



DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: Nick Rodriguez – Capital City PCS

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

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

SUBMISSION DATE: 11/2/2018

SCHOOL BACKGROUND

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

Overview of School Performance

1. Provide the following information about your Local Education Agency (LEA) by campus:
 - a) Campus name(s) and location(s): Capital City Lower School, Capital City Middle School, Capital City High School; 100 Peabody Street NW, Washington, DC 20011 (Ward 4)
 - b) Year opened: 2000
 - c) Grade levels served (Currently and at maturation of charter agreement, if applicable): PK3 - 12
 - d) Date that charter will be eligible for possible renewal: July 2030

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

- Currently rated Tier 1, or met at least 2/3 of targets on the most recent PK-only PMF or Alternative Accountability Framework.
- School is not currently under corrective action.
- Has historically met enrollment projections w/in 80% of target.
- School has been in operation for 3+ years.
- School is currently accredited. December 1, 2023

*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: In 2017-18, our Lower School was rated Tier 1 (65.1%); Middle School was Tier 2 (58.0%); and High School was Tier 1 (83.6%). Both our Lower School and High School were also Tier 1 in 2016-17 as well.

Disclaimer: While processing this application, DC PCSB staff may contact you later to request additional information for the Board’s consideration. By submitting this application, you agree to cooperate with DC PCSB staff to ensure your application is processed in a timely manner. For questions, please contact DC PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.



PROPOSAL

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

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

We are requesting to adopt PMF as goal for our Lower School and Middle School. Our High School currently has the PMF as goals, but we would like to adopt the most recently revised PMF as Goals policy. Finally, we would like to clarify the assessment being used for early childhood display on our Lower School PMF to be Teaching Strategies GOLD for PK (Literacy, Math, Social Emotional); F&P for K-2 Literacy; NWEA MAP for K-2 Math.

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

Adopting the PMF as our charter goals supports Capital City's mission of enabling a diverse group of students to meet high expectations and develop critical-thinking and problem-solving skills.

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

In the past 3 years, Capital City has only received a small number of community complaints. We responded promptly to each concern, working with the complainants and other necessary parties to reach an adequate resolution.

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

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

N/A

5. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment(s). If concerns have been brought to your attention, how do you plan to address them? *[EXCLUDES the following amendments: Governance,*



Goals, Mission, Curriculum, Graduation Requirements and Competency-Based Learning Credits. If not applicable, write N/A.]

N/A

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

The proposed amendment will be brought before the board at our next meeting on Tuesday, November 13th. Minutes from that meeting will be provided at that point.

Section B1. Goals and Achievement Expectations

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

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

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

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

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

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

Capital City’s current charter goals for our Lower and Middle Schools are outlined below. We are applying to adopt the PMF as goals for these two campuses, instead. Our High School currently has the PMF as goals, but we would like to amend this to adopt the most recent policy surrounding PMF as goals.

A. Mission Specific School Wide Goal

Domain and Aim	Goal	Assessment Tool
Capital City will implement the Expeditionary Learning model in prekindergarten through grade 8 at a high level as measured by:	Capital City will meet or exceed the yearly target score for the Expeditionary Learning Implementation Review.	Expeditionary Learning Implementation Review

B. Early Childhood Education

Domain and Aim	Goal	Assessment Tool
<p>Student Progress</p> <p>Students will become competent independent readers as measured by:</p>	<p>75% of students will meet or exceed growth expectations from fall to spring on Creative Curriculum’s Teaching Strategies GOLD literacy/language assessment.</p>	<p>Creative Curriculum’s Teaching Strategies GOLD literacy/language assessment.</p>
<p>Student Progress</p> <p>Students will be able to reason mathematically and effectively present their thinking to others as measured by:</p>	<p>75% of students will meet or exceed growth expectations from fall to spring on Creative Curriculum’s Teaching Strategies GOLD mathematics assessment.</p>	<p>Creative Curriculum’s Teaching Strategies GOLD mathematics assessment.</p>

C. Elementary through Middle School Program

Domain and Aim	Goal	Assessment Tool
<p>Student Progress and Achievement</p> <p>Students will become competent independent readers as measured by:</p>	<p>Grades K-2: 70% of students will achieve at grade level or demonstrate a year’s growth from fall to spring as measured by the Fountas and Pinnell reading assessment using the publisher’s grade level achievement targets and the growth targets approved in 2014 for the Early Childhood PMF.</p> <p>Grades 3-8: The percent of third through eighth grade students at Capital City PCS who score level 3, 4 or 5 on the PARCC assessment in English Language Arts will exceed the district average for students in grades three through eight.</p>	<p>Fountas and Pinnell Reading Assessment</p> <p>PARCC English Language Arts Assessment</p>

<p>Student Progress and Achievement</p> <p>Students will be able to reason mathematically and effectively present their thinking to others as measured by:</p>	<p>Grades K-2: 65% of students will score in the 50th percentile or above on the NWEA MAP math assessment or will demonstrate typical growth or more as determined by the publisher.</p> <p>Grades 3-8: The percent of third through eighth grade students at Capital City PCS who score level 3, 4 or 5 on the PARCC assessment in math will exceed the district average for students in grades three through eight.</p>	<p>NWEA MAP</p> <p>PARCC Mathematics Assessment</p>
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2. If the school’s existing goals were “not historically measured” or are no longer being pursued, explain why the school is abandoning these goals and how they will be replaced.

Over the past few years, we have worked on building a culture of data-informed instruction, and have found having multiple accountability structures to be a source of confusion and the data collection burdensome. As the PMF sufficiently measures the core academic components of our program, we feel that adopting the PMF as our goals will streamline our accountability focus, and simplify end-of-year reporting.

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

Capital City’s mission is to enable a diverse group of students to meet high expectations, develop creativity, critical thinking, and problem-solving skills, achieve a love of learning, along with a strong sense of community and character; we will graduate young adults who are self-directed, intellectually engaged and possess a commitment to personal and civic responsibility. We believe that the PMF as goals sufficiently addresses the academic component of our mission, specifically by maintaining a high level of benchmarks against which to measure our performance. We have many other programs in place to track the social-emotional and citizenship elements of our mission and will continue to track progress internally towards that broader mission.

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

N/A