



DC
**PUBLIC
CHARTER**
SCHOOL
BOARD

**DC Council Committee on Education
FY17 Performance Oversight Questions
February 2, 2018**

DC Public Charter School Board Fiscal Year 2017 Performance Oversight Questions

Governance and Operations

- Q1. How many public charter schools and how many local education agencies (“LEA”) are currently operating in the District of Columbia? Please provide a current list of all charter schools operating during the 2017-2018 school year and those which the PCSB approved to open and/or expand at meetings in FY17 and FY18 to date.**

There are 66 public charter school local education agencies (LEAs), operating 120 campuses in the District in the 2017-18 school year. The attached spreadsheet (Q1) lists all current LEAs and campuses. The LEAs opening in school year 2018-19 are The Family Place Public Charter School (PCS), North Star College Preparatory Academy for Boys PCS, and Digital Pioneers Academy PCS.

- Q2. Report, by LEA (if the LEA has multiple schools, include data for each school), the number of residency fraud reports made to OSSE for the 2016-2017 school year as well as for the 2017-2018 school year to date.**

DCPCSB has not made any residency fraud reports to the Office of the State Superintendent of Education (OSSE) to date. The chart shows the number of residency fraud cases at public charter schools investigated in FY17 and FY18 (data provided by OSSE).

Year	PCS cases investigated
FY17	50
FY18 Year to Date – December 31, 2017	39

- Q3. Provide a detailed update about the current status of the LEA payment initiative. In this discussion, include the collaborative process with OSSE, the DME, the OCFO, and the PCSB on local payments process and enrollment projections.**

In recent years the payment process, including charter school projections, done in collaboration with public charter schools, the Office of the Deputy Mayor for Education (DME), and OSSE, has improved significantly. The first quarter payment is now one-third of the total amount of the projections. The increased amount allows schools enrolling more students than projected to avoid the need for an emergency release of funds, a practice occurring with some regularity in years past. OSSE and DCPCSB also use a common data system to gather public

charter school enrollment information through automated feeds that connect directly from OSSE's system to public charter schools' student information systems. Other changes in policy and practice include greater sharing of enrollment data across agencies and reducing reporting burdens to schools; collaborative enrollment projecting between DME, the Office of the Chief Financial Officer (OCFO), OSSE, and DCPCSB; and prompt supplemental payments for additional services for special education, English learners, and at-risk students throughout the school year.

We continue to improve the process and believe that with better communication both within and between OSSE and DCPCSB, we will help schools get paid the correct amount on time. In addition to improving the current process, DCPCSB supports and actively participates in the DME's efforts to continue to reform the payment process so that (a) both public charter schools and DC Public Schools (DCPS) are paid based on actual enrollment and (b) schools are paid based on multiple enrollment counts throughout the year. Such a reform will provide financial incentives for schools to accept students midyear and remove a long-standing inequity in payments between public charter schools and DCPS.

Q4. Describe any partnerships or collaborations currently underway between the PCSB and other District government agencies. In particular, point out any new partnerships or collaborations developed, planned, or implemented over the last fiscal year. Please include the following agencies and any Task Forces, partnerships, councils, or other initiatives:

- a. D.C. Public Schools;
- b. Office of the State Superintendent for Education;
- c. Office of the Deputy Mayor for Education;
- d. D.C. Public Library;
- e. D.C. Department of General Services;
- f. D.C. Department of Transportation;
- g. D.C. Department of Parks and Recreation;
- h. D.C. Office of Human Rights;
- i. Metropolitan Police Department;
- j. Child and Family Services;
- k. Office of the Deputy Mayor for Health and Human Services including the D.C. Department of Behavioral Health and the D.C. Department of Health; and
- l. Office of Planning.

Citywide Task Forces

DCPCSB actively participates in more than 40 task forces and working groups, including the truancy task force, the cross-sector task force, and the career pathways task force. These task forces bring together multiple city agencies and community-based organizations. Our engagement in citywide initiatives has improved the ability of city agencies to coordinate with public charter schools,

has influenced agencies' decision-making, and improved the resources available to students and staff at public charter schools.

Below is a partial list of the collaborations and partnerships in which DCPCSB participates:

DC Department of Transportation Partnership

DCPCSB works closely with the DC Department of Transportation (DDOT) and the Office of the Chief Technology Officer (OCTO) to provide transit subsidies to public charter school students for the Kids Ride Free Program through the DC One Card. With the DC One Card, students ages 5 and up can ride the Metro and Metrobus for free within DC borders during school hours. An adult learner transit subsidy program is being piloted for six months (January-June 2018) and offers adult learners a \$50 transit subsidy each month. DCPCSB, DDOT, and OCTO offer trainings for designated school-based individuals responsible for processing DC One Cards for each student. DCPCSB, DME, DDOT, and OCTO provide ongoing support to public charter schools for the 22,580 DC One Cards issued to public charter school students this school year.

DCPCSB also participates on the citywide Transportation Working Group. The Transportation Working Group supports interagency and public school coordination to maximize and ensure safe and efficient travel for all public school students. DCPCSB serves on this working group to ensure that transportation issues relevant to public charter schools are shared and help inform analysis and decision-making.

DCPCSB participates on the new DC Student Kids Ride Free Program Improvement Working Group. The group looks at ways to improve the functions of the DC One Card.

DC Department of Behavioral Health (DBH)

DCPCSB works closely with DBH to ensure that mental health clinicians are placed in public charter schools. DBH provides 22 mental health professionals to public charter schools, compared with the 47 mental health professionals available in DCPS schools. DCPCSB participates on the Interagency Behavioral Health Working Group. The Interagency Behavioral Health Working Group is tasked with developing a comprehensive plan for allocating new and existing school-based behavioral health services for all public and public charter school students and expanding to child development centers.

DCPCSB participates on the newly created Task Force on School Mental Health. The task force will make recommendations for expanding mental health services in public schools.

System of Care Expansion Implementation Executive Team

DCPCSB is a member of the System of Care Expansion Implementation Executive Team, chaired by the Deputy Mayor for Health and Human Services. Members include the directors of all DC agencies serving children, including

mental health, health, public and public charter schools, child welfare, juvenile justice, human services, developmental disabilities, and parks and recreation. DC Superior Court (i.e., Family Court) is also represented. The team's goal is to improve mental health for all youth by building an enhanced System of Care infrastructure that increases the capacity for effective mental health services that are family-driven and youth-guided. Services include prevention, trauma-informed practice, public awareness, and timely access to individualized, culturally and linguistically competent mental health treatment and recovery support services.

Department of Parks and Recreation (DPR)

DCPCSB works with DPR to ensure that public charter schools have access to public parks and fields. Roughly 38 public charter schools use DPR fields for their athletic programs and physical education classes.

Department of Health (DOH)

DCPCSB works closely with DOH to staff public charter schools with school nurses. The collaboration includes working with Children's School Services, the vendor that provides school nurses. DCPCSB also works to ensure that all schools, especially those that do not have a nurse, have at least three people trained to administer medication. Public charter school staff members participate in several sessions for initial and refresher training to administer medication. DCPCSB works with schools to help them prepare to have a nurse's suite in the school.

Our goal is to have a publicly provided school nurse in every public charter school that wants a nurse. Currently 90 of the 120 public charter school campuses have a school nurse, up from 45 in 2012. However, of those 90 campuses, nine pay for private nurses out of the school's budget. Five additional campuses have been approved for a nurse and have been waiting for placement for more than two months.

Office of the State Superintendent of Education

The leadership of DCPCSB and OSSE meet monthly and more frequently as needed. DCPCSB also participates in many OSSE-led efforts including the following:

Every Student Succeeds Act (ESSA) Statewide Accountability

DCPCSB leadership and staff are working closely with OSSE's leadership and staff to develop the common statewide accountability system under the new federal education law, including attending meetings of the data managers task force and the assessment task force, and joining regular conference calls.

Risky Behavior Task Force

DCPCSB participates on the Risky Behavior Task Force with OSSE's Health Education Team. This task force implements the Centers for Disease Control and Prevention's School-based HIV/STD Prevention Program Grant (approved in SY 2015-16) for nine public charter schools. This program increases the capacity of

several public charter schools to address HIV infection disparities through sexual health education and sexual health services for grades 6-12.

School Garden Task Force and Healthy Youth and Schools Commission
DCPCSB participates on the School Garden Task Force and the Healthy Youth and Schools Commission. DCPCSB helps ensure that public charter schools are kept abreast of the requirements of the Healthy Schools Act and offers insight into barriers to implementing all aspects of the act. The Healthy Youth and Schools Commission publishes a report to the Mayor at the end of each school year.

Community Schools Advisory Board

The role of the Community Schools Advisory Board is to advise OSSE and the Mayor on the progress of community schools in the District; identify supports that can further enhance the implementation of community schools; provide feedback on the evaluation plan; and assess sustainability of the initiative. DCPCSB is a member of the advisory board and works with OSSE to review the evaluation of the community school grantees. DCPCSB also helped review the 10 applications submitted for the District's Community School Incentive Initiative Grant for 2018. Eight applications were approved and awarded grants.

General School Health Issues

DCPCSB works closely with the Health & Wellness Division at OSSE to identify solutions for numerous school-based health issues.

Data

DCPCSB collaborates with OSSE on various data collection systems and data uses with the goal of reducing the burden on public charter schools. See Question 5 for more details.

Early Learning

DCPCSB's Early Childhood point of contact communicates biweekly with OSSE's Assistant Superintendent for Early Learning to ensure clear communication and planning.

Career and Technical Education (CTE)

DCPCSB participates on the DC CTE Working Group hosted by OSSE. DCPCSB participates in all monthly meetings and the supplemental business rules working group. The group monitors the implementation of the citywide CTE Strategic Plan that was adopted in December 2012. Other members of the group include OSSE, DCPS, University of the District of Columbia Community College, DME, and WIC.

My School DC and EdFEST

DCPCSB regularly communicates with the My School DC team to discuss various concerns (e.g., school closings). Also, DCPCSB's board chair is a member of the Common Lottery Board.

EdFEST, a citywide event started by DCPCSB exclusively for families interested in sending their children to public charter schools, has expanded to include public schools.

DC Public Schools

DCPCSB and DCPS have expanded our collaboration in the past year. DCPS Chancellor Antwan Wilson and DCPCSB Executive Director Scott Pearson, accompanied by small teams from each organization, tour each other's schools to learn from them. We are exploring ways to collaborate on common issues faced by all of our schools, such as attracting great teachers, serving students with disabilities, and providing alternative pathways for off-track students.

Medication Administration Training and School-Based Nursing Issues

In our work to help ensure that all schools have at least three people trained to administer medication, DCPCSB collaborates with DCPS to provide a joint training session for public charter school and DCPS staff. The training is provided by Children's School Services. DCPCSB works closely with DCPS to share best practices about school-based nursing.

Office of Human Rights (OHR)

DCPCSB serves on the citywide Bullying Prevention Task Force, which is managed by OHR. The task force aims to reduce bullying across the city by emphasizing prevention and proper procedures for responding when incidents occur. DCPCSB works to make sure public charter schools have developed their bullying prevention policies.

DC Public Library

DCPCSB and the DC Public Library are currently not working on any collaborative projects.

Metropolitan Police Department (MPD)

DCPCSB and MPD have developed a close working relationship. DCPCSB provides MPD information concerning children attending public charter schools, and DCPCSB helps MPD respond to parent complaints and connect school staff with MPD about school safety.

Office of the Deputy Mayor for Education

DCPCSB works closely with the DME on a number of issues – school-based health (nurses and immunization), transportation, transit subsidy (DC One Card), summer school planning, School Safety and Safe Passage Working Group, legislation, communication strategies, Truancy Task Force, Equity Reports, enrollment forecasting, facilities and facilities planning, and cross-sector collaboration. DCPCSB's executive director meets weekly with the DME and biweekly with the leaders of the education cluster. In addition, DCPCSB's Board Chair and Executive Director participate on the Mayor's Cross-Sector Collaboration Task Force.

DCPCSB is a member of the new School Safety and Safe Passage Working Group. The group was established to better understand and enhance safety-related policies that affect both public charter and DCPS schools, and to identify intersections with MPD and the Metro Transit Police Department (MTPD) The working group is co-chaired by the Deputy Mayor for Education and the Deputy Mayor for Public Safety and Justice.

Office of the Deputy Mayor for Health and Human Services (DMHHS)

DCPCSB works with DMHHS on school-based health issues related to school nurses, immunization compliance (e.g., the No Shots, No School campaign) and the Task Force on School Mental Health.

State Early Childhood Development Coordinating Council (SECDCC)

DCPCSB has a seat on the SECDCC, which is co-chaired by the Office of the Deputy Mayor for Education and the Office of the Deputy Mayor for Health and Human Services. DCPCSB participates in all meetings and has a staff member co-chairing the SECDCC's Early Childhood Data, Needs Assessment, and Insights Subcommittee. The group's vision is to make sure all young children and families in the District receive the necessary supports and services from birth to age 8 to be ready to learn and develop successfully. The SECDCC supports and advocates for policies and practices to ensure a comprehensive early childhood education and development system for infants, toddlers, and young children by improving collaboration and coordination among agencies and community partners.

Department of General Services (DGS)

DCPCSB worked closely with DGS on lead testing in public charter schools. DGS provided guidance on lead testing protocols.

Child and Family Services Agency (CFSA)

DCPCSB communicates monthly with CFSA regarding the number of students who are eligible to be referred for truancy or educational neglect (students with 10 or more unexcused absences). In turn, CFSA provides DCPCSB with the number of referrals it has received per public charter school campus. This enables DCPCSB to follow up with schools that may be underreporting. DCPCSB reached out to Court Social Services in the past to establish similar check-ins but was unsuccessful in developing a partnership.

A more complete list of all partnerships and collaborations can be found in attachment Q4.

- Q5. Identify all electronic applications/databases maintained by your agency, including, but not limited to those databases containing information about special education, 504 plans, student discipline, and student support teams. Please provide the following:**
- a. A detailed description of the information tracked within each system, including each recordable data element;**

- b. Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system; and**
- c. The age of the system and any discussion of substantial upgrades that have been made or are planned to be made to the system.**
- d. As OSSE builds out their data systems, what focus has the PCSB shifted from data collection to data analysis and how is this used to work with LEAs?**

DCPCSB uses several applications and databases, which are described below. Over the past year, DCPCSB deprecated several legacy systems to standardize our data collection platforms.

Epicenter

Epicenter is a web application used to collect and store school documents related to compliance, governance, operations, finances, and academic goals and performance. Local education agencies (LEAs) submit documents, and DCPCSB accepts the documents based on completion and accuracy of content. The exact criteria for acceptance vary by document type.

The following types of data are collected in Epicenter:

- Compliance documents
 - o Basic business licenses
 - o Certificates of insurance
 - o Certificates of occupancy
 - o Charter school athletics compliance
 - o CTE waivers
 - o Fire drill scheduling
 - o Teacher retirement participation and withholding documents
- LEA board administration
 - o Annual reports
 - o Charter agreement and amendments
 - o Charter application
 - o Charter renewal application(s)
 - o Meeting minutes
- LEA academic performance
 - o Accreditation results
 - o Early childhood assessment election forms
 - o High school course offerings
 - o Discipline policies
 - o SPED continuum of services
- LEA financial performance
 - o Annual budgets
 - o Annual audits
 - o Supplemental financial information
 - o Facilities expenditure data inputs
 - o IRS Form 990s

- Monthly financial statements
- Quarterly financial statements
- LEA operational and policy documents
 - Lease/purchase agreements
 - Lottery procedures
 - Procurement contracts
 - Professional development schedules
 - Student handbooks
 - Student record retention policies
 - Technology plans

Approximately 30 members of DCPCSB's staff have access to this database and use it regularly. Any documents submitted to this database that do not contain personally identifiable information or otherwise exempt information can be requested under the Freedom of Information Act (FOIA). The database itself is not a public access database.

DCPCSB began using Epicenter in the 2011-12 school year. The application is configurable to collect different types of documents. DCPCSB is exploring, but has not committed to, migrating some or all the functionality to a different platform in the future.

The Hub

The Hub is DCPCSB's central data repository, which replaces and integrates data previously stored in several different systems. The Hub stores academic and performance data, as well as discipline and equity data. The Hub also serves as DCPCSB's entity management system, tracking LEA, campus, and facility directory and profile information.

The following types of information are available in the Hub:

- Support: ticketing and secure communication with LEAs
- Directory: consolidated entity management information
 - Campus programs
 - Charter special education status
 - Grades served
 - Operating status
 - Original authorizer
 - Residential operating status
 - Facility addresses
 - Facility maximum occupancy
- Communication: contact directory
 - Name, title, email address, phone number, and contact type
- Students
 - Demographics, measured at multiple points throughout the year
 - Enrollment periods, with discrete entries and exits per the DC Municipal Regulations
 - Enrollment audit results
- Discipline

- Discipline incidents reported by LEAs
- Equity Reporting
 - Interim reporting of discipline and equity trends
 - Mirrors final Equity Reporting
 - Provided as an early-access and detection tool
- Academic Performance Data
 - Outcomes of the School Quality Report (SQR)
 - Assessment outcomes
- Enrollment Projections
 - Projections by both LEAs and DCPCSB
 - Access and support for the Deputy Mayor for Education
- Enrollment Verification
 - Access and support for the Child and Family Services Agency
- Financial Data
 - Datasets related to annual audited financial datasets
 - Outcomes of the Financial Audit Reviews (FAR)
- DC One Card Reporting
 - DC One Card statuses and operations

All DCPCSB staff members as well as 350 school-based users have some level of user access to the Hub, with varying levels of permission. Access to the database is tightly controlled, using partitioning and permissioning to keep data secure. LEA users have access to data only for the LEA(s) for which they have been granted access, and within the LEA user permission, users can be granted access to different types (e.g., academic, equity, compliance, financial) of data discretely. DCPCSB also provides limited access to agency partners. Access for each of these groups is restricted to the data relevant to the data-sharing agreement.¹

DCPCSB uses a reliable-source method of authenticating requests to change access control policies for LEA users. DCPCSB is happy to have built the functionality to allow LEAs to quickly and securely manage access to the Hub in the event of staffing changes. DCPCSB's operations team closely manages and revokes credentials for staff members leaving the agency.

DCPCSB relies on its data stores to perform effective oversight and continues to refine its data indexing and reporting tools. The Hub underwent its first version upgrade in 2017, providing enhanced audit logging, user monitoring, and data cleansing upgrades. DCPCSB continues to make deliberate efforts to consolidate and standardize interfaces in a manner that maintains and/or improves user accessibility and our ability to use the data collected.

Many reports and products produced using these data, including the Performance Management Framework (PMF) and Financial Audit Review (FAR), are subsequently published on DCPCSB's website. The database itself is not a

¹ DCPCSB primarily exchanges data with OSSE using OSSE's SFTP server.

public access database. Requests for additional collected information are handled through the FOIA request process.

SalesForce

DCPCSB maintains a SalesForce application to track community complaints. This database includes information from the community member submitting the complaint, as well as a log of the contact between DCPCSB and the LEA, discussing the complaint and the LEA's resolution of the issue(s). DCPCSB has identified the need to migrate the community complaints database to the Hub to allow DCPCSB to decommission its SalesForce account.

Data submitted to this database contain personally identifiable information, and otherwise FOIA-exempt information. These data can be requested under FOIA. DCPCSB produces annual reports that summarize the core data collected by this database.

Extract, Transform, and Load (ETL) Server

DCPCSB maintains an ETL server, which is used to process data feeds from partnering agencies and LEAs, and to perform ongoing operations on the Hub. Primarily, this server is used to interface with OSSE's SFTP server, perform data transformations on the data received, and upload them to the Hub.

Access to DCPCSB's ETL server is restricted to DCPCSB's Data Management Specialist. Because the server collects and temporarily stores student-level information, access is secured using a combination password and system policies. Data are moved to DCPCSB's information storage network and encrypted using public-key encryption.

DCPCSB's ETL Server resides in a hosted cloud server in a secured server facility in Michigan. DCPCSB upgraded the hardware configuration in 2017 and continues to subscribe to a plan which allows us to fluidly manage our hardware requirements.

As OSSE builds out their data systems, what focus has the DCPCSB shifted from data collection to data analysis and how is this used to work with LEAs?

DCPCSB continues to invest significantly in its relationship with OSSE. As OSSE's scope increases to include additional data DCPCSB relies on for high-stakes accountability decisions, we have shifted our effort from collecting to monitoring collection practices, ensuring internal consistency in our own datasets, and supporting OSSE by providing accountability mechanisms for its work in collecting data from LEAs.

DCPCSB continues to emphasize ensuring that our analysts have access to clean and complete data to do our work. Given OSSE's current operational capacity to deliver data to DCPCSB, we have prioritized receiving nightly feeds from OSSE to allow staff members to have access to the data they need to analyze charter

performance in a timely manner. DCPCSB employs a full-time staff member whose job includes managing data transmitted from OSSE to DCPCSB.

Finally, DCPCSB continues to devote resources to ensuring that the use of data it receives from OSSE aligns with OSSE's own usage policies where possible. This helps both agencies present a clear and consistent message of school performance and reduces the burden of reporting requirements imposed on LEAs.

- Q6. Provide a list of all inter-agency programs, initiatives, or MOUs (with government agencies and outside partners) currently in place, all MOUs entered into within the last year, and any MOUs planned for the coming year. Please be sure to include copies of any MOUs with the submission.**

Memoranda of Understanding (MOUs)/Other Inter-Governmental and other Partnership Agreements

1. Justice Grants Administration MOA (attached Q6 A)
2. OSSE MOA Data Sharing Agreement (attached Q6 B)
3. UDC Educational Data Access (attached Q6 C)
4. AIR Data Sharing Agreement (attached Q6 D)
5. OSSE MOU regarding DCPCSB's implementation of the ESEA Waiver (attached Q6 E)
6. DME MOU Common Lottery (attached Q6 F)
7. Georgetown Legal Fellow MOU (attached Q6 G)
8. Urban Institute MOU for data sharing to allow for research (attached Q6 H)
9. OSSE MOU Adult and Alternative Ed (attached Q6 I)
10. RAND Data Sharing MOU (attached Q6 J)

- Q7. Provide an update for the Committee on the PCSB's work with the Department of Health Care Finance on Medicaid billing in FY17 and FY18 to date. How does the PCSB work to promote the DHCF's work with LEAs and parents?**

Please note that the response below is the same as last year (FY16), as our work in this area has not changed.

The primary agency responsible for Medicaid billing is the Department of Health Care Finance (DHCF), which works actively with charter LEAs to promote and facilitate Medicaid billing. DCPCSB supports DHCF by sharing contact information with schools, promoting DHCF meetings and other messaging through our Wednesday Bulletin (a weekly e-newsletter sent to all schools), and providing DHCF time at our quarterly school leader meetings to address these issues with public charter school leaders. It is important to note the record-keeping and paperwork requirements for Medicaid billing is time consuming and costly. Consequently, this billing only makes sense for schools with sufficient volume, so the reimbursements exceed the cost of preparing and filing the requests. Most, if not all, of the public charter schools of sufficient size now participate in

the program. Charter LEAs work directly with the DC Special Education Cooperative, which assists them in preparing their Medicaid billing claims.

DCPCSB has been participating in the Free Care Rule Working Group chaired by DHCF and includes other health and education partners across the city and the DC Special Education Cooperative. The group is working to expand Medicaid reimbursement of school-based services to all eligible students (ages 3-20) enrolled in Medicaid, regardless of whether the services are provided based on requirements of an Individualized Education Plan (IEP) and/or allows for the reimbursement of specific school nursing services. In order for Medicaid to pay for these services, the State Plan must be amended to expand the list of reimbursable school-based services and potentially expand the list of provider types that may seek reimbursement.

Q8. Identify all legislative requirements (both local and federal) that PCSB lacks sufficient resources to properly implement. Also, identify any statutory or regulatory impediments to your agency's operations.

DCPCSB provides oversight for 120 schools operated by 66 nonprofits. DCPCSB is an independent government agency and therefore is somewhat flexible with respect to statutory and regulatory requirements, differing from other government agencies.

We would like to propose minor changes to the code to better support DC students, our duties in opening and closing schools, and our work providing rigorous oversight. We would like the charter review and renewal application and My School DC lottery dates better aligned. Currently, the law permits renewal applications to be submitted as late as the spring of a school year, making it impossible to reject a renewal a school before the enrollment deadline for My School DC. Making the required submission date earlier would better allow for due process to occur and for families to be better prepared if a school closes.

Additionally, we are in favor of adding an optional at-risk preference and optional closed-school preference for District families. The at-risk preference would go a long way in breaking up some of the segregated patterns some schools have seen develop through the lottery. Some schools see a larger proportion of applications from affluent families than from economically disadvantaged families. We keep hearing from our schools that they would support a change as they strive to achieve true diversity in their student population. A lottery preference for students leaving a closed school would also help DC families. While DCPCSB strives to make tough decisions over charter revocation before the lottery, we believe this preference would add another layer of equity and give the students who need help the most a leg up into a top-performing school.

Student Achievement and Student Supports

- Q9. Since the release of the five-year evaluation of the Public Education Reform Amendment Act (“PERAA”) there is emerging consensus on the need for a citywide approach to educating children and public school planning because students often moved fluidly between DCPS and public charter schools. During FY16 Performance Oversight, the PCSB described working with the Deputy Mayor for Education on the District-wide goals and monthly meetings with sector leadership to discuss education and planning. Describe how these meetings and collaboration advanced in FY17 and FY18 to date and what, if any, initiatives or planning have come from them.**

DCPCSB does not agree that “there is emerging consensus on the need for a citywide approach to educating children.” We believe that the diversity of approaches taken by many successful charter schools provides families with choices of quality schools that better allow them to find the right school for their unique child.

DCPCSB does agree that there are abundant opportunities to collaborate across local education agencies (LEAs) and across sectors to share best practices and to tackle common issues. The development of the My School DC common lottery is an example of such cross-sector collaboration.

DCPCSB participates in cross-sector task force meetings and quarterly Ed Cluster meetings with the Office of the City Administrator and the Deputy Mayor for Education (DME), biweekly Ed Cluster meetings with the DME, and monthly Ed Cluster meetings with the Mayor. These meetings allow DCPCSB to collaborate, provide performance updates, and share charter sector accomplishments and concerns on various issues, such as facilities and facilities funding. These meetings also provide an opportunity to hear about the special initiatives, capital projects, and challenges that could be supported by other agencies in the city.

As part of the cross-sector task force work, several DCPCSB staff and board members traveled with other education leaders from the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), and DME to Denver to learn more about how that city is working to foster a more cohesive public education environment across charter and traditional public schools.

DCPCSB also meets regularly with the leaders of DCPS, OSSE, and DME to dig deeper into the issues raised at the cross-sector meetings. We work closely with other agencies to improve student outcomes, lessen the burden on schools, and make data collection and reporting more efficient. In partnership with OSSE, DCPCSB has eliminated the need for schools to submit enrollment, attendance, and demographic data to both DCPCSB and OSSE by using a single source system to populate both DCPCSB’s Hub and OSSE’s data systems.

The Cross-Sector Collaboration Task Force is developing recommendations to improve coordination between the processes that DCPCSB and DCPS use to solicit, consider, and approve the opening of new schools. The task force is also developing recommendations to improve the ability to serve at-risk students, including the optional at-risk preference previously mentioned. Finally, the task force has already made recommendations to reduce midyear mobility and facilitate the entry of students moving into the District midyear. We look forward to discussion with the DC Council around these proposals after they are released.

Q10. Discuss and provide plans for how the PSCB has taken recommendations from the PERAA evaluation for students with special needs and the possibility for increased collaboration and applied that to policy.

Please note that the response below is the same as last year (FY16), as our work in this area has not changed.

While the PERAA report has extensive discussion of students with disabilities and other special needs students, the three recommendations of the report are broad and do not contain specific recommendations with respect to special needs students.

The recommendations are:

1. Create a common data warehouse.
2. Establish institutional arrangements that will support ongoing independent evaluation of its education system.
3. Address the serious and persistent disparities in learning opportunities and academic progress across student groups and wards.

The first two recommendations do not relate to DCPCSB's work other than our cooperation with the Office of the State Superintendent of Education (OSSE) and the Council, which is always forthcoming.

The third recommendation implicates DCPCSB and goes into further detail in the report as described below:

1. Recommendation: Centralized, systemwide monitoring and oversight of all public schools and their students, with particular attention to high-need student groups.
 - o DCPCSB collaborates with OSSE on special education oversight. We share information, coordinate monitoring, and use each other's results in our respective oversight responsibilities. We continue to work closely with OSSE on new statewide accountability measures that would enhance common systemwide reporting on school performance. We do not support "centralized oversight" of public charter schools because the School Reform Act gives schools exclusive control over their

administration, personnel, operations, and instructional methods.

2. Recommendation: The fair distribution of educational resources across schools and wards.
 - We believe the supplements to the Uniform Per Student Funding Formula, including special education and at-risk, provide a fair distribution of resources to public charter schools across the city. As the funding is based on actual enrollment, schools are paid based on the population they serve.
3. Recommendation: Ongoing assessment of how well strategies for improving teacher quality are meeting their goals.
 - We do not believe centralized oversight of teacher quality strategies is appropriate for public charter schools. Rather, we use our School Quality Report, also known as the Performance Management Framework (PMF), to annually monitor each school's student outcomes on a variety of academic-related measures. The PMF directly measures school quality and thereby also teacher quality. We also conduct qualitative site reviews at least once every five years at every school, and more often at schools with lower performance. These reviews provide the school, its community, and the public with qualitative data on the school's instruction and school climate.
4. Recommendation: More effective collaboration among public agencies and with the private sector to encourage cross-sector problem solving for the city's schools.
 - We are active participants in the Cross-Sector Collaboration Task Force, as well as more than 40 other task forces and working groups across the city. These groups include members from government agencies, not-for-profit school support organizations, and, at times, advocacy organizations.
5. Recommendation: Accessible, useful, and transparent data about DC public schools, including charters, that are tailored to the diverse groups with a stake in the system.
 - We were the early proponents of Equity Reports, which are designed precisely to provide the type of data described here. We published the fifth annual Equity Reports in December.
 - We support the common report card under the State Board of Education and OSSE, which will consolidate much useful information on school climate and performance in a single report card for each school.
 - We support a common STAR framework that will provide the same school performance information for all K-12 public schools.

6. Recommendation: Measures to strengthen public trust in education in a diverse, highly mobile city.
 - o The level of collaboration and cooperation between the sectors is vastly higher than it was in years past, and we hope this has strengthened public trust in our system. Certainly, the growth of public school enrollment by about 20,000 students (nearly 30 percent) since 2009 is evidence of this growing trust. We also engage with families at numerous events throughout the year. See Q33 for more information.

Looking beyond the specific recommendations of PERAA, DCPCSB, in coordination with our education partners, has taken many steps to address educational disparities as they relate to students with disabilities.

Foundationally, it's essential that all public charter schools be open to students with disabilities. We have focused on this issue for years, and now have three full-time employees with extensive backgrounds in special education. We review school websites and enrollment materials, run our Mystery Shopper Program annually, conduct audits of schools that show signs of trouble, and have opened schools focused on serving students with special needs, such as The Children's Guild PCS and Bridges PCS. These efforts have paid off. In 2016, for the first time, the percentage of students with disabilities enrolled in public charter schools exceeded the city average. This trend has continued in school year 2017-18.

We also worked to implement the special education preference enacted by the Council, developing a preference for Bridges PCS and St. Coletta Special Education PCS. This preference was first implemented in 2016.

We have worked to faithfully implement the Special Education Quality Improvement Act of 2014 requiring each public charter school to serve as its own local education agency (LEA) for special education, with the exception of one (St. Coletta Special Education PCS was granted a waiver). In addition to facilitating the legal change, we required each school transitioning from DC Public Schools (DCPS) to independent LEA status to demonstrate to our satisfaction that they are prepared for the responsibilities this transition entails. Members of OSSE, DCPS, and DCPCSB formed a committee to review the applications from these dependent schools to gauge their readiness with the transition, and DCPCSB used input from these agencies when compiling information for the DCPCSB Board. Similarly, we continue to collaborate with OSSE and our LEAs in implementation of the Enhanced Special Education Services Amendment Act of 2014.

Over the years, we expanded our oversight of public charter schools with respect to students with disabilities. Our site reviews always include a special education expert. We have steadily expanded our charter school audits to investigate possible deficiencies in schools' service to students with disabilities. And our quinquennial high-stakes reviews now explicitly cover not only school

compliance with special education law but also the academic outcomes of students with disabilities.

Discipline disparities for students with disabilities has been a focus of our Equity team for years. This focus has borne real results. Over the past four years, public charter school suspension rates for students with disabilities has fallen twice as fast as overall suspension rates.

Finally, we have worked hard to improve the capacity of our public charter schools to serve students with disabilities. We developed the Quality Assurance Review process in 2012 as an optional self-study to help public charter schools enhance their systems, processes, and skills. To date 34 LEAs, or over half, completed the process.

Overall, we see improvement across the board. Public charter schools are educating a higher percentage of students with disabilities than ever. For the fourth straight year, graduation rates for students with disabilities have exceeded the city average, and we look forward to seeing continued growth in these areas.

Q11. Detail and discuss the Qualitative Site Review (“QSR”) process for FY17 and FY18 to date. How many LEA’s were reviewed and on what topic areas did the PCSB focus?

The purpose of the Qualitative Site Review (QSR) is to provide DCPCSB Board members, DCPCSB staff, public charter school leaders, parents, and other community members with qualitative evidence to complement the quantitative evidence gathered in the School Quality Report (also referred to as the Performance Management Framework or PMF). The QSR protocol along with the Charlotte Danielson Framework for Teaching rubric can be found in attachment Q11 A.

Qualitative Site Reviews have four components:

- a. An introductory meeting with school leaders to gather information about the school’s mission, vision, and academic program, including its programs for English language learners and for students with disabilities.
- b. Unannounced school visits during a two-week window to observe 75 percent of each campus’s teachers.
- c. Observation of a school’s board meeting or review of a school’s board meeting minutes.
- d. Observation of school event(s) if it is pertinent to the school’s goals, such as a community engagement activity or parent workshop.

Classroom observations are at the heart of QSRs. DCPCSB staff and consultants, who are certified in using the Charlotte Danielson Framework for Teaching rubric, conduct unannounced classroom observations during the predetermined two-week window. They conduct observations to gather

evidence of teaching and learning and school culture, ultimately rating each observation on a four-point scale. When writing a review or a charter renewal report, the staff relies on the qualitative evidence to support its recommendation to the Board on charter continuance.

In addition to consultants and staff members who review the general education students learning, every QSR contains at least one observer trained in special education who observes pull-outs and inclusive classrooms. A section of the QSR details the extent to which the school is implementing a strong special education program. Similarly, a staff member trained in Sheltered Instruction Observation Protocol observes the instruction of English learners and summarizes the findings in the report.

The QSR team meets with the school's leadership after finishing all observations and provides global feedback. DCPCSB does not provide information on specific teachers or classrooms. The goal is to give holistic feedback on the school's culture and learning environment. DCPCSB also produces a final report containing an overall assessment for each campus within the local education agency (LEA), which we send to the school's board and post on our website. The report contains the percentage of observations that score at each level of the rubric. A sample QSR can be found in attachment Q11 B, and all finalized reports to date can be found on our website at <http://www.dcpsb.org/report/qualitative-school-reviews>.

DCPCSB completed QSRs in SY 2016-17 and in 2017-18 for one of the following reasons:

- Eligible to petition for 15-year Charter Renewal during the upcoming school year.
- Eligible for five-year or 10-year Charter Review during the upcoming school year.
- School designated Focus or Priority by the Office of the State Superintendent of Education (OSSE).
- Tier 3 ranking on the School Quality Report. (also referred to as the Performance Management Framework or PMF).

DCPCSB completed 44 QSRs during FY17 and to date has completed 9 QSRs in FY18.

Q12. Provide a sector report of the promotion rate (percent of students and number of students) by grade for D.C. public charter school and charter LEA for SY2016-2017.

For the public charter sector, the average promotion rate is 97 percent. By grade, promotion rates are lowest in grade 9, which is consistent with higher enrollment citywide in this grade as students are more likely to be retained in grade 9 than other grades.

Promotion rates for all but four public charter local education agencies (LEAs) are within 6 percentage points of the charter sector average. The outliers include two LEAs with alternative campuses (Maya Angelou PCS and Kingsman Academy PCS) and two LEAs serving only high school grades (Thurgood Marshall Academy PCS and IDEA PCS). Lower promotion rates at high schools may be related to credit requirements by grade to ensure that students are ready to graduate in grade 12 and school-specific policies regarding social promotion and credit recovery.

DCPCSB calculated promotion rates as the proportion of SY 2015-16 audited public charter school students in pre-kindergarten to grade 11 who were promoted to a higher grade in SY 2016-17 divided by the total number of students who were promoted and retained. Results are not shown for when the total number of students eligible to be included in a rate was less than 25.

Data restrictions limited analysis to students who were in the public charter sector for both SY 2015-16 and SY 2016-17, as DCPCSB does not have access to student records after they leave the charter sector. The Office of the State Superintendent of Education (OSSE) is in a better position to calculate citywide promotion rates. Findings should be interpreted accordingly.

1. Sector level promotion rates by grade (SY 2015-16 to SY 2016-17)

Grade	Number of students promoted	Share of students promoted
PK3	2,522	99%
PK4	2,737	98%
KG	2,519	97%
1	2,458	98%
2	2,229	98%
3	2,018	99%
4	1,810	99%
5	1,779	98%
6	2,228	98%
7	2,002	99%
8	1,379	99%
9	1,471	88%
10	1,181	93%
11	1,126	95%
12	N/A	N/A
Total	27,459	97%

2. LEA promotion rates (SY 2015-16 to SY 2016-17)

LEA	Number of students promoted	Share of students promoted
Achievement Preparatory Academy PCS	537	99%

LEA	Number of students promoted	Share of students promoted
AppleTree Early Learning PCS	394	99%
BASIS DC PCS	472	96%
Bridges PCS	240	100%
Briya PCS	N<25	N<25
Capital City PCS	797	98%
Cedar Tree Academy PCS	258	96%
Center City PCS	1,138	99%
César Chávez PCS for Public Policy	964	96%
City Arts & Prep PCS	382	100%
Creative Minds International PCS	221	100%
DC Bilingual PCS	343	96%
DC Prep PCS	1,370	99%
DC Scholars PCS	364	97%
Democracy Prep Congress Heights PCS	463	95%
District of Columbia International School	361	100%
E.L. Haynes PCS	929	97%
Eagle Academy PCS	742	100%
Early Childhood Academy PCS	203	99%
Elsie Whitlow Stokes Community Freedom PCS	327	98%
Excel Academy PCS	608	100%
Friendship PCS	3,274	97%
Harmony DC PCS	85	99%
Hope Community PCS	681	99%
Howard University Middle School of Mathematics and Science PCS	202	100%
IDEA PCS	134	83%
Ideal Academy PCS	175	98%
Ingenuity Prep PCS	225	93%
Inspired Teaching Demonstration PCS	331	99%
Kingsman Academy PCS	96	71%
KIPP DC PCS	4,591	99%
Latin American Montessori Bilingual PCS	340	100%
LAYC Career Academy PCS	N<25	N<25
Lee Montessori PCS	84	99%
Mary McLeod Bethune Day Academy PCS	332	95%
Maya Angelou PCS	47	34%
Meridian PCS	570	100%
Monument Academy PCS	34	100%
Mundo Verde Bilingual PCS	502	99%
National Collegiate Preparatory PCHS	145	95%
Paul PCS	438	92%
Perry Street Preparatory PCS	225	100%
Potomac Preparatory PCS	246	98%

LEA	Number of students promoted	Share of students promoted
Richard Wright PCS for Journalism and Media Arts	183	95%
Roots PCS	61	92%
SEED PCS	277	96%
Sela PCS	106	99%
Shining Stars Montessori Academy PCS	131	100%
Somerset Preparatory Academy PCS	240	99%
St. Coletta Special Education PCS	156	98%
The Children's Guild DC PCS	210	100%
Thurgood Marshall Academy PCS	232	90%
Two Rivers PCS	599	100%
Washington Global PCS	86	99%
Washington Latin PCS	571	99%
Washington Mathematics Science Technology PCHS	174	99%
Washington Yu Ying PCS	535	99%

3. Campus promotion rates (SY 2015-16 to SY 2016-17)

Campus	Number of students promoted	Share of students promoted
Achievement Preparatory Academy PCS – Wahler Place Elementary School	214	99%
Achievement Preparatory Academy PCS – Wahler Place Middle School	323	100%
AppleTree Early Learning Center PCS – Columbia Heights	87	100%
AppleTree Early Learning Center PCS – Lincoln Park	28	100%
AppleTree Early Learning Center PCS – Oklahoma Avenue	91	99%
AppleTree Early Learning Center PCS – Southeast	127	98%
AppleTree Early Learning Center PCS – Southwest	61	95%
BASIS DC PCS	472	96%
Bridges PCS	240	100%
Briya PCS	N<25	N<25
Capital City PCS – High School	232	95%
Capital City PCS – Lower School	282	100%
Capital City PCS – Middle School	283	100%
Cedar Tree Academy PCS	258	96%
Center City PCS – Brightwood	223	100%
Center City PCS – Capitol Hill	175	99%
Center City PCS – Congress Heights	194	99%
Center City PCS – Petworth	204	100%
Center City PCS – Shaw	183	100%
Center City PCS – Trinidad	159	99%

Campus	Number of students promoted	Share of students promoted
César Chávez PCS for Public Policy – Capitol Hill	231	89%
César Chávez PCS for Public Policy – Chavez Prep	251	97%
César Chávez PCS for Public Policy – Parkside High School	235	97%
César Chávez PCS for Public Policy – Parkside Middle School	247	99%
City Arts & Prep PCS	382	100%
Creative Minds International PCS	221	100%
DC Bilingual PCS	343	96%
DC Prep PCS – Anacostia Elementary School	109	99%
DC Prep PCS – Benning Elementary School	393	99%
DC Prep PCS – Benning Middle School	196	99%
DC Prep PCS – Edgewood Elementary School	399	97%
DC Prep PCS – Edgewood Middle School	273	99%
DC Scholars PCS	364	97%
Democracy Prep Congress Heights PCS	463	95%
District of Columbia International School	361	100%
E.L. Haynes PCS – Elementary School	301	99%
E.L. Haynes PCS – High School	309	93%
E.L. Haynes PCS – Middle School	319	100%
Eagle Academy PCS – Capitol Riverfront	91	99%
Eagle Academy PCS – Congress Heights	651	100%
Early Childhood Academy PCS	203	99%
Elsie Whitlow Stokes Community Freedom PCS	327	98%
Excel Academy PCS	608	100%
Friendship PCS – Armstrong	354	97%
Friendship PCS – Blow Pierce Elementary School	330	95%
Friendship PCS – Blow Pierce Middle School	135	87%
Friendship PCS – Chamberlain Elementary School	315	95%
Friendship PCS – Chamberlain Middle School	269	95%
Friendship PCS – Collegiate Academy	506	97%
Friendship PCS – Online	70	95%
Friendship PCS – Southeast Academy	479	99%
Friendship PCS – Technology Preparatory High School	157	99%
Friendship PCS – Technology Preparatory Middle School	271	99%
Friendship PCS – Woodridge Elementary School	251	100%
Friendship PCS – Woodridge Middle School	137	98%
Harmony DC PCS – School of Excellence	85	99%
Hope Community PCS – Lamond	244	100%
Hope Community PCS – Tolson	437	98%

Campus	Number of students promoted	Share of students promoted
Howard University Middle School of Mathematics and Science PCS	202	100%
IDEA PCS	134	83%
Ideal Academy PCS	175	98%
Ingenuity Prep PCS	225	93%
Inspired Teaching Demonstration PCS	331	99%
Kingsman Academy PCS	96	71%
KIPP DC – AIM Academy PCS	315	99%
KIPP DC – Arts and Technology Academy PCS	202	99%
KIPP DC – College Preparatory Academy PCS	340	94%
KIPP DC – Connect Academy PCS	283	100%
KIPP DC – Discover Academy PCS	324	100%
KIPP DC – Grow Academy PCS	297	98%
KIPP DC – Heights Academy PCS	403	98%
KIPP DC – KEY Academy PCS	314	100%
KIPP DC – Lead Academy PCS	394	100%
KIPP DC – LEAP Academy PCS	195	98%
KIPP DC – Northeast Academy PCS	215	98%
KIPP DC – Promise Academy PCS	477	99%
KIPP DC – Quest Academy PCS	281	98%
KIPP DC – Spring Academy PCS	190	97%
KIPP DC – Valor Academy PCS	100	100%
KIPP DC – WILL Academy PCS	261	100%
Latin American Montessori Bilingual PCS	340	100%
LAYC Career Academy PCS	N<25	N<25
Lee Montessori PCS	84	99%
Mary McLeod Bethune Day Academy PCS	332	95%
Maya Angelou PCS – High School	47	34%
Meridian PCS	570	100%
Monument Academy PCS	34	100%
Mundo Verde Bilingual PCS	502	99%
National Collegiate Preparatory PCHS	145	95%
Paul PCS – International High School	267	88%
Paul PCS – Middle School	171	98%
Perry Street Preparatory PCS	225	100%
Potomac Preparatory PCS	246	98%
Richard Wright PCS for Journalism and Media Arts	183	95%
Roots PCS	61	92%
SEED PCS of Washington DC	277	96%
Sela PCS	106	99%
Shining Stars Montessori Academy PCS	131	100%
Somerset Preparatory Academy PCS	240	99%
St. Coletta Special Education PCS	156	98%

Campus	Number of students promoted	Share of students promoted
The Children’s Guild DC PCS	210	100%
Thurgood Marshall Academy PCS	232	90%
Two Rivers PCS – 4th Street	453	100%
Two Rivers PCS – Young	146	99%
Washington Global PCS	86	99%
Washington Latin PCS – Middle School	335	99%
Washington Latin PCS – Upper School	236	98%
Washington Mathematics Science Technology PCHS	174	99%
Washington Yu Ying PCS	535	99%

Q13. For FY17 and FY18 to date please provide an update regarding the outcomes of the Partnership for Assessment of Readiness of College and Careers (“PARCC”) assessment in public charter schools. Please describe any barriers to implementation in testing, and how the PCSB is working with schools to identify any program and technological enhancements needed to administer the assessment, or any unexpected challenges in implementation. Please elaborate on how the tests are applied and impact each school’s Performance Management Framework (“PMF”). Also address what steps PCSB is taking as authorizer to help individual LEAs raise future test scores or to meet the needs of LEAs with schools with students with special education needs.

The Office of the State Superintendent of Education (OSSE) is the primary agency responsible for helping local education agencies (LEAs) implement PARCC each year. DCPCSB collaborates with OSSE’s Office of Assessment if there are barriers that require our help to overcome. To date, we have not been informed of barriers requiring our intervention.

DCPCSB continues to be supportive of the switch to PARCC and, in the years leading up to PARCC transition, supported schools with this transition. As an authorizer, we are working to ensure that schools have access to their data in a usable and timely manner.

DCPCSB uses the PARCC assessment in its School Quality Report (also referred to as the Performance Management Framework, or PMF) and provides schools with interactive calculators so they can estimate points earned for each component of the report, including PARCC.

DCPCSB believes in differentiated oversight. For schools that had low performance on the PARCC in English language arts or math in school year 2016-17 and/or low median growth percentile scores, which are calculated using individual student growth scores from school year 2015-16 to school year 2016-17, a few DCPCSB Board members will meet with the school’s board and leadership to discuss the performance during this school year. If the

performance contributes to a school earning a Tier 3, we conduct a Qualitative Site Review (QSR) to gather qualitative evidence.

In the PMF, DCPCSB measures both PARCC Level 3 and higher (3+ is "Approaching College and Career Ready" and higher) and PARCC Level 4 and higher (4+ is "College and Career Ready") at the same percentages as agreed upon in school year 2015-16. In 2016-17, the PK-8 Gateway measures, which measure reading proficiency in grade 3 and math proficiency in grade 8, expect students to score in these domains at the college ready benchmark.

We also use the PARCC scores to calculate student growth, using median growth percentile to calculate the school's average student growth from the previous year to the current year. For PK-8 framework, equal weight is given to growth and proficiency. In high school, growth is currently not available using PARCC scores. We are considering alternative ways to measure growth in future years. Currently in the PK-8 PMF, PARCC results account for 25 to 40 percent of a school's PMF score, depending on the grade band of students the school serves (higher for schools without PK). In the High School PMF, PARCC accounts for 25 percent of the PMF score as there is currently no growth component.

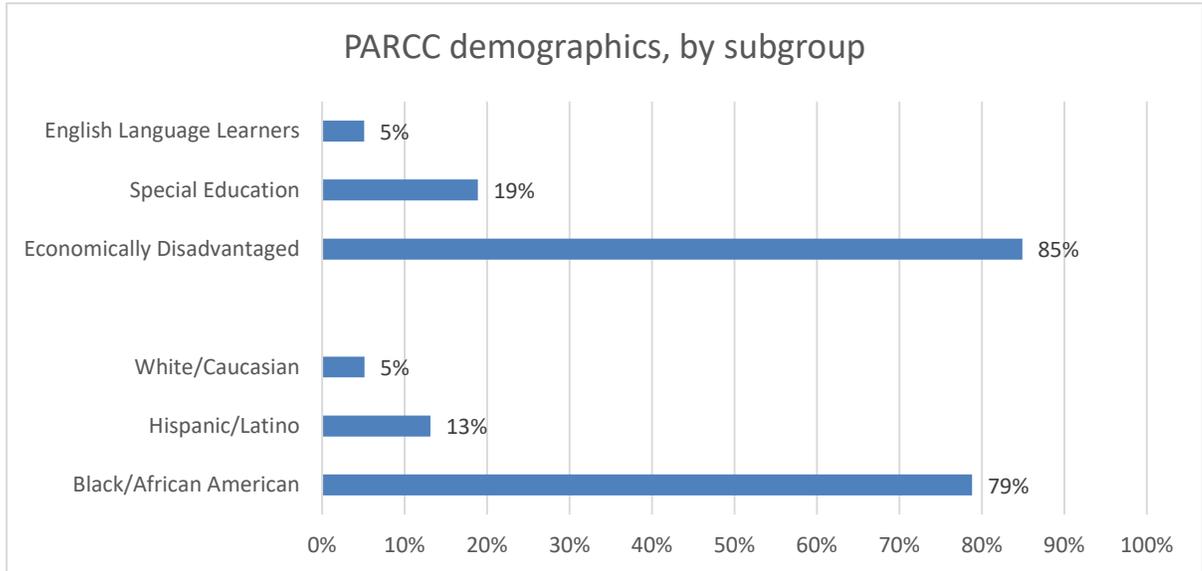
While public charter schools still have significant achievement gaps, we are continuing to close across most student populations. For example, 24% of the black public charter school students scored at college and career level (as compared to 18% at DCPS) and 18% of the At-Risk students scored at this level (as compared to 13% at DCPS). This is still well behind the rates of their more advantaged peers, where more than 70% reach this level. In Black, At-Risk, Economically Disadvantaged, public charter schools have higher proficiency rates than the city's overall average. However, for Latino, White, and English language learners, the rates of career and college ready are below.

The trend continues for virtually all populations. The performance difference between Black students scoring at College and Career Ready levels (4 and 5) at public charter schools and DCPS is 4.5 percent for English and 7.5 percent for math. For economically disadvantaged students, the difference is 3.7 percent for English and 5.3 percent for math. While the most significant achievement gap is still between White students and Black and Latino students, we are pleased to see it narrowing and hope this trend continues.

An area of great concern is our students with disabilities. The percentage scoring at College and Career Ready is in the single digits. The performance clearly shows more needs to be done. Last year, DCPCSB hired another specialist with extensive special education background. The three staff members with special education backgrounds are an instrumental part of our qualitative site reviews, visiting every school with a specific lens for the quality of instruction for students with disabilities both in inclusive and pull-out settings.

Public charter schools are open-enrollment schools. More than 90 percent of the students taking the PARCC last year at public charter schools were Latino or

Black, and 85 percent were economically disadvantaged. Nineteen percent received special education services.



Results showed some schools are beating the odds. Schools such as DC Prep PCS had scores equal to schools in Ward 3, with vastly different demographics. For other schools, the performance was not so strong. When the performance affects a school's PMF score, we alert its board members and leadership. For a complete list of schools and their performance by subgroup, please see attachment Q13.

DCPCSB supports schools improving results for all students by making the data accessible and providing information for all schools on our website as well as through the Equity Reports, which show performance and growth by subgroup as compared with city averages. Other local DC organizations such as the Achievement Network; FOCUS, a charter support organization; and other groups work directly with schools on analyzing standardized assessment results to help drive instruction and improve learning.

Q14. Provide a narrative description for how the PCSB evaluates the awarding of diplomas for students graduating from a public charter school.

Each year, DCPCSB staff conduct 12th grade transcript audits at each public charter high school with a graduating class to determine students' eligibility to graduate by the end of the school year. All prospective graduates' records are thoroughly reviewed, including their final transcript, grades 9-12 report cards, schedule of enrolled classes, community service logs, and any other documentation the auditors deem necessary to verify eligibility to earn a high school diploma. (Note: Eligibility is determined by the school's criteria.) The auditors deem each student "on track" or "not on track" for graduation based on whether the student met the local education agency's (LEA) specific graduation

requirements. Given that each charter high school operates on a different calendar, students may be considered for graduation at three specific times during the school year: January (midyear graduates), June (traditional graduates), and August (summer graduates).

One week after the audit, DCPCSB staff provide schools with an Executive Summary, which summarizes the number of students deemed on track and not on track and provides an overview of findings from the audit. About three to six weeks after each school's audit, school leaders meet with DCPCSB staff at a follow-up appointment known as the Post-Audit Validation, where they bring updated documentation (e.g., credit recovery report, summer school grade change form, updated community service logs) to provide evidence that a student has completed the graduation requirements since the audit. DCPCSB does not accept passage of credit recovery program unless the student has previously taken, completed, and failed the underlying course. Once DCPCSB staff review all the documentation produced by the school, the final step in the validation appointment is to accept diplomas for the students who have been cleared to graduate based on the audit. All validated diplomas are then signed by DCPCSB's Board chair certifying that each student met the school's graduation requirements and is eligible to receive a high school diploma.

A sample timeline of DCPCSB's transcript audit process from start to finish is provided below:

Key Transcript Audit Dates	Action Items
<p>Calendar Invite and Roster Validation March 5 – 23</p>	<ul style="list-style-type: none"> Schools are sent an electronic calendar invitation based on the date they select for their transcript audit. Enclosed in the details of the invitation, schools will receive an Excel spreadsheet attachment that is prepopulated with their school's 12th-grade students. Schools will have until Friday, March 23, to update the spreadsheet with any additional prospective graduates or newly withdrawn students for SY 2017-18.
<p>On-site Transcript Audits March 28 – April 27</p>	<ul style="list-style-type: none"> On-site 12th-grade transcript audits for all public charter high schools with a graduating class.
<p>Audit Validation/ Diploma Signing May 21 – June 15</p>	<ul style="list-style-type: none"> Transcript Audit Validation Sessions and Diploma Drop-off at DCPCSB's office. By May 4, 2018, schools will be sent a link to a Google Doc where they may sign up for the follow-up Audit Validation session. During the validation appointment, all 12th-grade students must have completed final exams, special projects, credit recovery, etc., to be considered for the June graduates' cohort. Once DCPCSB validates the graduation data for June and determines which students have met the requirements for graduation, we will review the final list with the school and accept diplomas only for those approved students. DCPCSB guarantees that schools will receive their signed diplomas no later than three to five business days prior to the school's scheduled graduation ceremony.* <p><i>*Unless discussed otherwise due to extenuating circumstances.</i></p>
<p>Scheduling Summer Validation Appointments July 30-August 3</p>	<ul style="list-style-type: none"> DCPCSB will contact each high school to schedule a date after the conclusion of summer school to validate any summer graduates for SY 2017-18. Appointments must occur only after summer grades have been finalized to ensure accurate validation of each student's eligibility for summer graduation.
<p>DCPCSB Third Annual Summer Graduation Ceremony</p>	<ul style="list-style-type: none"> Tentative date: August 9 (pending feedback from schools about summer school end dates)
<p>Deadline to Validate Summer Graduates August 20</p>	<ul style="list-style-type: none"> Schools will have until August 20 to validate any outstanding summer graduates for SY 2017-18. All credit recovery, summer courses, special projects, etc., must be completed and finalized by this time for prospective summer students to be eligible for summer graduation. After August 20, DCPCSB will not accept any student data or diplomas to be signed for SY 2017-18. No exceptions.

Key Transcript Audit Dates	Action Items
<p>Deadline to Submit Certified Graduates Lists to the Office of the State Superintendent of Education (OSSE) August 31</p>	<ul style="list-style-type: none"> Based on the confirmed June and summer graduates determined during the comprehensive audit process for SY 2017-18, DCPCSB staff will submit a comprehensive certified graduates list to OSSE that has been confirmed via signature by each high school.

Q15. List the number of school-based physical and behavioral health professionals that are currently employed in public charter schools, broken down by school. Also indicate how many physical health professionals or behavioral health clinicians are employed by D.C agencies and allocated to each school. Additionally, for each campus that lacks school-based physical or behavioral health staff, please detail how the PCSB worked with LEAs to remediate their absence in FY17 and FY18 to date.

Twenty-one mental health clinicians are employed by the Department of Behavioral Health (DBH) in public charter schools. (See the Q15 A attached list for more details.) This compares with 47 clinicians at DC Public Schools (DCPS) and is a tremendous inequity that remains unaddressed year after year.

Many of the public charter schools with the highest percentages of at-risk students do not have a DBH-provided mental health clinician. Meanwhile, some public charter schools with relatively low at-risk percentages have been assigned a mental health clinician. DCPCSB has been unable to discern any rational basis for how clinicians are assigned, nor do we understand the disparity between the resources devoted to public charter schools versus DCPS.

It should be noted that most public charter schools employ mental health and/or counseling professionals out of their own budgets, and many work with non-profit organizations to supplement these services. For example, DC Prep Public Charter School is not provided with a DBH clinician but employs 9 professionals to provide behavioral health services.

For those school campuses that lack city-provided school-based behavioral and mental health staff, DCPCSB:

- Works with DBH to provide consultation regarding prioritizing and elevating public charter schools with higher needs to use the available DBH clinicians.
- Connects schools to community resources that could support them (i.e., Latin American Youth Center, Wendt Center, Mary’s Center).
- Works with DBH and the Deputy Mayor for Health and Human Services on the Comprehensive Plan for expanding early childhood and school-based behavioral health services to advocate for more DBH clinicians for public charter schools.

The Department of Behavioral Health/School Mental Health Program (DBH/SMHP) also provides Primary Project, an evidence-based early intervention/prevention program for identified children in pre-kindergarten (age 4) through third grade who have mild challenges with social-emotional adjustment in the classroom. Primary Project services are provided to children attending child development centers and DC public and public charter schools that receive on-site services from a DBH/SMHP or Healthy Futures clinician. Primary Project services are being provided to three public charter schools:

- Cedar Tree Academy PCS
- Eagle PCS – Congress Heights
- Eagle PCS – Capitol Waterfront

The Department of Health (DOH) provides school-based nurses to public charter schools that have an approved nurse's suite. As noted, 90 public charter school campuses now have school nurses, up from 45 in 2012. DCPCSB works with schools to ensure that at least three people are trained to administer medication, especially in those schools that do not have a school nurse. (See the Q15 B attached for the school nurse schedule.)

Thanks to the support of the DC Council, DOH has made great progress in providing 40 hours of coverage to the schools for which it provides school nurses. As of the most recent schedule, 100% of schools with DOH-provided nurses had 40 hours of coverage scheduled. However, it should be noted that 32% of schools with a DOH nurse had a portion of the coverage filled by an allied health professional, such as a nursing assistant.

A related issue concerns absenteeism encountered in certain schools with their DOH-provided school nurse. For example, in November 2017, there were 42 nurse absences. We have long advocated for DOH maintaining a float pool of nurses able to fill in at a school when the primary nurse is absent. Otherwise, in most cases schools are offered only telephonic coverage.

Q16. Please quantify for each school the number of homeless youth enrolled in public charter schools for SY2016-2017 and SY2017-2018 to date. What additional supports does PCSB provide to LEAs with a high number of homeless student populations?

DCPCSB does not collect homeless data for public charter school students. The Office of the State Superintendent of Education (OSSE) maintains a McKinney-Vento database, which tracks homeless students and the homeless liaisons for each public charter school. DCPCSB facilitates workshops for new schools to inform them about the role of a school's homeless liaison. We help schools work through issues with homeless students by connecting them with the right city agencies. In most cases, schools work through the OSSE team responsible for the homeless program. DCPCSB also participates on the Interagency Council on Homelessness tasked with developing a Comprehensive Plan to End Youth Homelessness.

- Q17. For SY2016-2017 and SY2017-2018 to date, please identify all D.C. public charter schools with restorative justice programs or undertaking other targeted efforts to decrease exclusionary discipline and improve school climate, such as PBIS or Responsive Classroom. For each school, provide the following:**
- a. A list of all programming or training that was implemented;**
 - b. Any metrics used to track success of programs and data for these metrics for SY2016-2017 and SY2017-2018 to date; and**
 - c. The amount of money spent on this programming in FY17 and the amount budgeted for FY18.**

Using a variety of teaching methods and school models, schools have worked to develop strong cultures built around core values and high expectations. Many schools have reported using restorative justice practices as an approach to change student behavior and reduce the number of emotionally charged incidents that often result in removing students from class or school. Other schools reported using programs such as Positive Behavioral Intervention and Supports (PBIS), and Responsive Classroom. DC public charter schools that use these practices include but are not limited to: E.L. Haynes PCS, Excel Academy PCS, Friendship PCS, Capital City PCS, SEED PCS, César Chávez PCS, Kingsman Academy PCS, Monument PCS, Mundo Verde PCS, Next Step PCS, KIPP PCS, Meridian PCS, Maya Angelou PCS, Paul PCS, Children's Guild PCS, Washington Global PCS, and Sustainable Futures PCS, among others.

Public charter elementary, middle, and high schools, along with alternative and adult education schools, have embraced this approach as part of their school culture. Schools have collaborated with organizations, such as Restore DC and the Community Conferencing Center in Baltimore, Maryland, as well as the Office of the State Superintendent of Education (OSSE) for professional training and support. DCPCSB invited Mediation DC to our Fall 2017 Charter Leaders Meeting to help schools in the area of restorative justice. Each school has its own process for implementing restorative practices. For example, one public charter school's policy notes that the school "uses restorative practices, such as Dialogue Circles, to build community and academic achievement as well as to repair harm when conflict occurs. Dialogue Circles, which are voluntary for staff and students, are offered during lunch and provide a space for sharing and exploring topics such as culture, reading, typing, art, music, dance, parenting, and health and fitness."

In October 2017, DCPCSB hosted a School Climate Brunch for elementary schools. The purpose of the event was to provide public charter school staff an opportunity to share strategies on improving school culture and climate. We encouraged school deans, principals, or any staff working with school culture to attend. Twenty people across eight schools and partner organizations attended. Schools shared their strategies on improving school climate, and emphasized best practice sharing related to at-risk students and students with disabilities. Strategies discussed included:

- Investing in professional development, including: Responsive Classroom, trauma informed teaching, nonviolent intervention training, and the DC Special Education Cooperative’s de-escalation training.
- Restorative Practices such as Sister Circle, Peacemaking Circles, and Community Circles.
- Partnerships with Flamboyant (particularly to increase home visits).
- Reduction of suspension for insubordination or defiance.
- “Push in” for behavior intervention (instead of sending students out of the classroom).
- Behavior ladders, and requiring teachers to try three interventions before moving to another rung on the ladder (e.g., warning, phone call, reflection).
- Use of WhatsApp, an app used for staff-to-staff communication about students (to draw administrators to the site of conflict).
- Increased use of manifestation determination meetings.
- Incentives (e.g., a paycheck system).
- Class Dojo, a communication portal where the school can send notes to parents in real time about student behavior. Class Dojo is also used to track incentives and rewards.
- “Reverse Suspension,” in which, instead of suspension, the parent comes to school and observes the student in class.

Regarding professional development, many schools train their staff during schoolwide professional development sessions and grade-level team meetings. The amount of training varies, with some schools offering as few as six hours of training and others offering up to 80 hours. Public charter schools have reported participating in focused trainings on topics specific to instituting restorative justice within a school, such as peer mediation training and circle facilitation. The Center for Restorative Process states that circles are used throughout the schools to “build community, teach restorative concepts and skills, and harness the power of restorative circles to set things right when there is a conflict.”

Regarding funding, charter schools’ allotments for these programs vary. During the School Climate Brunch, one school shared that it has invested \$30,000 on professional development for restorative justice. Several variables affect the amount schools budget, such as the size of the school and number of staff members trained.

Q18. (a) For each LEA (if the LEA has multiple schools, include data for each campus) and by sector, please provide the following data on student attendance for SY2016-2017 and SY2017-2018 to date:

- 1. The number and percent of truant students by grade;**
- 2. The number and percent of students with 1-5 unexcused absences;**
- 3. The number and percent of students with 6-10 unexcused absences;**
- 4. The number and percent of students with 11-20 unexcused absences;**

5. **The number and percent of students with 21 or more unexcused absences;**
 6. **Of the cases in which students have 10 or more absences, the number of students referred to CFSA; and**
 7. **For cases involving students 14 years and older, how many per LEA have been referred to CSS?**
 8. **A list of all LEAs or individual schools for which you have issued a “notice of concern,” and whether or not they have met the requirements of the notice.**
- (b) Why do LEAs not report data for referrals to CFSA and CSS to PCSB?**
- (c) What steps did PCSB take in FY17 and FY18 to date to help LEAs to improve practices and policies related to attendance and absenteeism?**

For bullet points 1-5, please see attachment Q18.

As of December 31, 2017, 1,053 students ages 5 to 13 had 10 or more unexcused absences. These students would be eligible for Child and Family Services Agency (CFSA) reporting if each student’s 10 days were full-day absences. As of December 31, 2017, 350 students ages 14 to 17 had 15 or more unexcused absences. These students would be eligible for CSS reporting if each student’s 10 days were full-day absences. Please note that the numbers referenced above (1,053 and 350) are absences according to the 80/20 rule, not full-day absences.

As of January 22, 2018, CFSA shared with DCPCSB that it had received 272 charter school referrals. Since then, several public charter schools have informed DCPCSB that they had submitted referrals. As of January 9, CSS shared with us that it received at least 60 public charter school referrals.

Local education agencies (LEAs) are responsible for being mandatory reporters. Therefore, they submit referrals directly to CFSA and CSS, as opposed to reporting to DCPCSB. DC law mandates that public charter schools submit daily attendance to the Office of the State Superintendent of Education (OSSE), which we receive through a nightly feed from OSSE’s Qlik application. Schools submit in-seat attendance using the 80/20 rule, in which students are marked present only if they are at school at least 80 percent of the school day. The law does not mandate schools to submit full-day absences, which is the criteria CFSA and CSS referrals follow. DCPCSB seeks to reduce the school reporting burden so schools can dedicate their staff and resources to their instructional program. Outside of collecting in-seat attendance, DCPCSB does not require schools to submit full-day absence attendance, or data on CFSA and CSS referrals, because the reporting burden on schools may draw staff and financial resources away from school programming. Nevertheless, DCPCSB staff does contact schools we suspect may be underreporting (per referral information shared by CFSA and CSS) and has reached out to 10 schools this school year inquiring about submitting referrals.

DCPCSB issued one Notice of Concern for truancy this school year (SY 2017-18). It was issued to Sustainable Futures PCS for having a truancy rate of 64.5 percent, which is greater than the 45.0 percent threshold for alternative schools. DCPCSB's Board may lift the Notice of Concern at its April 2018 meeting pending improvement in two of the three criteria: (1) improvement in the percentage of in-seat attendance for the whole school, (2) improvement in attendance for the majority of students who were defined as chronically truant in the baseline period, and (3) maintaining a chronic truancy rate lower than 45 percent, excluding those already counted as chronically truant in the baseline period.

Last year DCPCSB issued 2 notices of concerns for truancy. They were issued to Rocketship DC in March 2017 and Eagle Academy in April 2017. Both notices were lifted in June 2017

One of DCPCSB's strategies for improving attendance is providing transparency of data (through Equity Reports, School Quality Reports, outlier emails to school leaders, midyear data reports and end-of-year data reports sent to schools' boards, and board-to-board meetings). We make monthly/midyear/end-of-year reports available to schools, then charge the school to determine the best strategies for improving attendance. In December 2017, DCPCSB rolled out a new dashboard in the Hub (our internal and school-facing database). Schools can now view their attendance data, compared with the sector average of the grade band served, as well as see what percentile the school's data falls in. This allows schools to see when they are outliers.

Additionally, our staff works closely with government partners. For example, we work with the Kids Ride Free Task Force to improve the efficiency of the program and ensure more participation and to find a solution to implement this program for adult learners. (See question 4 for more information.) Through the task force, we ensure that schools get a report showing the status of their students' DC One Cards. This was a new initiative for SY 2017-18. Staff also works closely with partners on the Every Day Counts! Task Force, as well as providing data, when requested, to Show Up Stand Out. Additionally, at the March 2018 Charter Leaders Meeting, one of the breakout sessions will focus on schools sharing attendance best practices.

Q19. Provide the following information on special education services for FY17 and FY18 YTD:

- a. The number of students with special education needs served by all charter schools by classification;**
- b. The number of students with special education needs, broken down by school; and,**
- c. The number of special education students referred to non-public school settings by LEAs.**

As the state education agency, the Office of the State Superintendent of Education (OSSE) is responsible for collecting and maintaining the state's

database on students with disabilities, including data on primary disabilities, service hours, and compliance documentation. DCPCSB requested increased access to these data from OSSE and has been collaborating with it to design a nightly feed to improve our ability to monitor data relating to special education services within the charter sector. DCPCSB anticipates OSSE will implement the requested nightly feed before the end of SY 2017-18.

Q20. How do PCSB and OSSE share information regarding the oversight of special education in charter schools? What information do the two agencies share? How does PCSB evaluate the monitoring documents provided by OSSE?

As the state education agency, the Office of the State Superintendent of Education (OSSE) has the expertise and primary responsibility for enforcing federal special education laws, including the Individuals with Disabilities Education Act (IDEA), and DCPCSB joins in its enforcement. Indeed, among the enumerated reasons DCPCSB may revoke a charter is the violation of special education laws.

DCPCSB is co-responsible with OSSE for enforcing legal compliance. Our primary focus is to look at the quality of the academic program serving students, including those with disabilities. We share information to support each other's work through monthly staff meetings and regular check-ins with the local education agency (LEA) Supervisory Monitoring Specialist. In addition, DCPCSB has aggregate user access for all LEAs to the EasyIEP/ Special Education Data System and the DC Corrective Action Tracking System. Through a data request, OSSE emails DCPCSB an inventory of Hearing Officer Determinations filed against DC public charter schools. Further, OSSE will either include, or separately send DCPCSB a copy of, any additional monitoring reports or data reported on a charter LEA. The data from these systems allow DCPCSB to incorporate OSSE's compliance data in charter renewal and review decisions.

DCPCSB provides OSSE the names of schools selected for a Special Education Audit to ensure that there is not duplicative monitoring. Through regular check-ins and meetings, OSSE and DCPCSB continue to work together to ensure that schools do not have to submit redundant documentation. In some cases, OSSE staff invites DCPCSB staff to attend OSSE's monitoring/audits when concerns are raised surrounding the provision of special education at schools.

We review every school every year on special education compliance. In addition, at least once every five years, when a school undergoes a charter review, we do a holistic review of all data sources to ensure that any compliance finding has been rectified during the timeframe allotted by OSSE. During these high-stakes reviews, we rely on OSSE's data systems and its Division of Systems and Supports K-12 monitoring specialists to check on a school's status on correcting findings evidence in OSSE reports. DCPCSB reviews both findings and corrections to findings when compiling

information regarding a charter school's special education compliance.

These review reports include a comprehensive analysis of a public charter school's special education data as it relates to academic performance and compliance with applicable laws for students with disabilities. Schools may face charter revocation, charter nonrenewal, or charter continuance/renewal with conditions if the data show low performance on state and internal assessments for students with disabilities or noncompliance with special education laws.

In addition, DCPCSB collaborates with DC Public Schools (DCPS), OSSE, and the Deputy Mayor for Education (DME) to produce citywide Equity Reports every year. These reports show suspension, attendance, and state assessment proficiency rates for students with disabilities for each school compared with the city average. Special education performance is also evaluated during internal monthly staff data review sessions. Schools with the highest discipline or midyear withdrawal rates for students with disabilities as compared with other schools or their nondisabled population, or have seen large increases in these rates year over year, may be contacted to discuss the disproportionality, or an on-site audit may be conducted. Any lack of performance, disproportionality, or other concerns may spur DCPCSB staff to call a "board to board" meeting (between the school's Board of Trustees and a few members of the DCPCSB Board and senior staff) to discuss strategies for improvement.

Additionally, DCPCSB participates in OSSE's planning meetings for citywide projects and initiatives and is often involved in planning when implementing a new policy. Last year OSSE and DCPCSB continued collaborating closely to support dependent public charter schools as they transitioned to independent charter status for purposes of IDEA by August 1, 2017. (All LEAs have transitioned to independent LEAs, except one. St. Coletta will remain a dependent charter school per a waiver approved by DCPCSB pursuant to the Special Education Improvement Act of 2014.) Over the past two years, members of OSSE, DCPS, and DCPCSB formed a committee to review the applications from these dependent schools to gauge their readiness for the transition, and DCPCSB used input from these agencies when compiling information for the DCPCSB Board.

Q21. How has PCSB's ongoing monitoring of special education been updated or changed in the last fiscal year? How has this method of written analysis, QAR and site visits impacted the practices of charter schools or PCSB? How many schools have been fully evaluated and reviewed to date using this monitoring method? What are the results of the special education audits and were changes made to the audit for SY16-17?

DCPCSB's ongoing monitoring of schools for special education has largely remained consistent from the last fiscal year to this one, with a few updates

described in detail below. If schools are found to be noncompliant with IDEA or other applicable law, appropriate action is taken by DCPCSB to relay this information in reports, discuss with the Board, and share with the schools.

DCPCSB leverages six strategies to monitor schools' special education programs.

1. High-Stakes Reviews: At least once every five years, DCPCSB conducts a high-stakes review of each public charter school resulting in a written report. The report includes a comprehensive review of the public charter school's special education outcomes for academic performance as measured by state assessments and compliance with applicable laws based on the Office of the State Superintendent of Education's (OSSE) special education data. Since fiscal 2012, 68 local education agencies (LEAs) (42 reviews and 26 renewals) have undergone a high-stakes review – in fact, the only schools that have not undergone a review are those that opened in the past five years. Schools may face charter revocation, charter nonrenewal, or charter continuance/renewal with conditions if the analysis shows material violation with any applicable laws, including special education laws.
2. Site Visits: Formal site visits have been streamlined to fit into the ongoing Qualitative Site Review (QSR) process conducted at every public charter school at least once every five years as part of its high-stakes review and more often if the school is identified as a lower performer on the School Quality Report (also known as the Performance Management Framework or PMF) or by OSSE or, is in its first year of operation. Special education staff or consultants purposefully observe the delivery of specialized instruction in the push-in, pull-out, resource, and/or self-contained settings. All QSR team members use the Charlotte Danielson Framework for Teaching and Learning and the results of special education-specific observations are incorporated into the overall report for the schools. These observers also consolidate their findings into a special education section within every QSR report to highlight the extent to which the school is implementing a quality special education program with fidelity. Providing direct feedback on teaching and learning for students with disabilities directly helps schools address programmatic weaknesses. Since fiscal 2012, DCPCSB has completed 151 special education site visits through the QSR process (this number includes LEAs visited multiple times because of lower performance).

DCPCSB staff since FY17 has also begun conducting annual Special Education Site Visits of schools with a high population of students with disabilities (more than 25 percent) and a mission/education focus to serve students with disabilities. The goals of these informal visits are for DCPCSB staff, with a background in special education, to learn about each program offering and any changes/improvements from previous years on how the school serves its special education population. During these visits, a DCPCSB special education staff member meets with the Special Education Coordinator (and any other staff members) at the school, observe the provision of specialized instruction in the various settings in the school, and informally confers the school based on the observations. Since these visits

are intended as an information-gathering experience, rather than a formal visit for the purposes of a report, DCPCSB staff have strengthened their relationship with the Special Education Coordinators of these schools and gained insight on the challenges and improvements the schools make on an annual basis.

3. Compliance Monitoring: DCPCSB conducts a Compliance Review process that requires schools to submit a wide variety of submissions to an online database (Epicenter), including documents pertaining to health and safety, finance, special education, and other federal and local regulations. As part of this annual Compliance Review, schools submit the Special Education Packet comprising three checklists:
 - Child Find Policy Checklist: Assurance that schools complete all Child Find policies, procedures, and public awareness activities designed to locate, identify, and evaluate children who may require special education and related services.
 - Least Restrictive Environment Continuum of Services Checklist: An inventory of the school's continuum of services available to students with disabilities (e.g., co-taught classroom, resource room, self-contained classroom).
 - Americans with Disabilities Act (ADA) Assurance: Assurance 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.

DCPCSB added a checklist this school year, the Seclusion and/or Restraint Checklist, whereby schools indicate details on whether they use seclusion and/or physical restraint as emergency response methods. While these methods do not apply exclusively to students with disabilities, they disproportionately affect them. DCPCSB created this checklist in response to concerns about the extent to which seclusion and/or restraint practices exist in the charter sector and whether schools have policies and training for personnel in implementing these practices.

4. Special Education Audits: Pursuant to DCPCSB's Special Education Audit Policy, staff conducts special education audits to identify and address discriminatory practices that might be occurring against students with disabilities. Audits are based on findings from community complaints or internal reviews of data pertaining to students with disabilities. DCPCSB's special education data review process is described in the paragraph below. Audits take two forms: a desk audit, which is a preliminary fact-finding review, and an on-site review, which is an in-person audit conducted by DCPCSB staff at the identified campus. In SY 2016-17, nine schools triggered either an on-site audit or a desk audit. Previously, these schools received a pre-audit warning email that presented the relevant trigger data. Because the schools continued to be outliers following receipt of the warning, DCPCSB conducted one on-site audit and eight desk audits based

on two triggers listed in the policy (trigger for disproportionality of suspensions for students with disabilities, and trigger for low enrollment of Level 3 and 4 students). In each case, schools audited provided an explanation for their data disparity as well as strategies they planned to employ, and DCPCSB staff made recommendations for improvement. This school year, DCPCSB will continue to review data for the specified trigger in schools audited last year.

DCPCSB regularly assesses the quality of special education programs by tracking unverified enrollment, discipline, and midyear withdrawal data for students with disabilities compared with their nondisabled peers. When schools show that a disproportionate number of students with disabilities receive out-of-school suspensions or expulsions, we address the issue immediately. DCPCSB's response ranges from a phone call or email to a school's executive director, to communicating with the school's board chair, to conducting a special education audit (described above), or recommending a formal board action (e.g., a Notice of Concern). Depending on the nature of the audit, schools have revised their practices in some of the following ways: updated their discipline practices, revised data systems to better track subgroups, called Individualized Education Plan (IEP) meetings to ensure that Behavior Intervention Plans (BIPs) effectively support students, hired additional personnel, and implemented new staff trainings.

5. Mystery Caller Initiative: DCPCSB annually conducts the Mystery Caller Initiative to ensure that schools are serving all students who come to them and do not "counsel out" students with disabilities. During open enrollment season, DCPCSB staff members call every public charter school campus and pose as prospective parents of a student with a disability, asking questions about enrollment and taking notes on the schools' responses. If the school answers in a way that demonstrates "counseling out," discouraging a parent to enroll their student, or asking prohibitive questions (e.g., questions about a student's race, English language learner (ELL) status, IEP status, family income), DCPCSB may issue a Notice of Concern against the school. The Notice of Concern may be lifted once the school passes another round of mystery calls.
6. Qualitative Assurance Review (QAR): Since FY2012, 34 LEAs have completed the QAR. Please note, the QAR is not a monitoring tool, nor is it used for monitoring a school's compliance for special education. For most schools, the QAR is an optional self-study charter they can choose to undertake. However, DCPCSB often requires schools whose students with disabilities are persistently lower performing than students with disabilities at other public charter schools, to conduct a QAR as a condition of charter continuance. Not only do these schools undergo the review, but they also commit to improving their practices so they meet the benchmark in all areas of the QAR rubric. The QAR is a direct way for public charter schools to reflect on their special education performance/practices and set goals to

improve identified areas of challenges. The outcome for schools is to better serve students with disabilities through implementing best practices and creating an Action Plan addressing identified areas of challenges. For DCPCSB, the QAR tool offers insight into where public charter schools are struggling the most around serving students with disabilities in a nonpunitive capacity. Since last year, DCPCSB altered the timeframe of the QAR from a fall and spring cycle to one summer cycle to enable schools to develop an Action Plan by the start of the new school year. Several schools that were formerly dependent for purposes of special education completed the QAR and Action Plan and provided feedback to DCPCSB indicating they found the tool extremely helpful to create policies and practices prior to their transition, so they were better prepared to offer a full continuum of services as they became independent.

Q22. List all charter schools for which PCSB conducted special education audits in FY17, including what flag triggered the audit and what outcome resulted.

Triggers

Out of School Suspension Rate of students with disabilities (relative to Individualized Education Plan [IEP] enrollment) is higher than the Out of School Suspension rate of their nondisabled peers (relative to non-IEP enrollment)

1. Democracy Prep PCS: on-site audit
2. Paul PCS – Middle School: desk audit
3. DC Prep PCS – Benning Middle: desk audit
4. DC Prep PCS – Benning Elementary: desk audit
5. DC Prep PCS – Edgewood Middle: desk audit
6. KIPP DC – KEY Academy PCS: desk audit
7. KIPP DC – WILL Academy PCS: desk audit
8. Maya Angelou PCS: High School: desk audit

Underrepresentation of special education Level 3 and 4 students, where the combined total is 0 students in K-12 programs

9. MM Bethune Day Academy PCS: desk audit

Outcomes

1. Democracy Prep PCS: On-Site Audit

Given that the school received a pre-audit warning on November 28, 2016, and received a desk audit on February 19, 2015, for the same trigger, Democracy Prep PCS was subject to an on-site audit on April 7, 2017. During the visit, school leadership discussed their discipline policy and school culture, and led DCPCSB staff on a building tour. Also, DCPCSB staff reviewed six randomly selected files of students with IEPs. As a close to the audit, DCPCSB staff provided three recommendations. The audit was closed with the understanding that DCPCSB would continue to monitor for the trigger in the following year.

Recommendations:

- a. Implement more robust systems to track staff's implementation of assigned behavior interventions pursuant to students' Behavioral Intervention Plans (BIPs).
- b. Track data internally to monitor disproportionality of discipline for students with disabilities and adjust their interventions as necessary.
- c. Continue tracking and documenting student behavior associated with BIPs and ensure that BIPs are revised upon receipt of updated Functional Behavioral Assessments (FBA).

2. Paul PCS – Middle School: Desk Audit

In response to the DCPCSB desk audit, Paul PCS – Middle School offered explanations for and strategies to mitigate the disparity in out-of-school suspension rates. As a close to the audit, DCPCSB staff provided four recommendations. The audit was closed with the understanding DCPCSB would continue to monitor for the trigger in the following year. Recommendations:

- a. Ensure that the designated staff person who monitors BIP progress is working with the student support services team to implement and track BIPs with fidelity.
- b. Ensure school staff are properly implementing the Character Education Program and monitoring the point system with fidelity to track students' behaviors.
- c. Evaluate whether the merit/demerit point system disproportionately targets students with disabilities when used for tracking students' behavior and developing consequences.
- d. Provide ongoing training and support for teachers regarding best practices for effectively implementing restorative practices schoolwide.

3. DC Prep PCS – Benning Middle, Benning Elementary, Edgewood Middle: Desk Audit on three campuses

In response to the DCPCSB desk audit of these campuses, DC Prep PCS provided an explanation for the disproportionate out-of-school suspension rate for students with disabilities compared with general education students. As a close to the audit, DCPCSB staff provided three recommendations. The audit was closed with the understanding DCPCSB would continue to monitor for the trigger in the following year. Recommendations:

- a. Ensure that the designated staff person who monitors BIP progress is working with the teaching team to implement and track BIPs with fidelity.
- b. Evaluate whether the tiers of the school's discipline policy disproportionately target students with disabilities.
- c. Evaluate the interventions causing the downward trend of DC Prep PCS' decrease in out-of-school suspensions from SY 2014-15 to SY 2015-16.

4. KIPP DC – KEY Academy PCS: Desk Audit

In response to the DCPCSB desk audit, KIPP DC – KEY Academy PCS provided an explanation for the disproportionate out-of-school suspension rate for students with disabilities compared with general education students. As a close to the audit, DCPCSB staff provided four recommendations. The audit was

closed with the understanding DCPCSB would continue to monitor for the trigger in the following year. Recommendations:

- a. Evaluate the reasons for the high turnover rate of special education teachers at each campus and develop a staff retention plan.
- b. Ensure that the designated staff person who monitors BIP progress is working with the student support services team and teachers to implement and track BIPs with fidelity.
- c. For KEY Academy, track the success of the consequence ladder in decreasing the disproportionality of out-of-school suspensions (OSS) rates for students with disabilities (SWD).
- d. Determine whether students with persistent behavior problems warrant an FBA and ensure that the student support services team can complete the assessments and develop a subsequent BIP, if required, in a timely manner.

5. KIPP DC – WILL Academy PCS: Desk Audit

In response to the DCPCSB desk audit, KIPP DC – WILL Academy PCS provided an explanation for the disproportionate out-of-school suspension rate for students with disabilities compared with general education students. As a close to the audit, DCPCSB staff provided five recommendations. The audit was closed with the understanding DCPCSB would continue to monitor for the trigger in the following year. Recommendations:

- a. Evaluate the reasons for the high turnover rate of special education teachers at each campus and develop a staff retention plan.
- b. Given the commitment to backfilling at WILL Academy, develop systems of support for incoming students to ensure they become acclimated to the school's environment in a timely manner.
- c. Ensure that the designated staff person who monitors BIP progress is working with the student support services team and teachers to implement and track BIPs with fidelity.
- d. For WILL Academy, track the success of the restorative consequences in decreasing the disproportionality of OSS rates for SWD.
- e. Determine whether students with persistent behavior problems warrant an FBA and ensure that the student support services team can complete the assessments and develop a subsequent BIP, if required, in a timely manner.

6. Maya Angelou PCS – High School: Desk Audit

In response to the DCPCSB desk audit, Maya Angelou PCS – High School provided an explanation for the disproportionate out-of-school suspension rate for students with disabilities compared with general education students. As a close to the audit, DCPCSB staff provided three recommendations. The audit was closed with the understanding DCPCSB would continue to monitor for the trigger in the following year. Recommendations:

- a. Ensure that the designated staff person who conducts FBA and monitors BIP progress is working with the student support services team to implement and track them with fidelity.

- b. Provide ongoing training and support for teachers regarding best practices for effectively implementing restorative practices schoolwide.
- c. Ensure that school staff are properly trained to implement restorative practices to intervene when students demonstrate challenging behaviors.

7. MM Bethune Day Academy PCS: Desk Audit

Following receipt of the pre-audit warning email, DCPCSB staff noticed the number of special education Level 3 and 4 students at MM Bethune Day Academy PCS was significantly increasing; therefore, staff conducted a desk audit to determine if the school was inappropriately increasing the hours of specialized services. In response to the DCPCSB desk audit, MM Bethune Day Academy PCS provided an explanation for the significant change in the number of special education Level 3 and 4 students. As a close to the audit, DCPCSB staff provided two recommendations. The audit was closed with the understanding DCPCSB would continue to monitor for the trigger in the following year. Recommendations:

- a. Continue observing best practices pertaining to identifying students with disabilities at all levels.
- b. Continue observing best practices pertaining to serving students with disabilities at all levels.

Q23. Detail the post-secondary transition planning and services programs/projects that LEAs offer or have planned for older students receiving special education services. If there are other ongoing attempts to work with other agencies or providers, please explain. Provide any reports or assessments that have been completed on the performance of PCS post-secondary transition planning and service provision. For each transition program please list:

- a. Number of students served in SY16-17;
- b. Number of students served in SY17-18 or to be served;
- c. Specific services offered by program (e.g., academic, vocational, related services)
- d. Percentage of students who apply to the program who are accepted into it;
- e. Percentage of the students who start the program that finish it;
- f. Number of staff, by discipline; and,
- g. Percentage of students who achieve paid internships or employment as a result of completing the program.

Schools are required to provide transition plans and services for students with disabilities, as per the Individuals with Disabilities Education Act (IDEA). If a specific service is identified as part of the planning process, the team is required to invite the Department on Disability Services Rehabilitation Services Administration (RSA) or another appropriate agency to the meeting with parental consent. The Office of the State Superintendent of Education (OSSE) is responsible for ensuring that local education agencies (LEAs) serving

students with disabilities who are of transition age complete required transition planning activities in accordance with IDEA. OSSE is prepared to respond to questions from DC Council about how they administer compliance with secondary transition planning and any data related to students eligible for secondary transition services.

Number of students served in SY 2016-17

- 243 students enrolled in public charter schools during SY 2016-17 received services from RSA (at minimum, applied for services).

Number of students served, or to be served, in SY 2017-18

- 330 students currently enrolled in public charter schools are receiving services from RSA (at minimum, applied for services).

Specific services offered by program

Two years ago, DCPCSB worked with OSSE and RSA to enable a way for RSA to directly fund a not-for-profit in DC to help schools with transition services. The DC Special Education Cooperative (the Co-op) successfully responded to a request for proposals. OSSE and RSA initiated a targeted support plan for all LEAs, including technical assistance and a new reporting tool to help schools plan all the related activities. Since 2015, RSA has collaborated with the Co-Op to fund and implement an Alternative Spring Break, a Life Enrichment Awards Program, and Next Steps. All programs were created to provide students with disabilities in public charter schools the opportunity to experience work-readiness training in preparation for life after high school.

Under the contract between RSA and the Co-Op, the Co-op offers services to all public charter schools, not just its member schools, and it hired a full-time transition coordinator to support the schools. It is working with roughly 25 of the 27 eligible public charter schools that serve high school students to provide technical assistance including staff training, file reviews, lesson plan development, coaching, and transition lesson modeling. RSA makes pre-employment transition services (Pre-ETS) available to all public charter school students with disabilities ages 14 to 22, and provides vocational rehabilitation (VR) services to public charter school students who are found eligible for VR services through RSA. Through the use of rehabilitation counselors, project managers, employment specialists, and support staff, RSA provides students with traditional VR services such as counseling and guidance, maintenance (transportation, clothing, food stipends for work-based learning experiences), job coaching for work-based learning experiences, assistive technology for students who require it for work experiences, and job development/placement services. Pre-ETS were provided directly by RSA staff and by specialists in providing these services. Services included job exploration counseling, coordinating and funding work-based learning experiences, counseling on how to enroll in college and/or postsecondary training programs, workplace readiness training, and self-advocacy guidance (which includes peer mentoring). The Alternative Spring Break was a weeklong intensive work readiness training opportunity for students with disabilities. About 875 Pre-ETS hours were

administered; students earned more than 225 community service hours; and 14 companies came to interview students at the conclusion of the program for internship opportunities.

The Next Steps program provided public charter school students with disabilities exposure to postsecondary training and education opportunities not typically available at a College Fair. Through vendor presentations and participation, students gained increased exposure and awareness of available training and education opportunities suitable for their needs.

Percentage of students who apply to the program and are accepted

- 2016-17: 54 percent of students referred to RSA were found eligible; 196 applied and 106 were found eligible.
- 2017 – present: 35 percent of students referred to RSA have been found eligible; 101 have applied thus far and 35 have been determined eligible. Thirty-eight applications are being processed and are due for eligibility determination by March 16, 2018.

Percentage of students who start the program and finish it

The percentage of students who start the program and finish is 23 percent. Since September 1, 2015, 161 students have created an individualized plan for employment (IPE) and received VR services under that plan. To date, 29 of those students have gained and maintained competitive integrated employment for at least 90 days. Eight are working or ready to work. With 106 receiving VR services (many of which are postsecondary education/training services that will end in the spring), the number of work-ready and employed students will continue to increase this year.

Many public charter school students elect to pursue college or training that delays them from entering the workforce as soon as other VR clients who choose to immediately seek employment when they enter into their IPE, or at the conclusion of short-term training. Therefore, RSA will not see many employment outcomes from this population in the short term. However, as RSA monitors the matriculation of students through the postsecondary education/training service track, we can reasonably predict the amount of positive employment outcomes that should come to fruition.

Number of staff, by discipline

- 5 RSA VR Counselors assigned to public charter schools
- 2 RSA Supervisors
- 3 RSA Staff Assistants
- 1 Project Manager
- 1 Employment Specialist
- 1 Program Manager
- LEA school-based staff (SECs, Special Education Teachers, IEP Case Managers, College and Career Readiness Counselors, Transition Teachers)
- 1 Transition Specialist (at the Special Education Cooperative)

Percentage of students who achieved paid internships or employment as a result of the program

- 2016-17: 45 percent (42 paid internships and 94 total students served)
- 2017 – present: NA (Paid internships have not started)

Q24. Provide outcomes data for students with disabilities transitioning out of PCS into adulthood, including the following data for school years 2016-2017 and 2017-2018 to date:

- a. The number of students receiving an eligibility determination from RSA before graduation;**
- b. The number of students connected to a postsecondary pathway to graduation;**
- c. The number of students attending college within a year of high school graduation.**

a. The number of students receiving an eligibility determination from RSA before graduation:

Per the RSA:

- 2016-17: 109 students
- 2017 – present: 28 students (up from 24 through this period in 2016-17)

b. The number of students connected to a postsecondary pathway to graduation:

The Office of the State Superintendent of Education (OSSE) is the definitive source for obtaining outcomes data on students with disabilities. OSSE has given DCPCSB access to the local education agency (LEA) data and will provide the data by LEA per our request.

c. The number of students attending college within a year of high school graduation:

OSSE is the definitive source for obtaining outcomes data on students with disabilities. OSSE has given DCPCSB access to the LEA data and will provide the data by LEA per our request.

Q25. Describe how PCSB is working with OSSE and LEAs to support implementation of the Enhanced Special Education Services Amendment Act of 2014.

DCPCSB is collaborating with the Office of the State Superintendent of Education (OSSE) to ensure that our charter local education agencies (LEAs) have access to all the necessary information to fully implement the requirements of the Enhance Special Education Services Amendment Act of 2014. One of the primary ways OSSE is supporting this transition is through the Special Education Enhancement Fund (SEEF), which offers formula and/or competitive grant opportunities for LEAs to implement the requirements of the act. DCPCSB shares information with public charter school leaders about grant opportunities through

our weekly newsletter, the Wednesday Bulletin. DCPCSB staff members also help to spread the word on the SEEF grant opportunities when communicating with any Special Education Coordinators. As a result, all LEAs except 10 accessed the formula grant totaling \$3.7 million, and 10 charter LEAs (four of which are through the DC Special Education Cooperative) are the competitive grant award winners, who will receive a total of \$1.5 million.

OSSE has further committed to keeping DCPCSB abreast of implementation progress during monthly check-ins. During these conversations, DCPCSB staff members learn of on-site training and technical assistance opportunities to support LEAs with the updated secondary transition age requirement and new initial evaluation and eligibility timelines. DCPCSB has distributed information through its Wednesday Bulletin to LEAs about the mandatory January Secondary Transition training for all LEAs supporting students ages 13 and older to Secondary Transition requirements as well as on the ongoing professional development opportunities available to schools throughout the year.

Q26. What are the most common barriers or concerns of charter LEAs with regards to successfully serving students with disabilities in their schools? For example, several charter LEAs have testified before the Committee in recent years regarding challenges with access to OSSE's SEDS system in order to plan and appropriately hire for special education students and some have mentioned difficulty recruiting special education teachers. What does PCSB see overall in the sector?

With each public charter school being its own independent local education agency (LEA) for the purposes of special education (except one dependent LEA, St. Coletta Special Education PCS), LEAs are solely responsible for implementing the requirements and services pursuant to student need as would an entire school district LEA. While charter LEAs understand this responsibility, one challenge is implementing a full continuum of service options for its students. This legal requirement is most challenging for smaller LEAs that have limited staff, space, and expertise for offering all the services pursuant to students' Individualized Education Plans (IEPs). Several smaller and former dependent LEAs have reached out to organizations for support to improve in this area and have found creative solutions to ensuring that they are implementing the necessary continuum.

Another challenging area is finding experienced general educators who can adequately serve students with disabilities within the least restrictive environment. Most students with disabilities spend the majority of their instructional day in general education classrooms. General education teachers with minimal training on working with students with disabilities often struggle with providing adequate differentiation and accommodations to fully include students with distinctive needs in the classroom. Many public charter LEAs invest heavily in recruiting talented teachers and offering intensive professional development, but there is still a sectorwide need for more training.

Another common barrier facing charter LEAs is recruiting quality special educators with the background and experience to successfully serve students in a variety of educational settings (e.g., self-contained). For students who are outside of the general education setting for a majority of their day, or even full time, a special educator is not only implementing students' IEP goals and providing remedial support, but also teaching content across disciplines. Without content-level knowledge, a special educator's support to students with disabilities in these settings can prove challenging.

Special Education Coordinators (or similar type of position) in public charter schools also face barriers with having enough time in their schedules to mentor and support their special educators. Through anecdotal evidence collected with schools that have participated in the Qualitative Assurance Review (QAR), as well as in informal visits of our schools, we hear that most Special Education Coordinators' time is spent on ensuring legal compliance, data access/input challenges, or filling in for an absent special educator. As a result, this leaves minimal time for Special Education Coordinators to coach teachers in classrooms and improve strategies to best support students in the classroom.

Finally, another barrier our charter LEAs face is lacking the expertise on staff to safely and effectively support students who go into crisis situations in the school setting. This concern affects all students and not just those with disabilities. Several LEAs have taken advantage of OSSE's free one-day Nonviolent Crisis Intervention Trainings, which include a trauma-informed curriculum offering (on which DCPCSB jointly trains schools with OSSE), as well as similar offerings through the DC Special Education Cooperative and other crisis prevention training programs. However, most of the crisis prevention/intervention curricula advocate for a team-based approach, and often only one or a few staff members are trained. Without proper training in crisis intervention strategies with a team-based approach, teachers and service providers without the proper experience are ill-equipped and can inadvertently overreact or underreact in critical crisis situations.

Q27. Which LEAs does the PCSB highlight as examples of how to better serve children with disabilities and why? Which aspects of these approaches deserve more attention as models? What would help other schools to learn about and adopt these kind of best practices for working with students with disabilities?

All independent charter local education agencies (LEAs) are required by law to implement a full continuum of services determined by the needs of students in its schools. Within the parameters of the law, our schools offer a variety of meaningful strategies and supports for serving all students across these different settings. To start, conventional wisdom and research recommend that students with disabilities are always best served in schools that prioritize the inclusion of all students both in philosophical approach and classroom

instruction. Whether this includes a solid co-teaching model or small group with push-in support from a special educator within the general education classrooms, some of our most successful public charter schools to serve students with disabilities, as measured by academic outcomes, happen to be those that also have strong academic outcomes for general education students. This is no coincidence, as students with disabilities who are served well in the least restrictive environment have more access to content-level expert teachers and the general education curriculum than students who are pulled out for a larger portion of the day. This is not to say the general education setting is the least restrictive environment for every student with a disability, but students with disabilities can flourish when our schools are focused on including them to the maximum extent possible with their general education peers.

Some DC public charter schools that serve a higher portion of students with disabilities, especially those with the highest needs, offer multiple classrooms that serve students full time outside the general education environment (e.g., self-contained). These schools are implementing several strategies to make the experience in these environments positive and with strong qualitative and quantitative outcomes. Here is a compilation of some of those best practices in the self-contained setting:

- An administrator on the leadership team with special education experience.
- General education teachers who are receiving/have received their special education credential assigned to teach special education.
- The same curriculum taught to general education students adapted for the student population.
- Small student-to-teacher ratio (e.g., 3:1) to teach in differentiated small groups.
- In addition to literacy and math, students receive instruction in science and social studies and participate in art, music, and internships.
- On-site staff specialists such as social workers, psychologists, related service providers, and behavior specialists.
- Opportunities to participate in field trips, school events, and social activities.
- Schoolwide training and professional development in crisis intervention strategies for teachers to support each other and their students.
- Schoolwide training and a written policy around seclusion and/or restraint, with a focus on prevention.

Finally, DCPCSB has seen strong supports for students with disabilities within schools that implement research-based frameworks to offer differentiated supports to students. Two examples of this include multitiered systems of support (MTSS) for academic and socio-emotional needs and Universal Design for Learning (UDL). MTSS is a comprehensive framework that includes both Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). One public charter school adopted MTSS and uses the

framework to tier and provide a hybrid of targeted supports to students based on their academic, behavioral, and attendance needs. UDL offers flexible approaches to creating instructional goals, methods, materials, and assessments with the target of customizing learning based on individual needs.

While several schools have adopted some of the practices from these frameworks, our more successful schools to serve students with disabilities have designed their educational model around differentiation for all students at varying levels of need, with all staff trained in implementing these types of frameworks.

Q28. With respect to English Language Learners, please detail PCSB's collaboration with OSSE on oversight:

- a. What information is shared between PCSB and OSSE and vice versa;**
- b. The monitoring PCSB conducts**

DCPCSB relies on the Office of the State Superintendent of Education (OSSE) for all assessment data relevant to English learners (EL students), including PARCC and the State's English language proficiency assessment, ACCESS for ELLs. In addition to data sharing, DCPCSB and OSSE staff have regular meetings to ensure that both agencies are up to date about the progress of EL students enrolled in public charter schools. To this end, a DCPCSB staff member also sits on OSSE's State Title III Advisory Committee, which serves as an advisory body to support OSSE in carrying out its responsibilities to EL students. In this capacity, DCPCSB staff have an opportunity to provide feedback about State policy, including how EL students will be evaluated on the State's new accountability framework. Likewise, OSSE representatives attend all of DCPCSB's English Learner Professional Learning Community meetings, which will be described in more detail below. OSSE attends these meetings to solicit feedback from school staff about how OSSE can best support their work.

DCPCSB's monitoring of EL students in public charter schools falls into two buckets: compliance and evaluating program quality. During its annual compliance review process, DCPCSB staff collect an assurance from all schools confirming they are in compliance with applicable laws related to serving EL students. Beyond this assurance, DCPCSB also has an English Learner Monitoring Policy, which can be found [here](http://www.dcpcsb.org/sites/default/files/report/2017-06-19%20English%20Learner%20Monitoring%20Policy%20%281%29.pdf).² This policy explains situations that may trigger additional monitoring from DCPCSB staff, including concerning data thresholds or parent complaints related to EL students. The policy also details the steps DCPCSB staff would take to ensure that the school is properly serving all EL students. No schools have been issued a Notice of Concern under DCPCSB's English Learner Monitoring Policy to date.

DCPCSB uses qualitative observations and data to evaluate the quality of EL

² English Learner Monitoring Policy: <http://www.dcpcsb.org/sites/default/files/report/2017-06-19%20English%20Learner%20Monitoring%20Policy%20%281%29.pdf>.

programming in public charter schools. During Qualitative Site Review (QSR) school visits, a DCPCSB staff member or consultant conducts observations of the school's English language instruction for EL students. Instruction is evaluated using the Charlotte Danielson Framework for Teaching and to ensure fidelity to the school's program model (e.g., bilingual instruction). DCPCSB also plans to start assessing the quality of schools' English language acquisition programs through the charter review and renewal process. DCPCSB plans to use the English language proficiency growth metric developed by OSSE for the state accountability framework, called the growth-to-target model. For schools with more than 10 EL students, DCPCSB will assess whether those students are making adequate progress learning English. DCPCSB aims to include these assessments for the first time during SY 2018-19, once the ACCESS for ELLs data have been released by OSSE. More information on OSSE's methodology for evaluating EL programs can be found [here](#).³

Finally, DCPCSB also hosts English Learner Professional Learning Community (EL PLC) meetings for school staff. The EL PLC is a group of school staff and other education professionals who come together to share best practices for working with EL students, learn from the knowledge and experience of their peers, and discuss local and federal policies affecting EL students. The goal of the EL PLC is to develop educators through discussion and collaboration. Meetings are usually held quarterly, and all school staff are welcome to attend. Though EL PLC meetings fall under the umbrella of school support rather than monitoring, DCPCSB staff consider them to be a critical tool to gather feedback from schools and maintain a pulse on the EL subgroup throughout the sector.

Q29. Any accountability measures PCSB has developed or is developing, including any collaboration with OSSE on state-wide efforts for a common system-wide reporting on school performance.

DCPCSB works annually with the charter leaders through task force meetings to examine the Performance Management Framework (PMF). In collaboration with the task force, there are a few newly developed measures for the accountability framework.

Adult Education

For the 2016-17 Adult Education PMF, DCPCSB developed two new measures for these schools. Prior to 2016-17, schools received credit in Student Achievement only if the student earned a GED or NEDP. To earn a GED, the student must pass all four subject tests. In collaboration with the task force, DCPCSB developed the GED Subject Test Achievement measure and the Earned High-Level Certification measures. The GED Subject Test Achievement measure gives schools credit for every GED subject test passed (Social Studies, Science, Reasoning through Language Arts, and Mathematics). Now, if a student is

³ Pages 15-17 of the OSSE State Plan describe the growth-to-target model: https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSSE%20ESSA%20State%20Plan_%20August%2028_Clean.pdf.

struggling to pass one subject test, the school receives points on the PMF for preparing the student to pass the remaining tests while working on all tests necessary to achieve the GED. Additionally, DCPCSB approved the Earned High-Level Certification Measure. The school will earn points for every certification earned in the following Career and Technical Education (CTE) programs.

Certification	Certifying Agency
A+ Certification	CompTIA
Registered Medical Assistant	American Medical Technologists
Certified Medical Assistant	American Association of Medical Assistants
Child Development Associate	Council for Professional Recognition
National Nurse Aide Assessment Program	National Council of State Boards of Nursing

At this time, the measure is display only, with no points being earned toward the tier.

High School

For the 2017-18 PMF, DCPCSB in collaboration with schools is developing two new measures for the high schools. In addition to the benchmark set for seniors on the SAT/ACT exams, DCPCSB is including two new measures to evaluate the readiness of seniors in either Math or Evidence-Based Reading and Writing (ERW) to enter these courses in college. Students must score College and Career Ready, as set by the College Board, to count in either subject. For ERW, students need to score a 480 on the SAT ERW or an average of 20 on the English and Reading sections of the ACT. For math, students need to score a 530 on the SAT or a 22 on the math section of the ACT.

Common Accountability

DCPCSB engaged with the Office of the State Superintendent of Education (OSSE) on statewide efforts for a common systemwide reporting on school performance. DCPCSB worked with OSSE and gave feedback as the statewide accountability system was being developed to submit to the U.S. Department of Education. DCPCSB also attended all of OSSE's engagement meetings from June through August 2017 to discuss and give feedback on the proposed business rules for the STAR framework. Additionally, DCPCSB has a staff member who sits on the State Board of Education's ESSA Report Card task force, which meets monthly.

Access

Q30. Provide a breakdown of how many LEAs were available for enrollment on MySchool DC for the 2016-2017 school year and how many to date for the 2017-2018 year. List the LEAs that do not participate in the lottery and a brief explanation, if known.

While DCPCSB helped in the initial migration to My School DC, they have since transitioned from DCPCSB to the Office of the State Superintendent of Education (OSSE). My School DC should be able to give specific reasons regarding schools that choose not to participate in the lottery. However, we encourage all PK-12 schools to participate in the common lottery. Other than those schools listed below, all DC public charter schools for school year 2018-19 are participating in My School DC. Of those listed below, most are adult or alternative programs:

- Academy of Hope Adult PCS
- Briya PCS
- Carlos Rosario International PCS
- Community College Preparatory Academy PCS
- Goodwill Excel Center PCS
- Kingsman Academy PCS
- Latin American Montessori Bilingual PCS
- Mary McLeod Bethune PCS
- Maya Angelou PCS
- Maya Angelou PCS – Young Adult Learning Center
- Monument Academy PCS
- St. Coletta Special Education PCS
- Sustainable Futures PCS
- The Next Step PCS
- Youth Build PCS

Q31. Provide a report on the Mystery Caller Policy and program. Please describe any non-compliance identified by the program in SY16-17 and SY17-18 to date, and how PCSB has worked to remedy any identified noncompliance.

DCPCSB's Mystery Caller Initiative was developed to ensure that schools abide by open enrollment regulations, particularly pertaining to students with disabilities, and is part of DCPCSB's [Open Enrollment Policy](#).⁴ In this initiative, DCPCSB staff or consultants call a school posing as a parent of a student who may require special education services, seeking to enroll their child for the upcoming school year. The caller will ask several questions about the enrollment process. If the school answers all questions appropriately, indicating open enrollment for all students, DCPCSB will deem

⁴ DCPCSB's Open Enrollment Policy:
http://www.dcpsb.org/sites/default/files/report/Open%20Enrollment%20Policy%20Revised%20Mar%202016_0.pdf

the school as passed. When schools give an inappropriate answer, indicating a barrier to open enrollment, a second call is made on another date to see if the first answer was an isolated incident or if a systemic problem could exist. If on the second call another inappropriate answer is given, DCPCSB will deem the school as failed.

During SY 2016-17, calls were made to each of the 118 public charter schools. Fifteen schools provided a questionable answer in the first round and were called a second time in subsequent weeks. Fourteen of the 15 schools provided appropriate answers in the second round of calls.

One school provided a response perceived as a violation in the second round of calls. For this school, DCPCSB's Board issued a Notice of Concern at its April 2017 meeting. The Board asked the school's staff how the school planned to remedy the issue. To have the Notice of Concern lifted, the school would have to provide an appropriate answer when called again (another mystery caller would contact the school at an undisclosed time). The school was called on two subsequent occasions and passed both calls, and the Notice of Concern was lifted at DCPCSB's June 2017 Board meeting.

The Mystery Caller Initiative for SY 2017-18 is set to begin in late January 2018.

Stakeholder Engagement and Communication

Q32. Describe any initiatives your agency implemented within FY17 or FY18, to date, to improve the internal operation of the agency or the interaction of the agency with outside parties. Please describe the results, or expected results, of each initiative.

Please see questions 4, 9, and 54 for information about our internal operations initiatives and our interaction with other city agencies.

Q33. How does the agency communicate with, and solicit feedback from, education stakeholders including parents? For FY17, Please describe:

- a. What the Board has learned from this feedback;**
- b. How the Board has changed its practices as a result of such feedback;**
- c. How parents can find out what special education programs the different charter schools offer; and,**
- d. How the Board was engaged in communication and feedback regarding the lottery MySchool DC.**

Engaging with stakeholders and the community is a vital part of DCPCSB's mission and annual goals. DCPCSB communicates with and solicits feedback through convening meetings with our Parent and Alumni Leadership Council (PALC), adding new parent members who have children attending a public charter school. In addition to meeting with the PALC, we heard from parents and stakeholders by participating in community meetings and events, and by holding two public comment periods at every Board meeting. In FY17, DCPCSB staff and Board members participated in more than 30 community meetings and events (e.g., Ward Education Fairs, ANC Convention).

The public has numerous opportunities to share input with the Board. DCPCSB keeps all actions the Board will discuss open for public comment for at least 30 business days and sometimes longer if the public requests additional time to respond. Also, all items open for public comment are featured prominently on DCPCSB's website and archived, with Board meeting materials, video of Board meetings, and a summary of Board actions. Any item involving a school is noticed to all relevant Advisory Neighborhood Commission (ANC) members to give them an opportunity to comment in writing or in person at a Board meeting. We also simplified the ANC notification process, added another layer of contact with ANCs, and created a document that makes it easier for individuals to understand the ANC notification process and where ANC feedback is important to have.

Additionally, every monthly Board meeting begins and ends with an opportunity to hear from the public. Staff regularly checks in with parents, residents, ANCs, and other stakeholders to hear concerns and ensure that they weigh in on issues that affect them. On more than one occasion, DCPCSB has listened to the community and delayed acting on an item because of an objection. Moreover, DCPCSB communicates with parents about the academic quality of public charter schools by disseminating more than 7,000 School Quality Report guides in English, Spanish, French, Amharic, Chinese, Korean, and Vietnamese.

DCPCSB also distributes an electronic newsletter monthly to community stakeholders. The newsletters help us share information about public charter schools and the Board.

DCPCSB introduced the concept of Equity Reports to the city and has been a leading participant on the team preparing these reports, which provide unprecedented levels of transparency and information about school performance and climate broken down by student subgroup. DCPCSB uses the data to greatly improve the transparency of information about public charter schools as well as DCPCSB's activities on its website and in other communications.

DCPCSB shares information about My School DC, the common lottery, on its website and in the School Quality Report guides. While the My School DC lottery is voluntary for public charter schools, DCPCSB encourages schools to participate, and nearly all public charter schools do, except adult and alternative schools because they have a different timeline for recruiting students. By law, all public charter schools are required to serve all students, and DCPCSB monitors schools' special education programs regularly.

Q34. Provide a report on the complaints the board received in FY17, and FY18 to date by LEA (if the LEA has multiple schools, include data for each school). Please include copies of all documentation and forms for this process.

Please note the response below is the same as last year, as our work in this area has not changed (though the data chart has been updated).

DCPCSB is responsible for handling community complaints from stakeholders such as parents, school staff, and other members of the community. As noted in previous years' responses, according to Community Complaint Policy, when a parent or community member lodges a complaint, a DCPCSB staff member will ask a series of questions to capture a detailed account of the complaint. Within two business days, DCPCSB will notify the school's complaint point of contact and its designated Board of Trustees member of the complaint by email and include the complaint itself. Within five business days, the school must respond to DCPCSB by email or phone acknowledging receipt of the complaint and provide information regarding the steps the school has taken to address the concern. Within seven business days of receiving a complaint, DCPCSB will follow up with parents by phone or email to inquire on the status of the complaint. If the complaint has not been resolved, DCPCSB may contact the school for more information.

DCPCSB considers a complaint closed when the school has documented that it has made a good faith effort to address the concern. In serious situations that may implicate the health and safety of students or staff (such as allegations of corporal punishment or sexual misconduct or abuse), a more expedient response from the school is required. DCPCSB will alert the necessary authorities including the Metropolitan Police Department and/or Child and Family Services Agency and may visit the school. If a school denies allegations against it, DCPCSB may conduct a desk audit or onsite audit to determine the legitimacy of the allegations. This may occur in complaints alleging academic dishonesty, manipulation of school attendance data, or failing to follow the school's discipline policy.

In response to community complaints or troubling data trends, DCPCSB created a structured process for visiting schools outside of a high-stakes review. Staff notifies the school on the same day that it conducts an unscheduled visit to determine whether there are systemic issues related to the complaint or data trend. Depending on the observation, DCPCSB may conduct another visit or a series of visits or a full-blown QSR or high-stakes review. If the visit shows no systemic concerns, staff reports back, and the school is no longer monitored.

The outcomes or resolutions of all complaints are documented for DCPCSB's records, which are stored in a Salesforce database. At the midpoint and end of the 2017-18 school year, DCPCSB will share with each school and its board of trustees the aggregate complaints received for that school.

A full list of complaints by LEAs is attached in Q34.

SY 2017-18 Complaints Received YTD, Aug. 1 – Dec. 31, 2017

Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Uniforms	TOTAL
6	9	23	7	22	32	12	11	1	123

SY 2016-17 Complaints Received YTD, Aug. 1 – Dec. 31, 2016

Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Transportation	Uniforms	TOTAL
14	20	27	16	30	27	9	32	4	4	183

SY 2016-17 Full Year Complaints Received, Aug. 1, 2016 – June 20, 2017

Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Transportation	Uniforms	TOTAL
35	49	78	20	68	57	28	60	4	5	404

Capital & Planning

- Q35. Provide an account of each public charter schools facilities expenditure:**
- a. Include the total amount allocated in FY17 and to date in FY18 from the local facilities allowance.**
 - b. Include the total amount each school spent in FY17 and FY18 to date on facilities and capital improvements.**

Please see attachment Q35 & Q36.

- Q36. Provide a copy of the facilities expenditure reporting template and an accounting of the expense categories for each public charter LEA in FY18. Discuss the LEAs limitations or possibilities for expansion or growth of programs and enrollment as it relates to facilities funding.**

Please see attachment Q35 & Q36.

- Q37. Provide a comprehensive update of PCSB's role on the Deputy Mayor for Education's Cross Sector Collaboration Task Force.**

DCPCSB Board Chair Darren Woodruff and Executive Director Scott Pearson serve on the Cross-Sector Collaboration Task Force. Both have actively engaged to ensure that the most important issues for families and students in DC were discussed and have worked closely with the task force in recommending policies to further strengthen the education landscape in DC.

The task force has five broad objectives:

1. Improve the experience of parents and families understanding and navigating their public school options.
2. Develop methods for information sharing with the public and across public school sectors.
3. Develop a framework for coordinating processes on school openings, closings, and facilities planning.
4. Promote enrollment stability.
5. Identify educational challenges that need to be addressed through cross-sector collaboration.

The task force has made a series of recommendations around student mobility, many of which are being implemented.

In FY17, the task force created two working groups, on which DCPCSB representatives to the task force participated actively.

One working group is focused on the education of at-risk students. The group is developing several recommendations, one of which is an optional enrollment preference for at-risk students.

The other working group focuses on school openings, closings, and sitings (OCS). It identified four objectives to help guide decisions related to OCS:

- Both sectors use shared analysis and strategically planned processes around opening, closing and siting schools.
- Both sectors participate in broad community engagement to meaningfully inform facilities planning processes.
- Each sector provides pertinent information to the other sector on consistent timelines.
- Clear information on the opening, closing, and siting of schools in both sectors is made readily available and easily accessible to the public and LEAs.

We expect this working group to issue specific recommendations in the first half of 2017.

As part of the cross-sector task force work, several DCPCSB staff and Board members traveled to Denver with other education leaders from the Office of the State Superintendent of Education, DC Public Schools, and the Deputy Mayor for Education to learn more about how both sectors work to foster a more cohesive public education environment across charter and traditional public schools.

Q38. Provide a list of charter LEAs currently operating in facilities formerly occupied by D.C. Public Schools. For each such LEA, provide a narrative description of the process through which the LEA was granted the building and any role the PCSB played in facilitating the transfer of the building to the Charter operator.

The table below provides a list of public charter schools operating in facilities formerly used as traditional public schools per DCPCSB's records and information shared by the Deputy Mayor for Education (DME). Two more public charter schools are co-located with traditional public schools.

School year 2017-18 public charter schools in facilities formerly occupied by traditional public schools

Current public charter school in facility	Address	Former traditional public school facility	Disposition process
Achievement Preparatory PCS [Elementary School]	908 Wahler Place SE, Washington, DC 20032	Former Draper	Incubator lease through competitive process
Achievement Preparatory PCS [Middle School]	908 Wahler Place SE, Washington, DC 20032	Former Draper	Incubator lease through competitive process
Bridges [Mamie D. Lee]	100 Gallatin St. NE, Washington, DC 20011	Former Mamie D. Lee	Leased through competitive process
Briya PCS [Gallatin Street/Fort Totten]	100 Gallatin St. NE, Washington, DC 20011	Former Mamie D. Lee	Leased through competitive process
Capital City PCS	100 Peabody St. NW, Washington, DC 20011	Former Rabaut	Leased through competitive process
Cesar Chavez PCS for Public Policy – Chavez Prep	770 Kenyon St. NW, Washington, DC 20010	Former Bruce	Leased through competitive process

*FY 2017 Performance Oversight Questions
DC Public Charter School Board*

Community College Preparatory Academy PCS [Wheeler Road]	3301 Wheeler Road SE, Washington, DC 20032	Former MC Terrell	Incubator lease through competitive process
DC Bilingual PCS	33 Riggs Road NE, Washington, DC 20011	Former Keene	License to occupy agreement, RFO in process
DC Prep PCS – Benning Campus	100 41st St. NE, Washington, DC 20019	Former Benning	Leased through competitive process
DC Scholars PCS	5601 East Capitol St. SE, Washington, DC 20019	Former Shadd	Incubator lease through competitive process
Democracy Prep Congress Heights PCS	3100 Martin Luther King Jr. Ave. SE, Washington, DC 20032	Former Old Congress Heights	Leased
E.L. Haynes PCS [Kansas Avenue]	4501 Kansas Ave. NW, Washington, DC 20011	Former Clark	Leased through competitive process
Eagle Academy PCS – Congress Heights	3400 Wheeler Road SE, Washington, DC 20032	Former McGogney	Leased through competitive process

*FY 2017 Performance Oversight Questions
DC Public Charter School Board*

Excel Academy PCS	2501 Martin Luther King Jr. Ave. SE, Washington, DC 20020	Former Birney	Incubator lease through competitive process
Friendship PCS – Armstrong	1400 1st St. NW, Washington, DC 20001	Former Armstrong Technical	Sold
Friendship PCS – Blow Pierce	725 19th St. NE, Washington, DC 20002	Former Blow Pierce	Sold
Friendship PCS – Chamberlain	1345 Potomac Ave. SE, Washington, DC 20003	Former Chamberlain CSHS	Sold
Friendship PCS – Collegiate Academy	4095 Minnesota Ave. NE, Washington, DC 20019	Former CG Woodson	Leased
Friendship PCS – Online	1351 Nicholson St. NW, Washington, DC 20011	Former Old Brightwood School	Leased
Friendship PCS – Woodridge	2959 Carlton Ave. NE, Washington, DC 20018	Former Woodridge	Sold

*FY 2017 Performance Oversight Questions
DC Public Charter School Board*

IDEA PCS	1027 45th St. NE, Washington, DC 20019	Former Carver	Sold
Ingenuity Prep PCS	4600 Livingston Road SE, Washington, DC 20032	Former P.R. Harris	Incubator lease, RFO in process (co-located with National Collegiate Preparatory PCHS)
Inspired Teaching Demonstration PCS	200 Douglas St. NE, Washington, DC 20002	Former Shaed	Lease through competitive process (co-located with Lee Montessori PCS)
Kingsman Academy PCS	1375 E St. NE, Washington, DC 20002	Former Kingsman	Sold
KIPP DC PCS – College Preparatory Campus	1405 Brentwood Parkway NE, Washington, DC 20002	Former Hamilton	Leased through competitive process
KIPP DC PCS – Douglass Campus	2600 Douglass Road SE, Washington, DC 20020	Former Douglass	Leased through competitive process
KIPP DC PCS – Shaw Campus	421 P St. NW, Washington, DC 20001	Former Montgomery	Public-private development partnership agreement
KIPP DC PCS – Smilow Campus	5300 Blaine St. NE, Washington, DC 20019	Former Richardson	Sold

*FY 2017 Performance Oversight Questions
DC Public Charter School Board*

KIPP DC PCS – Webb Campus	1375 Mount Olivet Road NE, Washington, DC 20002	Former Webb	Leased through competitive process
Latin American Montessori Bilingual PCS [Missouri Avenue]	1375 Missouri Ave. NW, Washington, DC 20011	Former Military Road School	Sold
Latin American Montessori Bilingual PCS [South Dakota Avenue]	1800 Perry St. NE, Washington, DC 20018	Former Taft	Incubator lease through competitive process (co-located with Perry Street Preparatory PCS)
Mary McLeod Bethune PCS [Main]	1404 Jackson St. NE, Washington, DC 20017	Former Slowe	Leased through competitive process
Maya Angelou PCS	5600 East Capitol St. NE, Washington, DC 20019	Former Evans	Leased
Meridian PCS [13th Street]	2120 13th St. NW, Washington, DC 20009	Former Harrison	Leased through competitive process

*FY 2017 Performance Oversight Questions
DC Public Charter School Board*

Monument Academy PCS	500 19th St. NE, Washington, DC 20002	Former Gibbs	Incubator lease through competitive process (co-located with Community College Preparatory Academy PCS)
Mundo Verde Bilingual PCS	30 P St. NW, Washington, DC 20001	Former J.F. Cook ES	Leased through competitive process
National Collegiate Preparatory PCHS	4600 Livingston Road SE, Washington, DC 20032	Former P.R. Harris	Incubator lease, RFO in process (co-located with Ingenuity Prep PCS)
Paul PCS	5800 8th St. NW, Washington, DC 20011	Former Paul	Leased, conversion to charter school
Perry Street Preparatory PCS	1800 Perry St. NE, Washington, DC 20018	Former Taft	Leased through competitive process (co-located with Latin American Montessori Bilingual PCS)
SEED PCS of Washington, DC	4300 C St. SE, Washington, DC 20019	Former Weatherless	Leased
Somerset Preparatory Academy PCS	3301 Wheeler Road SE, Washington, DC 20032	Former MC Terrell	Incubator lease through competitive process

*FY 2017 Performance Oversight Questions
DC Public Charter School Board*

Thurgood Marshall Academy PCS	2427 Martin Luther King Jr. Ave. SE, Washington, DC 20020	Former Nichols Avenue School	Sold
Two Rivers PCS – Young	820 26th St. NE, Washington, DC 20002	Former Young	Right to entry through competitive process
Washington Latin PCS	5200 2nd St. NW, Washington, DC 20011	Former Rudolph	Leased through competitive process

Public charter schools co-locating with traditional public schools in SY16-17

Current public charter school in facility	Address	Traditional public school facility
AppleTree Early Learning PCS – Southwest	801 7th St. SW, Washington, DC 20024	Jefferson MS
Briya PCS [13th Street/Sharpe]	4300 13th St. NW, Washington, DC 20011	Sharpe (co-location with Bancroft in swing space)

Public charter schools are occupying an additional 66 buildings not owned by DC, often paying higher commercial real estate rents, and paying these rents to commercial landlords rather than to the DC Treasury. The table below is a list of these campuses.

Public charter schools in private facilities

Academy of Hope Adult PCS [18th Place]
Academy of Hope Adult PCS [Southeast]
AppleTree Early Learning PCS – Columbia Heights
AppleTree Early Learning PCS – Lincoln Park
AppleTree Early Learning PCS – Oklahoma Avenue
AppleTree Early Learning PCS – Southeast [Douglas Knoll]
AppleTree Early Learning PCS – Southeast [Parklands]
BASIS DC PCS
Breakthrough Montessori PCS
Briya PCS [Georgia Avenue/Petworth]
Briya PCS [Ontario Road/Adams Morgan/Main]
Carlos Rosario International PCS [Harvard Street]
Carlos Rosario International PCS [Sonia Gutierrez]
Cedar Tree Academy PCS
Center City PCS – Brightwood
Center City PCS – Capitol Hill
Center City PCS – Congress Heights
Center City PCS – Petworth
Center City PCS – Shaw
Center City PCS – Trinidad
Cesar Chavez PCS for Public Policy – Capitol Hill
Cesar Chavez PCS for Public Policy – Parkside
City Arts & Prep PCS
Community College Preparatory Academy PCS [Main]
Creative Minds International PCS
DC Prep PCS – Anacostia Elementary School [V Street]
DC Prep PCS – Edgewood Elementary School
DC Prep PCS – Edgewood Middle School
District of Columbia International School [Walter Reed]
Eagle Academy PCS – Capitol Riverfront
Early Childhood Academy PCS [Facility A]
Early Childhood Academy PCS [Facility B]

E.L. Haynes PCS [Georgia Avenue]
Elsie Whitlow Stokes Community Freedom PCS
Friendship PCS – Southeast Academy
Friendship PCS – Technology Preparatory
Goodwill Excel Center PCS
Harmony DC PCS – School of Excellence
Hope Community PCS – Lamond
Hope Community PCS – Tolson
Howard University Middle School of Mathematics and Science PCS
Ideal Academy PCS
KIPP DC PCS – Benning Campus
Latin American Montessori Bilingual [Walter Reed]
LAYC Career Academy PCS [16th Street]
Lee Montessori PCS [St. Paul’s College]
Mary McLeod Bethune PCS [16th Street]
Meridian PCS [14th Street]
Richard Wright PCS for Journalism and Media Arts
Rocketship DC – Rise PCS
Rocketship DC – Legacy PCS
Roots PCS [Kennedy Street]
Roots PCS [North Capitol Street]
Sela PCS
Shining Stars Montessori Academy PCS [Randolph Street]
St. Coletta Special Education PCS
Sustainable Futures PCS
The Children’s Guild DC PCS
The Next Step/EI Proximo Paso PCS
Two Rivers PCS – 4th Street [Elementary]
Two Rivers PCS – 4th Street [Middle]
Washington Global PCS
Washington Leadership Academy PCS [St. Paul’s College]
Washington Mathematics Science Technology PCHS
Washington Yu Ying PCS
YouthBuild PCS [16th Street]

Q39. Illustrate how the PCSB coordinates with other D.C. government agencies with regard to new school openings and facilities planning. Of the newly authorized schools that opened and began operating for SY 2017-2018 please provide an update on their facilities status.

When a school becomes conditionally approved, DCPCSB provides a daylong workshop to connect new school leaders with staff from the Office of Human Rights (OHR), Office of the State Superintendent of Education (OSSE), Department of Health (DOH), Department of Behavioral Health (DBH), DC Department of Transportation (DDOT), and Metropolitan Police Department (MPD). During this workshop, DCPCSB also provides assistance with emergency response planning. The goal of the workshop is to prepare schools to promote citywide health, safety, and transportation policies and practices. The presenters from DC

governmental agencies discuss a variety of topics, including how to:

- Attain medical administration authorization.
- Apply for school nurses.
- Set up a nurse's suite.
- Achieve immunization compliance.
- Identify and assist homeless students.
- Access the Kids Ride Free program.
- Implement the Healthy Schools Act.
- Develop bullying prevention policies.
- Prepare emergency response plans.

DCPCSB coordinates closely with the DME around facilities, both in the hopes of securing a public facility for the school, which is rarely achieved, and to ensure that a school's ultimate location is known across DC government. After the charter agreement is finalized, DCPCSB conducts a Pre-Opening Site visit of each facility. Sustainable Futures PCS, the one new local education agency (LEA) authorized in SY 2016-17, is located at 1500 Harvard St. NW, Washington, DC 20009. The two schools planning to open in SY 2018-19, North Star College Preparatory Academy for Boys PCS and Digital Pioneers Academy PCS, have been unable to secure facilities.

Q40. Provide an update on the PCSB's work with the Chief Librarian on bulk-buying options for public charter schools in addition to school library services and resources.

While there may have been initial discussions with previous library staff and DCPCSB staff about bulk buying options, there have been no discussions in the past two years on this issue.

Q41. Explain any emergency response procedures in place for the PCSB; in addition explain the emergency response planning for LEAs as it relates to on-campus emergencies. Discuss how PCSB receives information from district agencies to help guide emergency response activities and resource support requests. Provide a narrative response to how the PCSB ensures schools are implementing the required safety plans, drills, and policies.

The following is an overview of the emergency response procedures for DCPCSB:

Medical Emergency/ Procedures:

- Employees are to call 911 (fire, paramedics, ambulance).
- Employees are to notify their supervisor and the Finance, Operations, and Strategic Initiatives Team (FOSI) of the emergency.
- Employees are to complete an incident report of the emergency within 24 hours and submit to the FOSI team.

Fire Evacuation/Emergency, Building Alarms Procedures:

- In the event of fire, or the smell of smoke or gas, evacuate the building quickly and calmly. Employees should use stairwells; do not use elevators.
- Employees should evacuate the building immediately at the sound of an alarm. Evacuation should be made through the nearest safe exit.
- Employees should evacuate to the front/back door, whichever exit is the closest to the garage/building, and stand at least 150 feet from the building.
- Once employees have exited the building, under no circumstance are they allowed to re-enter a building that is in alarm. All employees and visitors are to meet at the water fountain directly across the street to wait for roll call. Once the roll call has been completed, staff may disperse to an alternative worksite should the emergency prevent staff from re-entry to the building. The fire department will issue an all-clear to the emergency coordinator/lead after the building has been deemed secure and alarms have been restored. Employees are to return to their workstations.
- During an emergency, visitors who may not be familiar with the evacuation policy and plan must be informed of the procedures to evacuate. Special attention should be given to any persons with disabilities, especially those who are unfamiliar with the building. In the collection area (water fountain), the emergency coordinator/lead will also account for visitors and immediately report to the fire department and/or Building Fire Warden of any unaccounted persons.

Bomb Threat Procedures:

- Employees should remain calm and complete bomb threat checklist.
- Employees are to notify their supervisor, FOSI, and 911 of the threat.
- Employees are to complete an incident report of the emergency within 24 hours and submit to the FOSI team.
- Employees are to follow the instructions of the fire and building evacuation per the recommendation of 911.

Explain the emergency response planning for PCS as it relates to on-campus emergencies:

Public charter schools are responsible for developing their own emergency response plan for their campuses. DCPCSB asks each school to upload an assurance letter to a database to confirm that an emergency response plan has been created and shared with all staff. The plan must include procedures and protocols to respond to natural and human-caused hazards such as fire, tornado, earthquake, hurricane, bomb threat, active shooter/intruder, other events causing a lockdown or shelter in place, and health outbreak. DCPCSB asks key school staff to be familiar with and prepared to follow the protocols for these emergency situations. DCPCSB requests this information by October of each school year, and DCPCSB staff reviews each school's letter to ensure that emergency plans are in place.

DCPCSB provides extensive support and training to schools to build and maintain emergency response plans, develop and train School Emergency Response Teams (SERT) and conduct effective drills. To coordinate this effort, DCPCSB has contracted with Lalik and Associates (L&A), a company that specializes in emergency planning for schools. L&A is led by Christopher Lalik, formerly of the Student Support Center. He has been working with DC public charter schools on emergency planning since 2005. Schools have been and are being trained by L&A to use the DC Emergency Safety Alliance (ESA) portal for School

Emergency Response Plans and resources. Mr. Lalik has been a member of the DC Emergency Safety Alliance since 2009 and was one of the partners who developed the District-wide ESA emergency planning portal and guide currently in use by both DCPS and many public charter schools. All ESA materials provide schools with guidance based on National Incident Management System protocols.

The ESA portal houses a restricted-access web-based program to house and customize individual school plans. The components of the database include:

- 1) A platform for housing all emergency plans and reference materials.
- 2) A SERT module allows each school to update team members as staff changes from year to year; reference all training, certifications, and special skills of each team member; and include the roles and responsibilities of each team member.
- 3) A component to input the results from all vulnerability assessments, including a module to calculate and track new assessments and the progress made by each individual school in mitigating and preventing identified threats and hazards.
- 4) Descriptions of school threat responses and the use of the Universal Emergency Response Procedures: Evacuation, Alert Status, Lockdown, Shelter in Place, Severe Weather Safe Areas, and Drop, Cover, and Hold.
- 5) A training module to track attendance of all participants.
- 6) A functional exercise module to track the results from all drills conducted at each school site, which also houses table-top exercises to facilitate additional training in schools.

The ESA database is accessible to key stakeholders (school personnel, police, fire, emergency management agency, etc.) to refer to in an emergency and to ensure compliance with all required policies and procedures related to safety. All schools that wish to participate receive trainings on website input, plan implementation, response procedures, SERT development, conducting drills, and table-top exercises.

Under the current contract, L&A provides the following services to public charter schools:

- Training for school principals/designees.
- Scheduling meeting times with the Principal and/or assigned staff to train them on how to effectively develop, update, revise, complete, and finalize a charter school's Emergency Response Plan using the ESA website.

Training for School Emergency Response Team (SERT)

L&A provides customized training to the school's unique needs based on location, physical plant, student population, and greater school community. L&A works with school leadership to identify appropriate staff to function as SERT members and develop a training schedule to meet the needs of the individual campus. Training includes an in-depth explanation of team roles and responsibilities; an explanation of the School Emergency Response Plan; and a table-top exercise using a possible emergency scenario.

Initial Training on School Emergency Response for All School Staff

L&A assists the SERT from each campus in conducting an all-staff training by providing materials, attending the meeting, and helping to answer staff questions. The training

includes the need for School Emergency Response Planning and Universal Emergency Response Procedures, and basics of a SERT and the roles and responsibilities of team members.

Telephone/Email Support

L&A provides two hours of online or phone support throughout the process to all participating schools to complete Emergency Response Planning. This support is provided in off-business hours; L&A is available from 8 a.m. through 8 p.m. Monday through Friday and by appointment on weekends, if necessary.

Purchase of Emergency Response Materials

L&A purchases emergency response materials required to implement an effective emergency plan, such as plan binders, classroom flip charts, and go-kits for new schools or schools that have expanded need more materials. From October 2016 - September 2017, 1,000 classroom flip charts were distributed to public charter schools.

Crime Prevention Through Environmental Design (CPTED) Audits

Using a multidisciplinary approach, these audits improve safety by deterring criminal behavior, improving school climate, and identifying neighborhood and school-based threats. Primary areas of focus include territorial reinforcement, natural access control, and natural surveillance. Upon audit completion, L&A briefs school leadership on the audit findings and recommendations. From October 2016 - September 2017, 25 CPTED audits were performed in public charter schools.

If schools choose not to use the ESA resources, DCPCSB and L&A reviews the plans from those schools to ensure that they adequately address emergency response scenarios.

Since October 2016, L&A has worked with 80 public charter school campuses and 1,500 staff members to develop and improve their emergency response plans. L&A trained 60 schools on emergency plan implementation. For the remainder of this year, L&A will work with about five to 10 schools each month to review and complete their plans, provide training on plan implementation, and completing baseline drills. L&A will also review schools' plans in the ESA online portal and recommending updates and assisting schools in conducting two non-fire-related emergency response drills.

DCPCSB maintains close ties to the Metropolitan Police Department's School Security division, the ESA, and the District Recovery Program. Through these agencies, DCPCSB receives regular updates regarding emergency response activities and can provide schools with up-to-date information, resources, and trainings. Using L&A as a liaison, DCPCSB works with the Fire Marshal's office to meet International Fire Code requirements, which are added as an addendum to the information captured in the ESA portal. Currently, 110 campuses are uploading the additional information.

DCPCSB works with L&A to ensure that schools are implementing the required safety plans, drills, and policies through the use of assurance letters and monitoring of the plans uploaded to the ESA website. L&A is working with the Fire Marshal to ensure that schools receive fire safety training. To further assist schools with Fire Code compliance, Mr. Lalik has conducted the required lockdown trainings for 40 schools.

Charter School Authorization and Revocation

Q42. Provide an update on the on the PCSB's community notification process when a new school is being authorized. Discuss schools that were authorized in FY17 and to date in FY18.

When applicants wish to open a public charter school in the District of Columbia, we ask them to identify which ward or wards they hope to operate in. DCPCSB notifies the public, in newspapers, our website, and the DC Register, of the applications and their intended locations. DCPCSB notifies Advisory Neighborhood Commissioners (ANC) in neighborhoods identified by the applicant to ensure that they are aware of the potential of a new school coming to their neighborhood. DCPCSB also holds a public hearing to discuss all applications in the month before the vote to approve or deny an application. This hearing is an opportunity for all community stakeholders to provide feedback to the DCPCSB Board about an applicant group.

In the [2018 Charter Application Guidelines](#),⁵ applicants are directed to make a compelling case for a need for their school, identifying a target population for the school, and demonstrating how the needs of these students are not being met. The application guidelines also describe the criteria by which applicants will be evaluated, including "the applicant makes a compelling case for why the school fills an unmet need in the Washington, DC, educational landscape." DCPCSB plans to continue this process of considering need and demand for each program as charter applications are reviewed and approved. When a school is approved to open or expand, it often faces difficulty in securing a facility. While DCPCSB continues to work with DME on releasing underused or empty school buildings, many schools are forced to rely on the private sector to secure a facility. When this occurs, we find that similar schools in mission and vision may end up close to one another.

The DCPCSB Board authorized three schools during FY17: North Star College Preparatory Academy for Boys, Digital Pioneers Academy, and The Family Place. North Star College Preparatory Academy for Boys is an all-boys middle school aiming to close the achievement gap for boys of color. Digital Pioneers Academy is a middle school that offers a unique computer science curriculum. The Family Place is an adult education program that will primarily offer English as a Second Language to low-income adults in DC. The Family Place has a long-standing facility in Ward 1.

Neither North Star nor Digital Pioneers has a secured facility. This is particularly frustrating given the large number of empty school buildings the city refuses to make available.

DCPCSB has not yet authorized any public charter schools during FY18.

Q43. How many charter school applications did PCSB receive in FY17 and FY18 to date? How many of those that applied were given conditional approval to

⁵ 2018 Charter Application Guidelines:

<http://www.dcpsb.org/sites/default/files/report/2018%20Charter%20Application%20Guidelines.pdf>

open? Provide a status update on the general operation and administration of the schools that began operation in FY17.

DCPCSB received eight charter applications during FY17; of these, DCPCSB conditionally approved three schools and denied four. One applicant, Interactive Academy, rescinded its application during the review process. The three conditionally approved applicants, mentioned above, are North Star College Preparatory Academy for Boys, Digital Pioneers Academy, and The Family Place. The four applicants the DCPCSB Board did not approve are The Adult Career Technical Education School, Citizens of the World, Washington School of Arts and Academics, and CyberTech High School. DCPCSB has not yet received any applications for public charter schools during FY18.

DCPCSB approved one local education agency to begin operation in FY17, Sustainable Futures PCS. It serves students ages 14 to 22 as an alternative high school for re-engaging disconnected youth who have struggled in the traditional school setting. The school met all requirements of the Pre-Opening Site Visit Checklist on August 28, 2017, prior to opening. According to the Midyear Status Report, Sustainable Futures PCS is in compliance with all required submissions. However, the school has faced several challenges during its first months of operation, including under-enrollment and attendance and truancy issues, which resulted in DCPCSB issuing the school a Notice of Concern for truancy in January 2018.

- Q44. Describe the PCSB's process and timeline for charter renewal, including a listing of charters up for renewal in FY17 and FY18 to date, as well as their status.**
- a. Detail how the agency communicated in FY17 and FY18 to date with each school, its trustees, and parents before making its recommendation.**
 - b. Describe how the board encourages charter school restart options or collaborations with charter operators during this process.**

The School Reform Act (SRA) gives DCPCSB the authority to grant a charter to a local nonprofit organization for 15 years and requires a high-stakes review at least once every five years. The review processes are similar at the 5-, 10-, and 20-year high-stakes reviews as with the 15-year charter renewal review with some key exceptions: first, for a school that has not met its goals, charter revocation is at the discretion of the DCPCSB Board at the 5-, 10-, and 20-year reviews; at the 15-year review nonrenewal is mandatory for schools failing to meet one or more of their goals. Second, after a 5-, 10-, and 20-year review the school retains its existing charter. After a charter renewal at 15 years, the school and DCPCSB negotiate a new charter and charter agreement. The table below shows the schools up for review and renewal in FY17 and FY18.

*FY 2017 Performance Oversight Questions
DC Public Charter School Board*

Board Vote Date	School	Type	Outcome
November 20	Achievement Prep PCS	10-Year Review	Continued with conditions
	Excel PCS	10-Year Review	Charter revoked
	Washington Yu Ying PCS	10-Year Review	Continued without conditions
	Sela PCS	5-Year Review	Continued without conditions
	Ingenuity Prep PCS	5-Year Review	Continued without conditions
December 18	Somerset PCS	5-year Review	Continued with conditions
	César Chávez PCS	20-Year Review	Continued with conditions, including phasing out the Parkside Middle campus one grade per year
	SEED PCS	20-year review	Continued with conditions, including phasing out grades 6-8 one year at a time
	Center City PCS	10-Year Review	Continued without conditions
	DC Prep PCS	15-Year RENEWAL	Renewed without conditions
	Eagle PCS	15-Year RENEWAL	Renewed without conditions
January 22	EW Stokes PCS	20-Year Review	Continued without conditions
February 26	LAMB PCS	15-Year RENEWAL	No vote yet
	Friendship PCS	20-Year Review	No vote yet
	Maya Angelou PCS	20-Year Review	No vote yet
	Washington Math Science and Technology PCS	20-Year Review	No vote yet
March 19	Carlos Rosario PCS	20-Year Review	No vote yet
	Community College Prep PCS	5-Year Review	No vote yet

The following table outline's DCPCSB process and timeline for charter renewal. Per the SRA, a school may apply to renew its charter any time between 365 and 120 days before its charter expires. DCPCSB asks schools to submit their renewal applications in October of their 15th year in operation for school leaders and DCPCSB to inform families of the renewal decision prior to the enrollment season and My School DC deadlines, giving families time to make informed school decisions.

Action Item	Description	Date
Part 1: Charter Renewal Determination		
Renewal Process Overview	DCPCSB invites school leaders and board members to visit our office to discuss the renewal process.	Spring of the school's 14th year in operation.

Action Item	Description	Date
DCPCSB meets with each school eligible to apply for renewal.	DCPCSB staff meets with each school to discuss the school's renewal, including the school's goals and student academic achievement expectations.	Summer before the school's 15th year in operation.
DCPCSB conducts Qualitative Site Reviews (QSRs).	DCPCSB conducts a QSR at each campus of a school applying for renewal to gather qualitative evidence about the extent to which a school is meeting its mission, goals, and student academic achievement expectations. Staff will issue a QSR report specific to each campus to document its qualitative findings, which will be incorporated into the renewal report.	Any time two years before the school's charter expires.
Schools submit renewal applications.	The SRA allows schools to submit their charter renewal application between 365 and 120 days before the expiration of their charter.	Fall/winter in the school's 15th year in operation.
DCPCSB informs the school of its right to an informal renewal hearing before the DCPCSB Board, and the school elects whether to request this hearing.	<p>The SRA affords schools applying for charter renewal an opportunity for an informal, public renewal hearing before the DCPCSB Board.</p> <p>Per the SRA, DCPCSB must inform the school of its right to an informal hearing no later than 15 days after the school submits its renewal application, and schools must elect whether to request such a hearing within 15 days of receiving this notice.</p>	<p>DCPCSB must send this notice not later than 15 days after receipt of a school's renewal application.</p> <p>The school must request a hearing within 15 days of receiving this notice.</p>
DCPCSB staff provides a draft copy of its preliminary charter renewal analysis to the school.	<p>DCPCSB's preliminary charter renewal analysis includes a staff assessment of the school's academic performance, legal compliance, and fiscal management, as well as a recommendation to the DCPCSB Board regarding whether it should renew the school's charter.</p> <p>DCPCSB shares its preliminary analysis with the school to allow the school to respond to the report in writing to correct any substantive factual errors and to determine whether it would like a public hearing.</p>	Contemporaneous with the notice of right to a renewal hearing, or soon thereafter.

Action Item	Description	Date
DCPCSB Board conducts informal renewal hearing (if requested).	The DCPCSB Board conducts the informal hearing.	DCPCSB Board must hold the informal hearing no later than 30 days after the school requests it.
DCPCSB Board votes whether to renew the school's charter and issues a written renewal decision.	If possible, the DCPCSB Board will vote on whether to renew during regularly scheduled DCPCSB public meetings.	<p>If the school does not request a hearing, the DCPCSB Board will vote on renewal no later than 30 days after the date DCPCSB informed the school of its right to such a hearing.</p> <p>If the school does request a hearing, the DCPCSB Board will vote on renewal no later than 30 days after the hearing.</p>
Part 2: Update School Charter and Charter Agreement		
DCPCSB staff meets with school leadership.	DCPCSB staff and school leadership meet to discuss potential changes to the school's charter for the next 15-year term, including updates to a school's goals and academic achievement expectations.	Meeting is scheduled within 15 days of renewal vote.
School submits proposed changes to charter and/or charter agreement.	Schools may wish to update their goals and academic achievement expectations, among other things.	DCPCSB and school jointly create a timeline for submission of charter updates.
DCPCSB staff and school leadership finalize proposed changes.	DCPCSB staff and school leadership negotiate the school's proposal for updating its charter and/or charter agreement.	DCPCSB and school create a timeline for this process that concludes at least 45 days before the charter expiring.
DCPCSB Board votes to approve a school's updated charter and/or charter	School leaders and board members are requested to attend this meeting and be available to answer any questions the DCPCSB Board may have.	No later than the last DCPCSB meeting preceding the expiration of the school's charter.

Action Item	Description	Date
agreement.		

DCPCSB Communication with Schools, Trustees, and Parents

DCPCSB maintains contact with schools – including their staff and boards – throughout their renewal process. Each school is guided through this process through one-on-one meetings with DCPCSB staff. The schools’ primary point of contact is the Manager of Charter Reviews/Renewals, who is responsible for drafting DCPCSB’s charter renewal report. The Manager works with the school to ensure that it understands the charter renewal process and completes the charter renewal application, inclusive of all applicable data submissions.

DCPCSB provides two ways for the public to comment on our renewal decision. The public may provide testimony at a public hearing or may submit public comment through email or letter. At the school’s request, DCPCSB will organize an informal renewal hearing at the school. We publicize the hearing in the DC Register and on our website. DCPCSB staff notifies the Advisory Neighborhood Commission (ANC) where the school is located to solicit community feedback.

Opportunities for Restarts or Takeovers

In the years leading up to charter renewal, DCPCSB Board and staff meet regularly with academically or financially struggling schools to discuss the possibilities of closure. During these discussions, DCPCSB also discusses how a school may want to consider conducting an internal turnaround, in which the school’s leadership and board members are replaced by a new leadership team, or an asset acquisition, in which the charter is acquired by another charter local education agency. Approved experienced operators from other states, as well as DC public charter schools consistently achieving Tier 1 status on the School Quality Report, are eligible to take over struggling schools.

Q45. When considering a new charter application or charter renewal, how does PCSB assess the applicants’ plan for or track record of provision of special education services? How much does this factor into the decision?

DCPCSB staff uses five criteria to evaluate an application. One is inclusiveness, which requires each element of the school program to be designed to be inclusive of all students, including students with disabilities, English learners, students who are academically struggling or advanced, homeless students, and any other population(s) specifically targeted in the mission. It also means each element of the school program must accommodate and serve students who do not fit into the school’s target population but who may be admitted through the enrollment lottery.

In DCPCSB’s experience, schools that are the most successful serving students with disabilities have intentionally included those students in all aspects of academic and nonacademic planning during the application process. DCPCSB considers applicant groups to have met the inclusiveness criteria when we find substantive key evidence such as:

- A mission inclusive of all students, including those with disabilities.
- Special education expertise on the founding team.

- Concrete strategies to provide high-quality specialized instruction and ensure equitable access to the general education curriculum across a full continuum of services.
- Processes for federal and local special education compliance.
- A programmatic plan for all contingencies, including different rates of students with disabilities and levels of need.

If the school has not presented a well-developed special education plan to satisfy the inclusiveness criteria, then DCPCSB staff may not recommend the school for approval. Nonetheless, if a school meets most, but not all, components of the criteria, then staff may recommend the Board include special education-specific conditions to fully approve an applicant's charter. For example, a condition may state that a school shall revise the Curriculum section of its application to detail strategies for serving students with disabilities across a full continuum of services, including those with higher-level needs.

When considering a charter review or renewal, DCPCSB includes a comprehensive review of the charter school's special education outcomes for academic performance as measured by state assessments and compliance with applicable laws based on the Office of the State Superintendent of Education's special education data. Schools may face charter revocation, charter nonrenewal, or charter continuance/renewal with conditions if the analysis shows material violation of any applicable laws, including laws related to special education.

Q46. How many public charter schools were closed or partially closed in FY17 and how many schools are slated for closure, partial closure, or charter revocation in FY18, to date?

- List the name of each school and a narrative description of the reason for closure, partial closure, and revocation.**
- Describe the PCSB efforts to communicate with parents and community members who are concerned about disruption for students due to closure and how those concerns are addressed.**

During FY17, DCPCSB did not vote to revoke any local education agency (LEA) charters. In FY18, DCPCSB voted on January 11, 2018, to close Excel Academy PCS. The school was closed due to failure to meet its charter goals and student achievement expectations as outlined in its amended charter. The Board also required, as a condition of charter continuance, SEED PCS to close its middle school grades and César Chávez PCS to close its Chávez Parkside Middle School campus. Both of these are being phased out one grade at a time to avoid student displacement.

DCPCSB takes several steps to ensure that all families are notified of and supported through the school closure. With the assistance of several trained enrollment specialists, we reach out to all families to assist in their transition to a new school. As soon as the closure decision is made, we obtain the latest student roster from the school and begin outreach through direct mail, email, phone calls, and text messages. We also work closely with the school's registrar to connect to families who are difficult to reach. We encourage families to apply to new schools through My School DC, the common lottery system, and to complete the enrollment process once they receive a seat at a school they desire.

Q47. Provide the following information regarding the Performance Management Framework for school year 2016-2017:

- a. The indicators used to determine the tier level for each school;**
- b. The number of schools in each Tier;**
- c. How the PCSB will support schools to advance from Tier 2 and Tier 3 to Tier1; and**
- d. How the PMF tiers correlate with the State Report Card.**

The indicators used to determine the Performance Management Framework (PMF) tier level for each school.

In 2014-15, DCPCSB approved one framework for all schools educating any combination of grades PK through 8.

PK-8 PMF Indicators:

- Student Progress
 - Median Growth Percentile – English language arts (ELA) (Grades 4-8)
 - Median Growth Percentile – Math (Grades 4-8)
 - NWEA MAP Conditional Growth Percentile – Reading (Grades K-3)
 - NWEA MAP Conditional Growth Percentile – Math (Grades K-3)
- Student Achievement
 - Level 3 and higher: Approaching College and Career Readiness and Above in ELA
 - Level 3 and higher: Approaching College and Career Readiness and Above in Math
 - Level 4 and 5: College and Career Ready in ELA
 - Level 4 and 5: College and Career Ready in Math
- Gateway
 - Grade 3 ELA: College and Career Ready
 - Grade 8 Math: College and Career Ready
- School Environment
 - Teacher Interaction: CLASS
 - Emotional Support
 - Classroom Organization
 - Instructional Support
 - Attendance
 - Re-enrollment

High School PMF Indicators:

- Student Progress
 - None for SY 2014-15, SY 2015-16, and SY 2016-17 as it cannot be determined using PARCC
- Student Achievement
 - Level 3 and higher: Approaching College and Career Readiness and Above in ELA
 - Level 3 and higher: Approaching College and Career Readiness and Above in Math
 - Level 4 and 5: College and Career Ready in ELA

- Level 4 and 5: College and Career Ready in Math
- Gateway
 - Four-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate)
 - Five-Year Graduation Rate (Adjusted Cohort Graduation Rate)
 - PSAT Performance (Grade 11)
 - SAT Performance (Grade 12)
 - College Acceptance Rate
 - College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement
 - Career Readiness: CTE Certification Rate (optional)
 - Career Readiness: CTE Program of Study Completion Rate (optional)
- School Environment
 - Attendance
 - Re-enrollment
 - 9th Grade on Track to graduate in four years

Adult Education PMF Indicators:

- Student Progress: Students who grew a level before exiting the school
 - Adult Basic Education (ABE)
 - English as a Second Language (ESL): Students who grew a level before exiting the school
- Student Achievement
 - Earned Secondary Credential (GED or NEDP)
 - GED Subject Test Achievement
 - Earned High Level CTE Certification
- College and Career Readiness
 - Entered Employment or Postsecondary
 - Retained Employment or Entered Postsecondary
- School Environment
 - Attendance
 - Retention within the school year

The number of schools in each tier

Tier	Number of schools
Tier 1	51
Tier 2	53
Tier 3	9
No Tier*	8

*There are two types of schools that did not receive a School Quality Report (known as the PMF) tier in 2016-17. 1. New schools and campuses do not receive a tier until their second year of operation. Four new schools or campuses opened in 2016-17. 2. Alternative accountability schools were not tiered in 2016-17. These five schools develop specific

measures with DCPCSB that are also used as the schools' goals and do not receive a PMF. One alternative accountability school was also a new school in 2016-17.

How DCPCSB will help advance schools from Tier 2 and Tier 3 to Tier 1

DCPCSB will conduct a Qualitative Site Review (QSR) during the winter and early spring of 2018 for all Tier 3 schools. DCPCSB is working to support the Tier 2 (there were no Tier 3 adult education campuses) adult education campuses with better data management systems and data tracking. DCPCSB uses the quarterly charter leaders meetings to focus on areas of interest for adult education schools.

DCPCSB supports all low-performing schools in the following three ways.

a. Board-to-board meetings

DCPCSB conducts board-to-board meetings for low-performing schools to ensure that they are aware of school issues. These meetings are with DCPCSB Board members, school leadership, and DCPCSB senior staff to discuss key issues around school performance and plans for school improvement.

b. Qualitative Site Reviews

DCPCSB gives schools the autonomy to make critical improvements. Rather than tell schools how to improve, DCPCSB uses the Performance Management Framework along with its QSRs to identify a school's areas for growth.

Tier 3 schools receive a comprehensive QSR, enabling DCPCSB to identify key areas of growth. Using Charlotte Danielson's Framework for Teaching rubric for classroom observations, DCPCSB staff and consultants evaluate the quality of two domain areas: Classroom Environment and Instruction Delivery. DCPCSB staff, along with consultants who are trained extensively in the use of the rubric, observes schools' instructional staff and rate teachers on a scale of unsatisfactory to distinguished in each of the eight elements within the two domains. In addition to classroom observations, the QSR also includes observations on the school's mission, goals, and governance.

At the conclusion of the QSR, the DCPCSB assessment lead gathers data from all review participants and produces a report that details the areas of strength and growth for a school. After the team completes the review, the DCPCSB assessment lead provides feedback around these areas of strength and growth with school leadership. The use of the same rubric in all QSRs enables school leaders to see change over time, identify the areas where the school has improved, and pinpoint areas requiring further support from school leadership.

c. Charter Reviews

DCPCSB is required to review each DC public charter school's performance at least once every five years. This review includes an assessment of a school's academic, legal, and fiscal performance. Generally, DCPCSB conducts such charter reviews during a school's fifth and 10th year of operation and may perform additional reviews of schools outside of this schedule. DCPCSB may also conduct a charter review if a school is identified as a Tier 3 school on the PMF and/or is identified as

a Priority or Focus school by the Office of the State Superintendent of Education (OSSE).

Much of DCPSB's advocacy and intergovernmental relations work focuses on providing greater supports for all schools, including Tier 2 and Tier 3 schools. This includes our work to advocate for school nurses in all schools, for expanded behavioral health support, and our work on citywide efforts ranging from English Language Learner supports to community schools.

How the PMF tiers correlate with the State Report Card

Historically, DCPCSB's PMF Tiers only loosely correlated with OSSE's recognition system, developed as part of the District's Elementary and Secondary Education Act (ESEA) Waiver. Under the newly passed Every Student Succeeds Act, the ESEA Waiver is being phased out and DC is developing a new, and better, statewide accountability system. DCPCSB is working closely with OSSE on creating a statewide framework and the state report card.

Q48. How does the PCSB communicate to operators of Tier 3 schools that their performance is unacceptable? Provide a narrative description of that process and a list of Tier 3 schools that the PCSB is currently working with to implement performance improvement plans as well as copies of any such performance improvement plans for FY17 and FY16 to date.

The list below shows the Tier 3 schools as identified by the 2015-16 Performance Management Framework (PMF).

Tier 3 Schools

- Achievement Preparatory Academy PCS – Wahler Place Elementary School
- Bridges PCS
- César Chávez PCS for Public Policy – Parkside Middle School
- Democracy Prep Congress Heights PCS
- Harmony DC PCS – School of Excellence
- Ideal Academy PCS
- National Collegiate Preparatory PCHS
- Roots PCS
- SEED PCS of Washington, DC

Other schools were Tier 3 last year but are no longer scoring in this area. Schools improving under DCPCSB's watch include:

- Academy of Hope Adult PCS
- Center City PCS – Trinidad
- Maya Angelou PCS – Young Adult Learning Center
- Somerset Preparatory Academy PCS (grades 6-8)

DCPCSB does not mandate low-performing schools to implement performance improvement plans. Instead, DCPCSB measures schools on outputs and may place baseline targets for schools to meet or exceed each year after the school is deemed low performing. The process is initiated after a high-stakes review, in which DCPCSB determines that the

school is not meeting its goals and student academic achievement expectations as set forth in its charter.

Communication begins well before a school undergoes a review or falls into Tier 3. Below is a list of strategies DCPCSB has used to alert schools of low performance and to help them identify areas for improvement.

Board-to-Board Meetings

DCPCSB initiates candid conversations with school boards of Tier 3 schools around the steps needed for the schools to improve. In many cases, these conversations happen prior to the schools reaching Tier 3 status (and with Tier 2 schools on a downward trajectory). These meetings, which are followed up in writing, typically involve one or two members of the DCPCSB board, senior staff, and the school's board and senior staff. DCPCSB Board members highlight the school's low performance and focus the school board's attention on the potential consequences if the school does not improve. DCPCSB generally does not demand specific performance improvement plans. The steps the school takes to improve are for the school board and leadership to decide; DCPCSB is not a central office but an authorizer. DCPCSB has found that board-to-board meetings lead to substantial changes at many but not all schools, including decisions to replace senior leadership, put substantial turnaround plans in place, or close specific campuses or grade levels.

School Stat

At least once a month, DCPCSB staff from four school oversight teams – finance, equity, academic evaluation, and academic accountability – discuss individual school performance in order to notice trends and to highlight concerns. If there are significant findings, DCPCSB leadership will email or call the school's leadership to discuss.

Critical Complaint Urgent Response Team

In response to community complaints or troubling data trends, DCPCSB created a structured process for visiting schools outside of a high-stakes review. Staff notifies the school on the same day it conducts an unscheduled visit to determine whether there are systemic issues related to the complaint or data trend. Depending on the observation, DCPCSB may conduct another visit or a series of visits, an audit, a Qualitative Site Review (QSR), or a high-stakes review. If the visit shows no systemic concerns, staff reports back, and the school is no longer monitored.

Performance Management Framework and Qualitative Site Reviews

Rather than tell schools how to improve, DCPCSB uses the PMF along with its QSR to identify areas of growth for schools. In addition to classroom observations, the QSR includes observations on the school's mission, goals, and a board meeting. As one school said, having DCPCSB staff conduct a QSR is like having them hold up a mirror so you can see yourself objectively.

- Q49. Provide a detailed discussion about the Performance Management Framework for charter schools serving adult populations, including:**
- a. A brief description of each school;**
 - b. How schools were tiered;**

- c. Plans being taken by PCSB and the individual schools to improve the Tier scores;**
- d. A brief narrative about the populations that are served in these particular schools and what makes them different from traditional Pre-K3 through 12th grade charter schools.**

- a. For a description of each school, please see attachment Q43.
- b. Adult education public charter schools fall into one of three tiers based on their performance on four categories:
 - Tier 1 – High performing: Schools must earn at least 65.0 percent in all categories.
 - Tier 2 – Mid performing: Schools must earn at least 35.0 percent in three of four categories, and not less than 20.0 percent in the fourth category.
 - Tier 3 – Low performing: Schools do not meet 35.0 percent in more than one category or do not meet at least 20.0 percent in any category.

The four categories on the Adult Education Performance Management Framework (AE PMF) contributing to tiers are described below.⁶

- Student Progress: This category reports the percentage of students in ABE or ESL classes making academic gains. Student progress is measured by valid and reliable tests for adults and disengaged youth.
- Student Achievement: This category captures the rate of students who completed a program of study and either passed a portion of a secondary credential assessment or earned a secondary credential, or completed a high-level, industry-recognized CTE program and earned a certification in child development, medical/nurse assisting, or information technology.
- College and Career Readiness: This category captures whether students, identified by the school as being eligible to be in the workforce, are employed or enroll in a postsecondary degree or certification program upon exiting the adult education school.
- Leading Indicators: This category captures the school’s attendance rates and the rate at which it is retaining students.

2016-17 Adult Education Tier Performance	
Count of Adult Education Campuses	8
Count of Tier 1 Campuses	4
Count of Tier 2 Campuses	4
Count of Tier 3 Campuses	0

- c. For the first time since introducing the AE PMF in school year 2014-15, there are no Tier 3 adult schools. Our adult schools are excelling on the AE PMF, which gives DCPCSB staff an opportunity to evaluate the Framework and determine whether it is appropriate to

⁶ Schools optionally share data on a fifth category, mission specific goals, which is displayed on the AE PMF but is not included in the tier. Mission specific goals show schools’ performance on aspects of their programs not otherwise captured in the AE PMF.

increase performance targets. Setting high expectations for our schools can result in improved outcomes for our students. As DCPCSB staff considers adopting even higher targets, we will consult school leaders before recommending revisions to the Board.

- d. There are two types of adult education schools: those serving disengaged youth ages 16-24 and those targeting older adults who are returning to school.
- The following schools serve disengaged youth:
 - LAYC Career Academy PCS
 - Maya Angelou PCS – Young Adult Learning Center
 - The Next Step PCS
 - YouthBuild PCS

The majority of the students attending these schools experienced challenges in traditional schools. As a result, they are typically overage and undercredited. Many of these students are working toward a secondary credential.

- The following schools target older students:
 - Academy of Hope PCS
 - Briya PCS
 - Carlos Rosario PCS
 - Community College Prep PCS

Many of these students never completed high school and have low literacy skills. Many are English language learners trying to improve their English skills to join the workforce.

In both types of adult education schools, literacy levels range from early elementary to upper secondary. Some students have secondary credentials and are working on certifications to secure employment or qualify for higher-paying roles. Many students in adult public charter schools are parents and work to support their households.

General Questions

Q50. Provide the names, brief bios, and terms of appointment for all members of the PCSB. How many board positions are currently vacant? For each vacancy, please give the dates that the position has been vacant, and describe how the vacancy affected the Board's work.

Name	Bio	Terms of Appointment
Darren Woodruff, Ph.D.	<p>Darren Woodruff, Ph.D., is Chair of the Public Charter School Board. Dr. Woodruff has long been involved in education research and policy. He is the senior director of education at the DeBruce Foundation Research Institute, where he focuses on the role of schools and education in transforming underserved communities. Prior to this, Dr. Woodruff was a principal research analyst at the American Institutes for Research, where he focused on a wide range of educational topics including support for at-risk youth, special education, and closing the achievement gap. Before joining AIR, Dr. Woodruff was a faculty member at the Yale Child Study Center. He also serves on the boards of other research institutions, including the Walter and Theodora Daniel Endowed Education Research Fund at Howard University.</p> <p>Per a legal memorandum dated June 25, 2014, from Councilmember David A. Catania, Dr. Woodruff served in holdover status from 2010 to 2012, when the Council confirmed him to a four-year term expiring on February 24, 2014.</p>	<p>Completing Predecessor's Term: December 8, 2008 – February 24, 2010</p> <p>First Term: July 12, 2012 - February 24, 2014</p> <p>Second Term: July 14, 2014 - February 24, 2018</p>
Don Soifer	<p>Don Soifer is co-founder and former Executive Vice President of the Lexington Institute, a nonpartisan think tank. There, he directed the Institute's research programs in domestic policy areas including education, energy, and logistics. Mr. Soifer's education policy research has been published and discussed in many of the nation's most influential news publications and journals and cited by the U.S. Supreme Court. He has testified before the U.S. Congress on several occasions and in official hearings of various federal and state agencies. Mr. Soifer appears regularly on television and radio programs around the country.</p>	<p>Completing Predecessor's Term: December 8, 2008 – February 24, 2012</p> <p>First Term: February 25, 2012 - February 24, 2016</p> <p>Second Term: February 25, 2016</p>

*FY 2017 Performance Oversight Questions
DC Public Charter School Board*

		<p>- February 24, 2020</p>
Rick Cruz	<p>Mr. Cruz has long been involved in public education. In Washington, DC, he was the Chief Executive Officer of DC Prep Public Charter School, which focuses on student academic achievement, character education, and high school and college readiness. On a national level, Mr. Cruz held senior level positions at the Network for Teaching Entrepreneurship, Teach for America, and America’s Promise Alliance. Currently, he is Executive Director of Strategic Partnerships at The College Board, a nonprofit organization that connects students to college success. Outside of education, Mr. Cruz has strong experience in finance, budget management, and fiscal strategy. He was a strategic consultant, having worked at the Corporate Executive Board and the Advisory Board Co. for more than a decade in successive leadership positions in the U.S. and internationally.</p>	<p>First Term: September 23, 2014 – February 24, 2018</p> <p>Second Term: February 24, 2018 - February 24, 2022</p>

<p>Steve Bumbaugh</p>	<p>Steve Bumbaugh has many years of experience working in education, philanthropy, and issues related to urban poverty. He is the Senior Vice President, College and Career Access, at The College Board, overseeing enrollment and financial aid programs. Previously, Mr. Bumbaugh was the Manager of Breakthrough Schools: DC at CityBridge Foundation, an organization that works to build a citywide system of high-performing schools in the District. He has also served as President of the ECMC Foundation, a national funder focusing on education issues in low-income communities. He was the first Executive Director of the Specialty Family Foundation, a funder focusing on education, health, and food security issues in low-income communities in Southern California. Mr. Bumbaugh has published numerous articles and has been a regular speaker on issues related to poverty and race.</p> <p>Steve Bumbaugh began his first term in June 2017.</p>	<p>Completing Predecessor's Term:</p> <p>February 23, 2013 – February 24, 2017</p> <p>First Term:</p> <p>February 24, 2017 – February 24, 2021</p>
<p>Ricarda Ganjam, Ph.D.</p>	<p>Ricarda Ganjam, Ph.D., manages the operations and Local Market Initiative Program for the Metro Washington Accenture office. Her work focuses on business development, local image, corporate citizenship, and people engagement. She is also an Executive Coach who works with senior leaders to achieve high performance in their careers and lives. In Ms. Ganjam's career at Accenture, she has managed teams to enable transformational change management with a variety of clients primarily in the resources industry. She earned a Ph.D. in Educational Human Resource Development at Texas A&M University and Master of Public Administration and Bachelor of Journalism degrees at the University of Missouri.</p> <p>Ricarda Ganjam joined the Board in October 2015.</p>	<p>First Term:</p> <p>February 23, 2015 – February 24, 2019</p>

<p>Saba Bireda</p>	<p>Ms. Bireda is an attorney at Sanford Heisler Sharp LLP, a national civil rights law firm. Long active in education policy, Ms. Bireda previously served as senior counsel in the Office of the General Counsel at the U.S. Department of Education. There she developed litigation strategy, advised on legal issues, and led complex investigations on a variety of education matters. She also was senior counsel at the department’s Office for Civil Rights, where she advised on matters regarding discrimination in education. Earlier in her career, Ms. Bireda focused on education issues while working for EducationCounsel LLC, an education consulting firm, and the Center for American Progress, an independent nonpartisan policy institute. She practiced law in the private sector in Philadelphia for Morgan, Lewis & Bockius. Ms. Bireda began her career as a teacher at Sousa Middle School in Southeast Washington, DC. She graduated from Harvard Law School and received her bachelor’s degree from Stanford University.</p> <p>Saba Bireda joined the Board in July 2016.</p>	<p><i>First Term</i> February 23, 2016 - February 24, 2020</p>
<p>Naomi Shelton</p>	<p>Naomi Shelton is the director of K-12 Advocacy for the UNCF. Her experience ranges from project and operations management to crisis communications, media relations, and professional event coordination. In her current role, Ms. Shelton directs UNCF’s efforts to ensure that more African-American students will be better prepared to enroll in and complete college by driving sustainable education reforms that benefit students and empower communities to demand improvement. A long-standing resident of the Southwest Waterfront neighborhood of DC, Shelton received her Bachelor of Arts degree in English from Tougaloo College (Mississippi), a UNCF member institution.</p>	<p><i>First Term</i> January 22, 2018 - January 22, 2022</p>

Scott Pearson, Ex Officio	<p>Scott Pearson is the Executive Director of the DC Public Charter School Board. Since joining DCPCSB in 2012, Mr. Pearson has implemented significant reforms in how the Board approves and oversees charter schools, making it a national model for charter school authorizing. Under Mr. Pearson’s leadership, DCPCSB has pioneered new strategies, tough and rigorous oversight, and best practices that other authorizers around the nation are adopting. Previously, Mr. Pearson served in the Obama administration as the Deputy of the Office of Innovation and Improvement in the U.S. Department of Education. He co-founded Leadership Public Schools, a network of college-prep charter high schools in the San Francisco Bay Area. Mr. Pearson has a long career in business. At America Online, he was responsible for acquisitions and strategic planning as the company’s Vice President for Corporate Development. At Bain and Co., Mr. Pearson provided strategic management consulting services to clients in education, health care, media, and aviation.</p>	<p>January 2012 - Current</p>
------------------------------	--	---------------------------------------

Q51. Provide the schedule of PCSB Board meetings in FY17 and to date in FY18. Please include Board Members that were present or absent at each meeting.

Board Meeting Date	Board Members Present	Board Members absent
1/23/2017	All Board members present	n/a
2/27/2017	Darren Woodruff, Don Soifer, Sara Mead, and Ricarda Ganjam	Saba Bireda (voted by proxy), Rick Cruz, and Steve Bumbaugh
3/27/2017	All board members present	n/a
4/12/2017	Darren Woodruff, Sara Mead, Don Soifer, Steve Bumbaugh, Saba Bireda and Ricarda Ganjam	Rick Cruz
4/24/2017	Darren Woodruff, Don Soifer, Ricarda Ganjam, Steve Bumbaugh, Rick Cruz, and Saba Bireda	Sara Mead
5/1/2017	Darren Woodruff, Sara Mead, Don Soifer, Steve Bumbaugh, Saba Bireda, and Ricarda Ganjam	Rick Cruz
5/22/2017	Darren Woodruff, Don Soifer, Steve Bumbaugh, Sara Mead, Ricarda Ganjam, and Saba Bireda	Rick Cruz

6/19/2017	All Board members present	n/a
7/17/2017	Darren Woodruff, Don Soifer, Rick Cruz, Saba Bireda, Sara Mead, and Ricarda Ganjam	Steve Bumbaugh
9/18/2017	Darren Woodruff, Don Soifer, Saba Bireda, Steve Bumbaugh, and Ricarda Ganjam	Rick Cruz
10/23/2017	Darren Woodruff, Don Soifer, Steve Bumbaugh, and Rick Cruz	Ricarda Ganjam and Saba Bireda (both voted by proxy)
11/20/2017	Darren Woodruff, Rick Cruz, Saba Bireda, Steve Bumbaugh, and Ricarda Ganjam	Don Soifer (voted by proxy)
12/18/2017	All Board members present	n/a
12/20/2017	Darren Woodruff, Rick Cruz, Don Soifer, and Ricarda Ganjam	Steve Bumbaugh and Saba Bireda
01/11/2018	All Board members present	n/a

Q52. Provide a current organization chart for PCSB and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY17 or to date in FY18.

Please also see the organization chart, attachment *Q52. Management Structure*

Department/Program	Title	Name
Executive Team	Executive Director	Scott Pearson
Executive Team/School Performance Department	Deputy Director	Naomi DeVeaux
Executive Team/Finance, Operation & Strategic Initiatives	Chief Operating Officer	Lenora Robinson
Executive Team/Legal	General Counsel	Nicole Streeter
Executive Team/Communications	Chief Communications Officer	Tomeika Bowden
School Performance Dept. School Quality & Accountability	Senior Manager	Rashida Tyler
School Performance Dept. Equity & Fidelity Team	Senior Manager	Rashida Young
School Performance Dept. Equity & Fidelity Team	Manager	Avni Patel Murray
School Performance Dept. Finance, Analysis & Strategy Team	Senior Manager	John Goldman
School Performance Dept. Academic Evaluation Team	Senior Manager	Erin Kupferberg

School Performance Dept. School Quality & Accountability	Manager	Taunya Negin
Finance, Operations & Strategic Initiatives	Manager (Finance)	Marvin Cross
Finance, Operations & Strategic Initiatives	Senior Manager (HR & Operations)	Anne Tomkinson

FY17 to FY18 Organizational Changes

There were no significant organizational changes in FY17.

Q53. Provide the agency’s performance plan/strategic plan for FY17. Did the PCSB meet the objectives set forth in the plan? Please provide a narrative description of what actions the Board undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.

In its FY17 performance plan, DCPCSB fully achieved 10 and partially achieved three of the 13 initiatives. DCPCSB fully achieved six of the 16 performance indicators, received a neutral rating for nine, and did not meet one of the indicators.

The three initiatives DCPCSB partially met were: Initiative 3.2: Develop and share discipline and attendance data for schools with similar populations to help reduce incidences of expulsion, long-term suspensions and truancy; Initiative 1.1: Improve transparency around DCPCSB’s authorizer work, making board meeting and other materials available to the public and publishing increased amounts of data on public charter school performance, equity and finances; and Initiative 1.3: Use a variety of digital platforms to engage community members and parents.

For Initiative 3.2, this was partially met because at the time of the deadline for Q4 updates, only the DCPCSB staff-facing data dashboard was complete. We currently have a public portal www.data.dcpcsb.org that includes raw data. For Initiative 1.1, this was partially met because at the deadline for Q4 updates, we were still pending graduation rates, equity reports and the release of the School Quality Report. However, this is now complete. For Initiative 1.3, this was partially met because while we were able to translate our website into more than six different languages and connect with families through our social media pages, we have not been able to launch our podcast and are still working on that progress.

The following performance indicator was not met:

Number of charter school campuses receiving an out-of-compliance warning from our Board for violating our Data Submission Policy.

Our target for FY17 was 3, however we had 6 schools receive an out-of-compliance warning. In SY 16-17, PCSB launched a new data submission database, the Hub. Prior to that, schools submitted data into ProActive. There was a learning curve with the switch, which likely led to there being more out of compliance notices than we anticipated.

FY17 Performance Plan in attachment Q53.

Q54. Provide the agency's performance plan/strategic plan for FY18. What steps has the agency taken in FY17 and to date in FY18 to meet the objectives set forth in the plan?

Key Performance Indicator	FY18 Target	FY18 Actual YTD
Number of charter LEAs receiving 5-, 10-, and 15-year reviews	17	As of January 2018, DCPCSB has completed 14 charter reviews or renewals, with 3 more scheduled for the January Board meeting.
Number of Tier 1 charter LEAs with announced plans to expand or replicate	1	As of January 2018, no schools have announced to DCPCSB their plans to expand or replicate.
Number of charter school campuses receiving an out-of-compliance warning from the DCPCSB Board for violating the Data Submission Policy	3	As of January 2018, one school has received an out-of-compliance warning from DCPCSB for violating the Data Submission Policy
Reduction in expulsion rate for the five schools that had the highest expulsion rate in the previous school year	10%	This is an annual measure. No updates at this time.
Number of Financial Audit Review reports issued	1	The FY18 Financial Audit Review report is being prepared and will be released in the spring.
Number of schools with weak financials receiving enhanced fiscal oversight from DCPCSB	5	In spring 2018, DCPCSB will begin working with schools identified as having weak financials in the FY17 AMU.
Number of schools whose fiscal health improved as a result of oversight efforts	4	This result must await the publication of the FY17 Financial Audit Review report.

Number of PMF parent guides distributed	6,000	As of January 2018, DCPCSB has distributed 2,250 parent guides, 2,100 in English and 150 in Spanish.
Percentage increase in social media followers	New Measure	This is a new annual measure. No updates at this time.
Number of task force meetings DCPCSB attended	18	As of January 2018, DCPCSB has participated in 4 task force meetings.
Number of meetings with key city officials	12	As of January 2018, DCPCSB has participated in 10 meetings with key city officials.
Percent of charter school data available on www.dcpcsb.org, compared with SY 2016-17	15%	This is an annual measure. No updates at this time.
Number of qualitative site review reports	18	DCPCSB has conducted 4 qualitative site reviews and is currently writing the reports.
Number of adult education focused meetings (board-to-board meetings, workshops, etc.)	2	As of January 2018, DCPCSB has had 9 adult education focused meetings, with more scheduled for the spring.

- Q55. Provide the following budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY17 and to date in FY18:**
- a. At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.**
 - b. At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.**
 - c. At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.**

Please see attachment Q55.

Q56. Identify any special purpose revenue accounts maintained by, used by, or available for use by your agency during FY17 and FY18, to date. For each account, please list the following:

- a. The revenue source name and code;**
- b. The source of funding;**
- c. A description of the program that generates the funds;**
- d. The amount of funds generated by each source or program in FY17 and FY18, to date; and**
- e. Expenditures of funds, including the purpose of each expenditure, for FY17 and FY18 to date.**

DCPCSB’s Special Purpose Revenue account is under Subsidies and Transfers. The source of the Special Purpose Revenue is DCPCSB’s administrative fee of 1 percent of each public charter school’s annual total revenues (including federal and other revenue sources) minus philanthropic revenues under its mandated chartering authority. Overall, the total administrative fee amount stood at \$8.4 million in FY17. For FY18, the total administrative fee amounts to \$8.2 million after nearly \$900,000 in administrative fee discounts. This Special Purpose Revenue is allocated to pay expenses for PCSB’s ongoing oversight responsibilities and general operations. DCPCSB does not use the District’s financial system. The following list outlines the amount of funds generated by the particular sources in FY17 and FY18 for each PCS LEA.

PCS LEA NAME	Revenue Name	Revenue Code	FY 2017 Special Purpose Revenue	FY 2018 Special Purpose Revenue*
Academy of Hope PCS	Administrative Fee	06632A	\$53,551	\$42,510
Achievement Preparatory Academy PCS	Administrative Fee	06632A	\$168,940	\$169,791
Appletree Early Learning PCS	Administrative Fee	06632A	\$133,000	\$123,550
BASIS DC PCS	Administrative Fee	06632A	\$94,559	\$88,062
Breakthrough Montessori	Administrative Fee	06632A	\$17,900	\$25,104
Bridges PCS	Administrative Fee	06632A	\$90,654	\$109,141
Briya PCS	Administrative Fee	06632A	\$101,122	\$100,420
Capital City PCS	Administrative Fee	06632A	\$212,941	\$204,631
Carlos Rosario Intl PCS	Administrative Fee	06632A	\$255,093	\$248,394
Cedar Tree Academy PCS	Administrative Fee	06632A	\$76,862	\$72,096
Center City PCS	Administrative Fee	06632A	\$286,542	\$261,154
César Chávez PCS for Public Policy	Administrative Fee	06632A	\$270,277	\$239,470
Children’s Guild DC PCS, The	Administrative Fee	06632A	\$88,621	\$110,259
City Arts and Prep. PCS	Administrative Fee	06632A	\$99,969	\$86,301
Community College Prep PCS	Administrative Fee	06632A	\$39,950	\$65,882
Creative Minds PCS	Administrative Fee	06632A	\$77,334	\$89,478
DC Bilingual PCS	Administrative Fee	06632A	\$88,517	\$96,947

*FY 2017 Performance Oversight Questions
DC Public Charter School Board*

DC International PCS	Administrative Fee	06632A	\$103,138	\$155,598
DC Preparatory Academy PCS	Administrative Fee	06632A	\$326,777	\$338,280
DC Scholars Academy PCS	Administrative Fee	06632A	\$90,313	\$100,029
Democracy Prep PCS	Administrative Fee	06632A	\$119,138	\$123,143
E.L. Haynes PCS	Administrative Fee	06632A	\$245,805	\$211,681
Eagle Academy PCS	Administrative Fee	06632A	\$191,558	\$210,144
Early Childhood Academy PCS	Administrative Fee	06632A	\$47,023	\$50,258
Elsie Whitlow Stokes Community PCS	Administrative Fee	06632A	\$89,928	\$65,321
Excel Academy PCS	Administrative Fee	06632A	\$132,916	\$121,161
Friendship PCS	Administrative Fee	06632A	\$830,898	\$721,409
Goodwill Excel Center PCS	Administrative Fee	06632A	\$43,461	\$60,139
Harmony Prep PCS	Administrative Fee	06632A	\$18,409	\$15,711
Hope Community PCS	Administrative Fee	06632A	\$174,249	\$142,163
Howard University Mathematics and Science PCS	Administrative Fee	06632A	\$72,583	\$46,852
IDEA PCS	Administrative Fee	06632A	\$59,468	\$74,708
Ideal Academy PCS	Administrative Fee	06632A	\$50,624	\$48,755
Ingenuity Prep PCS	Administrative Fee	06632A	\$79,202	\$105,237
Inspired Teaching Demonstration PCS	Administrative Fee	06632A	\$69,043	\$71,559
Kingsman Academy PCS	Administrative Fee	06632A	\$72,754	\$66,209
KIPP DC PCS	Administrative Fee	06632A	\$1,202,642	\$1,153,180
Latin American Montessori Bilingual PCS	Administrative Fee	06632A	\$83,695	\$89,157
LAYC Career Academy PCS	Administrative Fee	06632A	\$49,119	\$24,582
Lee Montessori PCS	Administrative Fee	06632A	\$30,091	\$34,248
Mary McLeod Bethune PCS	Administrative Fee	06632A	\$57,136	\$81,025
Maya Angelou PCS	Administrative Fee	06632A	\$104,827	\$73,454
Meridian PCS	Administrative Fee	06632A	\$131,106	\$108,711
Monument Academy PCS	Administrative Fee	06632A	\$44,479	\$73,253
Mundo Verde Bilingual PCS	Administrative Fee	06632A	\$108,139	\$105,313
National Collegiate Preparatory PCHS	Administrative Fee	06632A	\$62,197	\$55,621
Next Step PCS, The	Administrative Fee	06632A	\$96,354	\$91,650
Paul PCS	Administrative Fee	06632A	\$147,850	\$134,812
Perry Street Prep PCS	Administrative Fee	06632A	\$66,478	\$75,092
Richard Wright PCS	Administrative Fee	06632A	\$63,462	\$51,337
Rocketship PCS	Administrative Fee	06632A	\$85,428	\$107,485
Roots PCS	Administrative Fee	06632A	\$19,896	\$17,907
SEED School of Washington, DC, The	Administrative Fee	06632A	\$165,707	\$154,307

*FY 2017 Performance Oversight Questions
DC Public Charter School Board*

Sela PCS	Administrative Fee	06632A	\$31,647	\$33,848
Shining Stars Montessori PCS	Administrative Fee	06632A	\$37,468	\$44,321
Somerset PCS	Administrative Fee	06632A	\$68,196	\$70,966
St Coletta Special Education PCS	Administrative Fee	06632A	\$178,436	\$168,499
Sustainable Futures PCS	Administrative Fee	06632A	\$0	\$14,964
Thurgood Marshall Academy PCS	Administrative Fee	06632A	\$85,340	\$79,356
Two Rivers PCS	Administrative Fee	06632A	\$149,110	\$142,299
Washington Global PCS	Administrative Fee	06632A	\$35,129	\$41,913
Washington Latin PCS	Administrative Fee	06632A	\$123,823	\$116,366
Washington Leadership Academy PCS	Administrative Fee	06632A	\$24,578	\$38,506
Washington Math Science Tech PCHS	Administrative Fee	06632A	\$63,667	\$45,905
Washington Yu Ying PCS	Administrative Fee	06632A	\$103,213	\$102,449
YouthBuild PCS	Administrative Fee	06632A	\$26,871	\$26,272
TOTAL			\$8,419,204	\$8,218,349

* includes 0.9 percent of schools' federal and other revenues

Q57. Provide a complete accounting of all intra-district transfers received by or transferred from PCSB during FY17 and to date in FY18. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within PCSB the transfer affected.

In FY17 DCPCSB received \$1,805,164 from the DME to offset the cost of purchasing and installing filters to provide safer drinking water to the District's public charter school students and \$100,000 from OSSE for developing adult and alternative education definitions and policy recommendations. DCPCSB transferred \$50,000 to the DME in FY18 to assist in ensuring that parents and families are aware of the common lottery system.

Q58. Provide a complete accounting of all reprogrammings received by or transferred from the PCSB during FY17 and to date in FY18. For each, please provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.

See response to question Q57.

Q59. Provide a list of all PCSB's fixed costs budget and actual dollars spent for FY17 and to date in FY18. Include the source of funding and the percentage of these costs assigned to each PCSB's program. Please provide the percentage change

between PCSB's fixed costs budget for these years and a narrative explanation for any changes.

DCPCSB's annual fixed costs budget includes rent, security, janitorial services, and electricity, which are included in the agency's lease payments. The funding source is special purpose funding.

	FY17 Actual	FY18 Budget
Total	\$446,954	\$553,285
Percentage Change		23.8%

The 23.8 percent increase in DCPCSB's fixed costs budget represents higher rental expenses for our 3333 14th St. NW office location due to anticipated increased common area maintenance costs and real estate taxes for facility office spaces. DCPCSB has spent \$120,277 of the \$553,285 FY18 fixed costs budget as of December 2017.

Q60. Provide the capital budget for PCSB and all programs under its purview during FY17 and FY18, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY17 and FY18. Did any of the capital projects undertaken in FY17 or FY18 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact.

As a charter authorizer, DCPCSB does not own or maintain school buildings. Our capital budget primarily includes the costs for computers, technology, furniture, and maintenance. In FY17, capital expenses totaled \$55,634 for the cost of our computers and technology purchases. To date in FY18, DCPCSB has spent only \$1,004 for technology.

Q61. Provide a current list of all properties supported by the PCSB budget. Please indicate whether the property is owned by the District of Columbia or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, electric).

DCPCSB is an independent DC agency and holds one operating lease for office space at 3333 14th St. NW, Washington, DC. This operating lease with Tivoli Partners Commercial LLC includes spaces on the mezzanine, second and third floors, effective January 1, 2015, until June 30, 2020.

In FY17, DCPCSB's annual fixed costs were \$446,954. The budgeted FY18 annual fixed costs amount is \$553,285.

Q62. Describe any spending pressures for public charter schools and PCSB that existed in FY17. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.

While DCPCSB exercises its fiscal oversight function over schools through in-depth reviews

of schools' annual financial audits (Financial Audit Review Report), interim financial statements, and procurement contracts, spending decisions and pressures are unique at each of the 66 local education agencies. Through DCPCSB's analysis of each school's financial statements, a few common themes have emerged. Payroll (including teacher salaries) and facilities expenses are the largest spending categories.

With respect to salaries, many schools report that the lower funding they receive relative to DCPS makes it difficult for them to offer competitive teacher salaries.

Facilities expenses continue to be a major spending pressure. Many schools are in stable long-term lease agreements with defined terms for future increases in lease payments. However, new schools and schools wishing to expand to meet student demand face significant pressure in securing affordable facilities that meet students' needs.

In FY17, DCPCSB did not experience any spending pressures.

Q63. Identify potential areas where spending pressures may exist in FY16 for PCSB and public charter schools. Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY18 or FY19 budget.

The trends emerging in prior years are continuing in FY18. Continued disparities between DCPS and public charter schools will inevitably result in spending pressures on public charter schools as schools struggle to be competitive with salaries, benefits, academic offerings, and facilities. In FY18, DCPCSB does not anticipate any spending pressures.

Q64. Describe how charter LEAs allocate the additional dollars received for students who are "at risk" of academic failure.

A total of 59 schools in SY 2017-18 receive at-risk funds for students in grades PK-12, and the School Reform Act allows for local education agencies (LEAs) to have exclusive control over their "expenditures, administration, personnel, and instructional methods." Because of this, LEAs are permitted to use their at-risk funding to support the student population the best way they see fit. Most LEAs receiving at-risk funding use their funds to provide social and emotional support staff such as social workers, mental health counselors, and school psychologists. Additionally, at-risk funds help schools provide technology in the classroom, child care before and after school, and extended school year opportunities. At-risk funds have also allowed for some LEAs to implement innovative student support solutions such as academic success coaches, tasked with improving attendance and retention of students.

DCPCSB provides extensive financial oversight of LEAs, and through this, DCPCSB assures that public dollars are spent appropriately. As part of our careful monitoring of school finances, we track school expenditures by broad categories, such as facilities, staff, and school supplies. Our oversight, however, does not include individual expenditures. Precise tracking of at-risk funding would require detailed cost-based accounting that assigned portions of salaries, supplies, capital expenditures, and other expenses to individual activities. This type of expense tracking is difficult and costly, and DCPCSB does not require schools to undertake it. Instead we ask all schools to report to us separately how they have

spent these important funds.

The Office of the Chief Financial Officer (OCFO) receives audited enrollment data for each LEA from the Office of the State Superintendent of Education. The OCFO uses this data to determine the allotted at-risk funds to distribute to each LEA without DCPCSB's involvement. For specifics on the OCFO's allocation of at-risk funding to LEAs in SY 2017-18, please see attachment Q64 A. For information on how schools use their allocated funding, please see Q64 B.

Q65. Describe how PCSB has pursued implementation of the "Public Charter School Fiscal Transparency Amendment Act of 2016."

Since implementing the Fiscal Transparency Amendment Act of 2016 (FTA), all public charter schools contracting with a school management organization (SMO) are required to amend their charter agreements to stipulate that:

Any agreement between the school and the SMO will include a provision requiring the school and its SMO to provide the authorizer with any documents or records related to the services the SMO provides the school if the authorizer requests such documents and the school and SMO meet certain financial thresholds.

To date, seven of 14 schools with SMOs have had their agreements amended with this language, and another school's amendment is in process. For the remaining six schools in need of an amendment to include language regarding the FTA, DCPCSB staff is working with school leaders to ensure they obtain the amendment as soon as possible.

As provided by the FTA, the language shall be included when a school submits a petition to establish a public charter school, a petition to revise its charter, or an application to renew its charter. As well as the amendments listed above, DCPCSB has included the language required by the FTA in the charter agreements of every new and renewed public charter school since the legislation took effect.

In addition, DCPCSB revised its Procurement Contract Submission Policy in November 2016 to conform to the new definitions and requirements around conflicting interest transactions in the FTA and adjusted its compliance monitoring accordingly.

Q66. Provide a list of all FY17 full-time equivalent positions for PCSB, broken down by program and activity. In addition, for each position note whether the position is filled (and if filled, the name of the employee) or whether it is vacant). Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).

See Attachment Q66.

Q67. How many vacancies were posted for PCSB during FY17? To date in FY18? Which positions? Why was the position vacated? In addition, note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.

FY 17: 11 total vacancies posted; net growth 2					
Posted Vacancy	Reason for vacancy	Steps to Fill	Time to Fill	Current Status	Funding Source
Equity and Finance Specialist, part time	Incumbent resigned	Position announcement posted online in multiple sources; networking	0 days	Filled	Local
Digital Media Specialist	New position	Position announcement posted online in multiple sources; networking ; staffing agency	n/a	Filled	Local
EFA Data Analyst	Incumbent Resigned	Position announcement posted online in multiple sources; networking	2 months	Filled	Local
School Finance Specialist	New position	Position announcement posted online in multiple sources; networking ; staffing agency	n/a	Filled	Local
AET/SQA Data Analyst	Incumbent Resigned	Position announcement posted online in multiple sources; networking	3.5 months	Filled	Local
SQA Data Analyst	New position (old position phased out)	Position announcement posted online in multiple sources; networking	n/a	Filled	Local
Operations	Incumbent	Position	21 days	Filled	Local

FY 17: 11 total vacancies posted; net growth 2					
Posted Vacancy	Reason for vacancy	Steps to Fill	Time to Fill	Current Status	Funding Source
Assistant	resigned	announcement posted online in multiple sources; networking ; staffing agency			
Senior Manager, FAST	Incumbent resigned	Position announcement posted online in multiple sources; networking	0 days	Filled	Local
Sector Planning Specialist	Incumbent Resigned	Position announcement posted online in multiple sources; networking	4 months	Filled	Local
Intergovernmental Relations and School Support Specialist	New position	Promotion from within	n/a	Filled	Local
Executive Team Coordinator	Incumbent promoted	Position announcement posted online in multiple sources; networking	0 days	Filled	Local

Q68. List all employees detailed to or from your agency. Please provide the reason for the detail, the detailed employee’s date of detail, and the detailed employee’s projected date of return.

Marvin Cross, Agency Financial Manager, is detailed to DCPCSB from the Office of the Chief Financial Officer (OCFO). Mr. Cross works with agency leadership to monitor agency financial activities and assists with payments to public charter schools. He was detailed to the agency in January 2016 and is expected to remain in place indefinitely.

Tatia Pritchett, Accountant, is detailed to DCPCSB from the OCFO. Ms. Pritchett reports to Mr. Cross and assists in processing agency financial activities. She was detailed to the agency in May 2017 and is expected to remain in place indefinitely.

Q69. How many employee performance evaluations were completed in FY17 and how was performance measured against position descriptions? To date in FY18? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

DCPCSB completed 38 employee performance evaluations in FY17.

DCPCSB conducts annual performance evaluations of all full-time and part-time employees, as well as three-month reviews of new employees. To ensure that all employees are meeting individual job requirements, the performance evaluation includes a list of performance goals for the evaluation period and whether the employee met the goals, as well as a list of performance goals for the next year. Additionally, each employee participates in an interim “step-back” review halfway through the annual review cycle.

DCPCSB takes the following steps to correct poor performance: Managers work with each employee to address areas of weakness and build on strengths. Employees who display poor performance are given sufficient time to improve depending on the performance area of concern through the use of direct manager feedback and/or personal improvement plans. Annual reviews are conducted in the summer. Performance evaluations have either been conducted or are now underway for all full-time and part-time employees.

Approximately 99 percent of DCPCSB staff has undergone performance evaluations.

Q70. Has the PCSB adhered to all non-discrimination policies in regards to hiring and employment?

Yes, DCPCSB has adhered to all non-discrimination policies in regard to hiring and employment.

Q71. Have there been any accusations by employees or potential employees that the PCSB has violated hiring and employment non-discrimination policies in FY17 or to date in FY18? If so, what steps were taken to remedy the situation(s)?

There have been no reported or formal accusations by employees or potential employees that DCPCSB has violated hiring and employment non-discrimination policies in FY17 or to date.

Q72. Provide the Committee with the following:

- a. A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY17 and to date in FY18, and the amount;**

FY 17 and FY18 year to date		
Employee	Performance Bonus (FY17)	Holiday Bonuses (FY17 and FY18)
ALBERT, ESTHER	\$0	\$500
BETHKE, ADAM	\$3,000	\$1,000

*FY 2017 Performance Oversight Questions
DC Public Charter School Board*

BOWDEN, TOMEIKA	\$12,000	\$1,000
CAPP, PAUL	\$3,000	\$500
CHEATHAM, SARAH	\$2,000	\$1,000
COFFIN, CHELSEA	\$0	\$500
COUSINO, HANNAH	\$3,000	\$1,000
CURETON, CHARLOTTE	\$0	\$500
DAMMANN, KATHERINE	\$3,000	\$1,000
DEVEAUX, NAOMI	\$15,000	\$1,000
FLETCHER, YASMIN	\$0	\$500
HAIGLER-MICKLES, CHARLENE	\$2,000	\$1,000
HARWOOD, TIMOTHY	\$0	\$500
KRIVITCHENKO, ELLA	\$3,000	\$1,000
KUPFERBERG, ERIN	\$5,000	\$1,000
LYTTON, MIKAYLA	\$0	\$500
MCGANN, EMMA	\$3,200	\$1,000
MOORE, ANGELA	\$0	\$500
MURRAY, AVNI	\$4,000	\$1,000
NESIN, TAUNYA	\$4,000	\$1,000
NEWMAN, NICOLE	\$2,400	\$1,000
NOTH, ALYSSA	\$3,000	\$1,000
O'NEAL, JISELLE	\$2,000	\$1,000
OBRIEN, ANNIE	\$3,000	\$1,000
PEARSON, SCOTT	\$10,000	\$1,000
POPE, PATRICK	\$3,000	\$500
QUANDT, DANIEL	\$3,000	\$1,000
QUINN, LATERICA	\$4,000	\$1,000
ROBINSON MILLS, LENORA	\$17,500	\$1,000
SAMPSON, MELODI	\$3,000	\$1,000
SEDHAI, SUJAN	\$1,800	\$1,000
SIBILIA, BRANDON	\$3,000	\$1,000
SMITH, JESSICA	\$3,000	\$500
SNYDER, DREW	\$3,000	\$1,000
STREETER, NICOLE	\$15,000	\$1,000
TOMKINSON, ANNE	\$13,000	\$1,000
TYLER, RASHIDA	\$5,000	\$1,000
WILLIAMS, AUDREY	\$3,200	\$1,000
YOUNG, RASHIDA	\$5,000	\$1,000

Holiday bonus of \$1,000 includes staff who were employed for both the 2016 and 2017 holiday seasons with DCPCSB as those are both included in "FY17 and FY18 year to date". No district funds were used in the payment of these bonuses.

b. A list of travel expenses for FY17 and to date in FY18, arranged by employee;

Employee	FY17 Travel Amount	FY18 Travel Amount
Adam McGinnis	\$117	\$101
Alia Lewis	\$123	\$90
Alyssa Noth	\$2,007	\$308
Angela Randolph	\$206	\$0
Anne Tomkinson	\$1,586	\$343
Audrey Williams	\$731	\$248
Avni Murray	\$2,277	\$1,260
Brandon Sibilia	\$153	\$38
Charlene Haigler-Mickles	\$199	\$70
Cindy Gertz	\$12	\$0
Drew Snyder	\$1,032	\$233
Ella Krivitchenko	\$1,587	\$134
Emma McGann	\$72	\$0
Erin Kupferberg	\$1,531	\$766
Hannah Cousino	\$540	\$216
Jessica Smith	\$65	\$0
Jiselle O'Neal	\$132	\$26
John Goldman	\$0	\$48
Katherine Dammann	\$1,378	\$1,257
Laterica Quinn	\$414	\$39
Lenora Mills	\$189	\$429
Marvin Cross	\$141	\$66
Melodi Sampson	\$702	\$351
Mikayla Lytton	\$1,718	\$0
Mohammad Bashshiti	\$0	\$7
Naomi DeVeaux	\$4,791	\$1,168
Nicole Newman	\$947	\$58
Nicole Streeter	\$5,338	\$0
Patrick Pope	\$32	\$0
Paul Capp	\$16	\$0
Peter Petrin	\$50	\$77
Rashida Tyler	\$319	\$0
Rashida Young	\$1,239	\$766
Scott Pearson	\$8,251	\$1,072

Sujan Sedhai	\$159	\$111
Tatia Pritchett	\$14	\$23
Taunya Nesin	\$295	\$78
Timothy Harwood	\$11	\$0
Tomeika Bowden	\$6,347	\$131
TOTAL	\$44,723	\$9,514

c. A description of any changes made to the employee handbook in FY17 and FY18 to date; and

Employee handbook updates: effective 10/1/17:

2.3 C Gender Identity and Expression (new addition): DCPCSB is committed to following the entirety of the DC Human Rights Act regarding gender identity and expression with respect both to its employees and to all members of the public. DCPCSB is committed to the protection of individuals from employment discrimination on the basis of an individual's gender identity or expression. DCPCSB provides access to all facilities consistent with gender identity or expression and allows all employees and visitors to be called by preferred name and preferred pronouns. Should a person disclose a different legal name or gender for business purposes, i.e., insurance coverage, background checks, the information will be kept confidential unless disclosure is compelled by law.

Individuals with questions or concerns, or who believe this policy has been violated, should contact Human Resources or any member of leadership with whom they feel comfortable. Individuals who believe they have been discriminated against by DCPCSB on the basis of their gender identity or expression may also file a complaint with the DC Office of Human Rights.

5.2 C Conflict of Interest (new addition): In addition, DCPCSB employees may attend functions or fundraisers at public charter schools. Generally speaking, employees should pay for such events with their personal funds. However, it is permissible to accept complimentary tickets when the Executive Director has determined attendance is in the best interest of the agency (e.g., complimentary tickets may be accepted when an employee is attending as a school liaison). If the Executive Director determines attendance will further DCPCSB's oversight, the agency may pay for the ticket, but the value of the ticket to the event (meal included) cannot exceed \$350. Under no circumstances may a DCPCSB employee request a complimentary ticket to attend a public charter school fundraiser or function.

13.7 Retirement Plan (new verbiage): DCPCSB offers a retirement plan through TIAA-CREF to regular full-time employees. Employees are eligible from the first day of employment and are 100 percent vested as soon as participation begins. DCPCSB provides matching contributions as follows: DCPCSB will match 1.5 percent for every 1 percent the employee contributes up to 3 percent. DCPCSB will match an additional 0.5 percent for every 1 percent between 3.1 percent up to 5.5 percent. Summary Plan Descriptions of the insurance plans describe, in general terms, eligibility requirements and benefits provided.

Replaces: DCPCSB offers a retirement plan to regular full-time employees. Summary Plan Descriptions of the insurance plans describe, in general terms, eligibility requirements and benefits provided.

13.9 Alternate Work Schedule has been updated to match the policy, which was updated and shared with staff in January with additional guidance on condensed work schedules and holiday pay.

14.1 Vacation (deleted): Any vacation leave that is advanced is a loan. If an employee voluntarily or involuntarily leaves, any used vacation time that has not been accrued will be owed to DCPCSB. An automatic deduction will apply to the employee's last paycheck or the employee will receive an invoice if the payment due exceeds the amount of the employee's last paycheck.

d. A list of the board of trustees at each public charter school LEA.

Please see attachment Q72 A.

Q73. Provide the following information for all grants awarded to PCSB during FY17 and to date in FY18:

- a. **Grant Number/Title;**
- b. **Awardee;**
- c. **Approved Budget Authority;**
- d. **Expenditures (including encumbrances and pre-encumbrances);**
- e. **Purpose of the grant;**
- f. **Grant deliverables;**
- g. **Grant outcomes, including grantee performance;**
- h. **Any corrective actions taken or technical assistance provided;**
- i. **PCSB program and activity supported by the grant;**
- j. **PCSB employee(s) responsible for grant deliverables; and**
- k. **Source of funds.**

Grant Title

- Next Generation Accountability and Authorizing

Approved Budget Authority

- Michael & Susan Dell Foundation

Expenditures

- \$500,000 (\$200,000 in FY16; \$150,000 in FY17; \$150,000 in FY18)

Purpose of Grant

- Increase access to high-quality schools by conducting high-stakes reviews of more than half of DCPCSB's portfolio of schools that are up for renewal.
- Enhance expertise and ability to effectively oversee schools serving high populations of English language learners, to improve DCPCSB's existing portfolio of schools.

- Build capacity for DCPCSB to more effectively oversee and monitor the closures of low-performing schools, through restarts, in which high-quality operators take over low-performing schools, and turnarounds, in which the school's board executes major program improvements.

Grant Deliverables

- Please see Grant Deliverables Q73 attachment

Grant Outcomes

- In progress

Any corrective actions taken or technical assistance provided

- N/A

DCPCSB program and activity supported by the grant

- School Performance Department
- Finance, Operations, and Strategic Initiatives

DCPCSB Staff Responsible for Grant Deliverables

- Mikayla Lytton, Jiselle O'Neal, and Flor Cabrera

Source of Funds

- Michael & Susan Dell Foundation
-

Grant Title

- n/a

Approved Budget Authority

- Georgetown University Law Center

Expenditures

- \$40,000 in FY17; \$20,000 in FY18

Purpose of Grant

- Placement of Legal Fellows

Grant Deliverables

- Fellows will provide legal support by drafting amendments to charter school agreements; researching and drafting high-stakes reviews; drafting correspondences regarding DCPCSB Board actions; and researching legal and other issues as needed.

Grant Outcomes

- In progress

Any corrective actions taken or technical assistance provided

- N/A

DCPCSB program and activity supported by the grant

- Legal Department
- School Performance Department

Q74. Provide a complete accounting of all grant lapses in FY17, including a detailed statement on why the lapse occurred and corrective action the agency undertook. Please also indicate if the funds can still be used and/or whether they carried over into FY18.

There were no grant lapses in FY17.

Q75. Provide the following information for all grants/subgrants awarded by PCSB during FY17 and to date in FY18:

- Grant Number/Title;
- Awardee;
- Approved Budget Authority;
- Expenditures (including encumbrances and pre-encumbrances);
- Purpose of the grant;
- Grant deliverables;
- Grant outcomes, including grantee/subgrantee performance;
- Any corrective actions taken or technical assistance provided;
- PCSB employee/s responsible for overseeing the grant; and
- Source of funds.

No subgrants were awarded by DCPCSB in FY16 and FY17 to date.

Q76. Provide the following information for all contracts awarded by PCSB during FY17 and to date in FY18:

- Contract number;
- Approved Budget Authority;
- Funding Source;
- Whether it was competitively bid or sole sourced;
- Expenditures (including encumbrances and pre-encumbrances);
- Purpose of the contract;
- Name of the vendor;
- Contract deliverables;
- Contract outcomes;
- Any corrective actions taken or technical assistance provided; and
- PCSB employee/s responsible for overseeing the contract.

Please see attachment Q76.

Q77. Provide the following information for all contract modifications made by PCSB during FY17 and to date in FY18, broken down by agency program and activity:

- Name of the vendor;
- Purpose and reason for the contract modification;

- c. **Employee(s) responsible for overseeing the contract;**
- d. **Modification cost, including budgeted amount and actual spent; and**
- e. **Funding source.**

Please see attachment Q77.

- Q78. Provide the Committee with an update on PCSB's effort to ensure that for contracts above \$100,000, contracting parties are compliant with First Source requirements during FY17, and FY18 to date.**

DCPCSB has ensured contracting party's compliance by incorporating specific language in its vendor contracts pertaining to the District's First Source requirements.

- Q79. Provide the following information for all purchase card transactions during FY17 and to date in FY18:**
- a. **Employee that made the transaction;**
 - b. **Transaction amount; and,**
 - c. **Transaction purpose.**

There were no purchase card transactions during FY17 or to date in FY18.

- Q80. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within PCSB during FY17 and to date in FY18. This includes any reports of federal agencies, the DC Auditor or the Office of the Inspector General. In addition, provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits and issues with outside LEA management agreements.**

There were no such investigations or audits for FY17 or to date in FY18.

- Q81. Please list all settlements entered into by the agency or by the District on behalf of the agency in FY17 or FY18, to date, and provide the parties' names, the amount of the settlement, and if related to litigation, the case name and a brief description of the case. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).**

There were no settlements entered into by or on behalf of the agency in FY17 or FY18.

- Q82. Please describe the agency's procedures for investigating allegations of sexual harassment or misconduct committed by or against its employees. List and describe any allegations received by the agency in FY17 and FY18, to date, whether or not those allegations were resolved.**

It is the policy of DCPCSB to vigorously investigate reports of sexual harassment and to prohibit retaliation against individuals who report such an incident or participate in an investigation. If sexual harassment is found to exist in the workplace, immediate and

appropriate disciplinary action, up to and including dismissal, will be taken against the individual who violated DCPCSB's policies against discrimination, harassment, and retaliation.

All reported allegations of sexual harassment or retaliation will be investigated promptly. Such investigations may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Investigations may also include review of personnel files and other pertinent documents for the purpose of discovering or analyzing facts.

Misconduct constituting discrimination, harassment, or retaliation is dealt with appropriately. Responsive action may include:

- Training.
- Referral to counseling.
- Disciplinary actions such as warnings or reprimands.
- Demotions and/or withholding promotions.
- Reassignment.
- Suspension without pay.
- Dismissal.

No allegations of sexual harassment have been reported in FY17 and FY18 to date.

Q83. Please list the administrative complaints or grievances that the agency received in FY17 and FY18, to date, broken down by source. Please describe the process utilized to respond to any complaints and grievances received and any changes to agency policies or procedures that have resulted from complaints or grievances received. For any complaints or grievances that were resolved in FY17 or FY18, to date, describe the resolution.

DCPCSB received three administrative complaints or grievances during this period, two of which were from the same community member.

(1) On October 20, 2016, Ms. Laura Richards, a DC community member, complained directly to DCPCSB and filed a complaint with the DC Office of Open Government (OOG) objecting to DCPCSB opening for public comment a proposed charter agreement amendment with Rocketship Academy PCS on the basis of a verbal request from the school and complaining that DCPCSB had failed to post on its website relevant documents regarding this proposed charter agreement amendment. She further objected to DCPCSB staff directing her to file a Freedom of Information Act (FOIA) request when she inquired about these documents. DCPCSB's General Counsel responded to Ms. Richards, apologizing for the misinformation provided to her. She further explained that the relevant documents were in fact on DCPCSB's website and directed Ms. Richards to the location of these documents. In response to this complaint, DCPCSB changed its public comment procedures to no longer open proposed charter

agreement amendments for public comment until a request from the school is received in writing.

(2) On November 21, 2016, Ms. Richards filed a complaint with the OOG, objecting to DCPCSB's response to a FOIA request she had submitted on October 18, 2016. Ms. Richards claimed in her response that DCPCSB had failed to provide a document responsive to her request. Upon review, DCPCSB determined that Ms. Richards had not requested the document in question and informed the OOG as such. The OOG agreed with DCPCSB's determination and found DCPCSB had responded properly to the FOIA request.

(3) On July 1, 2017, Ms. Valerie Jablow, a DC community member, filed a complaint with the OOG alleging that DCPCSB improperly revised the agenda for its June 2017 public Board meeting at the beginning of the meeting, and therefore failed to properly notice the meeting. DCPCSB responded to the complaint on July 21, 2017, and the OOG issued an Advisory Opinion on August 9, 2017 (#OMA OOG-0004_7.03.17_AO). In the Advisory Opinion, the OOG opined that by adding an item to the agenda for a public meeting at the beginning of the meeting, DCPCSB violated the Open Meetings Act and its enacting statute, the School Reform Act, by not providing notice and a reasonable opportunity for public comment during the meeting on that particular item. DCPCSB disagrees with the OOG's interpretation of its own enacting statute and submitted a public response to the OOG detailing its concerns on September 6, 2017. However, DCPCSB has nonetheless complied with all of the recommendations made by the OOG in the Advisory Opinion, including agreeing not to add items to its agenda at the beginning of a public meeting.