC
12/8/2015	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

DC | PUBLIC CHARTER SCHOOL BOARD

SY 2016-2017 DC Public Charter School Board Compliance Review Report
Center City PCS

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	**Compliant**	7/25/16	✔
Goals and Assessments	**Compliant**	7/25/16	**x**
Student/Family Handbook	**Compliant**	7/25/16	**x**
Quarterly Financial Statements - 4th Quarter	**Compliant**	7/25/16	✔
Auditor Engagement Letter	**Compliant**	8/15/16	✔
School Calendar	**Compliant**	8/15/16	✔
Annual Report	**Compliant**	8/15/16	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/5/16	✔
Accreditation	**Compliant**	10/8/16	✔
Employee Handbook: Employment Policies	**Compliant**	10/8/16	✔
Child Find Policy	**Compliant**	10/8/16	✔
Board Meeting Approved Minutes - 1st Quarter	**Compliant**	10/8/16	✔
Title IX	**Compliant**	10/8/16	✔
ELL	**Compliant**	10/8/16	✔
Litigation Proceedings Calendar	**Compliant**	10/8/16	✔
Staff Preference	**Compliant**	10/8/16	✔
Board Roster	**Compliant**	10/8/16	✔
Quarterly Financial Statements - 1st Quarter	**Compliant**	10/8/16	✔
Certificate of Insurance	**Compliant**	10/8/16	✔
Student Enrollment Forms	**Compliant**	10/8/16	✔
Facilities Expenditure Data Inputs	**Compliant**	10/8/16	✔
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.

SY 2016-2017 DC Public Charter School Board Compliance Review Report

Center City PCS Campus Level Submissions

Requirement	Campus	Compliance Status	Due	On Time
Fire Drill Schedule	Center City PCS - Brightwood	**Compliant**	7/26/16	✗
Charter School Athletics Compliance	Center City PCS - Brightwood	**Compliant**	9/14/16	✔
School Nurse Notification/Certified Staff to Administer Medication	Center City PCS - Brightwood	**Compliant**	10/6/16	✗
Staff/Volunteer Roster and Background Checks	Center City PCS - Brightwood	**Compliant**	10/6/16	✔
ADA	Center City PCS - Brightwood	**Compliant**	10/6/16	✔
Lease/Purchase Agreement and Right of Entry	Center City PCS - Brightwood	**Compliant**	10/6/16	✔
Certificate of Occupancy	Center City PCS - Brightwood	**Compliant**	10/6/16	✔
Sexual Violation Protocol Assurance Letter	Center City PCS - Brightwood	**Compliant**	10/6/16	✗
School Emergency Response Plan	Center City PCS - Brightwood	**Compliant**	10/6/16	✔
SPED-Continuum of Services	Center City PCS - Brightwood	**Compliant**	10/20/16	✔
Fire Drills Conducted	Center City PCS - Brightwood	**Compliant**	12/8/16	✔
Fire Drill Schedule	Center City PCS - Capitol Hill	**Compliant**	7/26/16	✗
Charter School Athletics Compliance	Center City PCS - Capitol Hill	**Compliant**	9/14/16	✔
Staff/Volunteer Roster and Background Checks	Center City PCS - Capitol Hill	**Compliant**	10/6/16	✔
ADA	Center City PCS - Capitol Hill	**Compliant**	10/6/16	✔
Lease/Purchase Agreement and Right of Entry	Center City PCS - Capitol Hill	**Compliant**	10/6/16	✔
Certificate of Occupancy	Center City PCS - Capitol Hill	**Compliant**	10/6/16	✔
Sexual Violation Protocol Assurance Letter	Center City PCS - Capitol Hill	**Compliant**	10/6/16	✗
School Emergency Response Plan	Center City PCS - Capitol Hill	**Compliant**	10/6/16	✔
SPED-Continuum of Services	Center City PCS - Capitol Hill	**Compliant**	10/20/16	✔
School Nurse Notification/Certified Staff to Administer Medication	Center City PCS - Capitol Hill	**Compliant**	11/29/16	✔
Fire Drills Conducted	Center City PCS - Capitol Hill	**Compliant**	12/8/16	✔
Fire Drill Schedule	Center City PCS - Congress Heights	**Compliant**	7/26/16	✗
Charter School Athletics Compliance	Center City PCS - Congress Heights	**Compliant**	9/14/16	✔
School Nurse Notification/Certified Staff to Administer Medication	Center City PCS - Congress Heights	**Compliant**	10/6/16	✔
Staff/Volunteer Roster and Background Checks	Center City PCS - Congress Heights	**Compliant**	10/6/16	✔
ADA	Center City PCS - Congress Heights	**Compliant**	10/6/16	✔
Certificate of Occupancy	Center City PCS - Congress Heights	**Compliant**	10/6/16	✔
Sexual Violation Protocol Assurance Letter	Center City PCS - Congress Heights	**Compliant**	10/6/16	✗
School Emergency Response Plan	Center City PCS - Congress Heights	**Compliant**	10/6/16	✔
Lease/Purchase Agreement and Right of Entry	Center City PCS - Congress Heights	**Compliant**	10/6/16	✔
SPED-Continuum of Services	Center City PCS - Congress Heights	**Compliant**	10/24/16	✔
Fire Drills Conducted	Center City PCS - Congress Heights	**Compliant**	12/8/16	✔
Fire Drill Schedule	Center City PCS - Petworth	**Compliant**	7/26/16	✗
Charter School Athletics Compliance	Center City PCS - Petworth	**Compliant**	9/14/16	✔
Staff/Volunteer Roster and Background Checks	Center City PCS - Petworth	**Compliant**	10/6/16	✔
ADA	Center City PCS - Petworth	**Compliant**	10/6/16	✔
Certificate of Occupancy	Center City PCS - Petworth	**Compliant**	10/6/16	✔
School Emergency Response Plan	Center City PCS - Petworth	**Compliant**	10/6/16	✔
Sexual Violation Protocol Assurance Letter	Center City PCS - Petworth	**Compliant**	10/6/16	✗
Lease/Purchase Agreement and Right of Entry	Center City PCS - Petworth	**Compliant**	10/6/16	✔
SPED-Continuum of Services	Center City PCS - Petworth	**Compliant**	10/20/16	✔
School Nurse Notification/Certified Staff to Administer Medication	Center City PCS - Petworth	**Compliant**	11/29/16	✔
Fire Drills Conducted	Center City PCS - Petworth	**Compliant**	12/8/16	✔
Fire Drill Schedule	Center City PCS - Shaw	**Compliant**	7/26/16	✗
Charter School Athletics Compliance	Center City PCS - Shaw	**Compliant**	9/14/16	✔

Requirement	Campus	Compliance Status	Due	On Time
School Nurse Notification/Certified Staff to Administer Medication	Center City PCS - Shaw	**Compliant**	10/6/16	✔
Staff/Volunteer Roster and Background Checks	Center City PCS - Shaw	**Compliant**	10/6/16	✔
ADA	Center City PCS - Shaw	**Compliant**	10/6/16	✔
Certificate of Occupancy	Center City PCS - Shaw	**Compliant**	10/6/16	✔
School Emergency Response Plan	Center City PCS - Shaw	**Compliant**	10/6/16	✔
Sexual Violation Protocol Assurance Letter	Center City PCS - Shaw	**Compliant**	10/6/16	✘
Lease/Purchase Agreement and Right of Entry	Center City PCS - Shaw	**Compliant**	10/6/16	✔
SPED-Continuum of Services	Center City PCS - Shaw	**Compliant**	10/20/16	✔
Fire Drills Conducted	Center City PCS - Shaw	**Compliant**	12/8/16	✔
Fire Drill Schedule	Center City PCS - Trinidad	**Compliant**	7/26/16	✘
Charter School Athletics Compliance	Center City PCS - Trinidad	**Compliant**	9/14/16	✔
School Nurse Notification/Certified Staff to Administer Medication	Center City PCS - Trinidad	**Compliant**	10/6/16	✔
Staff/Volunteer Roster and Background Checks	Center City PCS - Trinidad	**Compliant**	10/6/16	✔
ADA	Center City PCS - Trinidad	**Compliant**	10/6/16	✔
Certificate of Occupancy	Center City PCS - Trinidad	**Compliant**	10/6/16	✔
School Emergency Response Plan	Center City PCS - Trinidad	**Compliant**	10/6/16	✔
Sexual Violation Protocol Assurance Letter	Center City PCS - Trinidad	**Compliant**	10/6/16	✘
Lease/Purchase Agreement and Right of Entry	Center City PCS - Trinidad	**Compliant**	10/6/16	✔
SPED-Continuum of Services	Center City PCS - Trinidad	**Compliant**	10/20/16	✔
Fire Drills Conducted	Center City PCS - Trinidad	**Compliant**	12/8/16	✔

Appendix F

Annual Determination Reports

Report Section	Compliance Item		#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Initial Evaluation	Timely Completion of Initial Evaluation	300.301(c)	0	1	0	0.00	1	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Initial Evaluation	Timely Completion of Initial Evaluation 300.301(c)	0	2	0	0.00	2	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Initial Evaluation	Timely Completion of Initial Evaluation 300.301(c)	0	1	0	0.00	1	0	0	100.00

Report Section	Compliance Item		#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Reevaluation	Reevaluation	§300.303(b)(2)	0	1	0	0.00	1	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Reevaluation	Reevaluation §300.303(b)(2)	0	1	0	0.00	1	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Reevaluation	Reevaluation §300.303(b)(2)	0	2	0	0.00	1	0	1	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Reevaluation	Reevaluation §300.303(b)(2)	0	2	0	0.00	2	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Reevaluation	Reevaluation §300.303(b)(2)	0	1	0	0.00	0	0	1	0.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Reevaluation	Reevaluation §300.303(b)(2)	0	3	0	0.00	2	0	1	100.00

Reevaluation Student Noncompliance August 2014 (April 1, 2014 - June 30, 2014)

Initial Release Date: 9/17/2014
Date of Notification: 9/30/2014
Days Remaining: -545

Citation Item	Student ID	Student Name	Corrective Action
Reevaluation *§300.303(b)(2)*		.	Complete the evaluation and upload into SEDS.

Reevaluation Student Noncompliance November 2014 (July 1, 2014 - September 30, 2014)

Initial Release Date: 12/5/2014
Date of Notification: 1/26/2015
Days Remaining: -427

Viewing Data For Center City PCS

Citation Item	Student ID	Student Name	Corrective Action

Reevaluation Student Noncompliance May 2016 (October 1, 2015 - March 31, 2016)

Initial Release Date: 11/17/2016
Date of Notification: 12/1/2016
Days Remaining: 248

Viewing Data For Center City PCS

Citation Item	Student ID	Student Name	Corrective Action
Reevaluation *§300.303(b)(2)*			Complete the evaluation and upload into SEDS.

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Least Restrictive Environment (LRE)	1) Continuum of Alternative Placements §300.115	1	0	0	100.00	1	0	0	100.00
Individual Education Program (IEP)	2) IEP Accessibility §300.323(d)(1)	1	0	0	100.00	1	0	0	100.00
Data	3) Students Referred to Special Education Entered Into SEDS §300.211	1	0	0	100.00	1	0	0	100.00
Data	4) LEA Timely Response to Data Requests §300.211	1	0	0	100.00	1	0	0	100.00
Dispute Resolution	5) LEA Provides Information on State Complaints OSSE State Complaint Policy	1	0	0	100.00	1	0	0	100.00
Dispute Resolution	6) LEA Timely Implements Corrective Actions §300.600(e)	1	0	0	100.00	1	0	0	100.00
NIMAS	7) LEA Provision of Instructional Materials §300.172	0	0	1	0.00	0	0	1	0.00
Fiscal	8) LEA Correctly Procures, Utilizes and Charges Construction Expenses §300.718	0	0	1	0.00	0	0	1	0.00
Fiscal	9) LEA Utilizes IDEA Funds for Providing CEIS §§300.226, 300. 646	1	0	0	100.00	1	0	0	100.00
Fiscal	10) LEA Properly Tracks Students Who Receive CEIS §§300.226, 300. 646	1	0	0	100.00	1	0	0	100.00
Fiscal	11) LEA Consultation with Rep/Parent of Parentally-placed Students in Private Schools §300.1	0	0	1	0.00	0	0	1	0.00
Fiscal	12) LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Priva	0	0	1	0.00	0	0	1	0.00
Fiscal	13) Eligibility Standard for IDEA Part B Funds §300.203(a)	1	0	0	100.00	1	0	0	100.00
Fiscal	14) Compliance Standard for IDEA Part B Funds §300.203(b)	1	0	0	100.00	1	0	0	100.00
Fiscal	15) Sub Grantee Corrective Action Plans §300.203(a), 2 CFR §200.331(B)	0	0	1	0.00	0	0	1	0.00
Fiscal	16) A-133 Audit Findings OMB Circular A-133, 2 CFR §200.501	0	0	1	0.00	0	0	1	0.00
Fiscal	17) IDEA Part B Funds Used to Supplement Local Funds §§300.213, 2 CFR 200.501	1	0	0	100.00	1	0	0	100.00
Fiscal	18) IDEA Part B Funds Used to Pay Excess Cost 2 CFR §300.202	1	0	0	100.00	1	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Initial Evaluation and Reevaluation	12) Parents Provided Procedural Safeguards §300.504(a)(1)	3	8	0	27.27	10	0	1	100.00
Initial Evaluation and Reevaluation	13) Consent Form Signature Prior to Initial Evaluation §300.300(a)	9	2	0	81.82	10	0	1	100.00
Initial Evaluation and Reevaluation	14) Variety of Assessment Tools and Strategies Used §300.304(b)(1)	10	1	0	90.91	11	0	0	100.00
Initial Evaluation and Reevaluation	15) Consent Form Signature Prior to Reevaluation §300.300(c)(1)	9	0	0	100.00	9	0	0	100.00
Initial Evaluation and Reevaluation	16) Variety of Sources Used to Determine Continued Eligibility §300.306(c)	9	0	0	100.00	9	0	0	100.00
IEP (Individualized Education Program)	17) Parent/Student Invited to IEP Meeting §300.322(a)(1)	20	0	0	100.00	20	0	0	100.00
IEP (Individualized Education Program)	18) Parent/Student Notified of Meeting §300.322(a)(1)	19	1	0	95.00	20	0	0	100.00
IEP (Individualized Education Program)	19) 'Parent' Meets Definition in IDEA Regulations §300.30	18	0	2	100.00	18	0	2	100.00
IEP (Individualized Education Program)	20) Regular Education Teacher Attended IEP Meeting §§300.321(a), 300.321(e)	19	1	0	95.00	20	0	0	100.00
IEP (Individualized Education Program)	21) Special Education Teacher Attended IEP Meeting §§300.321(a), 300.321(e)	19	1	0	95.00	20	0	0	100.00
IEP (Individualized Education Program)	22) LEA Designee Attended IEP Meeting §§300.321(a), 300.321(e)	19	1	0	95.00	20	0	0	100.00
IEP (Individualized Education Program)	23) Evaluation Interpreter Attended IEP Meeting §§300.321(a), 300.321(e)	18	2	0	90.00	20	0	0	100.00
IEP (Individualized Education Program)	24) PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities §300.320(a	20	0	0	100.00	20	0	0	100.00
IEP (Individualized Education Program)	25) IEP Contains Measurable Annual Goals §300.320(a)(2)(i)	20	0	0	100.00	20	0	0	100.00
IEP (Individualized Education Program)	26) IEP Statement of Measurable Annual Related Services Goal(s) §300.320(a)(2)(i)(B)	17	0	3	100.00	17	0	3	100.00
IEP (Individualized Education Program)	27) IEP Team Considered Strategies to Address Behavior §300.324(a)(2)(i)	2	0	18	100.00	2	0	18	100.00
IEP (Individualized Education Program)	28) ESY Determined on Individual Basis §300.106(a)(2)	20	0	0	100.00	20	0	0	100.00
IEP (Individualized Education Program)	29) IEP Description of How Progress will be Measured §300.320(a)(3)(i)	20	0	0	100.00	20	0	0	100.00
IEP (Individualized Education Program)	30) IEP Review of Progress of Annual Goal §300.320(a)(3)(ii)	20	0	0	100.00	20	0	0	100.00
IEP (Individualized Education Program)	31) IEP Statement of Special Education and Related Services §300.320(a)(4)	20	0	0	100.00	20	0	0	100.00
IEP (Individualized Education Program)	35) IEP Contains Projected Date for Services §300.320(a)(7)	20	0	0	100.00	20	0	0	100.00
IEP (Individualized Education Program)	36) IEP Developed Within 30 Days of Initial Eligibility Determination §300.323(c)(1)	11	0	0	100.00	11	0	0	100.00
IEP (Individualized Education Program)	37) Implementation of Related Services §300.323(c)(2)	20	0	0	100.00	20	0	0	100.00
IEP (Individualized Education Program)	38) Annual IEP Review §300.324(b)(1)(i)	20	0	0	100.00	20	0	0	100.00
LRE (Least Restrictive Environment)	39) Consideration of Harmful Effects §300.116(d)	20	0	0	100.00	20	0	0	100.00
LRE (Least Restrictive Environment)	40) IEP Least Restrictive Environment in Regular Education §300.320(a)(5)	20	0	0	100.00	20	0	0	100.00
LRE (Least Restrictive Environment)	41) Supplemental Aids/Services Used Before Removal From Regular Education §300.114(a)(2	17	0	3	100.00	17	0	3	100.00
LRE (Least Restrictive Environment)	42) Student Placement Based on IEP §300.116(b)(2)	20	0	0	100.00	20	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Reevaluation	Reevaluation §300.303(b)(2)	0	1	0	0.00	1	0	0	100.00

Appendix G

On-Site Monitoring Report Attachments

Aug. 23, 2017

Russ Williams
President and CEO
Center City Public Charter School
900 2nd St. NE
Suite 221
Washington, DC 20002

Re: Federal Fiscal Year (FFY) 2015 IDEA Part B LEA Performance Determination

Dear Mr. Williams:

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, Center City 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.

Please note that the US Department of Education continues to apply special conditions to the District's IDEA Part B grant, due to a low rate of compliance with secondary transition planning requirements

(APR Indicator 13). To ensure that all LEAs that serve secondary transition populations have the information and resources needed to reach and maintain full compliance in the 2017-18 year, OSSE will both expand the range of supports provided to LEAs in this area, while also narrowing the number of monitoring touchpoints LEAs will receive over the course of the year. Next month, LEAs will be notified of OSSE's new approach for secondary transition monitoring and technical assistance for the 2017-18 year. We believe that the new approach will reduce the reporting burden on LEAs while also allowing them more time to focus on successful implementation.
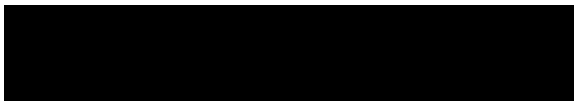
Enclosure 1 explains the criteria for each element and the way in which existing data provided by LEAs were used to make determinations. Not all elements are applicable to each LEA; for example, some LEAs do not have data for Indicator 12, as they do not serve children within the applicable age range (3 years old).

Enclosure 2 describes how Center City 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 Center City 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,

Amy Maisterra, Ed.D, MSW
Assistant Superintendent, Elementary, Secondary and Specialized Education

Enclosures (2)