



POLICY TITLE: Enrollment Ceiling Increase Policy	
ADOPTION/EFFECTIVE DATE: October 31, 2010 July 3, 2012 (Revised) March 23, 2015 (Revised)	MOST RECENTLY UPDATED: June 25, 2018

POLICY

Every year, the DC Public Charter School Board (DC PCSB) will consider school applications for enrollment ceiling increases (ECI). Schools with prior performance that meet the criteria listed below will generally be approved for the increase. For ECI requests that are very small in size (e.g., fewer than 10 students or less than a 5% increase of total enrollment size), the Board may use discretion in waiving some of the criteria below. The Board may also use discretion for school takeovers. In these cases, the LEA must meet criteria for campuses with grades served which are the same as the grades of the school which will be taken over.

New to this policy is a change in timeline. Previously, DC PCSB encouraged schools to find a facility and then apply for an increase. This is revised. Schools may now apply for and receive an enrollment ceiling increase prior to securing a facility. However, enrollment ceiling increases are now time-bound and the school must secure a facility and begin enrolling students within 36 months of the Board’s vote. Failure to secure a facility within that timeframe will result in the ceiling increase expiring unless extended by a vote of the Board.

All schools that wish to be considered for an enrollment ceiling increase must demonstrate the following:

A) Performance:

- i. Tier 1 for single campus local education agencies (LEAs) with a single Performance Management Framework (PMF) that use the PK-8 or HS PMF¹
- ii. Tier 1 for adult education schools
- iii. For multiple campus LEAs or campuses with two PMFs under the PK-8 and/or HS framework(s): Tier 1 on at least 2/3 of campuses, AND an overall PMF average of 50% or more over the past three years, AND no campus can be below 45%
- iv. For Alternative Accountability schools: meet 100% of academic charter goals (student achievement and student progress), AND

¹ For Indicator A, the most recent PMF; goals assessment from the previous school year.



meet 100% of all school environment/ student engagement goals.

- B) A compelling case that there is demand for the expansion. The description of the scope, pace, and need for the enrollment ceiling increase reflects knowledge of the current demographic and growth projections of the city, found [here](#).² Note that DC PCSB does not consider school financial issues as a need.
- C) Evidence that the school has engaged and responded to community stakeholders, including families and school staff. If a new facility has already been identified or the expansion will be accommodated in the school's current facility, the school has demonstrated engagement with neighbors and any impacted advisory neighborhood commission (ANC).

If a school satisfies all three items above, the Board will review the application based on the indicators listed on the following pages. This chart outlines how staff will recommend to the Board:

Staff Recommendation	School Performance
Recommend Approval	The school meets items A-C and demonstrates achievement in all applicable indicators below
Consider Application and, pending analysis, recommend Approval with Conditions or Denial	<p>The school meets items A-C and misses no more than two applicable indicators below for PK-12, and no more than one for Adult and Alternative³. Some factors that staff may consider when recommending approval with conditions are:</p> <ul style="list-style-type: none"> • Historical trend shows improvement (minimum three years) • The severity and scope of the missed indicator(s) are such that issues can be corrected prior to the enrollment ceiling going into effect (e.g. severity of outlier status, persistency of outlier status, number of students in cohort) • For subgroup assessment analysis, other assessment data available may be reviewed (e.g. WIDA, NWEA MAP, IEP goal mastery, etc.) • Lost Instruction Time due to Suspension Rate (for schools that miss the Suspension indicators) • School's response to resolving the issue(s) shows deep prior knowledge and understanding of situation and school has already taken significant steps to improve

² Analysis on Charter Programs, Need and Growth: <http://www.dcpsb.org/file/charter-programs-need-and-growth>.

³ Adult and alternative schools have fewer indicators including subgroup assessment performance.



Staff Recommendation	School Performance
Recommend Denial	The school does not meet items A-C and/or misses more than two indicators below for PK-12 and more than one for Adult and Alternative

Indicators

- 1) In operation for at least three years; an LEA undergoing turnaround under its charter is not eligible for growth until after completing three years of operation after announcing turnaround. (Note: An LEA that acquires an LEA through an Asset Acquisition is exempt.)
- 2) School's audited enrollment⁴ is at least 90% of their projected enrollment for the past two years
- 3) Re-enrollment rate (PMF rate and business rules when applicable):
 - i. At least 85% for single campuses grades PK-12
 - ii. At least 85% for multi-campus local education agencies (LEA), calculated as the average of all campuses' rates
 - iii. Persistence⁵ rate of at least 75% for adult schools.
- 4) School's status on the most recent Financial Audit Review is not "Requires Additional Monitoring."
- 5) School has not been issued a Notice of Concern within the past 6 months.⁶
- 6) No "not compliant" ratings on the most recent Compliance Review report.
- 7) If beyond year nine of operation, the school is fully accredited. If beyond year seven, the school is in the candidacy phase per the accreditation agency.
- 8) Subgroup performance/ growth for PK-12 schools⁷:
 - For single campus LEAs, historically underperforming subgroups⁸ must perform at or above the city average⁹ on the state assessment for that subgroup OR have a median growth percentile (MGP¹⁰) score at or above the city average for that subgroup¹¹ For single-campus LEAs ending in grade 3 or below, score of at least 50 on the K-3 Growth

⁴ Audited enrollment based off the final enrollment projection that the LEA and PCSB agree to in advance of the school year, which forms the basis for the Q1 payments to LEAs

⁵ Persistence is synonymous with retention for the purpose of this policy.

⁶ From the date of the ECI charter amendment public hearing.

⁷ Only applicable with a minimum of 25 test takers.

⁸ Subgroups: Black Non-Hispanic; Hispanic/Latino; Economically Disadvantaged/At-Risk; SPED; and EL. These groups will be identified following OSSE's business rules.

⁹ As measured by approaching expectations (3+) or meeting/ exceeding expectations (4+); this also applies to the subsequent bullet on multi-campus LEAs. If we do not have MGP at the city level for a given year, we will use the PARCC consortium data.

¹⁰ MGP will be 1-year MGP, which is what OSSE publicly reports (and was historically used in Equity Reports, and in the future via the STAR Framework).

¹¹ For the deep dive analysis in cases where the school missed this indicator, DC PCSB will look at historical student performance of students scoring levels 1-5.



- Assessment for the “all students” category in both reading and math.
- For multiple campuses or campuses with two PMFs under the PK-8 and/or HS framework(s), at the LEA-level, historically underperforming subgroups must perform at or above the city average for that subgroup on the state assessment OR have an MGP score at or above the city average for that subgroup. For LEAS ending in grade 3 or below, with no campuses with an MGP, LEA average score of at least 50 on the K-3 Growth Assessment in both reading and math.
- 9) Rate of exclusionary discipline using out-of-school suspension for the following groups at each campus is not an outlier¹² the previous school year, as defined by the interquartile formula¹³:
- i. ALL students
 - ii. At-risk students
 - iii. Students with disabilities
- 10) Rate of exclusionary discipline using out-of-school suspension at the LEA level for at-risk students or students with disabilities is not triple the rate of their non-subgroup peers the previous school year (flag lifted if the rate is at or below the sector average for that subgroup).

Business Rules for the metrics in this policy can be found [here](#)¹⁴.

¹² Outlier categories are calculated by charter sector grade band and school type: PK-5, 6-8, 9-12, Alternative, and Adult. For the deep dive analysis in cases where the school missed this indicator, DC PCSB may look at school data compared to city averages.

¹³ To calculate the IQR (75th percentile – 25th percentile): compute (25th percentile – (1.5 x IQR)) and (75th percentile + (1.5 x IQR)); anything outside this range (referred to as 1.5 x the Interquartile Range) is an outlier.

¹⁴ Business Rules found at this link: <https://dcpcsb.egnyte.com/dl/Y6nAZqYxgk>



Board Approval Acknowledged by:

[Redacted signature]

Rick Cruz
DC PCSB Board Chair

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