

2015-16 Campuses

| Number | LEAs | Notes |
|--------|--|-------|
| 1 | Academy of Hope Adult PCS | |
| 2 | Achievement Preparatory Academy PCS | |
| 3 | AppleTree Early Learning PCS | |
| 4 | BASIS DC PCS | |
| 5 | Bridges PCS | |
| 6 | Briya PCS | |
| 7 | Capital City PCS | |
| 8 | Carlos Rosario International PCS | |
| 9 | Cedar Tree Academy PCS | |
| 10 | Center City PCS | |
| 11 | César Chávez PCS for Public Policy | |
| 12 | Children's Guild DC PCS | |
| 13 | Community College Preparatory Academy PCS | |
| 14 | Creative Minds International PCS | |
| 15 | DC Bilingual PCS | |
| 16 | DC Prep PCS | |
| 17 | DC Scholars PCS | |
| 18 | Democracy Prep Congress Heights PCS | |
| 19 | District of Columbia International School | |
| 20 | E.L. Haynes PCS | |
| 21 | Eagle Academy PCS | |
| 22 | Early Childhood Academy PCS | |
| 23 | Elsie Whitlow Stokes Community Freedom PCS | |
| 24 | Excel Academy PCS | |
| 25 | Friendship PCS | |
| 26 | Harmony DC PCS | |
| 27 | Hope Community PCS | |
| 28 | Howard University Middle School of Mathematics and Science PCS | |
| 29 | IDEA PCS | |
| 30 | Ideal Academy PCS | |
| 31 | Ingenuity Prep PCS | |
| 32 | Inspired Teaching Demonstration PCS | |
| 33 | Kingsman Academy PCS | |
| 34 | KIPP DC PCS | |
| 35 | Latin American Montessori Bilingual PCS | |
| 36 | LAYC Career Academy PCS | |
| 37 | Lee Montessori PCS | |
| 38 | Mary McLeod Bethune Day Academy PCS | |
| 39 | Maya Angelou PCS | |
| 40 | Meridian PCS | |
| 41 | Monument PCS | |
| 42 | Mundo Verde Bilingual PCS | |
| 43 | National Collegiate Preparatory PCHS | |
| 44 | Paul PCS | |
| 45 | Perry Street Preparatory PCS | |
| 46 | Potomac Preparatory PCS | |
| 47 | Richard Wright PCS for Journalism and Media Arts | |
| 48 | Roots PCS | |
| 49 | SEED Public Charter School of Washington, DC | |
| 50 | Sela PCS | |
| 51 | Shining Stars Montessori Academy PCS | |
| 52 | Somerset Preparatory Academy PCS | |
| 53 | St. Coletta Special Education PCS | |
| 54 | The Next Step/El Próximo Paso PCS | |
| 55 | Thurgood Marshall Academy PCS | |
| 56 | Two Rivers PCS | |
| 57 | Washington Global PCS | |
| 58 | Washington Latin PCS | |
| 59 | Washington Mathematics Science Technology PCHS | |
| 60 | Washington Yu Ying PCS | |

2015-16 Campuses

| Number | LEAs | Notes |
|---------------|--|--------------|
| 61 | William E. Doar, Jr. PCS for the Performing Arts | |
| 62 | YouthBuild PCS | |

| Scheduled to open in SY 2016-17 | | |
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| 1 | Breakthrough Montessori PCS | |
| 2 | Goodwill Excel PCS | |
| 3 | Rocketship DC PCS | |
| 4 | Washington Leadership Academy PCS | |

| Number | Campuses | Notes |
|--------|---|-------|
| 1 | Academy of Hope Adult PCS | |
| 2 | Achievement Preparatory Academy PCS – Elementary | |
| 3 | Achievement Preparatory Academy PCS – Middle | |
| 4 | AppleTree Early Learning PCS – Columbia Heights | |
| 5 | AppleTree Early Learning PCS – Lincoln Park | |
| 6 | AppleTree Early Learning PCS – Oklahoma Ave | |
| 7 | AppleTree Early Learning PCS – Southeast | |
| 8 | AppleTree Early Learning PCS – Southwest | |
| 9 | BASIS DC PCS | |
| 10 | Bridges PCS | |
| 11 | Briya PCS | |
| 12 | Capital City PCS – High School | |
| 13 | Capital City PCS – Lower School | |
| 14 | Capital City PCS – Middle School | |
| 15 | Carlos Rosario International PCS | |
| 16 | Cedar Tree Academy PCS | |
| 17 | Center City PCS – Brightwood | |
| 18 | Center City PCS – Capitol Hill | |
| 19 | Center City PCS – Congress Heights | |
| 20 | Center City PCS – Petworth | |
| 21 | Center City PCS – Shaw | |
| 22 | Center City PCS – Trinidad | |
| 23 | César Chávez PCS for Public Policy – Capitol Hill | |
| 24 | César Chávez PCS for Public Policy – Chávez Prep | |
| 25 | César Chávez PCS for Public Policy – Parkside High School | |
| 26 | César Chávez PCS for Public Policy – Parkside Middle School | |
| 27 | Children's Guild DC PCS | |
| 28 | Community College Preparatory Academy PCS | |
| 29 | Creative Minds International PCS | |
| 30 | DC Bilingual PCS | |
| 31 | DC Prep PCS – Anacostia Elementary | |
| 32 | DC Prep PCS – Benning Elementary | |
| 33 | DC Prep PCS – Benning Middle | |
| 34 | DC Prep PCS – Edgewood Elementary | |
| 35 | DC Prep PCS – Edgewood Middle | |
| 36 | DC Scholars PCS | |
| 37 | Democracy Prep Congress Heights PCS | |
| 38 | District of Columbia International School | |
| 39 | E.L. Haynes PCS – Elementary School | |
| 40 | E.L. Haynes PCS – High School | |
| 41 | E.L. Haynes PCS – Middle School | |
| 42 | Eagle Academy PCS – Capitol Riverfront | |
| 43 | Eagle Academy PCS – Congress Heights | |
| 44 | Early Childhood Academy PCS | |
| 45 | Elsie Whitlow Stokes Community Freedom PCS | |
| 46 | Excel Academy PCS | |

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| 47 | Friendship PCS – Amos 5 |
| 48 | Friendship PCS – Blow-Pierce Elementary |
| 49 | Friendship PCS – Blow-Pierce Middle |
| 50 | Friendship PCS – Chamberlain Elementary |
| 51 | Friendship PCS – Chamberlain Middle |
| 52 | Friendship PCS – Collegiate Academy |
| 53 | Friendship PCS – Online |
| 54 | Friendship PCS – Southeast Elementary Academy |
| 55 | Friendship PCS – Technology Preparatory Academy |
| 56 | Friendship PCS – Woodridge Elementary |
| 57 | Friendship PCS – Woodridge Middle |
| 58 | Harmony DC PCS – School of Excellence |
| 59 | Hope Community PCS – Lamond |
| 60 | Hope Community PCS – Tolson |
| 61 | Howard University Middle School of Mathematics and Science PCS |
| 62 | IDEA PCS |
| 63 | Ideal Academy PCS |
| 64 | Ingenuity Prep PCS |
| 65 | Inspired Teaching Demonstration PCS |
| 66 | Kingsman Academy PCS |
| 67 | KIPP DC – AIM Academy PCS |
| 68 | KIPP DC – Arts & Technology Academy PCS |
| 69 | KIPP DC – College Preparatory PCS |
| 70 | KIPP DC – Connect Academy PCS |
| 71 | KIPP DC – Discover Academy PCS |
| 72 | KIPP DC – Grow Academy PCS |
| 73 | KIPP DC – Heights Academy PCS |
| 74 | KIPP DC – KEY Academy PCS |
| 75 | KIPP DC – Lead Academy PCS |
| 76 | KIPP DC – LEAP Academy PCS |
| 77 | KIPP DC – Northeast Academy PCS |
| 78 | KIPP DC – Promise Academy PCS |
| 79 | KIPP DC – Quest Academy PCS |
| 80 | KIPP DC – Spring Academy PCS |
| 81 | KIPP DC – Valor Academy PCS |
| 82 | KIPP DC – WILL Academy PCS |
| 83 | Latin American Montessori Bilingual PCS |
| 84 | LAYC Career Academy PCS |
| 85 | Lee Montessori PCS |
| 86 | Mary McLeod Bethune Day Academy PCS |
| 87 | Maya Angelou PCS – High School |
| 88 | Maya Angelou PCS – Young Adult Learning Center |
| 89 | Meridian PCS |
| 90 | Monument PCS |
| 91 | Mundo Verde Bilingual PCS |
| 92 | National Collegiate Preparatory PCHS |
| 93 | Paul PCS – International High School |

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| 94 | Paul PCS – Middle School |
| 95 | Perry Street Preparatory PCS |
| 96 | Potomac Preparatory PCS |
| 97 | Richard Wright PCS for Journalism and Media Arts |
| 98 | Roots PCS |
| 99 | SEED PCS of Washington, DC |
| 100 | Sela PCS |
| 101 | Shining Stars Montessori Academy PCS |
| 102 | Somerset Preparatory Academy PCS |
| 103 | St. Coletta Special Education PCS |
| 104 | The Next Step/El Próximo Paso PCS |
| 105 | Thurgood Marshall Academy PCS |
| 106 | Two Rivers PCS - Fourth Street |
| 107 | Two Rivers PCS - Young |
| 108 | Washington Global PCS |
| 109 | Washington Latin PCS – Middle School |
| 110 | Washington Latin PCS – Upper School |
| 111 | Washington Mathematics Science Technology PCHS |
| 112 | Washington Yu Ying PCS |
| 113 | William E. Doar, Jr. PCS for the Performing Arts |
| 114 | YouthBuild PCS |

Scheduled to open in SY 2016-17

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|---|-----------------------------------|
| 1 | Breakthrough Montessori PCS |
| 2 | Goodwill Excel PCS |
| 3 | Rocketship DC PCS |
| 4 | Washington Leadership Academy PCS |

| 2016 Task Forces |
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| Career Pathways Task Force |
| Alternative Education Task Force |
| Raise DC Data Committee |
| Grad Pathways 2.0 |
| Next Generation Assessments |
| State Early Childhood Development Coordinating Council |
| SBOE Meetings |
| EC Data, Insights, and Assessment Committee (sub-committee for SECDCC) |
| CLASS Monitoring |
| OSSE/PCSB Update Calls |
| QRIS Meetings |
| CTE Working Group |
| CTE Metrics Business Rules Working Group |
| College Readiness Metrics Working Group |
| NGSS State Implementation Team |
| Equitable Access POC |
| Flexible Credits Task Force (SBOE) |
| LEA Payment Working Group |
| LEA Payment Stakeholder Group |
| Equity Report Steering Committee |
| Equity Reports Planning Group |
| Adolescent Health Working Group |
| Healthy Youth & Schools Commission |
| OSSE Coordinated Health Education Team Advisory Board: Includes Risky Behaviors Advisory Board & Health and Wellness Advisory Board |
| Synthetic Drugs Workgroup |
| Truancy Task Force |
| DC Parks & Recreation Permitting Taskforce |
| DC One Card Team |
| Farm to School & School Gardens Advisory Board |
| Bullying Prevention Taskforce |
| System of Care Executive Team |

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| ICH Youth Subcommittee/Workgroup on Homelessness |
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| Transportation Working Group |
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| DME/PCSB Planning Update calls |
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| Data Security Working Group |
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| DC Staffing Data Collaborative |
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| Title IX Working Group |
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| State Title III Advisory Committee (STAC) |
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| Safer Stronger Committee |
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| NACSA's ESSA Advisory Group |
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| Due Date | Event/Document | (Must Haves) | LEA or Campus | Required to Submit? | PCSB Contact | Epicenter? | Additional information outside PCSB |
|------------|--|---|------------------------------|--|-----------------|------------|---|
| 7/28/2015 | 2015-16 School Calendar | -minimum 180 days of school (6+ hours)* | LEA | All Schools | Katie Dammann | No | |
| 7/28/2015 | Charter Board Calendar | 2016 school year. This calendar must also include an assurance | LEA | All Schools | Katie Dammann | No | |
| 7/28/2015 | High School Course Offering | requirements | Campus | High Schools ONLY | Katie Dammann | No | |
| 7/28/2015 | Fire Drill Schedule | the school year -monthly thereafter (total of 10 per year) | | All Schools | Katie Dammann | No | report |
| 8/17/2015 | Engagement Letter - FY2015 | charter school. The audit is performed by a PCSB approved auditor. | LEA | All Schools | Mikayla Lytton | No | |
| 8/31/2015 | FY2016 | | LEA | in SY 2015-2016; | Mikayla Lytton | No | |
| 8/31/2015 | Compliance | interscholastic sporting event; fill out the template provided | Campus | sports | Marvin Cross | Yes | e38/chapter38-6/1753-01-01/chapter38- |
| 8/31/2015 | Evaluation Reflection (SY | classification of the number of teachers and principals in each | LEA and Campus | Title 1 Schools | Emma McGann | Yes | |
| 9/8/2015 | Annual Report | -Narrative (including goal attainment with a description of whether each | LEA | operation SY 2014- | Katie Dammann | No | |
| 9/30/2015 | FY2016 | | LEA | in SY 2014-2015; | Mikayla Lytton | No | |
| 9/30/2015 | Schools (Cohort II&III): Update | plan in web-based tool. | Campus | Priority Schools, | Emma McGann | Yes | |
| 9/30/2015 | Calendar (SY 2015-16), Title I | accountability functions under Title I, Part A of ESEA for District public | LEA | Title 1 Schools | Emma McGann | No | |
| 9/30/2015 | Adult Education Assessments | plans to administer for the current school year. Each adult education | Campus | Schools | Tyler/Sareeta | Yes | |
| 9/30/2015 | Early Childhood Assessments | plans to administer for the current school year. Each school with early | Campus | Schools | Erin Kupferberg | Yes | |
| 10/8/2015 | Certificate of Occupancy | Occupancy load on form is equal to or greater than the sum of staff and | | All Schools | Katie Dammann | No | certificates-occupancy 202-442-4400 |
| 10/8/2015 | Insurance Certificate | coverage, property/lease insurance, auto liability insurance, workers | LEA | All Schools | Katie Dammann | No | |
| 10/8/2015 | Certified Staff to Administer | copy of staff certificate to administer medications (not expired) | Campus | All Schools | Katie Dammann | No | |
| 10/8/2015 | Board Roster | -Odd number of voting members | LEA | All Schools | Katie Dammann | No | |
| 10/8/2015 | Calendar | school, includes: SPED-related legal proceedings, settlement agreements, | LEA | All Schools | Katie Dammann | No | |
| 10/8/2015 | Quarter | October 2015; should reflect decisions made by the Board that are | LEA | All Schools | Katie Dammann | No | |
| 10/8/2015 | Plan | procedures, protocol and drills in order to respond to potential crises (i.e., | | All Schools | Audrey Williams | Yes | Management Guide: |
| 10/8/2015 | Sexual Violation Protocol | violations has been read by all staff members | Campus | All Schools | Katie Dammann | No | |
| 10/8/2015 | Child Find Policy | written description of: | LEA | Dependent LEAs | Avni Patel | Yes | s/osse/publication/attachments/finalcompre |
| 10/8/2015 | Checks | conducted | Campus | All Schools | Katie Dammann | Yes | |
| 10/8/2015 | submit individual policies) | applicable employment laws including: | LEA | All Schools | Katie Dammann | No | |
| 10/8/2015 | Accreditation | memo explaining where in the process the school is (undergoing | LEA | All Schools | Katie Dammann | No | |
| 10/8/2015 | SPED--Continuum of Services | with disabilities (template accurately filled out) | Campus | All Schools | Avni Patel | Yes | |
| 10/8/2015 | | -clear explanation of infractions and what leads to a suspension or | LEA | All Schools | Katie Dammann | No | |
| 10/8/2015 | Lease | Lease | (1 for each facility) | Schools in a new | Katie Dammann | No | |
| 10/8/2015 | Staff Preference | limited to 10% of the total student population or to 20 students, whichever | LEA | All Schools | Katie Dammann | No | |
| 10/8/2015 | ELL | laws and regulations related to the education of English Language | LEA | All Schools | Katie Dammann | Yes | |
| 10/8/2015 | ADA | will meet the needs of students, staff, and community stakeholders who | Campus | All Schools | Katie Dammann | Yes | |
| 10/8/2015 | Title IX | laws and regulations related to Title IX. | LEA | All Schools | Katie Dammann | Yes | |
| 10/31/2015 | FY2016 | | LEA | in SY 2015-2016; | Mikayla Lytton | No | |
| 10/31/2015 | - FY2016 | | LEA | those submitting | Mikayla Lytton | No | |
| 11/30/2015 | FY2016 | | LEA | in SY 2015-2016; | Mikayla Lytton | No | |
| 12/1/2015 | Schools (Cohort II&III): Update | Improvement plan in web-based tool. | Campus | Priority Schools, | Emma McGann | Yes | |
| 12/1/2015 | Audited Financial Statements | charter school. The audit is performed by a PCSB approved auditor. | LEA | All Schools | Mikayla Lytton | No | |
| 12/1/2015 | Audited Financial Statements - FAR Data Entry Form | Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report. | LEA | All Schools | Mikayla Lytton | Yes | |
| 12/8/2015 | 2015-2016 Student Application | Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause | LEA | Schools not participating in MySchoolsDC | Katie Dammann | No | |
| 12/8/2015 | Student Enrollment Forms | A list of all required documentation or forms schools request of families for a student to enroll at the school (after the student has already been accepted) | LEA | All Schools | Katie Dammann | No | http://www2.ed.gov/about/offices/list/ocr/docs/ga-201405.pdf |
| 12/8/2015 | 2016-2017 Lottery Procedures | Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement | LEA | Schools not participating in MySchoolsDC | Katie Dammann | No | |
| 12/8/2015 | Fire Drills Conducted | List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year | Campus (1 for each facility) | All Schools | Katie Dammann | No | www.esa.dc.gov/service/submit-fire-drill-report |
| 12/8/2015 | Round I Enrollment Projections | Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel. | LEA | All Schools | Melodi Sampson | Yes | |

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|------------|---------------------------------------|---|-----|--|----------------|-----|--|
| 12/15/2015 | Facilities Expenditure Template | Reporting of facilities expenditure actives via PCSB's data input tool. The data gathered is in the development of the public charter school sector budget for the subsequent fiscal year. Please complete and submit the template provide. It must be submitted in Excel. | LEA | All Schools | Mikayla Lytton | Yes | |
| 12/31/2015 | Monthly Financial Statements - FY2016 | <p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p> | LEA | New Schools opening in SY 2015-2016; PCSB identified schools | Mikayla Lytton | No | |
| 1/18/2016 | Board Meeting Minutes--2nd quarter | Minutes from all board meetings held/ approved between October 2015 and January 2016; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law | LEA | All Schools | Katie Dammann | No | |
| 1/31/2016 | Monthly Financial Statements - FY2016 | <p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p> | LEA | New Schools opening in SY 2015-2016; PCSB identified schools | Mikayla Lytton | No | |

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|-----------|--|---|--------|---|----------------|-----|--|
| 1/31/2016 | Quarterly Financial Statements - FY2016 | <p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p> | LEA | All schools excluding those submitting monthly financials | Mikayla Lytton | No | |
| 2/2/2016 | ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan | Assurance letter stating that the school has updated their Improvement plan in web-based tool. | Campus | ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15. | Emma McGann | Yes | |
| 2/16/2016 | IRS Form 990 or Extension FY2014 | Form 990 is the tax return form that non-profits use to report their charitable receipts for the year. A form 990 is to be used by any 501(c) organization. | LEA | All Schools | Mikayla Lytton | No | |
| 2/29/2016 | Monthly Financial Statements - FY2016 | <p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p> | LEA | New Schools opening in SY 2015-2016; PCSB identified schools | Mikayla Lytton | No | |

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|-----------|--|---|--------|--|----------------|-----|--|
| 3/31/2016 | Monthly Financial Statements - FY2016 | <p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p> | LEA | New Schools opening in SY 2015-2016; PCSB identified schools | Mikayla Lytton | No | |
| 4/1/2016 | ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan | Assurance letter stating that the school has updated their Improvement plan in web-based tool. | Campus | ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15. | Emma McGann | Yes | |
| 4/4/2016 | Waitlist Information for 2015-2016 | List of students on the waitlist: name, grade, date of birth, zip code; includes number of open seats per grade | Campus | All Schools; Schools that have given My School DC consent to share waitlist data with PCSB can submit an assurance letter to that end. | Mikayla Lytton | Yes | |
| 4/18/2016 | Board Meeting Minutes--3rd Quarter | Minutes from all board meetings held/ approved between January and April 2016; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law | LEA | All Schools | Katie Dammann | No | |
| 4/30/2016 | Monthly Financial Statements - FY2016 | <p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p> | LEA | New Schools opening in SY 2015-2016; PCSB identified schools | Mikayla Lytton | No | |

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| 4/30/2016 | Quarterly Financial Statements - FY2016 | <p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p> | LEA | All schools not submitting monthly financials | Mikayla Lytton | No | |
| 5/31/2016 | Monthly Financial Statements - FY2016 | <p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p> | LEA | New Schools opening in SY 2015-2016; PCSB identified schools | Mikayla Lytton | No | |
| 6/1/2016 | Annual Budget 2016-2017 | Budget that is prepared for the 12-month period July 1 thru June 30. The annual budget outlines both the income and expenditures that are expected to be received and paid over the coming year. | LEA | All Schools | Mikayla Lytton | Yes | |
| 6/1/2016 | ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan | Assurance letter stating that the school has updated their Improvement plan in web-based tool. | Campus | ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15. | Emma McGann | Yes | |

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|-----------|---------------------------------------|---|--------|--|----------------|----|--|
| 6/30/2016 | Monthly Financial Statements - FY2016 | <p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p> | LEA | New Schools opening in SY 2015-2016; PCSB identified schools | Mikayla Lytton | No | |
| 7/11/2016 | Board Meeting Minutes--4th Quarter | Minutes from all board meetings held/ approved between April and July 2016; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law | LEA | All Schools | Katie Dammann | No | |
| 7/11/2016 | Summer School Enrollment Roster | A list of students enrolled in summer school (first and second session if applicable) | Campus | All schools offering summer school who are not submitting summer school rosters to OSSE (which is necessary to receive DC One Card transportation subsidies for students). | Katie Dammann | No | |
| 7/31/2016 | Monthly Financial Statements - FY2016 | <p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p> | LEA | New Schools opening in SY 2015-2016; PCSB identified schools | Mikayla Lytton | No | |

| | | | | | | | |
|--|---|---|-----|---|--------------------------|-----|--|
| | Quarterly Financial Statements - FY2016 | <p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p> | LEA | All schools not submitting monthly financials | Mikayla Lytton | No | |
| 7/31/2016 On-going; no later than 3 days after the contract is made | Procurement Contracts | Supporting documents and required documentation. | LEA | All schools | Charlene Haigler-Mickles | Yes | |

| Event/Document | Rationale/Why? |
|---|---|
| School Calendar | Attendance Accountability Amendment Act of 2013 (OSSE); monitoring of state attendance mandates |
| Charter Board Calendar | SRA 38-1802.11 (oversight); charter agreement; PCSB staff may visit Board of Trustee meetings as part of the QSR process |
| High School Course Offering--Assurance | Charter Agreement; to ensure fidelity of graduation requirements; PCSB may receive inquiries about school's classes offered |
| Fire Drills | SRA 38-1802.04 (c) (4). School Emergency Response Plan and Management Guide; to ensure that schools have planned fire drills according to the guidelines of the DCFD, and ensuring the safety of students and staff |
| Audited Financial Statement Engagement Letter - FY2015 | SRA 38-1802.04 (c)(11) (B)(ix) |
| Monthly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Charter School Athletics Compliance | The DC Code § 38-621; To ensure student safety by ensuring that the appropriate medical personnel are in attendance at school sporting events |
| Annual Report | SRA 38-1802.04 (c)(11); used to analyze accountability of goals, and to respond to stakeholders' inquiries throughout the year |
| Monthly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| ESEA Focus and Priority Schools (Cohort II and Cohort III): Update web-based Intervention/Turnaround Plan | ESEA Waiver; To ensure that strategies in Intervention/Turnaround Plans are current. |
| ESEA Focus Schools: web-based Sub-group Intervention Plan | ESEA Waiver; To ensure that Focus schools develop and implement sub-group intervention plans within 60 days of identification as a Focus school, in compliance with the ESEA Waiver. |
| Professional Development Calendar, Title I schools | ESEA Waiver; To maintain Title I compliance in the ESEA Waiver. |
| Early Childhood Assessment Form | This form allows schools to indicate to PCSB what assessments they'll be using for the EC PMF |
| Certificate of Occupancy | SRA 38-1802.04 (c) (4); school safety; to ensure that the number of people in the school are permitted to be in the building |

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| Insurance Certificate | SRA 38-1802.04 (b)(4); charter agreement; to ensure the school has the necessary coverages |
| Basic Business License | SRA 38-1802.04 (c) (4) SRA 38-1802.02 (11); DCRA mandate--to ensure school health and safety |
| School Nurse Notification OR Certified Staff to Administer Medicine | SRA 38-1802.04 (c) (4); to ensure school health and safety, particularly for the administration of medication to students |
| Board Roster | SRA 38-1802.05; to ensure the correct makeup of the board as required by the SRA |
| Litigation Proceedings Calendar | SRA 38-1802.11 SRA 38-1802.04 (b) (8); to ensure PCSB is aware of any SPED litigation or federal complaints against a school and can follow up if necessary |
| Board Meeting Minutes | SRA 38-1802.11 (oversight); charter agreement; so PCSB is kept abreast of school governance activities |
| School Emergency Response Plan | SRA 38-1802.04 (c) (4); state requirements for health and safety; to ensure the school has procedures in place to reduce illness and/ or injury in the case of an emergency |
| Sexual Violation Protocol | SRA 38-1802.04 (c) (4); DC Code §4-1321.02; health and safety of students, and to ensure schools appropriately train their staff and are aware of their liability |
| Child Find Policy | 34 CFR 300.111 Child Find; to ensure that schools have procedures for identifying students with disabilities; may be used as part of PCSB's audit policy |
| Staff Roster & Background Checks | SRA 38-1802.04 (c) (4); to ensure the safety of students; to ensure state employment mandates are adhered to regarding background checks |
| Employee Handbook (or submit individual policies) | SRA 38-1802.04; to ensure employees of charter schools abide by state laws regarding employment in a school; to ensure the protection of rights of charter school staff |
| Accreditation | SRA 38-1802.02 (16); to ensure that schools become accredited within 5 years of operation, and keep accreditation throughout the life of their charter |
| SPED--Continuum of Services | DCMR Rule 5-E3012: Continuum of Alternative Placements |

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| Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information | SRA 38-1802.06 (g), FERPA; to ensure fair and appropriate policies as it relates to attendance and discipline policies; to ensure all policies are aligned with state law |
| Lease | SRA 38-1802.11 (oversight) |
| Charter Renewal Application | SRA 38-1802.12(b); Any school in its fifteenth year of operation must submit a charter renewal application to initiate the renewal process. |
| Enrollment Ceiling Increase Request | The enrollment schedule is an amendment to the charter agreement which impacts a local area and therefore requires a public hearing and PCSB Board vote. |
| Charter Amendment | SRA 38-1802.04(c)(10); Any school that wishes to amend its charter must submit a petition describing the change and the rationale for it. |
| FY2014 Audited Financial Statements & Finance and Audit Review Data Collection Form - Deadline to Request Extension | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Monthly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Quarterly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| FY2014 Audit | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| FY2014 Audit - Finance and Audit Review Data Collection Form | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Monthly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Annual Financial Audit - PCSB Schedules - FY2014 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Enrollment Projections | To develop the individual public charter school budget for the next fiscal year; SRA 38-1802.11 (oversight) |
| ESEA Focus and Priority Schools (Cohort II and Cohort III): Update web-based Intervention/Turnaround Plan | ESEA Waiver; To ensure that strategies in Intervention/Turnaround Plans are current. |
| 2015-2016 Student Application | SRA 38-1802.06; to ensure open enrollment for all students |

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| 2015-2016 Lottery Procedures | SRA 38-1802.06; to ensure an open and transparent lottery process |
| Fire Drills | SRA 38-1802.04 (c) (4). School Emergency Response Plan and Management Guide; to ensure that schools have conducted fire drills according to their schedules, following the guidelines of the DCFD, and ensuring the safety of students and staff |
| Facilities Expenditure Template | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Teacher Retirement Withholding | To provide annual information to DC Teacher Retirement Board; SRA 38-1802.11 (oversight) |
| Monthly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Board Meeting Minutes | SRA 38-1802.11 (oversight); charter agreement; so PCSB is kept abreast of school governance activities |
| Monthly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Quarterly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| ESEA Focus and Priority Schools (Cohort II and Cohort III): Update web-based Intervention/Turnaround Plan | ESEA Waiver; To ensure that strategies in Intervention/Turnaround Plans are current. |
| IRS Form 990 or Extension FY2014 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Monthly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Monthly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| ESEA Focus and Priority Schools (Cohort I and Cohort II): Update web-based Intervention/Turnaround Plan | ESEA Waiver; To ensure that strategies in Intervention/Turnaround Plans are current. |
| Waitlist Information for 2015-2016 | To inform parents of schools' available seats on PCSB's website; SRA 38-1802.11 (oversight) |
| Charter Amendment | SRA 38-1802.04(c)(10); Any school that wishes to amend its charter must submit a petition describing the change and the rationale for it. |

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| Board Meeting Minutes | SRA 38-1802.11 (oversight); charter agreement; so PCSB is kept abreast of school governance activities |
| Monthly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Quarterly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Monthly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Annual Budget 2014-2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| ESEA Focus and Priority Schools (Cohort I and Cohort II): Update web-based Intervention/Turnaround Plan | ESEA Waiver; To ensure that strategies in Intervention/Turnaround Plans are current. |
| ELL/ SPED Supplemental - FY2015 | SRA 38-1802.11 (oversight); to ensure accurate payments to schools |
| Monthly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Board Meeting Minutes | SRA 38-1802.11 (oversight); charter agreement; so PCSB is kept abreast of school governance activities |
| Annual Teacher and Principal Evaluation Reflection | ESEA Waiver; To ensure that PCSB is aware of any changes your LEA is making to its teacher and principal evaluation system, maintaining compliance with the ESEA Waiver. |
| Summer School Enrollment Roster--first submission | To make accurate summer school payments; DC Code sections 38-2901(13) and 38-2905 |
| Monthly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Quarterly Financial Statements - FY2015 | To evaluate the economic viability of public charter schools; SRA 38-1802.11 (oversight) |
| Summer School Attendance | SRA 38-1802.11 (oversight); to monitor and identify trends of student attendance during summer school |
| Summer School Enrollment Roster--final submission | To make accurate summer school payments; DC Code sections 38-2901(13) and 38-2905 |
| Procurement Contracts | To ensure compliance with the SRA \$25K+ procurement section; SRA 38-1802.04 (c) (1) |
| Enrollment Materials | To ensure compliance with U.S. Department of Justice guidance around the Rights of All Children to Enroll in School |

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|-------------------|--|
| Staff Preference | School Reform Act § 38–1802.06 To ensure enrollment based on staff preference is limited to 10% of the total student population, or to 20 students, whichever is less. |
| ELL | School Reform Act § 38–1802.04 To ensure compliance with laws and regulations related to the education of English Language Learners. |
| Title IX | School Reform Act § 38–1802.04 To ensure compliance with laws and regulations related to Title IX. |
| Non-Profit Status | School Reform Act § 38–1802.04 To ensure current non-profit status. |
| Management Letter | School Reform Act § 38-1802.04(a)(2) |
| ADA Compliance | To ensure nondiscriminations on the basis of disability in public accommodations and commercial facilities |

| Due Date | Event/Document | (Must Haves) | Campus | Required to Submit? | PCSB Contact | Epicenter? | information | Rationale |
|-----------|---------------------------|---------------------------|--------|---------------------|--------------|------------|-------------|-----------|
| 10/8/2015 | Board Bylaws | Board Bylaws | LEA | only | Katie Damman | No | | Agreement |
| 10/8/2015 | Articles of Incorporation | Articles of Incorporation | LEA | only | Katie Damman | No | | Agreement |

*Existing schools that would like to amend their Bylaws or Articles of Incorporation must submit a charter amendment

| Due Date | Event/Document | (Must Haves) | the LEA or | Schools are | PCSB Contact | Epicenter? | PCSB |
|-----------|----------------|--------------------------------|------------|-------------|---------------|------------|--|
| 10/8/2015 | | Current Basic Business License | | All Schools | Katie Dammann | No | http://dcra.dc.gov/service/apply- |
| 10/8/2015 | | Profit Organization License. | LEA | All Schools | Katie Dammann | No | and-license-non-profit-organization |

**MEMORANDUM OF AGREEMENT
BETWEEN
THE DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
AND
PUBLIC CHARTER SCHOOL BOARD
TO**

**IMPLEMENT A DATA-SHARING, MONITORING, AND INFORMATION SYSTEM USE AGREEMENT
REGARDING HOSPITALITY HIGH SCHOOL OF WASHINGTON, D.C.**

I. RECITALS.

WHEREAS, OSSE is responsible for state-level functions pursuant to Sections 3(b)(11) and (15) of the State Education Office Establishment Act of 2000, as amended, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §§ 38-2602(b)(11), (15)); and

WHEREAS, PCSB is the eligible chartering authority currently approved by the D.C. Council to grant a charter to a public charter school in the District of Columbia and employs a variety of accountability, oversight, and monitoring services and systems to evaluate charter schools; and

WHEREAS, Hospitality High School of Washington, D.C. (the "School") was a public charter school under PCSB oversight and, in lieu of participating in its 15-year renewal process, the School voluntarily surrendered its charter; and

WHEREAS, OSSE is currently responsible for the oversight of the operation and management of the School pursuant to Mayor's Order 2014-196, dated August 12, 2014; and

WHEREAS, during the time that the School was a public charter school, PCSB utilized data collection, monitoring, and information systems to evaluate the operation of the School and its compliance with all applicable laws, regulations, and PCSB standards; and

WHEREAS, although no longer having any official monitoring responsibilities or accountability oversight for the School, PCSB is willing and able to assist OSSE at no cost with these activities by providing OSSE with access to certain of its data systems and by providing certain monitoring services to OSSE (collectively, and as more fully described herein below, the "Services") so that the monitoring and oversight of the School continues during the time that OSSE is managing the School operations; and

WHEREAS, OSSE acknowledges that PCSB is entering into this Memorandum of Agreement ("MOA") for the sole purpose of providing the Services to OSSE and because PCSB has the capacity and historical knowledge to assist OSSE, but that the provision of the Services in no way obligates PCSB to legal oversight of the School as the School is no longer a charter school; and

WHEREAS, the Parties enter into this Memorandum of Agreement ("MOA") with the understanding that any sharing of data shall be consistent with the provisions of the Family Educational Rights and Privacy Act [Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g], and the

U.S. Department of Education's implementing regulations [34 C.F.R. § 99 et seq.] (hereinafter "FERPA").

NOW, THEREFORE, in accordance with the above Recitals and in consideration of the promises and mutual covenants set forth herein, the Parties agree as follows:

II. **[Intentionally omitted].**

III. **RESPONSIBILITIES OF THE PARTIES.** Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purposes of this MOA expeditiously and economically, the Parties do hereby agree:

A. RESPONSIBILITIES OF PCSB. PCSB shall provide the following Services to OSSE in connection with the School in accordance with PCSB's accountability and monitoring standards for charter school oversight:

1. Prepare and provide to OSSE an FAR (financial score card); provided that PCSB shall not be required to otherwise publish this information.
2. Provide quarterly financial oversight of the School and submit relevant information and/or concerns to OSSE; provided that PCSB shall not have any obligation to act on the information provided.
3. Field and forward parent and School complaints directly to OSSE's designated point of contact.
4. Conduct 9th and 12th grade transcript reviews and provide all review information to OSSE; provided that PCSB shall not be required to otherwise publish this information nor have any obligation to act on the information provided.
5. Provide OSSE personnel with access to existing PCSB compliance, data and information collection systems, including Proactive and Epicenter, and arrange for applicable password access as necessary; provided, however, that such access shall be limited to School information only.
6. Provide such other services as are mutually agreed to by the parties in writing, which additional services shall be herein incorporated.
7. Provide a current point of contact to OSSE for purposes of coordinating the Services.
8. Reasonably cooperate with OSSE to ensure the winding down and closure of the School at the appropriate time pursuant to applicable D.C. laws and regulations.
9. Reasonably cooperate with OSSE to execute such additional documentation as the Parties believe may be necessary to comply with FERPA or otherwise fulfill the purpose of this MOA.

B. RESPONSIBILITIES OF OSSE. OSSE shall:

1. Provide a current point of contact to PCSB for purposes of coordinating the Services.
 2. Reasonably cooperate with PCSB to ensure the winding down and closure of the School at the appropriate time pursuant to applicable D.C. laws and regulations.
 3. Reasonably cooperate with PCSB to execute such additional documentation as the Parties believe may be necessary to comply with FERPA or otherwise fulfill the purpose of this MOA.
- IV. **DURATION OF MOA.** This MOA shall be effective as of the date on which both Parties' representatives have executed the Agreement and shall continue until terminated by either Party.
- V. **AUTHORITY FOR AGREEMENT.** The Parties are authorized to enter into this MOA pursuant to D.C. Official Code § 1-301.01(k). Authority is also found in Mayor's Order 2014-196, dated August 12, 2014.
- VI. **FUNDING PROVISIONS.** There shall be no cost for the activities described in this MOA.
- VII. **CONFIDENTIAL INFORMATION.** The Parties to this MOA will use, restrict, safeguard and dispose of all information related to services provided by this MOA, in accordance with all relevant federal and local statutes, regulations, policies. Pursuant to FERPA, OSSE, as the State Education Agency (SEA) for the District of Columbia, and PCSB, as the authorizer for all DC charter schools, are authorized to receive educational records containing personally-identifiable information about students and parents.
- VIII. **FERPA.** The Parties agree that the confidential data pertaining to students currently attending the School to be shared by and with each party is needed for compliance with Federal requirements related to state-supported educational programs. Both Parties understand that this Agreement does not convey ownership of student data to either entity. Further, the Parties agree:
1. That each party is designated the authorized representative of the other party solely for the purposes of sharing the data discussed above.
 2. Only use the data each party may share with the other party, including students' personally identifiable information, for legitimate educational purposes.
 3. Use reasonable methods to protect the data either party may share pursuant to this Agreement, including students' personally identifiable information, from re-disclosure, and to not share this data with any other entity without prior written approval from the party who provided the data except as permitted under FERPA.
 4. Ensure that their policies and procedures protect the data the Parties may share, including students' personally identifiable information, from further disclosure or unauthorized use.
 5. Require and maintain a confidentiality agreement with each employee, contractor or agent with access to data pursuant to this Agreement. The agreement will require all employees, contractors and agents of any kind to comply with all applicable provisions of

FERPA and other federal laws with respect to the data shared under this Agreement.

6. Protect and maintain all student data obtained or permitted access to pursuant to this Agreement in a secure computer environment and not copy, reproduce or transmit data obtained or permitted access to pursuant to this Agreement, except as necessary for compliance with Federal and/or state requirements related to state supported educational programs.

7. Not to provide any student data obtained or permitted access to under this Agreement to any party ineligible to receive data protected by FERPA or prohibited from receiving data from any entity under 34 C.F.R. § 99.31(a)(6)(iii).

8. Both Parties shall destroy all data received from the other party pursuant to this Agreement in compliance with D.C. laws and regulations. Nothing in this agreement shall be construed to require PCSB or OSSE to destroy duplicative data or records that they have legitimately received from a source other than PCSB. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation.

In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, the Parties shall notify each other of the breach within two (2) business days of the date on which PCSB or OSSE, becomes aware of the breach pursuant to Section X, below.

IX. **TERMINATION.** Either Party may terminate this MOA by giving thirty (30) calendar days advance written notice to the other Party. In the case of a notification of termination of this agreement, OSSE and PCSB shall make arrangements to provide OSSE with continued access to such essential historical data regarding the School within the terms of this MOA as the parties may define.

X. **NOTICE.** The following individuals are the contact points for each Party under this MOA:

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION:

Dr. Tony D. Johnson
Career and Technical Education
State Director
Government of the District of Columbia
Office of the State Superintendent of Education
[810 First Street, NE- 2nd Floor | Washington, DC 20002](#)
Office: [202.727.8576](tel:202.727.8576) | tony.johnson@dc.gov

PUBLIC CHARTER SCHOOL BOARD:

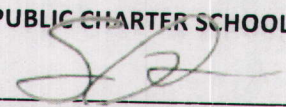
Scott Pearson
Executive Director
D.C. Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010
Phone: 202-727-3471

Fax: 202-328-2661

- XI. **MODIFICATIONS.** The terms and conditions of this MOA may be modified only upon prior written agreement by the Parties.
- XII. **MISCELLANEOUS.** The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

IN WITNESS WHEREOF, the Parties hereto have executed this MOA as follows:

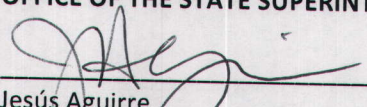
PUBLIC CHARTER SCHOOL BOARD



Scott Pearson
Executive Director

Date: 11/12/2014

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



Jesús Aguirre
State Superintendent of Education

Date: 11/17/14



Request for Superintendent's Signature

MOU's must be reviewed and signed off (below) by ⁽¹⁾ your division's Assistant Superintendent, ⁽²⁾ General Counsel, ⁽³⁾ the Chief Operating Officer and ⁽⁴⁾ the Chief Financial Officer PRIOR TO submitting to the Front Office. All other documents including TRAVEL must be reviewed and signed off (below) by ⁽¹⁾ your Manager/Director ⁽²⁾ your division's Assistant Superintendent, ⁽³⁾ the Chief Financial Officer and ⁽⁴⁾ the Chief Operating Officer PRIOR TO submitting to the Front Office. NO STAMPS OR ELECTRONIC SIGNATURES PLEASE.

Date Submitted to Front Office:

Prepared By: Dr. Tony Johnson

Division: Postsecondary and Career Education

Point of Contact (Including Phone Number): Dr. Tony Johnson – 727-8576

Subject: Methods of Agreement (MOA)

Requested Return Date:

Please allow a minimum of 3-5 business days for review and approval.

Background/Purpose of Document Including Cost and Funding Source:

This request for the Superintendent's signature for the approval of an addendum to the PCSB Memorandum of Agreement between OSSE and PCSB to implement a data-sharing, monitoring, and information system use agreement regarding Hospitality High School of Washington, D.C.

| | Signature | Date |
|--|-----------|---------|
| Manager/Director | | 8/10/15 |
| Assistant Superintendent | | 8/17/15 |
| General Counsel (Legal) <i>(legal docs only e.g. MOU's)</i> | | 8/19/15 |
| COO | | 8/19/15 |
| CFO | | |
| COS | | |

**FIRST AMENDMENT TO THE NOVEMBER 2014 MEMORANDUM OF AGREEMENT BETWEEN
THE DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION AND
PUBLIC CHARTER SCHOOL BOARD TO IMPLEMENT A DATA-SHARING, MONITORING, AND
INFORMATION SYSTEM USE AGREEMENT REGARDING
HOSPITALITY HIGH SCHOOL OF WASHINGTON, D.C.**

This first amendment (the "Amendment") is entered into by and between the District Of Columbia Office of the State Superintendent of Education ("OSSE") and the D.C. Public Charter School Board ("PCSB"; collectively, the "Parties"). It is effective as of the date it is fully executed.

WHEREAS, on or about November 17, 2014, the Parties entered into a Memorandum of Agreement (the "MOA"), wherein they agreed, among other things, to share data, monitoring obligations, and information regarding the operation and closure of Hospitality High School of Washington, D.C. (the "School"), pursuant to D.C. Official Code § 1-301.01(k) and Mayor's Order 2014-196, dated August 12, 2014.

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows.

SECTION 1. AMENDMENT

1.1 Section III(A) shall be amended by adding a new Subsection, Subsection 10, which states:

10. Maintain files of students who attended the School in the same manner that it maintains the files of students who attended other public charter schools that have closed, after receipt of these files in electronic or paper form from the Washington Hospitality Foundation.

1.2 Section III(B) shall be amended by adding two new subsections, Subsections 4 and 5, which state:

4. Maintain financial records of the School.
5. Ensure that the Washington Hospitality Foundation maintains employment records and files of those employed by the School.

SECTION 2. EFFECT OF AMENDMENT ON MOA

2.1 Reservation of Rights. The Parties reserve their rights under the MOA. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the MOA, or constitute a waiver of any other provision of the MOA, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the MOA remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

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

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

2.7 Waiver. No waiver of any breach of this Amendment or the MOA shall be held as a waiver of any other subsequent breach.

2.8 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

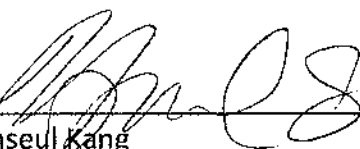
2.9 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; ~~(ii) delivered by hand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

If to OSSE:
Office of the State Superintendent of
Education
810 First Street, NE, 2nd Floor
Washington, DC 20002
Attention: Dr. Tony D. Johnson, Career and
Technical Education, State Director
Email: tony.johnson@dc.gov
Telephone: 202.727.8576

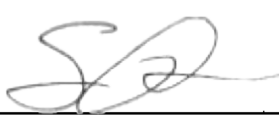
If to PCSB:
District of Columbia Public Charter School
Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
Email: spearson@dcpcsb.org
Telephone: (202) 328-2660

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

**Office of the State Superintendent of
Education**

By: 
Hanseul Kang
Superintendent
Date: 8/26/15

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

By: 
Scott Pearson
Executive Director
Date: 9/4/2015

**MEMORANDUM OF AGREEMENT
BETWEEN
THE DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
AND
THE JUSTICE GRANTS ADMINISTRATION**

INTRODUCTION

This Memorandum of Agreement (“MOA”) is entered into between the District of Columbia Public Charter School Board (“PCSB”) and the Justice Grants Administration (“JGA”) in support of the Show Up, Stand Out, a community-based Truancy Reduction Initiative (“Initiative”), that provides intensive support, primarily through basic case management and student support services by approved providers, to improve school attendance for children in grades K-8 that have five or more unexcused absences. PCSB and JGA are individually referred to herein as a “Party,” and collectively as the “Parties.”

RECITALS

WHEREAS, PCSB supports the development of the Initiative to create a model program that can deliver a comprehensive family assessment, establish a case management plan, and provide services to high risk families experiencing truancy, defined as a youth absent from school without a valid reason as defined by 5 D.C. Municipal Regulations A21; and

WHEREAS, during the 2014-2015 school year and summer 2015, at least eight public charter schools under PCSB’s oversight have agreed to participate in the Initiative, which will target truant students in grades K - 8 for intensive case management support from certain public charter schools which have been determined to have a high rate of truancy; and

WHEREAS, PCSB and the JGA seek to work together as appropriate to achieve the mutual goals of assisting and stabilizing families experiencing truancy, primarily through in-home service coordination/delivery and in-school youth engagement programming, resulting in the reduction of truancy rates; and

WHEREAS, this MOA is intended to codify the terms of the relationship between the Parties in support of the Initiative, and to further the development of high quality programming designed to meet the needs of children and families with poor attendance in elementary and middle schools.

NOW, THEREFORE, in consideration of mutual promises and covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

AGREEMENT

I. TERM. This MOA shall be effective as of the last date of signing by the signatories and, unless terminated in writing by either Party prior to its expiration, terminate on August 31, 2019 (the "Term"). The Parties may renew this MOA for additional five-year terms by written agreement signed by both Parties prior to expiration of the Term or any subsequent term agreed to pursuant to this provision.

II. DEFINITIONS. Unless otherwise defined in this Agreement, all terms shall have the meaning ascribed to such terms by D.C. Official Code § 38-201 and 5-A DCMR § 2199.

III. RESPONSIBILITIES OF THE PARTIES. Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purposes of this MOA expeditiously and economically, the Parties do hereby agree:

A. RESPONSIBILITIES OF PCSB. PCSB shall provide the following information to JGA monthly for each participating PCSB student: Full name, Date of Birth, School, Student ID, Number of Unexcused Absences, Dates of Unexcused Absences, and Report Date.

B. RESPONSIBILITIES OF THE JGA. JGA shall conduct a monthly assessment of student data to enhance program inputs.

IV. FUNDING PROVISIONS. There shall be no cost for the activities described in this MOA.

V. NON-DISCRIMINATION. JGA shall not discriminate against anyone participating in the Initiative either directly or indirectly on the basis of gender, race, color, disability, religion, sexual orientation, nationality, age, marital status or any other designation set for the in the District of Columbia Human Rights Act.

VI. CONFIDENTIAL INFORMATION. The Parties will access, use, restrict, safeguard and dispose of all information related to this agreement in accordance with all relevant federal and local statutes, regulations and policies, including but not limited to the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99), a federal law that protects the privacy of student education records. JGA's ability to provide services to public charter schools in accordance with under this MOA requires PCSB to share personally identifiable information from certain education records with JGA. JGA understands and agrees that such records must be safeguarded in accordance with FERPA. In accordance with 34 C.F.R. § 99.31(a)(1)(i)(B), JGA acknowledges that (i) it is considered a "school official" for purposes of providing services under this MOA; (ii) it is under the direct control of PCSB with respect to the use and maintenance of the education records it will have access to under this MOA; and (iii) it is subject to the requirements of 34 C.F.R. § 99.33(a) with respect to the use and disclosure of personally identifiable information from such education records. According to 34 C.F.R. § 99.33(a), JGA must (a) not disclose any personally identifiable information from education records it may have access to under this MOA to another party without first obtaining prior consent from the affected parent (or student if the student has reached the age of 18); and (b) ensure that its officers, employees and agents receiving education records under this MOA only use such records for purposes related to the Initiative. To be clear, JGA may not use any

personally identifiable information from PCSB education records for purposes of this MOA unless such use is directly related to the Initiative, and any proposed uses of such records outside the scope of the Initiative must receive separate authorization that complies with FERPA. JGA shall share with PCSB all student specific data for those students participating in the Initiative. JGA will submit all requests for education records to the PCSB and will follow all procedures established by PCSB for such requests.

VII. TERMINATION. Either Party may terminate this MOA by giving thirty (30) calendar days advance written notice to the other Party. PCSB may immediately terminate this MOA in whole or in part at any time by providing notice to JGA if, in PCSB's sole discretion, such termination is in the best interest of PCSB or the District.

VIII. NOTICE. The following individuals are the contact points for each Party under this MOA:

| | |
|-----------------------------|-------------------------------|
| Scott Pearson | Edward Smith |
| Executive Director | Director |
| Public Charter School Board | Justice Grants Administration |
| 3333 14th St., NW | 1350 Pennsylvania Ave NW |
| Suite 210 | Suite 407 |
| Washington, DC 20010 | Washington, DC 20004 |
| 202-328-2660 | 202-724-7216 |
| spears@dcpcsb.org | Edward.Smith5@dc.gov |

These individuals are responsible for the management and coordination of the requirements for the respective Parties under this MOA. Copies of correspondence related to modification, extension or termination of this MOA, any legal matters concerning this MOA or any other transactions stemming from this MOA shall be furnished to these individuals with additional copies to:

General Counsel
Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20002
Tel: (202) 328-2660
Fax: (202) 328-2661.

IX. MISCELLANEOUS. The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

- A. **Modifications.** This MOA may only be amended or modified by a written instrument signed by both Parties.
- B. **Severability.** If any provision of this MOA is determined to be invalid or unenforceable, the remaining provisions shall remain in force and unaffected to the fullest extent permitted by law and regulation.
- C. **Entire Agreement.** This MOA, including any applicable exhibits, contains the entire understanding of the Parties with respect to matters contained herein, and supersedes any and all other agreements between the Parties relating to the matters contained herein. No oral or written statements not specifically incorporated or referenced herein shall be of any force or effect.
- D. **Survival.** The provisions of this MOA that require performance after the expiration or termination of this MOA shall remain in force notwithstanding the expiration or termination of the MOA.
- E. **Other Relationships or Obligations.** This MOA shall not affect any pre-existing or independent relationships or obligations between the Parties.
- F. **Non-Assignable Agreement.** This MOA cannot be assigned by Organization.
- G. **Headings; Counterparts.** The headings in this MOA are for purposes of reference only and shall not limit or define the meaning of any provision hereof. This MOA may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same document.
- H. **Applicable Law.** This MOA and all matters pertaining to this MOA shall be governed by the laws of the District of Columbia, including all applicable statutes, regulations, directives, and procedures of the District of Columbia and PCSB.
- I. **Authority of the Parties.** By executing this MOA, each Party represents to the other that it is authorized to enter into this MOA and that the person executing this MOA on its behalf is duly authorized to do so.

IN WITNESS WHEREOF, the Parties hereto have executed this MOA as follows:

PUBLIC CHARTER SCHOOL BOARD



Scott Pearson, Executive Director
Public Charter School Board

1/21/15
Date:

JUSTICE GRANTS ADMINISTRATION



Edward Smith, Director
Justice Grants Administration

1/15/2015
Date:

**MEMORANDUM OF AGREEMENT
BETWEEN
THE DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
AND
PUBLIC CHARTER SCHOOL BOARD
TO**

**IMPLEMENT A DATA-SHARING AGREEMENT CONSISTENT WITH THE FAMILY EDUCATIONAL RIGHTS
AND PRIVACY ACT**

I. RECITALS.

WHEREAS, OSSE is responsible for state-level functions pursuant to Sections 3(b)(11) and (15) of the State Education Office Establishment Act of 2000, as amended, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code §§ 38-2602(b)(11), (15));

WHEREAS, PCSB is the only eligible chartering authority currently approved by the D.C. Council to grant a charter to a public charter school in the District of Columbia; and

WHEREAS, the District of Columbia School Reform Act of 1995, as amended (Pub. L. 104-134; 110 Stat. 1321; as codified at D.C. Official Code § 38-1802.04(c)(19), requires public charter schools and entities [local education agencies (“LEAs”)] administering public charter schools to provide necessary data pertaining to students, teachers, and schools for inclusion in the State Longitudinal Educational Data Warehouse (“SLED”) upon request of OSSE and in a standardized format established by OSSE;

WHEREAS, PCSB and OSSE seek to maintain the high quality of data collection from public charters with the least burden possible on schools, and correlatively to maximize the efficiency of the pooling and distribution of the numerous types, timings, variations, verifications, and cross-sorting of the collected data including as to demographics, funding, legal standard, and other federal and local requirements; and

Whereas the Parties enter into this Agreement for the purpose of sharing data consistent with the provisions of the Family Educational Rights and Privacy Act [Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g], and the U.S. Department of Education’s implementing regulations [34 C.F.R. § 99 et seq.] (hereinafter “FERPA”).

WHEREAS, pursuant to the foregoing Recitals, the Parties seek to ensure that:

- (1) OSSE shall provide a direct connection to public charter schools to submit required data to OSSE directly by technology infrastructure;
- (2) PCSB shall have access to data previously collected by PCSB that is collected from public charter school LEAs by OSSE directly; this access shall be real-time, unfiltered access to all student-specific charter school data to the extent it is captured in systems overseen by the state;

- (3) PCSB and LEAs shall have access to OSSE's data collection technology infrastructure in a sustained working order, including access to readily available repair resource; given the mission-critical nature of the data to PCSB, OSSE shall ensure that the data transfer system between OSSE and PCSB and OSSE and the LEAs are working and, in the event that any part of the system fails, OSSE will endeavor to correct the issue within two (2) business days. If it cannot correct the issue, OSSE will provide the missing data to PCSB via manual download within three business days of detecting the failure and will continue to provide it manually until the issue is fixed.
- (4) PCSB and OSSE shall mutually and reciprocally provide training and reminders that the public charter schools / LEAs remain subject to PCSB data collection policies even if schools elect that OSSE becomes the agent of the collection of data that will serve both agencies;
- (5) PCSB shall offer support to OSSE in completing data collections from public charter schools/LEAs;
- (6) OSSE shall provide technical assistance as required to complete the data collection processes;
- (7) PCSB and OSSE shall consult to provide special response and mutual assistance in the event of a request for data clarification from an agency of the federal government, the District of Columbia Council, a judicial body, or law enforcement agency.
- (8) The Parties acknowledge that OSSE in its role as the SEA for the District of Columbia and PCSB in its role as a charter school authorizer are equally responsible for protecting the confidentiality of personally-identifiable information in educational records and for ensuring that disclosure of such personally-identifiable information complies with all applicable laws. Each party agrees to comply with its respective FERPA policy. OSSE's FERPA policy is found in Section B of its *Policy for Access and Use of Educational Data*, issued June 1, 2013; the entire policy is attached to this agreement as Exhibit A. PCSB's policy entitled Disclosure of Student Records under the Family Educational Rights and Privacy Act ("FERPA"), as amended on February 19, 2014, is attached to this agreement as Exhibit B.
- (9) The Parties agree that the terms in this Agreement will have the definitions ascribed to them in FERPA.

NOW, THEREFORE, in consideration of the promises and mutual covenants set forth herein, the Parties agree as follows:

- II. **DEFINITIONS.** Unless otherwise defined in this Agreement, all terms shall have the meaning ascribed to such terms by D.C. Official Code § 38-201 and 5-A DCMR § 2199.
- III. **RESPONSIBILITIES OF THE PARTIES.** Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purposes of this MOA expeditiously and economically, the Parties do hereby agree:
 - A. **RESPONSIBILITIES OF PCSB.** PCSB shall:

1. PCSB will use data disclosed to oversee public charter schools pursuant to this Agreement in a manner that will preserve the confidentiality of identifying student information, including confidential parent information.
2. PCSB will treat all data in a manner consistent with PCSB's FERPA policy.
3. PCSB will enforce its data submission policies (attached as Exhibit C) when schools submit incomplete data to OSSE's system.
4. PCSB will support OSSE and charter LEAs in the deployment of automated data collection technologies to collect the data described above. To this end, PCSB agrees to eliminate requesting data from charter LEAs that are collected by OSSE and shared with PCSB once the quality and consistency of the collection method and data exchange occurs for 100% of the public charter school students and has been demonstrated to work error-free and PCSB and OSSE and the charter LEAs consent to a change in data collection method.
5. PCSB will support OSSE in making historical data available to users of OSSE's systems with charter LEA consent. This support will include, but not necessarily be limited to, sharing historical enrollment, demographic, attendance, and discipline data from PCSB's data systems.
6. PCSB will use the data for the full range of its authorizing activities, including, without limitation,
 - a. to enforce its attendance, discipline, and special education trigger policies (attached as Exhibits D through F), along with any other policies developed by PCSB for oversight work;
 - b. to submit the October 5th Enrollment Count to the Office of the Chief Financial Officer ("OCFO"), as required by D.C. Official Code § 38-308; and
 - c. to produce and publish internal or external reports at its discretion.
7. Without in any way limiting PCSB's authority to adopt policies consistent with the law, PCSB will consult with OSSE when developing new data policies for the sole purpose of ensuring that PCSB can implement the policy using OSSE's data system and that OSSE's data system can support the needed data. Policies that are passed by the Board and go beyond federal and state requirements will not become state policies.
8. PCSB will provide OSSE with additional student-specific data not captured in an OSSE data system but captured through other methods, including ad hoc collections within thirty (30) days upon request and subject to charter LEA approval.
9. PCSB will continue to implement and enforce its policies concerning timeliness and accuracy of LEA data submission.

B. RESPONSIBILITIES OF OSSE. OSSE shall:

1. Provide PCSB with full, unmitigated, unfiltered, real-time access to all public charter school student-specific data collected in SLED, Special Education Data System (hereinafter "SEDS"), Corrective Action Tracking System (hereinafter "CATS") to the extent allowable by OSSE-Division of Specialized Education in coordination with PCSB, and any other data system or database used by OSSE to collect information on public charter school students via ADT or other automated secure data transfer method;
2. Shall make public charter school student-specific data available to PCSB through a secure SQL server connection, either directly to OSSE's databases or data systems, or to a mirror of these that is updated at least daily;
3. Will actively seek PCSB's consultation and other educational stakeholders before making changes to existing business rules;
4. Send a copy of the truancy resource guide developed by OSSE to the parent(s) of a school-age child that is enrolled in a public charter school within two (2) business days of receipt of notice from PCSB or from the public charter school that the student has accumulated ten (10) unexcused absences, unless the parent has already received the truancy resource guide;
5. Promptly notify PCSB of any incidents of non-compliance by a public charter school with the requirements noted;
6. Work with PCSB to build customized reporting tools in the state data systems, allowing PCSB to customize filters to export real-time, student-specific data into a useable file format (such as Excel or CSV);
7. In collaboration with PCSB, OSSE will make historical data available to users of OSSE's systems.
8. OSSE will be responsible for ensuring that the data feed is working and for providing complete and accurate data to PCSB. OSSE will endeavor to address OSSE and OSSE contractor technical issues within two (2) business days of being notified of the issue. If the problem persists for more than three (3) business days, OSSE will provide PCSB with the data through an external file.
9. Notify PCSB of any scheduled maintenance work at least fifteen (15) calendar days in advance, and, for unscheduled emergency maintenance or outages, notice shall be given to PCSB as soon as practicable;
10. Provide PCSB with additional student-specific data not captured in an OSSE data system but captured through other methods, including ad hoc collections and federal reporting within thirty (30) days upon request.
11. Provide charter LEAs technical assistance to ensure that they are able to use the systems and submit accurate and complete data as per PCSB's data policies

(Attached as Exhibit C). OSSE will be responsible for notifying the school and resolving the issue in a timely manner.

12. Endeavor to ensure that data captured directly from each charter LEA is accurate and complete in accordance to PCSB's and OSSE's data submission policies (Attached as Exhibit C).
13. OSSE will provide same-day technical assistance to schools having trouble entering data into their systems. Schools unable to enter data for three (3) business days or more will be asked to submit files to OSSE and to PCSB.
14. OSSE will use its best efforts to facilitate PCSB's enforcement of its policies concerning LEA data submission timeliness and accuracy.

IV. **DURATION OF MOA.** This MOA shall be effective as of the date on which both Parties' representatives have executed the Agreement and shall continue until terminated by either Party.

V. **AUTHORITY FOR AGREEMENT.** The Parties are authorized to enter into this MOA pursuant to D.C. Official Code § 1-301.01(k). This Agreement is further subject to the provisions of FERPA.

VI. **FUNDING PROVISIONS.** There shall be no cost for the activities described in this MOA.

VII. **CONFIDENTIAL INFORMATION.** The Parties to this MOA will use, restrict, safeguard and dispose of all information related to services provided by this MOA, in accordance with all relevant federal and local statutes, regulations, policies. Pursuant to FERPA, OSSE, as the State Education Agency (SEA) for the District of Columbia, and PCSB, as the authorizer for all DC charter schools, are authorized to receive educational records containing personally-identifiable information about students and parents.

VIII. **FERPA.** The Parties agree that the confidential data to be shared by and with each party is needed for compliance with Federal requirements related to state-supported educational programs. Both Parties understand that this Agreement does not convey ownership of student data to either entity. Further, the Parties agree:

1. That each party is designated the authorized representative of the other party solely for the purposes of sharing the data discussed above.
2. Only use the data each party may share with the other party, including students' personally identifiable information, for legitimate educational purposes.
3. Use reasonable methods to protect the data either party may share pursuant to this Agreement, including students' personally identifiable information, from re-disclosure, and to not share this data with any other entity without prior written approval from the party who provided the data except as permitted under FERPA.
4. Ensure that their policies and procedures protect the data the Parties may share, including students' personally identifiable information, from further disclosure or unauthorized use.

5. Require and maintain a confidentiality agreement with each employee, contractor or agent with access to data pursuant to this Agreement. The agreement will require all employees, contractors and agents of any kind to comply with all applicable provisions of FERPA and other federal laws with respect to the data shared under this Agreement.

6. Protect and maintain all student data obtained or permitted access to pursuant to this Agreement in a secure computer environment and not copy, reproduce or transmit data obtained or permitted access to pursuant to this Agreement, except as necessary for compliance with Federal and/or state requirements related to state supported educational programs.

7. Not to provide any student data obtained or permitted access to under this Agreement to any party ineligible to receive data protected by FERPA or prohibited from receiving data from any entity under 34 C.F.R. § 99.31(a)(6)(iii).

8. Both Parties shall destroy all data received from the other party pursuant to this Agreement in compliance with the D.C. Nothing in this agreement shall be construed to require PCSB or OSSE to destroy duplicative data or records that they have legitimately received from a source other than PCSB. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation.

In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, the Parties shall notify each other of the breach within two (2) business days of the date on which PCSB or OSSE, becomes aware of the breach pursuant to Section X, below. Both Parties may take any actions authorized it by law to mitigate and/or remediate the breach, including, without limitation, termination of this Agreement and exclusion of either party to the other party's data.

IX. **TERMINATION.** Either Party may terminate this MOA by giving thirty (30) calendar days advance written notice to the other Party. In the case of a notification of termination of this agreement, OSSE and PCSB shall make arrangements to provide PCSB with continued access to such essential historical data within the terms of this agreement as the parties may define.

X. **NOTICE.** The following individuals are the contact points for each Party under this MOA:

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION:

Jesús Aguirre
State Superintendent of Education
810 First Street, NE, 9th Floor
Washington, DC 20002
Phone 202-727-3471

PUBLIC CHARTER SCHOOL BOARD:

Scott Pearson
Executive Director

D.C. Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010
Phone 202-727-3471
Fax 202-328-2661

XI. MODIFICATIONS.

- A. The terms and conditions of this MOA may be modified only upon prior written agreement by the Parties.
- B. The Parties agree to provide reasonable prior written reciprocal notification of proposed changes to the policies attached to this MOA.
- C. Absent written comments exchanged between the Parties expressing objection to the proposed changes in policies attached to this MOA, such changes do not modify the terms and conditions of this MOA and are hereby incorporated by reference.

XII. MISCELLANEOUS. The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

IN WITNESS WHEREOF, the Parties hereto have executed this MOA as follows:

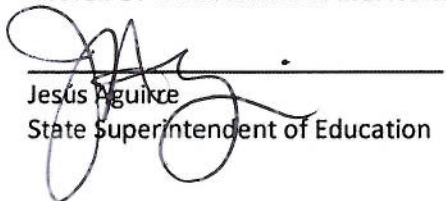
PUBLIC CHARTER SCHOOL BOARD



Scott Pearson
Executive Director

Date: 6/10/14

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



Jesus Aguirre
State Superintendent of Education

Date: 6/24/14

EXHIBIT A



POLICY FOR ACCESS AND USE OF EDUCATIONAL DATA

A. POLICY STATEMENT

OSSE is committed to ensuring the privacy and protection of student information while also facilitating access and use of raw and statistical educational data for permissible purposes in compliance with federal and District law. The purpose of this policy is to establish parameters for external access and use of educational data collected by the Office of the State Superintendent of Education (OSSE).

B. APPLICABILITY OF PRIVACY AND DISCLOSURE LAWS

This policy addresses the following laws:

1. Family Education Rights and Privacy Act (FERPA)
2. Health Insurance Portability and Accountability Act (HIPAA)
3. Individuals with Disabilities Education Act (IDEA)
4. Child Nutrition Act of 1966
5. Freedom of Information Act (FOIA)

1. *Family Education Rights and Privacy Act (FERPA)*

The Family Education Rights and Privacy Act¹ (FERPA), and its implementing regulations,² give parents and eligible³ students the right to access and challenge the education records of their children, and also protect student information from unwarranted disclosure to third parties. FERPA applies to educational agencies and institutions, which include any elementary, secondary, or postsecondary school that receives U.S. Department of Education funding; or any entity that is authorized to direct and control elementary, secondary, or postsecondary institutions. FERPA also affirmatively applies to a State educational agency.⁴ For the purposes of FERPA, “education records” are files, documents, or other materials **containing information directly relating to a student.**⁵ This policy complies with FERPA in that it employs reasonable methods to both facilitate parental access

¹ Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g.

² 34 C.F.R. § 99 *et seq.* (2011).

³ From ages 0-18, the parent(s) possess the right to access their child(ren)’s educational records. When the child turns 18 or begins attending a postsecondary institution, s/he becomes an “eligible student” and the right to access and review the student’s educational records transfers from the parent(s) to the now-adult student.

⁴ In its final rulemaking adopting changes to FERPA, the U.S. Department of Education stated that an SEA is neither an educational institution, nor an educational agency, since both definitions require student enrollment. 76 Fed. Reg. 75604 (Dec. 2, 2011).

⁵ FERPA specifically excludes the following records from the definition of educational records: personal notes of teachers, principals, and administrative school staff; law enforcement records; a educational agency’s personnel records, and; postsecondary medical treatment records of adult students.

to student education records and to protect those records from unauthorized release to parties other than parents.

The first aspect of FERPA is the parental right to access and review of educational records related to their child(ren). To comply with these provisions of FERPA, OSSE must, upon receipt of a request from a parent for his/her child's education records, provide the requested records within 45 days of the date the request was made. However, the right of a parent or eligible student to challenge the contents of educational records only applies to records of schools and LEAs. This right does not extend to records held by an SEA or by third party entities working on behalf of an educational agency, institution, or SEA. Instead, such challenges are handled by D.C. Public Schools for public schools.⁶

The second aspect of FERPA governs disclosure of educational records. The key consideration for FERPA is not the record itself, but whether the record contains **personally-identifiable information** (PII) about a student. PII includes, but is not limited to the student's name, parents' names, address, Social Security number, unique student identifier, or indirect identifiers (such as date/place of birth and mother's maiden name).⁷ FERPA's general rule is that PII may not be disclosed to a third party without the prior written consent of the parent or eligible student. The essential elements of this rule are, therefore, the nature of the data (that it contains PII) and the source of the request (that it is a third party; the first two parties being the school from which the data was received and OSSE). Any disclosure that does not contain PII, does not invoke FERPA.

Where the disclosure is of PII and is to a third party, OSSE must first obtain the written consent of the parent or eligible student, unless the particular disclosure has been exempted from FERPA's consent requirements. OSSE, as the SEA, does not generate or create any of the data on the State Longitudinal Education Data System (SLED). Instead, OSSE collects the data from schools and LEAs. As a result, OSSE is subject to the "re-disclosure" provisions of FERPA. Re-disclosure of data by an SEA is a two-prong test.⁸ First, the disclosure must fall under one of the FERPA exceptions listed below. Second, the SEA must maintain a list of all re-disclosures. The list must record, at a minimum, the name of the party to whom the records were disclosed and the FERPA exception applicable to the re-disclosure. In addition, the educational agency or institution may request the records of re-disclosures of information that the SEA collected from that educational agency or institution. The SEA must provide the record within 30 days of receiving the request.

FERPA Exceptions to General Non-Disclosure Rule:

- a) **Parents/Eligible Students**—From ages 0-18, the parent(s) of a student have the right to request their child(ren)'s educational records. After the age of 18, the student becomes an "eligible" student and the right to access and review the student's educational records transfers from the parent(s) to the now-adult student. Although technically considered a "disclosure," an educational agency or institution may disclose, and OSSE may re-disclose, PII to the parent of the student or to the eligible student about whom the PII refers. In

⁶ 5E D.C. Mun. Reg. § 2602 et seq., 24 D.C. Reg. 1005, 1059 (Jul. 29, 1977), as amended.

⁷ INSTITUTE OF EDUCATION SCIENCES, NATIONAL CENTER FOR EDUCATION STATISTICS, SLDS Technical Brief No. 1, *Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records* (Nov. 2010).

⁸ 34 C.F.R. § 99.33(b) (2012).

addition, a parent or eligible student may designate some other party to receive the PII requested.

- b) **FERPA-permissible Entities**—FERPA identifies certain government entities by name. These entities, and their authorized representatives, are permitted to receive PII: U.S. Comptroller General, U.S. Attorney General (for law enforcement purposes), Secretary of the U.S. Department of Education, State educational agencies, and Local educational agencies.
- c) **School Officials**—An educational agency or institution may release PII to its own employees, contractors, consultants, and volunteers, if the school determines that the recipient of the PII has a legitimate educational interest. It may also disclose PII about its current and former students to any other educational agency or institution that either provides educational services to the student or to which the student has sought to enroll. However, the school must make reasonable attempts to notice the parents about the record request.

Applying this exception to an OSSE re-disclosure, there are two possible scenarios: i) re-disclosure is to school that provided the data to OSSE, or (ii) re-disclosure is to a different school than the school that provided the data to OSSE. If the same school that provided the data requests its own data, OSSE is permitted to re-disclose the data to the school's approved officials, which are school administrators and teachers. However, only the school itself can decide whether other employees, contractors, consultants, or volunteers have legitimate educational interests. OSSE would, therefore, direct school-based requestors who are not administrators or teachers to request data from their school. If the request comes from a different school than the one that provided the data, OSSE may re-disclose PII about a student only if the requesting school actually provides services to the student, or if the student is seeking enrollment in that other school. OSSE will not provide student PII to a school that has no connection to that student.

- d) **Directory Information**— An educational agency or institution may disclose directory information to an entity without obtaining the prior written consent of the parent or eligible student after the school has complied with the procedural requirements for this exception. Each school must affirmatively select data elements to include in its directory, provide public notice to parents of its student body about the directory elements, and allow parents to opt-out.

The following types of data may be designated by a particular school as ***directory information***: name; student ID number; address; telephone number; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially-recognized activities and sports; weight and height of members of athletic teams; degrees and awards received, and; most recent educational agency attended. In addition to selecting which of the above elements will be included in a school's directory, the school's public notice must provide parents with a set period of time and a specific process for opting out of all or part of the directory. This means that parents may request that their child's information not be included in the directory at all, or that only certain pieces of information, such as address and phone number, not be included in the directory for their child.

Applying this exception to an OSSE re-disclosure, SLED does not currently track which data elements each school has established as “directory,” nor whether students have opted-out. As a result, any re-disclosure of directory information by OSSE would not meet the requirements of FERPA. Requesters asking for directory information should, therefore, be directed to the school.

- e) **Audit/Evaluation/Enforcement/Compliance**—This is one of the few FERPA exceptions that apply directly to an SEA. FERPA permits an SEA to designate any entity as its authorized representative to carry out audit, evaluation, enforcement, or compliance activities on any Federal- or state-supported program, or to carry out enforcement or compliance activities related to the Federal requirements for any of those programs. Prior to disclosure, OSSE must first enter into a written agreement with any such designated authorized representative. The agreement must include, at a minimum, the entity being designated as an authorized representative, PII being disclosed, audit/evaluation/enforcement/compliance activity, how the PII will be used, requirement that PII be destroyed after activity concluded, and requirement that further re-disclosures comply with the re-disclosure provision of FERPA.
- f) **Educational Researchers**— This is one of the few FERPA exceptions that applies directly to an SEA. FERPA permits an SEA to re-disclose PII to organizations conducting studies for or on behalf of an educational agency or institution for the purpose of developing, validating, or administering predictive tests; administering student aid programs, or; improving instruction. Organizations conducting educational studies and research may be government agencies or private entities. Prior to disclosure, OSSE must first enter into a written agreement with any such educational researcher. The agreement must include, at a minimum, purpose, scope, and duration of study; data being disclosed; requirement that PII be used only to further the study; requirement that PII not be re-disclosed; requirement that PII be destroyed after concluding the study. It is not necessary for the purposes of this exception that any school, LEA, or SEA initiate or agree with the study.
- g) **Accrediting Organizations**—An educational agency or institution may disclose, and OSSE may re-disclose, PII to an accrediting organization to carry out accrediting functions.
- h) **Student Aid**—An educational agency or institution may disclose, and OSSE may re-disclose, PII in connection with a student’s application for financial aid, or in connection with a student who already receives financial if the PII is necessary to determine eligibility, amount, or conditions of that student’s existing financial aid.
- i) **Emergency**—In the event of a health or safety emergency, an educational agency or institution may disclose PII in connection with an emergency if knowledge of the PII is necessary to protect the health or safety of the student or other individuals. Applying this exception to an OSSE re-disclosure, OSSE may re-disclose PII in connection with an emergency if knowledge of the PII is necessary to protect the health or safety of the student or other individuals. This will primarily arise in the context of transportation, since transportation is the only direct service that OSSE employees provide to students. Transportation employees should follow the policies and procedures implemented for that OSSE Division. Any other OSSE employees who receives a request for data due to an emergency should contact their Assistant Superintendent, the OSSE Director of Operations,

Chief of Staff, the General Counsel, or the Superintendent. Under no circumstances is an employee authorized to release PII on an emergency basis without the approval of a member of the Executive Team.

- j) **Juvenile Justice**—An educational agency or institution may disclose PII about a student to the juvenile justice system to assist that system’s serving the student, if a State law was enacted before November 19, 1974, that permits such disclosure. The District of Columbia’s juvenile justice law was enacted on December 23, 1963.⁹ The juvenile justice authorities must certify in writing that the records will not be re-disclosed except as permitted by the State law. While OSSE is authorized to re-disclose PII to juvenile justice officials under federal law, under District of Columbia law, it is the LEA that is responsible for making referrals to the Family Division and providing the necessary educational records.¹⁰ As a result, any requests for educational records received from a juvenile justice official should be referred by OSSE to the appropriate LEA.
- k) **Child Welfare Agency**—On January 14, 2013, Congress enacted the Uninterrupted Scholars Act¹¹ to amend FERPA and facilitate the disclosure of educational records to child welfare agencies. Federal law requires child welfare agencies to ensure that children in their care are enrolled in school and that their school placements are as stable as possible. To fully comply, child welfare agencies must have access to educational records. The January 2013 amendments permit OSSE to provide educational records containing PII without first obtaining parent/student consent to a child welfare agency caseworker or other representative who has the right to access a student’s case plan, when such child welfare agency is legally responsible, in accordance with State law, for the care and protection of the student.¹²

The child welfare agency is further prohibited from re-disclosing PII that it receives pursuant to this new exception. Re-disclosure of PII may only be made to an individual or entity engaged in addressing the student’s education needs and is authorized by the child welfare agency to receive such disclosure, consistent with local law.

Pursuant to District of Columbia law, the Child and Family Services Agency (CFSA) and/or the Department of Youth Rehabilitation Services (DYRS) become legally responsible for the care and protection of a child or youth upon issuance of a disposition by the Family Division of the D.C. superior court transferring legal custody of a neglected child to CFSA or a child in need of supervision to DYRS.¹³

Applying this exception to an OSSE re-disclosure, OSSE may re-disclose educational records to a representative of CFSA or DYRS that is authorized by that agency to access the child or youth’s welfare case. CFSA and DYRS may re-disclose these records to their own contractors who provide educational services to children and youth committed to their care.

⁹ Pub. L. 88-241, 77 Stat. 588 (Dec. 23, 1963).

¹⁰ D.C. Mun. Reg. tit. 5A §§ 2103.5, 2103.6 (2009).

¹¹ Pub. L. 112-278, 126 Stat. 2480 (Jan. 14, 2013).

¹² 20 U.S.C. § 1232g(b)(1)(L).

¹³ D.C. Code § 16-2320.

- l) **Litigation**—When an educational agency or institution initiates legal action against a parent, the educational agency or institution may disclose any relevant educational records (including those containing PII) to the court without a subpoena or court order. In addition, when a parent or eligible student initiates legal action against an educational agency or institution, the educational agency may disclose any relevant educational records (including those containing PII) to the court without a subpoena or court order.¹⁴

Applying this exception to an OSSE re-disclosure, OSSE may re-disclose to the court any relevant education records within the context of a lawsuit filed by OSSE against a parent or filed against OSSE by a parent or eligible student. In any legal action where the opposing party is not a parent or eligible student, however, OSSE would not be permitted to disclose PII under this exception. In those cases, a subpoena/court order or written prior consent of the parent/ eligible student is required (see “Subpoena/Court Order” below). All decisions regarding litigation must be made by the Office of the General Counsel.

- m) **Subpoena/Court Order**—An educational agency or institution may disclose, and OSSE may re-disclose, PII subject to a court order, a lawfully-issued subpoena, or an ex parte court order obtained by the United States Attorney General or his/her designee in the context of a terrorism prosecution. Prior to responding to the subpoena, OSSE must first determine: 1) whether the parent or student whose PII is ordered by the court to be disclosed is a party to the case; and 2) whether the court/order subpoena limits notice of the disclosure. If the student/parent whose PII is ordered by the subpoena/court order to be disclosed is not a party to the case, then OSSE has the obligation to first make reasonable efforts to notify the parent or eligible student prior to disclosure. This permits the parent or eligible student the opportunity to file a protective order against the disclosure. If the parent or eligible student is a party to the case, the amendments made by the Uninterrupted Scholars Act in January of 2013 no longer obligate OSSE to notify the parent or eligible student prior to disclosing the records pursuant to the subpoena/court order. OSSE will not provide any notice to the parent or eligible student where the subpoena or court order limits such notice on its face.

In addition, when applying this exception to an OSSE re-disclosure, the OSSE General Counsel should be consulted.

- n) **Post-Secondary Disciplinary Proceedings**—Neither of the following exceptions are applicable to OSSE
- i. **Violent/Sex Crimes**—When a student attending a post-secondary institution is accused of committing a violent crime or a non-forcible sex crime, the post-secondary institution may disclose the results of those disciplinary proceedings to the crime victim, regardless of whether or not the student was found to have committed the crime. This exception is not applicable to OSSE.
 - ii. **Drug/Alcohol Crimes**—When a student attending a post-secondary institution is accused of violating any laws or school regulations regarding the use or possession of drugs or alcohol, the post-secondary institution may disclose the results of those disciplinary proceedings to the parent of the student who is under the age of 21.

¹⁴ 34 C.F.R. § 99.31(a)(9)(iii) (2012).

- o) **Sex Offender Registry**—An educational agency or institution may disclose, and OSSE may re-disclose, any PII necessary to comply with applicable sex offender registry laws.

Any record maintained by OSSE that contains PII and does not meet one of the above exceptions, **will not** be disclosed without the prior written consent of the parent or eligible student. An entity (including an SEA) that is found by the Secretary to have improperly re-disclosed data received originally from an educational agency or institution is required to be banned by that agency or institution from accessing their educational records for five years. In addition, a finding that OSSE has failed to comply with FERPA could jeopardize its federal funding.

OSSE employs reasonable methods to ensure that its employees understand and comply with FERPA's confidentiality and disclosure requirements. Upon hiring, OSSE employees are required to read and sign a non-disclosure agreement. During the employee's tenure with OSSE, the employee is notified of his/her responsibilities to keep educational data private when logging on to SLED. Finally, when an OSSE employee ends his/her employment with OSSE, an automated system sends a notice from the OSSE Human Resources Division to the OSSE Data Division to promptly sever the employee's access to SLED and OSSE's servers.

2. Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996¹⁵ (HIPAA), and its implementing regulations,¹⁶ protect the health insurance coverage of workers when they transition jobs, seeks to reduce waste and fraud by simplifying the exchange of health information, and protects the privacy of health information.

The HIPAA Privacy Rule implemented by the U.S. Department of Health and Human Services applies to covered entities...health care providers, health care clearinghouses, and health plans.¹⁷ OSSE does not provide or pay for the cost of medical services, or process nonstandard health information into standard format within the terms of HIPAA, and it is not a covered entity for HIPAA purposes.

In addition, the definition of the term "protected health information" in HIPAA's Privacy Rule explicitly excludes any information that would also meet the definition of an "education record" pursuant to the Family Educational Rights and Privacy Act (FERPA), which is discussed above. Medical information contained within OSSE's special education and health/wellness records fall within the definition of educational records under FERPA, and are therefore not subject to the requirements of HIPAA.

3. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act¹⁸ (IDEA), and its implementing regulations,¹⁹ require that States implement policies and procedures that comply with IDEA confidentiality requirements, which are found in sections 300.610 through 300.626 of Title 34 of the Code of Federal Regulations (C.F.R.). IDEA's regulations reference the definition used by FERPA for education records, except

¹⁵ Pub. L. 104-191, 110 Stat. 2021 (Aug. 21, 1996), as codified at 42 U.S.C. § 1320d *et seq.*

¹⁶ 45 C.F.R. §§ 160, 164 (2010).

¹⁷ 45 C.F.R. part 160; 45 C.F.R. part 164(A) & (E).

¹⁸ Pub. L. 108-446, 118 Stat. 2647 (Dec. 3, 2004), as codified at 20 U.S.C. § 1400 *et seq.*

¹⁹ 34 C.F.R. § 300 *et seq.* (2010).

that IDEA's confidentiality provisions apply only to those education records that are maintained for the purpose of implementing IDEA. FERPA covers recipients of federal funds under any U.S. Department of Education program. As a result, where IDEA has requirements that are additional to FERPA, those requirements apply only to special education data. This means that basic information collected regarding students with disabilities, such as name, address, etc., which are not specifically collected for IDEA purposes, but for general education purposes, are governed by FERPA. Information, such as medical records, Individualized Education Programs (IEP), etc. that are required only because of the child is IDEA-eligible, are governed by IDEA's confidentiality provisions.

IDEA requires SEAs to give a parent notice of its responsibilities under IDEA, including the kinds of information maintained, the SEA's data policies, and the parent's rights under IDEA and FERPA. One such right is the parent's right to review and challenge the records maintained about his/her child. When OSSE receives such an information request from a parent, the requested data must be provided within 45 days or prior to any IEP meeting or hearing, whichever occurs first. OSSE must also keep a record of all requests for access to a child's special education records. As with such requests made under FERPA, challenges to the content of a student's records must be made at the school/LEA level, rather than at the SEA level, since these records are created by the school/LEA and are merely maintained by OSSE.²⁰

IDEA's general rule on disclosure is that *personally-identifiable information* (PII) within education records may not be disclosed without the prior written consent, as defined by FERPA, of the parent or adult child. There are some limited exceptions to this general prohibition on disclosure, which permit OSSE to disclose student records WITHOUT the written consent of the parent or adult student. First, disclosure is permitted to IDEA-participating agencies without parental consent. Participating agencies are agencies or institutions that collect, maintain, or use PII, or from which PII is obtained. However, even this exception has some limitations. Where the disclosure of PII is for transition purposes, either to a postsecondary institution or to a private institution outside of the LEA, parental consent is still required. Second, where all PII has been removed from the records, parental consent is not required prior to disclosure.

In addition to the confidentiality requirements, IDEA imposes procedural requirements above and beyond FERPA for special education records, as follows:

- a) One official at each agency with PII must be responsible for ensuring the confidentiality of such information;
- b) All employees of an agency that collects or uses PII must receive training on the confidentiality requirements of IDEA and FERPA; and
- c) Each agency must maintain and allow public inspection of a list of current employees who may have access to personally-identifiable information.

Finally, unlike general education records maintained pursuant to FERPA, special education records must be destroyed upon request of the parents when the records are no longer needed for the purpose of providing educational services to the child.

²⁰ D.C. Mun. Reg. tit. 5E § 3021 et seq., 30 D.C. Reg. 2972, 2981 (Jun. 17, 1983), as amended.

4. *Child Nutrition Act of 1966*

The Child Nutrition Act of 1966,²¹ and its implementing regulations,²² created the National School Lunch Program, which provides free and reduced price meals to students. Information obtained from an application for a free or reduced price meal may be disclosed only to entities that:

- a) Administer the school lunch program (OSSE)
- b) Administer or enforce a Federal education program (OSSE, LEAs, PCSB, Schools)
- c) Administer or enforce a State health or education program administered by the SEA or an LEA, not including Medicaid or S-CHIP (limited to income eligibility information) (OSSE, LEA)
- d) Administer Medicaid and S-CHIP, if the data is for identifying and verifying a child's eligibility under Medicaid or S-CHIP (limited to income eligibility information) (DC Department of Human Services, DC Department of Health Care Finance)
- e) Administers a comparable means-tested nutrition program (limited to income eligibility information)
- f) U.S. Comptroller General
- g) Law enforcement related to the school lunch program (OSSE, OAG)

5. *Freedom of Information Act (FOIA)*

The DC Freedom of Information Act (FOIA) is a statute that is designed to facilitate public access to full and complete information regarding governmental affairs.²³ Unless the records are specifically exempted by the FOIA statute, a person has the right to inspect public records subject to FOIA procedures.²⁴ This OSSE *Policy for Data Access and Use* is **not intended to govern OSSE's responses to FOIA requests from the public**. Rather, this policy is a representation of the agency's intent to affirmatively provide limited types of educational data to specific classes of requestors without requiring the requester to exercise their rights under FOIA. This means that when a FOIA request is received, the responding OSSE employee should not refer to this policy, but should instead refer to the DC FOIA statute and any OSSE FOIA policies and procedures.

On the other hand, if a data request is submitted pursuant to this policy, and the request does not meet the requirements of this policy, the requester should be informed of their right to file a FOIA request in the alternative. For example, if the requester is not a parent, researcher, or other approved requestor under this policy, such as a news reporter or an advocacy organization, the request must be made pursuant to FOIA, not this policy. A data request made pursuant to this policy may also be distinguished from a FOIA request by the nature of the information sought. For example, a request for OSSE personnel and employment records would not fall under this policy, which covers only educational data. As a result, such a request would have to be made under FOIA.

Student-level data will not be provided pursuant to FOIA as it is an unwarranted invasion of personal privacy. As a result, the only process by which a requester may access student-level data is pursuant to this policy.

²¹ Pub. L. 89-642, 80 Stat. 885 (Oct. 11, 1966), as amended, as codified at 42 U.S.C. § 1758(b)(6) (2011).

²² 7 C.F.R. § 210 *et seq* (2012).

²³ D.C. Code § 2-531 (2001).

²⁴ D.C. Code § 2-532(a) (2006 Supp.).

C. DATA ELEMENTS

Within OSSE's databases currently in use or under construction and/or consideration, OSSE collects and maintains the following types of data:

- Enrollment
- Attendance/Compulsory Education
- Assessment
- Student Information
- Demographics
- Teacher qualifications
- Special Education eligibility, assessment & compliance
- Course Codes and grades
- Eligibility for specialized services
- Other program-specific data²⁵

Data is verified for accuracy, completeness, and age by OSSE staff at the time that it is received from the Local Education Agency (LEA) or school. In addition to a manual verification of the data, the system employs checks and balances to ensure that submitted data conforms to the parameters for that kind of data. Data that does not conform to the requirements for a particular field is rejected and returned to the LEA or school for re-submission.

Sensitivity of data is determined based on whether or not the data is LEA-level, school-level or student-level data. Student-level data identifies a particular student and his/her academic achievement. As a result, student-level data implicates direct privacy concerns and is defined as sensitive data. With limited exception, student-level data is not available to the public without written consent of the parent. LEA-level and school-level data, on the other hand, is deemed not sensitive as it does not implicate any individual privacy concerns. However, where release of LEA-level and school-level data would identify student-level data, the data would be deemed sensitive only to the extent that it identifies a particular student's information. Any portions of LEA-level and school-level data that identify student-level data will be treated as sensitive and may not, with limited exception, be disclosed without written consent of the parent of the identified student.

D. ACCESS TO ANALYSIS OF DATA

This policy is intended to address disclosure of raw data. In addition to collection of raw data, OSSE is required to analyze educational data for the purposes of oversight and administration of educational programs. During the deliberative process, any analysis performed by OSSE and its contractors and/or authorized representatives pursuant to federal or state law will be considered **embargoed** and will be not publicly-disclosed pursuant to this policy unless the decision-making and/or investigatory processes for which that analysis is used has been fully completed and approved for dissemination and/or publication. Embargoed data may be disclosed on a limited basis for the purpose of review by entities specified by law, such as school administrators and LEAs. However, embargoed data will not be disclosed to any other entity, including but not limited to, researchers, parents, press, and/or the general public, until the conclusion of the deliberative or investigatory processes. Consistent with applicable laws and upon completion of the processes described above, embargoed data may be reclassified and released to the public as appropriate.

²⁵ Please refer to OSSE's *Data Handbook and Guidelines* document for a complete and technical list of data elements.

E. WHO MAY ACCESS DATA

Pursuant to the policy, OSSE will disclose data to the following types of requesters without requiring a FOIA request:

- OSSE employees & contractors
- OSSE authorized representatives
- DC schools
- DC LEAs
- Public Charter School Board (PCSB)
- Other school districts
- Parents/eligible students
- Educational researchers
- DC Council
- Mayor/Executive Office of the Mayor (EOM)
- Deputy Mayor for Education (DME)
- State Board of Education
- U.S. Department of Education
- Accrediting organizations
- Financial aid organizations
- U.S. Comptroller
- U.S. Attorney General
- DC Attorney General
- Courts
- DC Department of Human Services
- DC Department of Health Care Finance

See the OSSE policy entitled “Use Access Management,” for details about how authorized users can obtain access to data.

F. PARENTAL CONSENT

When prior written consent of the parent or eligible student is required before a disclosure may be made, the Parental Disclosure Authorization form in Appendix B must be completed.

G. HOW DATA WILL BE PROVIDED

Data disclosures that are permissible under this policy will be provided either directly via user access to OSSE’s State Longitudinal Educational Database or indirectly via a report run from the appropriate OSSE database after receipt of a request in the appropriate format as per Appendix A. OSSE’s data systems employ unique student identifiers to link student records to a particular student. Given the strong prohibitions against releasing a student’s information, OSSE will release student-level data (when approved) using a separate identifier that is not related to the unique student identifier. Data will be provided in electronic format whenever feasible. If electronic format is not feasible, then data will be provided in hard copy format.

H. PUBLIC NOTICE

OSSE provides notice to the public about the Statewide Longitudinal Education Data System (SLED) via its website at:

<http://osse.dc.gov/service/statewide-longitudinal-education-data-system-sled>



Office of the
State Superintendent of Education

APPENDIX B **Parental Disclosure Authorization Form**

The Federal Educational Rights and Privacy Act (FERPA) is a Federal law concerning the privacy of, and access to, student education records. FERPA gives parents and guardians certain privacy rights with respect to their children's education records. This form permits a parent or guardian to voluntarily authorize the release of education records to a third-party. Such a release is not mandatory. For additional information, visit the U.S. Department of Education's website: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

This form must be fully completed and signed. Education records cannot be released if the form is not complete.

I. STUDENT INFORMATION:

| |
|----------------------------------|
| Student Name: |
| Date of Birth: |
| Student School and Grade: |

II. RECORDS TO BE RELEASED (LIST BELOW):

| |
|--|
| |
| |

III. PERSON(S) TO WHOM ACCESS OF EDUCATIONAL RECORDS MAY BE PROVIDED:

| |
|---------------------|
| Name(s): |
| Address(es): |

IV. RELEASE DURATION (USUALLY ONE YEAR):

| |
|---------------------------------------|
| This Authorization Expires on: |
|---------------------------------------|

V. DESCRIBE THE PURPOSE OF THE RELEASE:

| |
|--|
| |
|--|

I consent to this release understanding that (1) I have the right not to consent to the release of the student's education records, (2) I have a right to inspect any written record pursuant to this consent form, and (3) I have the right to revoke this consent at any time by providing a written revocation to the Office of the State Superintendent of Education (OSSE).

| | | |
|--|-------------------------------------|--------------|
| Parent/Guardian's Written Name: | Parent/Guardian's Signature: | Date: |
| | | |

EXHIBIT B

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

| Staff | Proposal Request/Notification from LEA |
|---|---|
| <input type="checkbox"/> Board Action | <input type="checkbox"/> Enrollment Ceiling Increase |
| <input type="checkbox"/> Notice of Concern | <input type="checkbox"/> Change in LEA Status |
| <input type="checkbox"/> Notice of Deficiency | <input type="checkbox"/> Lift Board Action |
| <input type="checkbox"/> Notice of Probation | <input type="checkbox"/> Approve Accountability Plan |
| <input type="checkbox"/> Charter Warning | <input type="checkbox"/> Operate in a New Location |
| <input type="checkbox"/> Proposed Revocation | <input type="checkbox"/> Charter Amendment |
| <input type="checkbox"/> Revocation | <input type="checkbox"/> Approve E-Rate Plan |
| <input type="checkbox"/> Charter Continuance | <input type="checkbox"/> Contract(s) \$25,000 or more |
| <input type="checkbox"/> Charter Approval (Full) | |
| <input type="checkbox"/> Charter Approval (Conditional) | |
| <input type="checkbox"/> Charter Denial | |
| <input type="checkbox"/> Proposed Revisions to PCSB Existing Policy--Vote | |
| <input type="checkbox"/> New PCSB Policy—Open for Public Comment | |
| <input type="checkbox"/> New PCSB Policy—Vote | |
| <input checked="" type="checkbox"/> Discussion Item/Public Notification | |

PREPARED BY: Charlie Sellev, Data Analyst
Mikayla Lytton, Manager of Strategy and Analysis

SUBJECT: Amendment to Existing FERPA Policy – Clarifying PCSB’s Practices on Anonymized Aggregate Data

DATE: February 19, 2014

As an amendment to its existing FERPA Policy, approved July 3, 2012, the DC Public Charter School Board (“PCSB”) staff plans to adopt the following practices for anonymizing and aggregating student data for all PCSB data reports. The proposed practices are:

1. The minimum population “n-size” for any rate or average shall be 10. This minimum applies to the total population considered in a group, i.e. the denominator of a calculation. In joint publications with other organizations, to preserve citywide continuity, or to follow an established business-rule, PCSB may use n-size minimums greater than 10.
2. In cases of sensitive, negative data publication, PCSB will not publish aggregated data at the LEA, campus, or subgroup level which results in a greater than 95% or less than 5% rate. Instead, these will be published as “>95%” or “<5%.” This practice applies to the following data:
 - Poor academic performance (e.g. 0% proficient on DC CAS/AP/SAT or 0% graduation rate for a specific subgroup)
 - Discipline (e.g. 100% suspension rate, 100% expulsion rate of a specific subgroup)

Beyond these specific cases, PCSB staff will continue to use their best judgment under these guiding principles.

Examples

| Example | Publish? | Rationale | Implementation |
|---|-----------------|---|---|
| 7 of 140 students were suspended. | Y | The 10 n-size minimum applies to the denominator. | |
| 7 of 9 students in sixth grade were suspended. | N | The population does not meet the n-size minimum. | Do not publish sixth grade suspension rate. Consider publishing data for a larger population, such as all middle school students. |
| 2 of 140 students were advanced on DC CAS math. | N | PCSB will not publish <5% or >95% rates for negative, sensitive data. | Instead, publish that <5% of students were advanced on DC CAS math. When feasible, avoid publishing n-size of these calculations. |
| 0 of 140 students were suspended. | Y | PCSB will publish 0% or 100% for positive data. | |

**POLICY FOR BOARD APPROVAL
D.C. Public Charter School Board July 3, 2012**

| | | |
|---|------------------------|--------------------------------------|
| POLICY TITLE: FERPA POLICY | | |
| ADOPTION/EFFECTIVE DATE: ORIGINALLY PROPOSED (For public comment) 5/7/12 PROPOSED FOR BOARD APPROVAL 7/3/12 | MOST RECENTLY AMENDED: | MOST RECENTLY REAFFIRMED: N/A |
| POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: School Operations | | |

The following policy was introduced for public comment at the May 21, 2012 board meeting. 30 days of public comment were offered, along with a public hearing held on June 18.

No public testimony was received. One written comment was received, submitted by Leslie Gross, Chief of the Child Protection Section of the DC Office of the Attorney General. Ms. Gross suggested that we add a footnote to the definition of “Parent” that would allow a student’s guardian, including one assigned by a Child Protective Services Agency, to easily qualify under the definition and so have access to student records without undue burden. This suggestion was accepted and is incorporated in a revised policy submitted for approval.

PROPOSED FERPA-RELATED POLICIES:

1. Each charter school board shall adopt and comply with the Model DC Charter School FERPA Policy (at Exhibit B) or adopt and comply with a policy that is consistent with the standards provided in this Model Policy. This board-adopted policy must be submitted to the PCSB by December 31, 2012.
2. The PCSB shall designate a FERPA Contact at PCSB. This individual will counsel charter schools with FERPA-related questions (including whether any specific information is considered “personally identifiable” under FERPA). This individual will also maintain PCSB’s FERPA records and serve as schools’ official contact.
3. That the Board adopt the following FERPA Policy:

**DRAFT POLICY FOR APPROVAL
D.C. Public Charter School Board July 3, 2012**

**DISCLOSURE OF STUDENT RECORDS UNDER THE
FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA)**

Purpose: To clarify the restrictions on disclosure of students' education records under the Family Educational Rights Privacy Act ("FERPA") for the District of Columbia Public Charter School Board (the "Board") and its employees.

Policy: The Board may not release personally identifiable information contained within student education records to a third party unless such release is expressly permitted under FERPA. A student's education records under FERPA include all records directly related to the student and which are maintained by the Board. Records covered by FERPA therefore include, but are not limited to: grades, report cards, transcripts, attendance information, academic appeals, and records of any disciplinary proceedings. This list is not exhaustive and is provided only as an example of the wide range of information considered to be an "education record" under FERPA.

Definitions:

Eligible Student: A student 18 years of age or over. (Eligible Students have FERPA consent rights.)

Parent: A parent or legal guardian¹ of a student at a School.

School: A public charter school under the Board's jurisdiction.

Procedures:

Disclosure

The Board will protect the privacy of all student education records in its possession and will not disclose personally identifiable information within student education records to anyone other than the Parent or Eligible Student unless (1) the Parent or Eligible Student has provided prior written consent to such disclosure using the attached "Consent to Disclose Student Education Records" form (Exhibit A); (2) the information to be disclosed has been classified as "directory information" in Schools' annual FERPA notification (described further below); or (3) the disclosure is permitted under one or more FERPA exceptions, some of which are presented below, but must be specifically determined to apply in a particular circumstance by the Board before the disclosure occurs.

¹ The legal guardian of a student includes any individual or entity acting as a parent in the absence of a parent or guardian, including, but not limited to, any governmental agency or third party who is granted custody, care and control of a child or granted legal custody pursuant to a court order.

**DRAFT POLICY FOR APPROVAL
D.C. Public Charter School Board July 3, 2012**

Consent to Disclose Student Education Records Form (“Consent Form”)

Unless the requested records are not covered by FERPA or an exception applies, a Parent or Eligible Student must provide advance written permission to release the student’s education records to a third-party. The Parent’s or Eligible Student’s permission must be given through completion of the attached Consent Form. No information may be released beyond the scope of the permission as indicated in the form.

Once completed, the signed Consent Form must be kept in the Board’s office. Parents or Eligible Students may revise their consent at any time during the year by completing a new form. No form shall be effective for more than one academic year.

Exceptions

Allowable Disclosures

There are several exceptions that permit the release of student education records under FERPA. The following are some common examples of parties who can receive disclosures without written consent in a manner that does not violate FERPA:

1. A contractor, consultant, volunteer to whom the Board has outsourced institutional services or functions, if the party is under the direct control of the Board and has met the Third-Party Requirements described below.
2. Other schools, school districts or institutions of postsecondary education in which the student is seeking to enroll or to transfer credits.
3. Authorized representatives of the Board, the District of Columbia Office of the State Superintendent of Education (“OSSE”), U.S. Department of Education (“DOE”), the U.S. Attorney General (“AG”), or the U.S. Comptroller General (“USCG”) for audit, evaluation, or compliance activity with respect to Federal or state education programs.
4. Other DC Government agencies for the purpose of providing benefits to eligible students (limited to Board-generated rosters of student names, addresses, and enrollment status).
5. Organizations conducting studies for, or on behalf of, the PCSB, the School, or another governmental entity provided such organization has met the Third-Party Requirements described below.
6. Schools’ accrediting agencies.
7. To appropriate parties, if necessary to protect the health or safety of a student or other individuals.
8. To comply with a judicial order or lawfully issued subpoena.

Responses to requests for student records can be made to the third-parties identified above. Board staff must notify the Board’s FERPA Contact prior to the release of these records, provided that such notification is feasible.

**DRAFT POLICY FOR APPROVAL
D.C. Public Charter School Board July 3, 2012**

Recordkeeping Requirements

While the Board would be able to disclose students' records under any of the above exceptions, there are certain recordkeeping and notification requirements with respect to these disclosures. A record of the disclosure must be made in a FERPA disclosure file, which describes: (1) the party or parties who received the students' records; and (2) the legitimate interests of the party or parties had in requesting and obtaining the information. In the event that the disclosure is to an authorized representative of the Board, a School, OSSE, the DOE, AG, or USCG, the record of the disclosure may be made by class, school, or other appropriate grouping. (For example, if OSSE requested all student records for a particular School, a record could be made indicating that the entire School's student records were provided, rather than noting a disclosure for each student.)

Notification Requirements

If the Board receives a judicial order or lawfully issued subpoena, there are certain notification requirements it must make before disclosing the students' records. The Parent or Eligible Student must be notified of the order or subpoena in order to give an opportunity to seek protective action. Before disclosing student education records pursuant to a judicial order or lawfully issued subpoena, please consult with Board counsel.

Third-Party Requirements

If the Board discloses student records that contain personally identifiable information to an authorized representative, such as a contractor, consultant or research organization, a written agreement must be entered into between the Board and the data recipient. The agreement must specify the following:

1. The designated official or entity that constitutes an authorized representative;
2. The type of student records to be disclosed to the authorized representative;
3. The purpose for which the student records are being disclosed;
4. A requirement that the authorized representative must destroy any personally identifiable information when it is no longer needed for the purpose specified, and a time period in which the information will be destroyed; and
5. Policies and procedures to protect personally identifiable information within the students' records from re-disclosure and unauthorized use by the authorized representative.

Health and Safety Emergencies

The Board may disclose student education records that contain personally identifiable information to appropriate parties, including Parents, in connection with an emergency, if necessary to protect the health or safety of students or other individuals. In disclosing student records, a determination must be made that there is a clear and significant threat to individuals' health or safety. If a disclosure is made due to a health or safety emergency, the Board must record a description of the significant threat to students or other individuals that formed the basis for the disclosure, and the parties who received the information.

**DRAFT POLICY FOR APPROVAL
D.C. Public Charter School Board July 3, 2012**

Other FERPA Requirements:

Right to Request Inspection of Student Records

Every Parent or Eligible Student must be allowed to personally inspect copies of his or her records upon request. The Board must therefore either provide copies of student records to Parents and Eligible Students upon request, or make arrangements to allow for inspection of requested records within 45 days of when the request was received.

A reasonable fee for copies of student records may be charged, but not if imposition of a fee will prevent the Parent or Eligible Student from receiving copies of the records. No fee may be charged solely in order to search for or retrieve a student's education records.

Right to Request Amendments to Records and Hearings

If a Parent or Eligible Student believes that the education records maintained by the Board relating to the student contains information that is inaccurate or misleading, he or she may ask, in writing, for the records to be amended. If, based on that written statement, Board staff decides not to amend the records as requested it must inform the Parent or Eligible Student of its decision and the right to a hearing. The hearing may be conducted by any Board staff who was not involved in the initial decision not to accept the Parent's or Eligible Student's request to amend the relevant records.

In the event of a hearing, if the Board staff who conducted the hearing decides that the information in question is inaccurate or misleading, it must direct relevant staff to amend the records accordingly and inform the Parent or Eligible Student of the amendment in writing. If, on the other hand, Board staff decides that the information is not inaccurate or misleading, they must provide a decision in writing and inform the Parent or Eligible Student of the right to place a statement in the records commenting on the contested information. Board staff's decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Reasonable Protection of Student Information

The Board will ensure that Board employees may obtain access to only those education records in which they have legitimate educational interests. The Board will use physical and technological access controls as well as an administrative policy for controlling access to education records.

**DRAFT POLICY FOR APPROVAL
D.C. Public Charter School Board July 3, 2012**

EXHIBIT A

CONSENT TO DISCLOSE STUDENT EDUCATION RECORDS

Student's Name _____

Age of Student _____

Parent's Name (if student is under 18) _____

Student Social Security # _____

I know that the Family Education Rights and Privacy Act of 1974 as amended protects the privacy of student education records and limits access to the information contained in those records.

I have indicated below the party or parties who may have information from my education records:

1) Name: _____ Relationship: _____

Address: _____

City, State, Zip: _____

Phone: (_____) _____

2) Name: _____ Relationship: _____

Address: _____

City, State, Zip: _____

Phone: (_____) _____

PLEASE INITIAL ALL AREAS THAT APPLY:

1. If asked, I want the above named individual(s) to receive student records regarding: _____

**DRAFT POLICY FOR APPROVAL
D.C. Public Charter School Board July 3, 2012**

2. The purpose of disclosing the student records is as follows: _____

Date

Printed Name

**The consent provided by this form
is effective for only the current
academic year.**

Student's Signature (if student is 18 or over)
Parent's Signature (if student is under 18)

EXHIBIT B

MODEL DC CHARTER SCHOOL FERPA POLICY
DISCLOSURE OF STUDENT RECORDS UNDER THE
FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA)

Purpose: To clarify the restrictions on disclosure of students' education records under the Family Educational Rights Privacy Act ("FERPA") for _____ charter school ("School") and its employees.

Policy: The School may not release personally identifiable information contained within student education records to a third party unless such release is expressly permitted under FERPA. A student's education records under FERPA include all records directly related to the student and which are maintained by a School. Records covered by FERPA therefore include, but are not limited to: grades, report cards, transcripts, attendance information, academic appeals, and records of any disciplinary proceedings. This list is not exhaustive and is provided only as an example of the wide range of information considered to be an "education record" under FERPA.

Definitions:

Eligible Student: A student 18 years of age or over. (Eligible Students have FERPA consent rights)

Parent: A parent or legal guardian¹ of a student at a School.

PCSB FERPA Contact: Staff member or designee of D.C. Public Charter School Board ("PCSB") designated as the School's point of contact on FERPA-related issues and compliance.

Procedures:

Disclosure

The School will protect the privacy of all student education records and will not disclose personally identifiable information within student education records to anyone other than the

¹ The legal guardian of a student includes any individual or entity acting as a parent in the absence of a parent or guardian, including, but not limited to, any governmental agency or third party who is granted custody, care and control of a child or granted legal custody pursuant to a court order.

DRAFT POLICY FOR COMMENT D.C. Public Charter School Board 5/7/12

Parent or Eligible Student unless (1) the Parent or Eligible Student has provided prior written consent to such disclosure using the attached "Consent to Disclose Student Education Records" form; (2) the information to be disclosed has been classified as "directory information" in the School's annual FERPA notification (described further below); or (3) the disclosure is permitted under one or more FERPA exceptions, some of which are presented below, but must be specifically determined to apply in a particular circumstance by the School's administration before the disclosure occurs.

Consent to Disclose Student Education Records Form ("Consent Form")

Unless the requested records are not covered by FERPA, have been classified "directory information" in the annual FERPA notification, or another exception applies, a Parent, or Eligible Student must provide advance written permission to release the student's education records to an outside third-party. The Parent's or Eligible Student's permission must be given through completion of the attached Consent Form. No information may be released beyond the scope of the permission as indicated in the form.

Once completed, the signed Consent Form will be kept in the School's office. Parents or Eligible Students may revise their consent at any time during the year by completing a new form. No form shall be effective for more than one academic year.

Directory Information

Allowable Information

The School may disclose student information that has been classified as "directory information" in its annual FERPA notification. Directory information refers to information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Directory information includes, but is not limited to, the following student information:

1. Student name
2. Address and telephone number
3. E-mail address
4. Photograph
5. Date and place of birth
6. Grade level
7. Dates of attendance
8. Participation in officially recognized activities and sports
9. Weight and height of members of athletic teams
10. Degrees, honors, and awards received

Directory information cannot include a student's Social Security number. A student's ID number or user ID can be considered directory information, but only if that identifier cannot be

DRAFT POLICY FOR COMMENT D.C. Public Charter School Board 5/7/12

used to gain access to the student's education records without utilizing a password or personal identification number.

Annual FERPA Disclosure Regarding Directory Information and Opt Out Option

In order for the School to disclose directory information, it must first provide public notice in an annual FERPA notification to Parents and Eligible Students of the following:

1. The types of personally identifiable information that is designated as directory information;
2. A Parent's or Eligible Student's right to refuse the designation of any or all of those types of information about the student as directory information; and
3. The period of time within which a Parent or Eligible Student has to notify the School in writing that he or she does not want any or all of those types of information about the student designated as directory information.

The required annual FERPA notification can be provided within other informational documents sent by the School or as separate School correspondence.¹

Exceptions

Allowable Disclosures

There are several exceptions that permit the release of student education records under FERPA. The following are some common examples of parties who can receive disclosures without the student's written consent in a manner that does not violate FERPA:

1. A contractor, consultant, volunteer to whom the School has outsourced institutional services or functions, if the party is under the direct control of the School and has met the Third-Party Requirements described below.
2. Other schools, school districts or institutions of postsecondary education in which the student is seeking to enroll or to transfer credits.
3. Authorized representatives of the DC Public Charter School Board (PCSB), the District of Columbia Office of the State Superintendent of Education ("OSSE"), U.S. Department of Education ("DOE"), the U.S. Attorney General ("AG"), or the U.S. Comptroller General ("USCG") for audit, evaluation, or compliance activity with respect to Federal or state education programs.
4. Organizations conducting studies for, or on behalf of, the Board, a School, or another governmental entity provided such organization has met the Third-Party Requirements described below.

¹ Please see the U.S. Department of Education's "Model Notification of Rights under FERPA for Elementary and Secondary Schools." The document is a sample of a compliant annual FERPA notification document, informing parents and students of their rights and the types of information that the school can disclose under the various FERPA exceptions. School personnel who have questions regarding what information must be in the annual FERPA notification document should consult the Department's model.

DRAFT POLICY FOR COMMENT D.C. Public Charter School Board 5/7/12

5. Schools' accrediting agencies.
6. To appropriate parties, if necessary to protect the health or safety of a student or other individuals.
7. To comply with a judicial order or lawfully issued subpoena.

Responses to requests for student records can be made to the third-parties identified above. School staff must notify the PCSB FERPA Contact prior to the release of these records, provided that such notification is feasible. Schools must within 15 days of such release provide the PCSB with a brief description of such release via upload to AOIS.

Recordkeeping Requirements

A record of any disclosure must be made in students' education records, which describes: (1) the party or parties who received the students' records; and (2) the legitimate interests of the party or parties had in requesting and obtaining the information. In the event that the disclosure is to an authorized representative of the PCSB, School, OSSE, the DOE, AG, or USCG, the record of the disclosure may be made by class, school, or other appropriate grouping. (For example, if OSSE requested all student records from the School, a record could be made indicating that the entire School's student records were provided, rather than placing a record in each student's file.)

Notification Requirements

If the School receives a judicial order or lawfully issued subpoena, there are certain notification requirements it must make before disclosing the students' records. The Parent or Eligible Student must be notified of the order or subpoena in order to give an opportunity to seek protective action. Before disclosing student education records pursuant to a judicial order or lawfully issued subpoena, please consult with School counsel.

Third-Party Requirements

If the School discloses student records that contain personally identifiable information to an authorized representative, such as a contractor, consultant or research organization, a written agreement must be entered into. The agreement must specify the following:

1. The designated official or entity that constitutes an authorized representative;
2. The type of student records to be disclosed to the authorized representative;
3. The purpose for which the student records are being disclosed;
4. A requirement that the authorized representative must destroy any personally identifiable information when it is no longer needed for the purpose specified, and a time period in which the information will be destroyed; and
5. Policies and procedures to protect personally identifiable information within the students' records from re-disclosure and unauthorized use by the authorized representative.

If charter school staff are contacted by a party purporting to be an authorized representative of the PCSB, OSSE, the DOE, AG, or USCG requesting student records, or purporting to be a

DRAFT POLICY FOR COMMENT D.C. Public Charter School Board 5/7/12

representative of an organization conducting a study or studies for, or on behalf of one of these entities, they must notify the PCSB FERPA Contact prior to the release of student records.

Health and Safety Emergencies

The School may disclose student education records that contain personally identifiable information to appropriate parties, including parents of a student, in connection with an emergency, if necessary to protect the health or safety of students or other individuals. In disclosing student records, a determination must be made that there is a clear and significant threat to individuals' health or safety. If a disclosure is made due to a health or safety emergency, the School must record a description of the significant threat to students or other individuals that formed the basis for the disclosure, and the parties who received the information.

Other FERPA Requirements:

Right to Request Inspection of Student Records

Every Parent or Eligible Student must be allowed to personally inspect copies of his or her records upon request. The School must therefore either provide copies of student records to Parents and Eligible Students upon request, or make arrangements to allow for inspection of requested records within 45 days of when the request was received.

A reasonable fee for copies of student records may be charged, but not if imposition of a fee will prevent the Parent or Eligible Student from receiving copies of the records. No fee may be charged solely in order to search for or retrieve a student's education records.

Right to Request Amendments to Records and Hearings

If a Parent or Eligible Student believes that the education records maintained by the School relating to the student contains information that is inaccurate or misleading, he or she may ask for the records to be amended, in writing. If, based on that written statement, the School decides not to amend the records as requested it must inform the Parent or Eligible Student of its decision and the right to a hearing. The hearing may be conducted by any School staff who was not involved in the initial decision not to accept the Parent's or Eligible Student's request to amend the relevant records.

In the event of a hearing, if the School staff who conducted the hearing decides that the information in question is inaccurate or misleading, it must direct relevant staff to amend the records accordingly and inform the Parent or Eligible Student of the amendment in writing. If, on the other hand, School staff decides that the information is not inaccurate or misleading, it must provide its decision in writing and inform the Parent or Eligible Student of the right to place a statement in the records commenting on the contested information. School staff's decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

DRAFT POLICY FOR COMMENT D.C. Public Charter School Board 5/7/12

Reasonable Protection of Student Information

[Insert school policy here]

[Schools must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. A school that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it restricts access to officials with legitimate educational interests. Each school's policy with respect to accessing student records should reflect its capacity to protect student information through the various means that it uses.]

EXHIBIT C



PROACTIVE

PCSB UNIT OF RESPONSIBILITY: Information Technology

REFERENCE

| | |
|-----|-----|
| N/A | N/A |
|-----|-----|

PROCEDURE

Schools must submit their student attendance and demographic data using either:

1. an automated pull, via an SIF Agent,
2. file upload, via a template created internally by the D.C. Public Charter School Board, or
3. manual entry

Once a school has entered its demographic data, it will go through ProActive's automated validation process. Clean, or error free, demographic data will appear in ProActive the same day. Demographic data that contains errors or conflicts will generate error reports and will not appear in ProActive or be sent to the Office of the State Superintendent of Education (OSSE) for the services described above.

*Please note - if you submit your data via file upload you will be informed of any errors real-time and will be responsible for making the corrections immediately.

If data is submitted via SIF and captured in the conflict staging area, the PCSB will provide the campus with an error report identifying the issues within 2 business days. It is the school's responsibility to correct all errors or conflicts within 2-3 business days thereafter.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

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

PREPARED BY: Tim Harwood – Equity & Fidelity Team

SUBJECT: Data Management Policy

DATE: April 15, 2013

Proposal/Request

PCSB staff recommends that the Board vote to approve the Data Management Policy first introduced for public comment on February 25, 2013. PCSB received public comments from Community Academy Public Charter School, Next Step Public Charter School, Education Strengthens Families Public Charter School, Maya Angelou Public Charter School, and FOCUS, and revised the policy based on the feedback. Most of the concern centered around the 30-day data-validation window being too short a time. Changes to this policy attempt to clear up the language to show that schools will have between 45-55 days to verify previously submitted attendance and discipline data for any given month.

Policy

This policy requires that all data entered into PCSB’s data management system by a school be verified as complete and accurate 30 days from the end of the month in which it was submitted – this will be considered the “data validation window.” Once this 30-day data validation window has closed, the student-level attendance and discipline data will be considered verified, accurate, and final by the school and will be available to PCSB staff to produce reports for internal and external use.

The Data Management Policy would establish the following data-validation timeline and should be read in conjunction with the previously approved Attendance and Discipline

Data Policy (2012). According to the Attendance and Discipline Data Policy (2012), for any given month that students are enrolled in a school, attendance data must be submitted to PCSB by 5 business days after the start of the next month and discipline data must be submitted 14 days after the start of the next month. The Data Management Policy gives schools until the 1st of the second month to verify the accuracy of these data. This provides a school between 45 and 55 days to verify the accuracy of any given month's data. (See the chart below.) After this point, the data will be considered *verified and final* and schools will not generally be given an opportunity to change the data, unless under exceptional situations agreed to by PCSB staff.

Data Submission and Verification Chart

| Attendance and Discipline Data by Date | Enrollment Data Submitted | Attendance Data Due (adjusted to assume a weekend occurs within the first five days of the new month) | Discipline Data Due | Enrollment, Attendance, and Discipline Data Validation Window Closes |
|--|--|--|---------------------|--|
| July 1-31 | 5 business days after a student enters or exits a school | August 7 | August 14 | October 1 |
| August 1-31 | | September 7 | September 14 | November 1 |
| September 1-30 | | October 7 | October 14 | December 1 |
| October 1-31 | | November 7 | November 14 | January 1 |
| November 1-30 | | December 7 | December 14 | February 1 |
| December 1-31 | | January 14 (due to holidays) | January 14 | March 1 |
| January 1-31 | | February 7 | February 14 | April 1 |
| February 1-28/29 | | March 7 | March 14 | May 1 |
| March 1-31 | | April 7 | April 14 | June 1 |
| April 1-31 | | May 7 | May 14 | July 1 |
| May 1-31 | | June 7 | June 14 | August 1 |
| June 1-30 | | July 7 | July 14 | September 1 |

The *verified and final data* may be used for various purposes without an additional “data validation window”, including reporting data to DC Council, the Deputy Mayor of Education, the Office of the State Superintendent of Education, the media, the Performance Management Framework, and the Public Charter School Board website.

However, to the extent PCSB uses school verified and final data to conduct further calculations, PCSB will continue to have validation windows to ensure business rules were applied consistently and calculations were done accurately for school-level reports that will be made public. In these cases, PCSB staff will (1) share with each school the rates that were calculated, (2) provide schools with two days to review the calculations and make any

necessary revisions in the PCSB data management system, and (3) re-calculate the rates, if necessary, prior to producing the public report. Due to the short period of time to review PCSB's calculations, these validation windows will focus on the rules and calculations only, with the expectation that schools have verified their data for accuracy.

Failure for schools to maintain *current, complete, and accurate* attendance and discipline data in the PCSB data management system will increase the likelihood that the school will undergo an audit under PCSB's Data Audit Policy (2012) and/or receive a Notice of Concern.

Background

According to PCSB's Attendance and Discipline Data Policy (2012), charter schools are to submit all required data to PCSB as requested either via ProActive, AOIS, encrypted Excel files, or another secure method. Present, tardy and absent documentation must be completed on a daily basis for every student enrolled in the school for the current school year. Attendance data must be submitted into ProActive five business days after the start of the next month. The school must enter or upload every suspension and expulsion into ProActive on a monthly basis as per the schedule provided to schools.

After submitting data schools are able to see such data within one business day by accessing the ProActive system. Schools are therefore able to conduct their own data validation to ensure that data entered is correct.

The District of Columbia Compulsory School Attendance Law (CSAL) requires minors who become five (5) years of age by September 30 in a given school year up to the age of 18 to be enrolled in school and attending regularly.

In order to help in the city-wide effort to address truancy and better serve families, PCSB has agreed to share truancy numbers with CFSA and DC Superior Court on an as-needed basis. To do so, PCSB must have accurate attendance data in ProActive in order to provide accurate truancy counts to these agencies.

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| Date: <u>4/15/13</u> |
| PCSB Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Approved with Changes <input type="checkbox"/> Rejected |
| Changes to the Original Proposal/Request: _____ |
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John H. McK...

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

| Staff Proposal | School Request |
|---|--|
| <input type="checkbox"/> Charter Application Approval (Full) | <input type="checkbox"/> Enrollment Ceiling Increase |
| <input type="checkbox"/> Charter Application Approval (Conditional) | <input type="checkbox"/> Change in LEA Status |
| <input type="checkbox"/> Charter Application Denial | <input type="checkbox"/> Lift Board Action |
| <input type="checkbox"/> Charter Continuance | <input type="checkbox"/> Approve Accountability Plan |
| <input type="checkbox"/> Proposed Revocation | <input type="checkbox"/> Operate in a New Location |
| <input type="checkbox"/> Revocation | <input type="checkbox"/> Charter Amendment |
| <input type="checkbox"/> Lift Board Action | <input type="checkbox"/> Approve E-Rate Plan |
| <input type="checkbox"/> Board Action, Charter Warning | |
| <input type="checkbox"/> Board Action, Notice of Concern | |
| <input type="checkbox"/> Board Action, Notice of Deficiency | |
| <input type="checkbox"/> Board Action, Notice of Probation | |
| <input type="checkbox"/> Proposed Revisions to PCSB Existing Policy | |
| <input type="checkbox"/> New PCSB Policy—Open for Public Comment | |
| <input checked="" type="checkbox"/> New PCSB Policy—Vote | |
| <input type="checkbox"/> Other—Discussion Item | |

PREPARED BY: Mikayla Lytton – School Performance Department

SUBJECT: Data Access Security Policy

DATE: November 18, 2013

Proposal/Request

DC Public Charter School Board (“PCSB”) staff requests that its Board vote to approve the proposed Data Access Security Policy. The proposed policy was opened for public comment September 16 – October 16; no public comments were submitted.

Policy

Beginning in School Year 2013-14, all public charter Local Education Agencies (“LEAs”) and their constituent campuses will be responsible for ensuring that only authorized school staff have access to the school’s student-level data in PCSB’s data systems, including but not limited to ProActive, SharePoint, Epicenter, and Secure File Transfer Protocol (“SFTP”) sites. Accordingly, each LEA will be responsible for the following:

- Reviewing, before the beginning of each school year, staff access to all applicable data systems and notify PCSB of any individuals who should not have access to the systems. PCSB will help schools in this process through training, documentation, and, as necessary, hands on assistance.
- Requesting additional staff access to PCSB’s data systems on an as-needed basis.
- Notifying PCSB in writing of any contractors, consultants, or other third parties who it has authorized to access the school’s student-level data and communicate with PCSB on its behalf.

- Providing PCSB with the contract that delineates the measures in place to ensure compliance with the Family Educational Rights Privacy Act (“FERPA”).
- Notifying PCSB within 5 business days after staff or consultants with access to PCSB’s data systems leave their position or have their contracts terminated. PCSB will deactivate those individuals’ access to ProActive, SharePoint, Epicenter, and any other data systems in place within 5 business days of receiving the notice.
- Prohibiting school staff from sharing logins to ProActive or Epicenter. If additional staff members need access to these databases, the school will request access for each individual.

Background

PCSB collects student-level data directly from charter LEAs and campuses for local and federal reporting; accountability, including Performance Management Framework calculations; monitoring of legal compliance; internal analysis; and other purposes as necessary. To support data quality assurance efforts and analysis, PCSB makes available student-level and aggregated data to the schools and their authorized staff. In order to comply with FERPA, PCSB and schools must ensure that only school-determined authorized staff have access to student-level data, including enrollment, demographic, attendance, discipline, and academic data.

In the past, PCSB has requested that schools notify PCSB of any staffing changes. However, the process for doing so was not formalized in policy.

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| Date: _____ |
| PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected |
| Changes to the Original Proposal/Request: _____ |
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EXHIBIT D

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

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

PREPARED BY: Rashida Kennedy – Equity & Fidelity Team

SUBJECT: Revisions to the PCSB Truancy Policy

DATE: August 19, 2013

Proposal/Request

DC Public Charter School Board (“PCSB”) staff requests that its Board vote to accept the proposed revisions to the 2012 PCSB Truancy policy. Any changes from the original policy are found in red underlined text.

New local laws have established a new definition for truancy, as well as a different threshold for unexcused absences at which LEAs must report a student for educational neglect. Additionally, data from last year’s pilot Truancy Policy has informed PCSB staff on truancy norms. Thus, PCSB staff requests the Board to approve revisions to the Truancy Policy. This policy would go into effect beginning SY 2013-2014. The proposed revisions would include the following provisions:

PCSB Truancy Policy

- Chronically truant is now defined as a school-aged student (between ages 5-18) who accrues 10 or more unexcused absences within a single school year. A school’s truancy rate will be based on the percentage of students with 10 or more unexcused absences for all students between ages 5-18.

- The school year will be broken into four quarters. For the first quarter, PCSB will provide schools with baseline data indicating their overall truancy rate. Schools will also be provided data indicating the total number of unexcused absences, total number of excused absences, percentage of instructional days lost for all students, and the number/ names of all students who were chronically truant (10 or more days for all students). The reviews will be divided as follows:
 - 1st review: August – September 30th (results reported on December 1st)
 - 2nd review: October 1st – November 31st (results reported on February 1st)
 - 3rd review: December 1st – January 31st (results reported on April 1st)
 - 4th review: February 1st – March 31st (results reported on June 1st)
 - Final review of *whole school* population: August-June 30th (results reported in August)

- Traditional LEAs must maintain a truancy rate at or below 20% on a quarterly basis (25% for high schools). At the end of the second quarter, schools that have a truancy rate over 20% (25% for high schools) will be subject to a Notice of Concern.

- Officially designated alternative LEAs must maintain a truancy rate at or below 35% on a quarterly basis. At the end of the second quarter, schools that have a truancy rate over 35% will be subject to a Notice of Concern.

- The Notice of Concern can be lifted the following quarter based upon improvement in the following categories:
 - Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)
 - Improvement in attendance for the majority of students who were defined as truant (10 days) in the previous quarter(s)
 - Maintaining a truancy rate lower than 20% for the school population (25% for high schools; 35% for alternative LEAs) excluding those already counted as truant in the first quarter. (For the *whole school* population, including previously truant students, the truancy rate cannot exceed 30% for elementary and middle schools; 35% for high schools; 45% for alternative LEAs.)

- Factors such as documented due diligence in areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of PCSB.

- All Notices of Concern would be lifted at the end of the year and the school would start fresh the next year.

- It is PCSB's discretion to determine whether a notice of concern is lifted if a schools's truancy rate decreases only due to truant students being expelled or withdrawn.

| Proposed language <i>(highlight shows change from original policy)</i> | Language from the Board-approved 2012 Truancy Policy | Reason for change |
|--|---|--|
| Truancy as a form of educational neglect is determined as 10 or more unexcused absences for all students ages 5-18. | Truancy as a form of educational neglect is determined as 10 or more unexcused absences (ages 5-13 for ES/MS students) or 25 or more unexcused absences (ages 14-17 for HS students). | New city-wide regulation on truancy |
| High schools must maintain a truancy rate at or below 25%; to lift a Notice of Concern, for the whole school population including previously truant students, the truancy rate for high schools cannot exceed 35% | Traditional local education agencies (LEAs) must maintain a truancy rate at or below 20% on a quarterly and annual basis | The truancy rate for high-school aged students (i.e., ages 14-18) has changed from 25 unexcused days to 10 unexcused days. |
| Officially designated alternative LEAs must maintain a truancy rate at or below 35%; to lift a Notice of Concern, for the whole school population including previously truant students, the truancy rate for alternative schools cannot exceed 45% | Officially designated alternative LEAs must maintain a truancy rate at or below 25% on a quarterly and annual basis. | The truancy rate for high-school aged students (i.e., ages 14-18) has changed from 25 unexcused days to 10 unexcused days. For schools designated as alternative, the SY 2013 end of year truancy rate was much higher than traditional schools (rate over 45% for all alternative schools). |

Background

In 2008 the PCSB began implementation of the Attendance and Truancy Policy. Truancy rates were documented as the percentage of students with 15 or more *unexcused absences* during the academic year in Washington, D.C. The policy was revised in 2012 and renamed the PCSB Truancy Policy. Changes to the policy reflected new rules on the definition of truancy, in which truancy was defined as the percentage of students ages 5-13 who accrued 10 unexcused absences, and the percentage of students ages 14-17 who reached 25 or more unexcused absences. It was implemented as a pilot with no Notices of Concern being issued.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

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

PREPARED BY: Rashida Kennedy and Tim Harwood – Equity & Fidelity Team

SUBJECT: Revisions to the PCSB Attendance and Truancy Policy

DATE: November 19, 2012

Proposal/Request

PCSB staff requests the Board to approve revisions to the Attendance and Truancy Policy based on new local laws that require LEAs to report truant students ages 5 to 13 at 10 or more unexcused absences. These revisions would include the following provisions:

- Truancy is defined as the percentage of students with 10 or more unexcused absences (ages 5-13 for ES/MS students) or 25 or more unexcused absences (ages 14-17 for HS students).
- Traditional local education agencies (LEAs) must maintain a truancy rate at or below 20% on a quarterly and annual basis.
- Officially designated alternative LEAs must maintain a truancy rate at or below 25% on a quarterly and annual basis.
- Based on quarterly reports to the board, schools that do not meet these attendance and truancy requirements will receive Board action.
- Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.
- A Board notice of concern will be lifted based upon a designated percentage of improvement in attendance for students that have been defined as truant in the previous

quarter(s). (This designated percentage will be based upon baseline data of truancy rates from SY 2011-2012, and may be amended based upon attendance trends.)

- It is at the Board's discretion to determine whether a notice of concern will be lifted if a schools's truancy rate decreases only due to truant students being expelled.

| Proposed language | Current language from the Board-approved 2008 Attendance and Truancy Policy | Reason for change |
|---|---|---|
| Truancy is defined as the percentage of students with 10 or more unexcused absences (ages 5-13 for ES/MS students) or 25 or more unexcused absences (ages 14-17 for HS students). | Truancy is defined as the percentage of students with 15 or more unexcused absences during the academic year in Washington D.C. | New city-wide definition of truancy |
| Traditional local education agencies (LEAs) must maintain a truancy rate at or below 20% on a quarterly and annual basis | Traditional local education agencies (LEAs) must maintain an attendance rate at or above 85% and a truancy rate at or below 20% on a quarterly and annual basis. | When this policy was first introduced, the PMF did not yet exist. Attendance rate was removed so schools would not be double-penalized for a low attendance rate on the PMF and with a Notice of Concern. |
| Officially designated alternative LEAs must maintain a truancy rate at or below 25% on a quarterly and annual basis. | Officially designated alternative LEAs must maintain an attendance rate of at or above 69% and a truancy rate at or below 25% on a quarterly and annual basis. | When this policy was first introduced, the PMF did not yet exist. Attendance rate was removed so schools would not be double-penalized for a low attendance rate on the PMF and with a Notice of Concern. |
| A Board notice of Concern will be lifted based upon a designated percentage of improvement in attendance for students that have been defined as truant in the previous quarter(s). (This designated percentage will be based upon baseline data of truancy rates from SY 2011-2012, and may be amended based upon attendance trends.) | There was no provision built into the policy that described how a Notice of Concern could be lifted. Notices were lifted when a school's truancy rate decreased to under the 20% threshold in the subsequent quarter. | The truancy rate is cumulative. Schools voiced concern over the inability to have a Notice of Concern lifted without actually increasing the number of students in the building. |

Background

In 2008 the PCSB began implementation of the Attendance and Truancy Policy. Truancy was defined as defined as the percentage of students with 15 or more *unexcused absences* during the academic year in Washington, D.C. Schools submit attendance data based on the board-approved data submission policy on a weekly basis and must have at least 90% of their previous month's attendance data complete at all times.

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| Date: _____ |
| PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected |
| Changes to the Original Proposal/Request: _____ |
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|-------------------------------------|-------------------|--------------------------|-----------------------------|
| <input type="checkbox"/> | Staff Proposal | <input type="checkbox"/> | School Request |
| <input type="checkbox"/> | Corrective Action | <input type="checkbox"/> | Enrollment Ceiling Increase |
| <input checked="" type="checkbox"/> | PCSB Policy | <input type="checkbox"/> | Change in LEA Status |
| | | <input type="checkbox"/> | Lift Board Action |
| | | <input type="checkbox"/> | Approve Accountability Plan |
| | | <input type="checkbox"/> | Operate in a New Location |
| | | <input type="checkbox"/> | Charter Amendment |
| | | <input type="checkbox"/> | Approve E-Rate Plan |

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

PREPARED BY: Robert V. Mayo, Ph.D. (Staff)

SUBJECT: Decision Memo for Attendance and Truancy Policy

DATE: August 8, 2008

BACKGROUND

In light of recent events and trends, attendance and truancy policy and procedural reform have been citywide imperatives culminating in: a) draft legislation outlining revised citywide truancy regulations (i.e., tracking, documented interventions, referrals, reporting, etc.) for all schools and b) a citywide multi-agency truancy reduction plan. Research has shown that there are strong correlations between high attendance and: higher measureable academic achievement, higher graduation rates, higher reenrollment rates, lower failure rates, lower drop-out rates, lower suspension/expulsion rates and decreased delinquency across all demographic groups.

Reliable local and national attendance data are difficult to find for a number of reasons. For the 2007-2008 academic year, the average attendance rate for all public charters was 92% (including both *excused* and *unexcused* absences). The PCSB Charter Review Framework states the school must attain the attendance targets set forth in its accountability plan. If the plan does not specifically address attendance rates, the school must meet the following targets:

| | <u>DCPCSB Required Att. Rates</u> | <u>Actual '08-'09 Att. Rates</u> |
|--------------------------|-----------------------------------|----------------------------------|
| Elementary Schools: | 92% | 93% |
| Middle/Jr. High Schools: | 90% | 93% |
| Senior High Schools: | 87% | 89% |
| Alternative Schools: | 69% | 90% |

National truancy rates are said to *average* between 10%-15% according to recent studies on urban education. Last year, the overall truancy rate for DCPCSB schools was 19%

(defined as the percentage of students with 15 or more *unexcused absences* during the academic year in D.C.). The elementary school truancy rate was negatively affected by high rates at the K and 1st grade levels (each at 24%). The middle/junior high school rates were about average. The high school rates were relatively high across the four grade levels with 10th grade being particularly high at 30%.

Actual '08-'09 Truancy Rates (K-12)

| | |
|-----------------------------|-----|
| Elementary Schools: | 21% |
| Middle/Junior High Schools: | 16% |
| High Schools: | 25% |
| Alternative Schools: | 32% |

PROPOSAL

In light of all of the above, staff recommends that the Board establish a policy that will allow it to better: track, report, support and hold schools accountable for their respective attendance and truancy trends and related legally-required interventions. Specifically, staff recommends that:

- Traditional local education agencies (LEAs) must maintain an attendance rate at or above 85% and a truancy rate at or below 20% on a quarterly and annual basis.
- Officially designated alternative LEAs must maintain an attendance rate of at or above 69% and a truancy rate at or below 25% on a quarterly and annual basis.
- Based on quarterly reports to the board, schools that do not meet these attendance and truancy requirements will receive Board action.
- Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.
- PCSB staff will continue to provide truancy prevention technical assistance to schools

| |
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| Date: _____ PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected Changes to the Original Proposal: _____ _____ _____ _____ |
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ATTENDANCE

PCSB UNIT OF RESPONSIBILITY: School Performance Team

REFERENCE

| | |
|-----|-----|
| N/A | N/A |
|-----|-----|

PROCEDURE

Any school age child (exemptions include those who have earned a high school diploma and those that participate in home schooling) are required to attend school. Attendance reports will be pulled quarterly to identify those schools who failed to meet the 85% attendance threshold established by D.C. Public Charter School Board (PCSB). Using only the data for compulsory school-age children, the formula for calculating average daily attendance is:

$$\frac{\text{days present} + \text{days excused}}{\text{days enrolled}}$$

Student attendance is based upon the number of days the student is in attendance during the school year (with a year having a minimum of 180 instructional days, and at least 6 hours per day or the equivalent of 900 instructional hours).

Attendance must be tracked daily and uploaded weekly into ProActive. Records should be kept regarding excused absences including illness, death in the family, court hearing, religious holiday, suspension/expulsion, lack of transportation when D.C. is legally responsible, medical/dental appointments, or documented emergency and unexcused (those without a note documenting approved excusal or those who fall outside the list of excused absences) absences.

Those schools who fail to meet 85% quarterly attendance will be issued a Notice of Concern by the PCSB. Continued inability to meet the threshold will result in a Notice of Deficiency. The deadlines to ensure all attendance information is input and updated can be found in the Annual Calendar, *Attachment I*.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

| | | | |
|-------------------------------------|-------------------|--------------------------|-----------------------------|
| <input type="checkbox"/> | Staff Proposal | <input type="checkbox"/> | School Request |
| <input type="checkbox"/> | Corrective Action | <input type="checkbox"/> | Enrollment Ceiling Increase |
| <input checked="" type="checkbox"/> | PCSB Policy | <input type="checkbox"/> | Change in LEA Status |
| | | <input type="checkbox"/> | Lift Board Action |
| | | <input type="checkbox"/> | Approve Accountability Plan |
| | | <input type="checkbox"/> | Operate in a New Location |
| | | <input type="checkbox"/> | Charter Amendment |
| | | <input type="checkbox"/> | Approve E-Rate Plan |

PREPARED BY: Robert V. Mayo, Ph.D. (Staff); Ino Okoawo (Staff)

SUBJECT: Decision Memo for Attendance and Truancy Policy

DATE: August 8, 2008

BACKGROUND

In light of recent events and trends, attendance and truancy policy and procedural reform have been a city-wide imperative in recent months culminating in a) draft legislation outlining revised city-wide truancy regulations (i.e., tracking, documented interventions, referrals, reporting, etc.) for all schools and b) a multi-agency city-wide truancy reduction plan. Research has shown that there are strong correlations between high attendance and low truancy and: higher measureable academic achievement, higher graduation rates, higher reenrollment rates, lower failure rates, lower drop-out rates, lower suspension/expulsion rates across and decreased delinquency across all demographic groups.

Reliable local and national attendance data are difficult to find for a number of reasons. For the 2007-2008 academic year, the average attendance rate for all public charters was 92% (includes both *excused* and *unexcused* absences). The PCSB Charter Review Framework states the school must attain the attendance targets set forth in its accountability plan. If the plan does not specifically address attendance rates, the school must meet the following targets:

| | <u>DCPCSB Required Att. Rates</u> | <u>Actual '08-'09 Att. Rates</u> |
|--------------------------|-----------------------------------|----------------------------------|
| Elementary Schools: | 92% | 93% |
| Middle/Jr. High Schools: | 90% | 93% |
| Senior High Schools: | 87% | 89% |
| Alternative Schools: | 69% | 90% |

National truancy rates are said to *average* between 10%-15% according to recent studies on urban education. Last year, the overall truancy rate for DCPCSB schools was 19% (defined as the percentage of students with 15 or more *unexcused absences* during the academic year in D.C.). The elementary school truancy rate was negatively affected by high rates at the K and 1st grade levels (each at 24%). The middle/junior high school rates were about average. The high school rates were relatively high across the four grade levels with 10th grade being particularly high at 30%.

Actual '08-'09 Truancy Rates (K-12)

| | |
|-----------------------------|-----|
| Elementary Schools: | 21% |
| Middle/Junior High Schools: | 16% |
| High Schools: | 25% |
| Alternative Schools: | 32% |

PROPOSAL

In light of all of the above, staff recommends that the Board establish a policy that will allow it to better: track, report, support and hold schools accountable for their respective attendance and truancy trends and related legally-required interventions. Specifically, staff recommends that:

- Traditional local education agencies (LEAs) must maintain an attendance rate at or above 85% and a truancy rate at or below 20% on a quarterly and annual basis.
- Officially designated alternative schools/LEAs must maintain an attendance rate of at or above 69% and a truancy rate at or below 25% on a quarterly and annual basis.
- Based on quarterly reports to the board, schools that do not meet these attendance and truancy requirements will receive Board action.
- Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.
- DCPCSB staff will continue to provide truancy prevention technical assistance to schools

Date: 8/18/08

PCSB Action: Approved _____ Approved with Changes _____ Rejected _____

Changes to the Original Proposal:



ATTENDANCE AND TRUANCY POLICY

PCSB Unit of Responsibility: School Performance Team

REFERENCE

| | |
|--|-----------------|
| Date Approved by the Board of Directors: | August 18, 2008 |
| Date Last Amended: | N/A |

PURPOSE

This policy is set forth to establish the attendance and truancy levels that D.C. public charter schools are expected to adhere to as set by the D.C. Public Charter School Board (PCSB).

POLICY

Traditional local education agencies (LEAs) must maintain an attendance rate at or above 85% and a truancy rate at or below 20% on a quarterly annual basis.

Officially designated alternative schools/LEAs must maintain an attendance rate of at or above 69% and a truancy rate at or below 25% on a quarterly and annual basis.

Based on quarterly reports to the PCSB, schools that do not meet these attendance and truancy requirements will receive Board action.

Factors such as documented due diligence in the legally-required areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.

The PCSB staff will continue to provide truancy prevention technical assistance to schools.

PROCEDURE

Attendance

Any school age child (exemptions include those who have earned a high school diploma and those that participate in home schooling) are required to attend school. Attendance reports will be pulled quarterly to identify those schools who failed to meet the 85% attendance threshold established by PCSB. Using only the data for compulsory school-age children, the formula for calculating average daily attendance is:

$$\frac{\text{days present} + \text{days excused}}{\text{days enrolled}}$$

Student attendance is based upon the number of days the student is in attendance during the school year (with a year having a minimum of 180 instructional days, and at least 6 hours per day or the equivalent of 900 instructional hours).

Attendance must be tracked daily and uploaded weekly into ProActive. Records should be kept regarding excused absences including illness, death in the family, court hearing, religious holiday, suspension/expulsion, lack of transportation when D.C. is legally responsible, medical/dental appointments, or documented emergency and unexcused (those without a note documenting approved excusal or those who fall outside the list of excused absences) absences.

ATTENDANCE AND TRUANCY POLICY

Those schools who fail to meet 85% quarterly attendance will be issued a Notice of Concern by the D.C. PCSB. Continued inability to meet the threshold will result in a Notice of Deficiency. The deadlines to ensure all attendance information is input and updated can be found in the Annual Calendar (*Attachment I*).

Truancy

The absence of any school-age child from any portion of the school day without a valid excuse is considered truancy. Schools must establish a policy for monitoring, reporting, addressing, and evaluating attendance that includes the following:

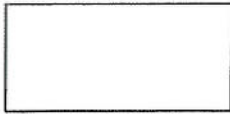
- A procedure for personal contact with parent/guardian for each unexcused absence
- A continuum meaningful supports, incentives, intervention strategies, and consequences for absenteeism
- A referral process whereby within two days of the accumulation of five or more unexcused absences within one marking period, a student shall be referred to a school-based student support team; this team shall review attendance and related issues, communicate and collaborate with parents, provide timely response to truant behavior, make recommendations for services, use resources to abate the truancy, develop an intervention plan
- At the point of ten or more unexcused absences, the school administration is required to develop an immediate intervention plan
- An appeals process, including due process, for petitioning any attendance violation decisions made by the LEA

Additionally, each LEA should develop a process to contact specific D.C. governmental agencies for the following situations:

- For those students between five and thirteen years of age, at the point of ten consecutive unexcused absences, Child and Family Services Agency shall be contacted within two school days
- For those students between five and thirteen years of age, at the point of twenty unexcused absences within one school year, Child and Family Services Agency shall be contacted within two school days
- For those students over the age of thirteen, at the point of twenty-five or more unexcused absences within one school year, the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General Juvenile Section should be contacted within two school days

Truancy rates (determined by the percentage of compulsory school-age students within a school campus with 15 or more unexcused absences) are calculated by the PCSB quarterly with the attendance pull from ProActive. Schools who have reached the 20% floor for truancy will be issued a Notice of Concern by the PCSB. Continued inability to reduce truancy below the 20% floor will result in a Notice of Deficiency.

EXHIBIT E



DISCIPLINE PLANS

PCSB UNIT OF RESPONSIBILITY: School Performance Team

REFERENCE

| | |
|------------------------------------|-----------------|
| The D.C. School Reform Act of 1995 | §38-1802.06 (g) |
|------------------------------------|-----------------|

PROCEDURE

The Discipline Plan is based on The D.C. School Reform Act of 1995 §38-1802.06 (g), on Expulsion and Suspension which states: The principal of a public charter school may expel or suspend a student from the school based on criteria set forth in the charter granted to the school.

A charter school can develop discipline codes different from District of Columbia Public Schools (DCPS). Some DCPS policies and practices may provide guidance and be appropriate for your school. Please refer to the D.C. Municipal Regulations, Chapter 25: Student Discipline while developing your school's policies.

While the D.C. Public Charter School Board (PCSB) does not dictate the specific course of action in school discipline plans, it is suggested that every charter school's discipline plan reflect the mission and philosophy of the school and each plan contain the following information:

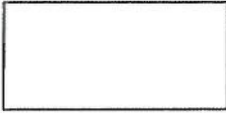
- Parent's Rights and Responsibilities
- Student's Rights and Responsibilities
- Staff's Rights and Responsibilities

Be sure that the plan includes:

- A clear explanation of infractions
- Clear statements of what specific acts are not tolerated in the school
- Clearly outlined basis for suspensions and expulsions
- A clear outline of due process procedures and an appeal process
- Provisions to ensure that all rules are enforceable and applied consistently by all staff
- Tiered consequences for infractions
- Consequences, interventions and rewards for behavior

Special Education Requirements:

- All IDEA guidelines must be followed



DISCIPLINE PLANS

Information to be reported:

All expulsions or suspensions over five days must be reported to the PCSB as soon as possible. In addition a report of all suspensions should be submitted monthly. In addition, all “serious incidents” should be reported as soon as possible. “Serious Incidents” can be defined as the following:

- Sexual assault
- Theft/robbery assault/battery
- Fire (Arson or accidental)
- Threat/intimidation
- Weapon use/possession
- Drug use/possession
- Alcohol use/possession
- Trespassing
- Sexual harassment
- Explosive use/possession/or threat of its use
- Any other serious incident that school officials determine should be reported to the Board.

Tips and Reminders when creating a School Discipline Plan

- Student transfers to DCPS or other charter schools are not a viable alternative to taking disciplinary action against a student for violating your school’s discipline policies.
- A transfer cannot be negotiated in lieu of a long-term suspension or expulsion on record.
- The School Principal is responsible for ensuring that due process procedures are followed by all appropriate staff personnel.
- Each school should have impartial members, i.e. hearing officer, to oversee discipline hearings.
- Discipline Plans should be approved by the school’s Board of Directors.

Beginning school year 2011, discipline reports will be submitted by schools to the PCSB through the ProActive Data Management System. (See *Data Collection, Section 3.2 c*).

EXHIBIT F

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

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

PREPARED BY: Rashida Kennedy – Equity & Fidelity Team

SUBJECT: Discipline and Attendance Audit Policy

DATE: December 17, 2012

Proposal/Request

PCSB Staff request that the Board vote to accept the proposed Discipline and Attendance Audit Policy. The Board voted to open the proposed policy for public comment on November 19, 2012. During the 28-day public comment period, PCSB received four submissions of public comments (attached to this proposal). This proposal contains a final version of the policy; any changes from the original policy that were included in response to public comment are found in red text. This policy will determine flags that could trigger audits of submitted data. The following cases **could** trigger such audits:

- Data discrepancies in ProActive (all grades)
- Between 0-3% discipline incidences in grades 6-12
- Under 80%, or 100% in-seat attendance rates (all grade spans that have regular Monday through Friday daytime classes)

PCSB staff will take these triggers into consideration when determining if an audit should be conducted. If a trigger does apply to a school, other factors may also be considered, such as whether or not the school has received recent data submission warning notices. In addition, PCSB staff will conduct random audits of discipline and attendance data throughout the school year to ensure data quality.

These audits **could** include the following:

- Comparison of attendance and discipline data between a school's student information system and data in ProActive
- In person audit of a school's attendance and discipline data entry process
- Accurate review of paper documents (if applicable)
- Interviews with a school's data manager or other persons responsible for student data
- Site review

Background

The School Reform Act of 1996, as amended, requires in section § 38-1802.11.(a)(1)(C) – that an eligible chartering authority shall monitor the progress of each such school in meeting student academic achievement expectations specified in the charter granted to such school.

In order to monitor schools' academic achievement, the PCSB collects data electronically via our data collection system, ProActive, Epicenter, encrypted files, or other secure methods. As stated in the PCSB Data Submission Policy (May 2012), PCSB staff may conduct on-site data validation visits at any time throughout a school year. Therefore, PCSB expects schools to maintain documentation in paper and/or electronic format pertaining to attendance, enrollment, and discipline.

| |
|--|
| Date: _____ |
| PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected |
| Changes to the Original Proposal/Request: _____ |
| _____ |
| _____ |
| _____ |
| _____ |



OFFICE OF GENERAL COUNSEL

COMPLETE ALL SECTIONS OF THIS FORM - AN INCOMPLETE FORM WILL BE RETURNED AND WILL BE RE-REVIEWED

REVIEW OF YOUR DOCUMENT.

Requestor's Name/Title: Robyn Ellis, Director of College Readiness and Community Outreach

Department: Academic Affairs, CARE Program School/College? Division: UDC Community College

Phone#: 202-274-5123 E-mail: robyn.ellis@udc.edu

Date Requested: 08/08/2014 Date Due: 08/15/2014 8/22/2014

Title of Agreement: Educational Data Access and Use Agreement between DC Public Charter School Board and UDC-CC

Contracting Party:

To facilitate legal and technical sufficiency review, all University employees are advised to review the University's Contract Administration and Review Guidelines and are advised of the following approval flow procedures. Depending upon the nature and scope of the agreement, other departments may need to be involved or contacted. It is the obligation of the requesting department to obtain the appropriate approvals prior to submission to the Office of the General Counsel. Use this form only for MOU, MOA, affiliation, partnership, inter/intra agency and other academic agreements.

Submit only the final and unsigned version of the agreement with this completed form to Smruti Radkar (Assistant General Counsel), Administration Building (39-Third Floor, 301Q) or electronically to sradkar@udc.edu for review. *Permit at least five (5) days for review.

1. Identify the UDC Signatory: (UDC official who will execute the agreement): Dr. Rachel M. Petty

2. UDC Staff Member responsible for monitoring the agreement: Dr. Calvin Wood

ONCE EXECUTED YOU ARE REQUESTED TO RETURN A COPY OF THE AGREEMENT (CONTAINING ALL REQUIRED SIGNATURES) TO OGC WITHIN 5 DAYS OF EXECUTION.

3. Origin of Agreement: [] University dept. [] Other DC Public Charter School Board and UDC-CC

4. If there is an intra-District advance requirement, has that been pre-approved by the OCFO? [] Yes. OCFO Signature (Required) [] No. [] Not applicable

6. IT Requirement Signature [] Not applicable**

7. Communication/Marketing Requirement Signature [] Not applicable**

8. Facility Related Requirement Signature [] Not applicable**

9. Risk Management (Insurance) Signature [] Not applicable**

**Please note that if OGC determines that another department or office needs to be consulted or made aware of any provision contained in the agreement, your document will be returned to you without review or approval and the process will need to start again.

Department Head _____ Date _____

Signature and Date box containing handwritten signatures and dates.



1. Explanations of items from page 1. Add continuation page if needed

2. Faculty release time: Provide the names and departments of any faculty members for whom release time is requested. Indicate the amount of release time per academic year. List the amount of funds (\$) requested in this grant for release (salary and benefits) for the first year and the total grant.

| FACULTY MEMBER'S NAME | DEPT | Release/YR | \$ Requested for release salary yr 1 | \$ Requested for release benefits yr 1 | \$ Requested for release salary total | \$ Requested for release benefits total |
|-----------------------|------|------------|--------------------------------------|--|---------------------------------------|---|
| N/A | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

If more than four faculty are involved, please check here and include a continuation page.

As Department Chair/Dean, I approve the proposed release, and agree to support any committed release not funded through the grant, using resources of my department/school/college.

| | | | |
|----------------------|--------------------|-----------------|------------|
| Department _____ | Chairperson: _____ | Signature _____ | Date _____ |
| Department _____ | Chairperson: _____ | Signature _____ | Date _____ |
| Department _____ | Chairperson: _____ | Signature _____ | Date _____ |
| Department _____ | Chairperson: _____ | Signature _____ | Date _____ |
| College/School _____ | Dean/CEO _____ | Signature _____ | Date _____ |
| College/School _____ | Dean/CEO _____ | Signature _____ | Date _____ |
| College/School _____ | Dean/CEO _____ | Signature _____ | Date _____ |

3. Complete this section, if in-kind or cash matching is requested:

Is matching required by the sponsor? Yes No If yes, how much is required? _____

How do you know? No funds attached to this agreement _____

How much cash match is requested? NA From what budget(s) will the match be provided? NA

Approval of person responsible for the budget? Name: _____ Signature _____

How much in-kind match is requested (describe) None / NA

Availability and commitment of in-kind and cash match has been verified.

Provost/VP of Academic Affairs: _____ Date: _____

4. If "Yes" to Question 10, please describe outyear commitment and plan to fulfill it.

**EDUCATIONAL DATA ACCESS AND USE AGREEMENT BETWEEN THE DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

AND

University of the District of Columbia/Community College AS AUTHORIZED REPRESENTATIVES

This **EDUCATIONAL DATA ACCESS AND USE AGREEMENT** (hereinafter "Agreement") is entered into between the **DISTRICT OF COLUMBIA, PUBLIC CHARTER SCHOOL BOARD** (hereinafter "PCSB") and **University of the District of Columbia/Community College** (hereinafter "**UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE**" or "**UDC-CC**"), collectively referred to herein as the "**Parties**".

RECITALS

WHEREAS, PCSB is the authorizer for public charter schools in the District of Columbia;

WHEREAS, PCSB, as the authorizer, produces a detailed annual performance report for each public charter school it oversees, which shows a school's performance on the Performance Management Framework ("PMF");

WHEREAS, PCSB plans to revise the High School PMF to include dual enrollment as an indicator, and in so doing will need data on students who are dually enrolled in a public charter school and the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE;

WHEREAS, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE is a College Access Provider providing services to students of District of Columbia public charter schools;

WHEREAS, the UNIVERISTY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE collects student data necessary for PCSB to calculate the dual enrollment indicator; and

WHEREAS, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE has agreed to share the data elements defined in section 4.1 with PCSB in order for PCSB to calculate the dual enrollment indicator;

NOW, THEREFORE, in consideration of the promises and mutual covenants set forth herein, the Parties agree as follows:

1. Definitions.

1.1. Unless otherwise defined in this Agreement, all terms shall have the meaning ascribed to such terms by the Family Educational and Rights and Privacy Act [Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968)], as codified at 20 U.S.C. § 20-1232g], the U.S. Department of Education's implementing regulations [34 C.F.R. § 99 et seq.], and the Omnibus Act.

1.2. As used in this Agreement, the following terms shall have the meanings ascribed:

1.2.1. Performance Management Framework ("PMF") means the annual school

performance report metrics that allow the Board to evaluate elementary, middle, and high school performance at public charter schools across common measures.

1.2.2 "Dual enrollment" means a student who is primarily enrolled in a District of Columbia public charter school, but is also receiving credit for courses taken at the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE.

1.2.3 "Data," as used herein, means recorded information, regardless of form or the media on which it may be recorded. The term includes technical data and computer software. The term does not include information incidental to contract administration, such as financial, administrative, cost or pricing, or management information.

1.2.4 The term "Technical Data," as used herein, means recorded information, regardless of form or characteristic, of a scientific or technical nature. It may, for example, document research, experimental, developmental or engineering work, or be usable or used to define a design or process or to procure, produce, support, maintain, or operate material. The data may be graphic or pictorial delineations in media such as drawings or photographs, text in specifications or related performance or design type documents or computer printouts. Examples of technical data include research and engineering data, engineering drawings and associated lists, specifications, standards, process sheets, manuals, technical reports, catalog item identifications, and related information, and computer software documentation. Technical data does not include computer software or financial, administrative, cost and pricing, and management data or other information incidental to contract administration.

1.2.5 The term "Computer Software," as used herein means computer programs and computer databases. "Computer Programs," as used herein means a series of instructions or statements in a form acceptable to a computer, designed to cause the computer to execute an operation or operations. "Computer Programs" include operating systems, assemblers, compilers, interpreters, data management systems, utility programs, sort merge programs, and automated data processing equipment maintenance diagnostic programs, as well as applications programs such as payroll, inventory control and engineering analysis programs. Computer programs may be either machine-dependent or machine-independent, and may be general purpose in nature or designed to satisfy the requirements of a particular user.

1.2.6 The term "computer databases," as used herein, means a collection of data in a form capable of being processed and operated on by a computer.

2. Purpose. The purpose of this Agreement is to facilitate the exchange of data from educational records of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE that is necessary for PCSB to calculate the dual enrollment indicator of the high school PMF, which is used to evaluate the high school programs of public charter schools.

3. Designation as Authorized Representative. PCSB hereby designates UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE as its authorized representative to carry out data collection activities related to the calculation of the dual enrollment indicator in the high school PMF as described in Section 2 of this agreement.

4. Data Disclosure.

4.1. Through a secure method, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall disclose to PCSB the following data about UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE and the students who are dually enrolled in the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE and a public charter school:

- 4.1.1. Student's last name (Last).**
- 4.1.2. Student's first name (First).**
- 4.1.3. Student's middle initial (Initial).**
- 4.1.4. Student's date of birth (DOB).**
- 4.1.5. Term of Enrollment (Term).**
- 4.1.6. Student's University of the District of Columbia/Community College Identification Number (ID#).**
- 4.1.7. Public Charter School Student Attends (PCS).**
- 4.1.8. Number Credits Student Earned Per Class (Credits).**
- 4.1.9. Course Title (Class Name).**
- 4.1.10. Course Number (Number).**
- 4.1.11. Date range of the course.**
- 4.1.12. Schedule Type of the course.**
- 4.1.13. Instruction Method of the course.**
- 4.1.14. Scheduled meeting dates of the course.**
- 4.1.15. Meeting location of the course.**
- 4.1.16. Course instructor.**
- 4.1.17. Final Grade per Class (Final).**

4.2. PCSB shall use the data provided by UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE pursuant to Section 4.1 of this Agreement to match students served by UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE with students attending a public charter school and to calculate the dual enrollment indicator of the high school PMF for these students. If PCSB is unable to match a student served by UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE with a student attending a public charter school, PCSB shall provide written notice to UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE through a secure method. Such notice shall identify the students who could not be matched to a student attending a public charter school, recommend additional data elements that could assist PCSB with performing the match, and establish a reasonable timeframe for UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE to provide the additional data.

4.3. Through a secure method, PCSB shall provide to UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE the following data elements, if available, for each student receiving services from UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE that PCSB was able to match to a student attending a public charter school:

- 4.3.1. Student's last name (Last).**
- 4.3.2. Student's first name (First).**
- 4.3.3. Student's middle initial (Initial).**
- 4.3.4. Student's date of birth (DOB).**
- 4.3.5. Academic year (AY).**

- 4.3.6. Public Charter School Attending (PCS).
- 4.3.7. Public Charter School ID.
- 4.3.8. Unique Student Identifier (USI).

4.4. Ownership of Data. Both Parties understand that this agreement does not convey ownership of data to either entity.

5. Timeframes for Data Disclosure.

5.1. Unless otherwise agreed to by the parties, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall provide to PCSB the data described in Section 4.1 not later than 30 days after the close of each semester.

5.2. PCSB shall provide to the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE the data described in Section 4.3 within a reasonable period of time, but no later than 30 days, after receipt of data necessary to identify students attending public charter schools.

6. Limitations on Use, Access, and Disclosure of Data.

6.1. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall not use the data received from PCSB for any purpose other than the activities identified in Sections 2 and 3 of this Agreement.

6.2. Without the prior written consent of PCSB, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall not re-disclose personally-identifiable student data received from PCSB to any other person or entity, except for those employees of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE who are authorized by the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE to perform the functions described in this Agreement on its behalf.

6.3. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall, as an authorized representative of PCSB, take all necessary precautions to preserve the confidentiality of all personally-identifiable information of students, as well as information about parents.

6.4. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE will promptly respond to PCSB's requests for any information, reports, or other assurances of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE's on-going compliance with this Agreement.

6.5. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE is authorized to publish data disclosed to the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE by PCSB in aggregate form, after all personally-identifiable student information has been removed and/or de-identified. Prior to publicizing aggregate reports based on data received from PCSB, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall provide a copy of such aggregate report to PCSB. Upon receipt of an aggregate report from the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE, PCSB shall have ten (10) business days to review the aggregate report for compliance with this Agreement. If PCSB determines that the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE's

aggregate report contains personally-identifiable student information, PCSB shall notify the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE in writing about the potential breach.

7. Destruction of Data.

7.1. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall destroy all data received from PCSB pursuant to this Agreement when the data is no longer needed for the activities identified in paragraph 2 or five years after the data has been received, whichever occurs first.

7.2. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall confirm in writing to PCSB its compliance with the terms of paragraph 7.1 within five (5) business days of destroying the data.

7.3. Nothing in this agreement shall be construed to require the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE to destroy duplicative data or records that the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE has legitimately received from a source other than PCSB.

8. Choice of Law. This Agreement shall be governed by and interpreted in accordance with the laws of the District of Columbia.

9. Severability. The invalidity, illegality, or unenforceability of any provision of this Agreement shall not impair the validity of any other provisions. Any provision of this Agreement determined by a court of competent jurisdiction to be unenforceable will be deemed severable, and the Agreement may be enforced with that provision severed or as modified by the court.

10. Modification. The terms and conditions of this Agreement may be modified only by prior agreement of the Parties. Such modification must be executed in writing and be signed by the duly authorized signatories of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE and PCSB. However, amendments to the PCSB High School PMF Guidelines by PCSB shall not be subject to the prior approval or consent of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE. Amendments to the PCSB High School PMF Guidelines shall become effective for the purposes of this Agreement beginning on the fifth (5th) business day after PCSB provides notice to the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE of such amendments.

11. Breach. In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE shall notify PCSB of the breach within two (2) business days of the date on which the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE becomes aware of the breach. PCSB may take any actions authorized it by law to remediate the breach, including, without limitation, termination of this Agreement and exclusion of the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE from future access to educational data.

12. Termination. Either of the Parties may terminate this Agreement prior to its expiration.

PCSB may terminate this Agreement by providing 30-day advance written notice to the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE may terminate this Agreement by providing 30-day advance written notice to PCSB, which notice must include the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE's certification that the data has been destroyed pursuant to paragraph 7 of this Agreement. Termination by the UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE prior to the expiration of this Agreement will not be effective until the data has been destroyed pursuant to paragraph 7.

13. Applicable Laws. The Parties shall comply with all applicable laws, rules, and regulations whether now in effect or hereafter enacted or promulgated.

14. Authority.

14.1. PCSB warrants that it is the authorizer for public charter schools in the District of Columbia and is authorized to enter into data sharing agreements with college providers of public charter school students.

14.2. The UNIVERSITY OF THE DISTRICT OF COLUMBIA/COMMUNITY COLLEGE warrants that it is an organization in good standing, including as appropriate a corporation in good standing under the laws of and has its principal place of business in Washington, DC, that execution of this Agreement is within its corporate powers, and that all necessary approvals have been obtained prior to execution of this Agreement.

15. Effective Date. This Agreement becomes effective as of the date on which all duly authorized individuals have signed the Agreement.

16. Duration.

This Agreement shall automatically renew annually unless terminated by either party.

17. Notice. Notices required herein shall be deemed to have been given and received, (i) three (3) business days after having been sent to the appropriate party listed below, by regular and certified mail; (ii) one (1) business day after having been sent by a nationally recognized overnight courier service; (iii) on the date of delivery if by personal delivery; or (iv) on the date of email transmission, provided that any such transmission is made before 5:00 p.m. on a business day (and otherwise, on the next business day). The below addresses may be changed by written notice to the appropriate party.

NOTICE TO PCSB:

3333 14th St., NW, Suite 210 Floor Washington, D.C. 20010

Attn: Sareeta Schmitt

Email: sschmitt@dcpcsb.org

NOTICE TO UNIVERSITY OF THE DISTRICT OF COLUMBIA COMMUNITY COLLEGE:

801 North Capitol Street, NE Washington, DC 20002

Attn: Robyn Ellis

Email: robyn.ellis@udc.edu

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by the following duly authorized individuals.

PCSB

By:  Scott Pearson, Executive Director of PCSB

Date: 9/19/14

University of the District of Columbia/Community College

By:  Dr. Calvin Woodland, Interim CEO of UDC-CC

Date: 9/16/14

University of the District of Columbia

By:  Dr. Rachel Petty, Interim Provost, UDC

Date: 9/15/2014

**DATA SHARING AGREEMENT BETWEEN
DC Public Charter School Board AND
American Institutes for Research**

This Data Sharing Agreement (“the Agreement”) is entered into on this 24th day of November, 2015 by and between the DC Public Charter School Board and the American Institutes for Research for the purpose of a pilot of the Data2Decide service, hereinafter, “the project”.

- I. PARTIES. DC Public Charter School Board (DCPCSB) is authorized to collect and maintain student educational records consistent with applicable state and federal laws and subject to the federal Family Educational Rights and Privacy Act (FERPA), as authorized by 20 U.S.C. § 1232g(b) and 34 CFR Part 99.
- II. PURPOSE. The purpose of the Agreement is to document the terms under which the DCPCSB is authorized to release to the American Institutes for Research (AIR) personally identifiable student information (excluding student name and date of birth) for the project, to release personally identifiable educator information (excluding educator name and date of birth) for the project, and to designate AIR as the authorized representative of the DCPCSB consistent with applicable federal and state laws concerning access to and confidentiality of student and educator record information including FERPA and FIPA. As described herein, AIR, as the DCPCSB’s authorized representative, may have temporary access to data in the custody of the DCPCSB for use in the project identified in this Agreement and any addenda to it.
- III. AUTHORITY. Consistent with the federal Family Educational Rights and Privacy Act (FERPA), the DCPCSB designates AIR as its agent for the purpose of disclosing personally identifiable information from students’ education records *for studies to develop tests, administer aid, or improve policy*: ...in connection with the DCPCSB, conducting studies to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction, pursuant to 34 CFR § 99.31(a)(6)(i). This Act protects personally identifiable information from educators’ records.
- IV. DATA DISCLOSURE. The DCPCSB shall provide AIR with the data described in the Project Description attached to this Agreement (“**Attachment A**”), under *Academic Data* and *Non-Academic Data*:
- V. TERMS AND CONDITIONS. To effect the transfer of data and information that is subject to State and Federal confidentiality laws and to ensure that the required confidentiality of personally identifiable information shall always be maintained, AIR agrees to:

1. In all respects comply with the provisions of FERPA. For the purposes of the Agreement and the specific projects conducted pursuant to the Agreement and described in addenda to it, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of 34 CFR Part 99 and 20 U.S.C. § 1232g. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose, or share student record information in a manner not allowed under Federal law or regulation.
2. For purposes of this project and for ensuring AIR's compliance with the terms of this Agreement and all applicable state and federal laws, AIR designates Andrew Swanlund as the temporary custodian of the DCPCSB data. The DCPCSB will release all data and information for this project to the named temporary custodian. Andrew Swanlund shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to the Agreement, including confirmation of the completion of the project and the return or destruction of data as described below. DCPCSB or its agents may upon request review the records required to be kept by AIR under this Agreement.

DCPCSB designates Emma McGann as its liaison for all communications with AIR regarding this project and the Agreement as it relates to the project.

4. Use data shared under the Agreement for no purpose other than the research project described in this Agreement, and as authorized under 34 CFR §§ 99.31(a)(1) and 99.35(a). Nothing in the Agreement shall be construed to authorize AIR to have access to additional data from DCPCSB that is not included in the scope of the Agreement, or to govern access to the data by entities other than the Parties. AIR further agrees not to share data received under the Agreement with any other entity without prior written approval from DCPCSB. AIR understands that the Agreement does not convey ownership of data to DCPCSB. However, DCPCSB grants AIR a non-exclusive, perpetual, irrevocable, royalty-free, worldwide license to use, reproduce, distribute and display, and to make derivative works from, any of the records, reports, documents, materials and/or products created by AIR with data provided pursuant to this Agreement
5. Require all employees, contractors, and agents of any kind to comply with the Agreement and all applicable provisions of FERPA and other federal and state laws with respect to the data and information shared under the Agreement. AIR agrees to require of and maintain an appropriate confidentiality agreement from each employee, contractor, or agency with access to data pursuant to the Agreement. Nothing in this section authorizes AIR to share data and information provided under the Agreement with any other individual or entity for any purpose other than completing AIR's work as authorized by DCPCSB consistent with this Agreement.

6. Not amend or alter the scope, design, format, or description of a project or report generated by AIR for this project, except as consistent with the Agreement, without prior written notice to DCPCSB.
7. Not copy, reproduce, or transmit data obtained pursuant to the Agreement except to AIR's own agents acting for or on behalf of DCPCSB and as necessary to fulfill the purpose of the project described herein. Data may be stored on a server with other data but may not be merged with that data without prior permission from DCPCSB. Data must be stored using industry-standard encryption and authentication to ensure that only authorized agents of DCPCSB have access to the data. Data may not be taken outside the United States. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual students, are subject to the provisions of the Agreement and in the same manner as the original data disclosed by DCPCSB to AIR. The ability to access or maintain data under the Agreement shall not under any circumstances transfer from AIR to any other individual, institution, or entity.
8. Not disclose data contained under the Agreement to it in any manner that could identify any individual student, except as authorized by FERPA, to any entity other than DCPCSB, or authorized employees, contractors, and agents of AIR working as DCPCSB's authorized representative on the project approved by DCPCSB consistent with this Agreement. Persons participating in the approved project on behalf of the Parties shall neither disclose or otherwise release data and reports relating to an individual student, nor disclose information relating to a group or category of students without ensuring the confidentiality of individual students in that group. Publications and reports of this data and information related to it, including preliminary project descriptions and draft reports, shall involve only aggregate data and no personally identifiable information or other information that could lead to the identification of any student. No report of aggregate data based on an identifiable group of students fewer than ten in number shall be released to anyone other than DCPCSB. AIR shall require that all employees, contractors, and agents working on this project abide by that statistical cell size.
8. Not provide any data obtained under this Agreement to any entity or person ineligible to receive data protected by FERPA, or prohibited from receiving data from any entity by virtue of a finding under 34 CFR § 99.31(a)(6)(iii).
9. a) Implement administrative, physical and technical safeguards that reasonably and appropriately protect the confidentiality, security and integrity of data obtained pursuant to the Agreement and that prevent use and disclosure of such data other than as permitted under the Agreement.

b) Immediately inform DCPCSB when AIR either (1) knows, or has reason to know, of a breach of security with respect to the data provided under this Agreement, or (2) when AIR knows, or has reason to know, that any of the data described in section was acquired or used by an unauthorized person or used for an unauthorized purpose. Notice shall be given by telephone and by email to Emma McGann, emcgann@dcpcsb.org. In addition to informing DCPCSB as provided herein, AIR shall cooperate with DCPCSB and such other state and federal entities as necessary in the investigation and further reporting of such breach.

10. Destroy all data obtained under the Agreement and addenda to it when no longer needed for the purpose for which it was released by DCPSB. Nothing in this Agreement authorizes AIR to maintain data beyond the time period reasonably needed to complete the project and respond to inquiries from other researchers, defined as 12 months following the date of publication of the final report of this project. Upon termination of the Agreement or publication of reports generated under this Agreement, as authorized by DCPSB, whichever occurs first, AIR will return all data files and hard copy records to DCPSB and purge any copies of data from its computer systems in compliance with 34 CFR §§ 99.31(a)(6)(ii)(b) and 99.35(b)(2). AIR agrees to require all employees, contractors, or agents of any kind working on the project to comply with this provision. No other entity is authorized to continue research using the data obtained under the Agreement upon the termination of the Agreement and project described herein.
 11. Provide DCPSB with an electronic copy of the final versions of all reports and other documents associated with the project. Also provide DCPSB with an electronic copy of a nontechnical short version of findings for potential public distribution. DCPSB, as the owner of these reports, reserves the right to distribute and otherwise use the final report and associated documents as it wishes, in sum or in part.
 12. AIR shall be provided reasonable notification of any changes in DCPSB policies regarding limits on the use of confidential data and, as agents of DCPSB, shall either affirmatively agree to uphold these policies or relinquish access to the data.
- VI. RELATED PARTIES. AIR represents that it is authorized to bind to the terms of the Agreement, including confidentiality, maintenance, publication, and destruction or return of data, all related or associated institutions, individuals, employees or contractors who may have access to the data or may own, lease, or control equipment or facilities of any kind where the data is stored, maintained or use in any way.
- VII. TERM. This Agreement takes effect upon signature by the authorized representative of each party and shall remain in effect until the data access time period defined in paragraph 10 has ended, or until canceled by either party upon 30 days written notice, whichever occurs first. The Agreement is renewable upon written approval by the authorized representative of each party.

VIII. COST. No fee. In exchange for these services, DCPCSB will provide AIR with data and feedback on the process and usability of the results.

This Agreement expresses the entire agreement of the parties and shall not be modified or altered except in writing executed by the authorized representatives of DCPCSB and AIR and in a manner consistent with applicable state and federal laws.

J. K. ...

Organization's Authorized Name
American Institutes for Research

[Signature]

Scott Pearson, Executive Director
DC Public Charter School Board

November 24, 2015

Date

11/24/2015

Date

Attachment A

Project Description

Project:

Data2Decide pilot project

Description:

AIR will provide analytic services to the DCPCSB responding to the following research questions:

DC PCSB is looking to use data to inform our oversight of ELL programming in our schools across the city and to help us develop a type of scorecard specific to ELL programs for schools. Our overarching question is as follows: **In what charter programs and language acquisition models (within charter schools) across the city do ELLs perform the strongest?**

Our hypothesis is that the schools where ELLs perform well according to non-academic indicators are also those where they perform well academically (and vice versa), but we would love to be able to back this up with actual data. This will help guide our work not only on the compliance side of ELL programming but also as we analyze a school's ELL program and develop a best-practices quality assurance tool for schools to self-reflect on how their program is serving ELL students. We would like to have more transparency related to ELL programs and the non-academic and academic results of students to give schools and stakeholders a window into how schools comparatively serve ELLs.

Here are some specific data points that we would want to look at, and the questions that these data points may help answer:

Academic Data

- state assessment: In what schools do ELL students perform the strongest on the state assessment? In what schools do ELL students have the highest growth rates (MGP)?
- WIDA scores: Which schools are successful at getting ELLs to a Level 5 (exit)? Which schools do the best job of growing English Language proficiency in ELL students?
- We'd also like more general information about English Language acquisition. Is there an "industry-standard" expected growth in terms of EL proficiency levels (WIDA), and does this differ by grade band and/or proficiency level at which a student enters?
 - A challenge we anticipate related to both state assessment data and WIDA assessment data is that ELL subgroups at some schools (particularly those that are non-dual language immersion) are too small to report. One possibility may be to look at data for students in dual-immersion programs compared to non-immersion programs as one "school". In this way, we may be able to see a correlation between high performance and dual immersion programs.

- Special education: Are ELLs getting identified for special education services at a higher rate than non-ELLs? Are ELLs getting identified for higher levels (3s and 4s) of special education services at a disproportionate rate?

Non-Academic Data

For all these data points, we would look at them in the context of the school's academic performance.

- Retention rates: In which programs are retention rates the highest? Lowest?
- Mid-year withdrawal: What do mid-year withdrawal rates of ELLs look like across the city, and how does this rate compare with other subgroups?
- Attendance rates: In which programs do ELLs have the best attendance? Worst? And how does this compare to attendance of other subgroups? Which programs have the highest and lowest levels of truancy (by grade band- ES, MS, HS)?
- Discipline: How does the suspension and expulsion of ELLs compare to other subgroups? Are ELLs disproportionately being suspended or expelled? I imagine we would want to see this by grade band (ES, MS, HS).

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE DC PUBLIC CHARTER SCHOOL BOARD
AND
OFFICE OF THE DEPUTY MAYOR FOR EDUCATION**

I. INTRODUCTION

This Memorandum of Understanding (“MOU”) is entered into between the DC Public Charter School Board (“PCSB”) and the Office of the Deputy Mayor for Education (“DME,” collectively the “Parties”) to govern their respective responsibilities and activities regarding PCSB’s one-time transfer of funds (the “Payment”) to DME to assist it in ensuring parents and families are aware of the common lottery system.

II. RECITALS

WHEREAS, PCSB is the sole authorizer for public charter schools in the District of Columbia (D.C. Official Code § 38-1802 *et seq.*);

WHEREAS, PCSB is responsible for, among other duties, monitoring the operations of public charter schools and ensuring their compliance with applicable laws pursuant to the District of Columbia School Reform Act of 1996, as amended, including the schools’ obligations to ensure open enrollment (D.C. Official Code § 38-1802 *et seq.*);

WHEREAS, DME houses My School DC, advised by the Common Lottery Board (“CLB”) within the Department of Education, whose functions and duties include developing and maintaining a common lottery system for admission to public schools in the District of Columbia, including public charter schools; promoting participation of local educational agencies in the common lottery system, and identifying entities to partner with to enable it to further develop the common lottery system (D.C. Law 20-155, Sec. 4053);

WHEREAS, the Parties enter into this MOU with the understanding that the CLB requires financial support to operate and implement outreach strategies to families to inform them regarding the common lottery application process;

WHEREAS, DME and PCSB share the common goals of a strong common lottery system that supports open enrollment in public charter schools;

WHEREAS, the Parties enter into this MOU with the understanding that it is in the best interest of the District of Columbia that the CLB host a successful outreach event where parents and families can learn about the common lottery system;

WHEREAS, PCSB warrants that it has sufficient available funds in FY2015 to provide the Payment to DME; and

WHEREAS, PCSB warrants that, pursuant to District of Columbia Official Code § 38-1802.14(a)(1), it is an entity within the District of Columbia Government and that all necessary approvals, whether fiscal or programmatic, have been obtained prior to execution of this Agreement.

III. PURPOSE

The purpose of this MOU is for PCSB to provide funding to DME to support the operation of the common lottery system, to promote school choice to families through outreach strategies, and to facilitate a citywide public school fair called "EdFest."

IV. INTRA-DISTRICT FUNDING PROVISIONS

Total cost for the MOU shall be an amount equal to, but not to exceed, fifty thousand and 00/000 (\$50,000.00) Dollars paid by PCSB to DME to facilitate the activities described herein to be paid by June 15, 2015.

V. PAYMENT

A. Payment for all services shall be made through an Intra-District transfer by PCSB to DME based on the total amount of this MOU.

B. DME shall reimburse PCSB the balance of any unexpended or uncommitted funds at the expiration of this MOU pursuant to D.C. Official Code § 1-301.01(k).

C. In the event this MOU is terminated, DME shall return any unexpended or uncommitted funds to PCSB.

D. The Parties' Directors or their designees shall resolve all adjustments and disputes arising from services performed under this MOU. In the event that the Parties are unable to resolve a financial issue, the matter shall be referred to the D.C. Office of Financial Operations and Systems.

VI. AUTHORITY FOR MOU

D.C. Official Code § 1-301.01(k).

VII. RESPONSIBILITIES OF SELLER

A. Pursuant to this MOU, PCSB agrees to:

1. Transfer \$50,000 to DME by June 15, 2015;
2. Ensure funding for the project is distributed to DME on a timely basis in accordance with the terms and conditions set forth in this MOU;
3. Ensure that DME manages the receipt of funds for the purpose stated in Section III, in accordance with the Laws of the District of Columbia; and
4. Notify DME of any changes to the contact person for PCSB in Section XIV.

B. Pursuant to this MOU, DME agrees to:

1. Budget for all services described in this MOU;

2. Award a contract or contracts to provide the services described in this MOU for an amount not to exceed \$50,000 to a qualified contractor or contractors; and
3. Notify PCSB of any changes to the contact person for DME in Section XIV.

VIII. DURATION

The period of this MOU shall be from the date of that it is fully executed through the date the funds are expended or September 30, 2016, whichever is sooner, unless terminated in writing by the Parties prior to the expiration.

IX. ANTI-DEFICIENCY CONSIDERATIONS

The Parties acknowledge and agree that their respective obligations to fulfill financial obligations of any kind pursuant to any and all provisions of this MOU, or any subsequent agreement entered into by the Parties pursuant to this MOU, are and shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§ 1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code §§ 47-355.01-355.08, (iii) D.C. Official Code § 47-105, and (iv) D.C. Official Code § 1-204.46, as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

X. COMPLIANCE AND MONITORING

The Parties acknowledge that they will be subject to scheduled and unscheduled monitoring reviews to ensure compliance with all applicable requirements.

XI. RECORDS AND REPORTS

The Parties shall maintain records and receipts for the expenditure of all funds provided pursuant to this MOU for a period of no less than three (3) years from the date of expiration or termination of the MOU and, upon the District of Columbia's request, make these documents available for inspection by duly authorized representatives of the buyer agency and other officials as may be specified by the Office of the Chief Financial Officer.

XII. CONFIDENTIAL INFORMATION

The Parties to this MOU will use, restrict, safeguard and dispose of all information related to services provided by this MOU, in accordance with all relevant federal and local statutes, regulations, policies. Information received by either Party in the performance of responsibilities associated with the performance of this MOU shall remain the property of DME.

XIII. MODIFICATION AND TERMINATION

The terms and conditions of this MOU may be modified only upon prior written agreement by the Parties. Either Party may terminate this MOU in whole or in part by giving 14 calendar days advance written notice to the other Party.

XIV. NOTICE

The following individuals are the contact points for each Party under this MOU:

| Contact Person for PCSB: | Contact Person for DME: |
|---------------------------------|--------------------------------------|
| Scott Pearson | Catherine Peretti |
| Executive Director | Executive Director, My School DC |
| DC Public Charter School Board | Office of Deputy Mayor for Education |
| 3333 14th Street NW, Suite 210 | 1350 Pennsylvania Ave NW Suite 307 |
| Washington, DC 20004 | Washington, DC 20004 |
| Direct line: (202) 328-2662 | Phone (202) 727-6054 |
| Main line: (202) 328-2660 | |
| Fax: (202) 328-2661 | |
| Email: spearson@dcpscb.org | Email: catherine.peretti@dc.gov |

XV. PROCUREMENT PRACTICES ACT

If a District of Columbia agency or instrumentality plans to utilize the goods or services of an agent or third party (e.g., contractor, consultant) to provide any of the goods or services specified under this MOU, then the agency or instrumentality shall abide by the applicable provisions of the pursuant to the "Procurement Practices Reform Act of 2010," effective April 8, 2011 (D.C. Law 18-371 ; D.C. Official Code § 2-351.01 *et seq.*(2012 Supp.).

XVI. MISCELLANEOUS

The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.


XVII. EFFECTIVE DATE

This MOU shall become effective upon the date of the last approving signature.

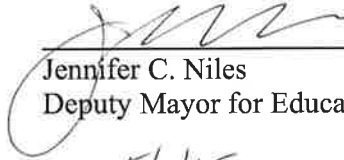
IN WITNESS WHEREOF, the Parties hereto have executed this MOU as follows:

For the DC Public Charter School Board:

For the Office of Deputy Mayor for Education:



 Scott Pearson
 Executive Director



 Jennifer C. Niles
 Deputy Mayor for Education

4/30/2015

 Date

5/1/15

 Date



**MEMORANDUM OF UNDERSTANDING AND
DATA SHARING AND PRIVACY AGREEMENT
BETWEEN
THE DISTRICT OF COLUMBIA PUBLIC CHARTER BOARD
AND**

URBAN ALLIANCE AND URBAN INSTITUTE AS AUTHORIZED REPRESENTATIVES

This Memorandum of Understanding and Data Sharing and Privacy Agreement is by and between the District of Columbia Public Charter Board (“PCSB”), Urban Alliance (UA), and The Urban Institute (UI). This Data Privacy Agreement (“Agreement”) is entered into by the PCSB, UA, and UI for the purpose of sharing information between the parties in a manner consistent with the Family Education Records Privacy Act of 1974, 20 U.S.C. § 1232g (“FERPA”) and any other relevant federal law. For purposes of this Agreement, “FERPA” includes 20 U.S.C. § 1232g, any reauthorization of or amendments thereto, and Part 99 of Title 34 of the Code of Federal Regulations.

SECTION 1: PARTIES

- 1.1 PCSB is a public charter school authorizer with oversight responsibility for public charter elementary and secondary institutions, authorized to maintain student information subject to FERPA, and may disclose such information as authorized by FERPA.
- 1.2 Urban Alliance (UA) is a not-for-profit organization providing high school seniors from Washington, DC, Baltimore, and Chicago with training and mentoring to help them successfully transition to higher education or employment after graduation. The year-long program consists of internship-readiness training, a ten-month internship and post-high school planning.
 - 1.2.1 UA’s evaluation activities are led by the Director of Evaluation, Daniel Tsin.
- 1.3 The Urban Institute (UI) is a not-for-profit research organization in Washington, D.C.
- 1.4 UI has contracted with UA to help evaluate its program. Their agreement is attached as Attachment 1. The evaluation project outlined in this agreement is referred to as “the Project,” in this agreement.
- 1.5 UI represents that the Project will be managed by Sara Edelstein.

SECTION 2: DEFINITIONS

- 2.1 Unless otherwise defined in this Agreement, all terms herein shall have the meaning ascribed to such terms by the Family Educational and Privacy Rights Act [Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g], the U.S. Department of Education's implementing regulations [34 C.F.R. § 99 et seq.], and the Omnibus Act.
- 2.2 "Data," as used herein, means recorded information, regardless of form or the media on which it may be recorded. The term includes technical data and computer software. The term does not include information incidental to contract administration, such as financial, administrative, cost or pricing, or management information.
- 2.3 The term "Technical Data," as used herein, means recorded information, regardless of form or characteristic, of a scientific or technical nature. It may, for example, document research, experimental, developmental or engineering work, or be usable or used to define a design or process or to procure, produce, support, maintain, or operate material. The data may be graphic or pictorial delineations in media such as drawings or photographs, text in specifications or related performance or design type documents or computer printouts. Examples of technical data include research and engineering data, engineering drawings and associated lists, specifications, standards, process sheets, manuals, technical reports, catalog item identifications, and related information, and computer software documentation. Technical data does not include computer software or financial, administrative, cost and pricing, and management data or other information incidental to contract administration.
- 2.4 The term "Computer Software," as used herein means computer programs and computer databases. "Computer Programs," as used herein means a series of instructions or statements in a form acceptable to a computer, designed to cause the computer to execute an operation or operations. "Computer Programs" include operating systems, assemblers, compilers, interpreters, data management systems, utility programs, sort merge programs, and automated data processing equipment maintenance diagnostic programs, as well as applications programs such as payroll, inventory control and engineering analysis programs. Computer programs may be either machine-dependent or machine-independent, and may be general purpose in nature or designed to satisfy the requirements of a particular user.
- 2.5 The term "computer databases," as used herein, means a collection of data in a form capable of being processed and operated on by a computer.

SECTION 3: DESCRIPTION OF THE PROJECT

- 3.1 DATA REQUIRED
- 3.1.1 UA and UI have contracted to provide services defined as program evaluation of UA ("Project").

- 3.1.1. Through the use of a random control experiment, UI will examine the program's impact on a number of indicators including high school graduation rates, college enrollment rates, and employment rates.
- 3.1.2 UI will track progress for youth who participated in the program in 2011-12 and 2012-13, note changes in their outcomes, and compare their trajectories over time to a control group. Some impact evaluation questions include: (a) Do UA-youth graduate high school at higher rates than non-UA youth in the control group? (b) Is the share of UA-youth who enroll in a college or an employment training program greater than it is for youth in the control group? (c) Are more UA- youth on track to complete a post-secondary degree, compared with youth in the control group? (d)Do UA-youth possess more job-readiness skills than control group youth?
- 3.1.3 Results from this study will not only assess the effectiveness of UA's program, but will also advance UA's replication potential to benefit youth nationwide.
- 3.1.4 To perform services for the Project, UA and UI will require access to confidential information, education records, and information that identifies particular individuals, including students. Student data required for the Project may include: names, addresses, family members, emergency contacts, attendance, behavior, discipline, grades, assessments, meals, demographics, special education status, language acquisition, student identification numbers, and other information necessary to improve instruction and school administration.
- 3.1.5 UA represents that it has received written consent for the data needed to complete the Project and will provide PCSB with documentation of this consent within 30 days of the execution of this agreement.
- 3.2 STUDENT- LEVEL DATA
 - 3.2.1 UA and UI require data from PCSB that includes student-level enrollment, assessment, and suspension data for 2012-2013 for all DC public charter school seniors that are part of the Project, including:
 - 3.2.1.1 Student Name (first and last)
 - 3.2.1.2 Student address
 - 3.2.1.3 Free/Reduced Lunch status
 - 3.2.1.4 English language learner status
 - 3.2.1.5 Special education status
 - 3.2.1.6 Race/Ethnicity

- 3.2.1.7 Attendance (by year)
- 3.2.1.8 Number of excused absences (by year)
- 3.2.1.9 Number of unexcused absences (by year)
- 3.2.1.10 Number of days tardy (by year)
- 3.2.1.11 Number of out-of-school suspensions (by year)
- 3.2.1.12 Other high schools attended
- 3.2.1.13 Exit codes (i.e., graduation, transfer – if applicable) and dates
- 3.2.3 UI will link data provided by PCSB with other Project data, including: UA application data, UA service delivery data, data on college enrollment from the National Student Clearinghouse, and data from surveys completed by students after completing the program. Data will only be linked using a study ID (a random number generated by UA and UI); personally identifying information will not be part of any linked datasets.
- 3.2.4 Data may be provided in a single file or multiple files. The following formats are acceptable to UI: Excel (.xls or .xlsx), comma delimited or fixed-width text files, SAS, SPSS, Stata, and Access. See Attachment B for instructions on transferring the data securely to UI.
- 3.3 SCOPE OF THE PROJECT
 - 3.3.1 UA and UI represents that the Project will be completed by January 31, 2015.
- 3.4 DATA CUSTODIANS
 - 3.4.1 The parties agree that the data shared pursuant to this agreement will be managed Director of Evaluation, Daniel Tsin for UA and Sara Edelstein, the Project’s Manager for UI.
 - 3.4.2 The parties also agree that the data received by UI from the PCBS may also be accessed by Mike Pergamit (Project Director), Brett Theodos (Project Director), and Rebecca Daniels (Project Assistant).

SECTION 4: FERPA

FERPA describes circumstances under which educational agencies such as PCSB are authorized to release confidential data regarding individual students, teachers, and schools without prior parental consent. 34 CFR 99.31(a)(1)(i)(B) permits PCSB to share personally identifiable student information with a contractor to which it has outsourced institutional services or functions without seeking prior consent required by 34 CFR 99.30, if the contractor is under direct control of PCSB with respect to the use and maintenance of education records. As a contractor, UA and UI are under the direct control of PCSB with respect to the use and maintenance of the data required for the Project. The parties have agreed to comply with a Services Agreement that governs the use of student data to meet the specific ends of the Project.

SECTION 5: TERMS AND CONDITIONS

- 5.1 The following terms further specify the manner in which PCSB agrees to share data with UA and UI, subject to FERPA regulations:
- 5.2 UA and UI agree to:
 - 5.2.1 Be designated as authorized representatives of PCSB solely for the purpose of the evaluation of UA's program identified in Section 1.2, above.
 - 5.2.2. Only use the data PCSB will share, including students' personally identifiable information, for legitimate educational purposes.
 - 5.2.3 Use any and all personally identifiable data shared under this Agreement for no purpose other than the services authorized by the contract for the Project.
 - 5.2.4 Use reasonable methods to protect the data PCSB will share pursuant to this agreement, including students' personally identifiable information, from re-disclosure, and to not share this data with any other entity without prior written approval from PCSB.
 - 5.2.5 Ensure that their policies and procedures protect the data PCSB will share, including students' personally identifiable information, from further disclosure or unauthorized use.
 - 5.2.6 Require and maintain a confidentiality agreement with each employee, contractor or agent with access to data pursuant to this Agreement. The agreement will require all employees, contractors and agents of any kind to comply with all applicable provisions of FERPA and other federal laws with respect to the data shared under this Agreement. Nothing in this paragraph authorizes sharing or allowing access to student data provided under this Agreement with any other entity for any purpose other than completing UA's and UI's work authorized by the contract for the Project.
 - 5.2.7 Protect and maintain all student data obtained or permitted access to pursuant to this Agreement in a secure computer environment and not copy, reproduce or transmit data obtained or permitted access to pursuant to this Agreement except as necessary to fulfill

the services described in the contract for the Project. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual students, are subject to the provisions of this Agreement in the same manner as the original data. The ability to access or maintain data under this Agreement shall not under any circumstances transfer from UA or UI to any other institution or entity or unauthorized individual or agent.

5.2.8 Not to provide any student data obtained or permitted access to under this Agreement to any party ineligible to receive data protected by FERPA or prohibited from receiving data from any entity under 34 C.F.R. § 99.31(a)(6)(iii). For the avoidance of doubt, Urban Alliance will provide data to PCSB as contemplated by the contract for the Project.

5.3 DESTRUCTION OF DATA

5.3.1 UA and UI shall destroy all data received from PCSB pursuant to this Agreement when within 12 months following the date of completion of the Project. UI will destroy electronic files in a secure manner using PGP-encryption software, and will shred any physical files. UA and UI agree to require all employees, contractors, or agents of any kind to comply with this provision.

5.3.2 UA and UI shall provide written verification of the destruction of all copies of the student data obtained under this Agreement to PCSB within five (5) business days of destroying the data.

5.3.3. Nothing in this agreement shall be construed to require UA or UI to destroy duplicative data or records that the UA and UI have legitimately received from a source other than PCSB.

5.4 Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation.

5.5 UA and UI represent that each is authorized to bind to the terms of this agreement, including confidentiality and destruction or return of student data, all related or associated institutions, individuals, employees or contractors who may have access to the data or may own, lease or control equipment or facilities of any kind where the data is stored, maintained or used in any way.

5.6 This Agreement takes effect only upon acceptance by authorized representatives of UA and UI by which that institution agrees to abide by its terms and return or destroy all student data covered by this Agreement 12 months following the date of publication of the final report of the Project.

- 5.7 This Agreement takes effect upon signature by the authorized representative of each party and will remain in effect until completion of the Project. The parties further understand that PCSB may cancel this Agreement at any time, upon reasonable notice. PCSB specifically reserves the right to cancel this Agreement should PCSB, in its sole discretion, determine that confidential student information has been released in a manner inconsistent with this Agreement, has not been maintained in a secure manner, or that substantially similar data access has become generally available for research purposes through any other mechanism approved by PCSB.
- 5.8 UA and UI understand that this agreement does not convey ownership of student data to either entity.
- 5.9 BREACH
- 5.9.1 In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, UA or UI shall notify PCSB of the breach within two (2) business days of the date on which UA or UI, respectively, becomes aware of the breach by e-mailing PCSB with a read receipt at fod@dcpcsb.org and with a copy by e-mail to Rashida Tyler, Senior Manager, School Quality and Accountability at ryler@dcpcsb.org. PCSB may take any actions authorized it by law to remediate the breach, including, without limitation, termination of this Agreement and exclusion of UA and/or UI from future access to PCSB data.
- 5.9.2 UA and UI shall provide PCSB with the name and contact information for UA and UI employees who shall serve as PCSB's primary security contact and shall be available to assist PCSB twenty-four (24) hours per day, seven (7) days per week as a contact in resolving obligations associated with a Breach, defined in Section 5.8.1, above.
- 5.10 PUBLICATION OF INFORMATION
- 5.10.1 UA is authorized to publish data disclosed to UA and UI by PCSB in aggregate form, after all personally-identifiable student and parent information has been removed and/or de-identified. PCSB understands that UA and UI may use this data to publish a final report in the format described in this section on or before January 31, 2017 and that this report may remain on display and/or in circulation thereafter.
- 5.10.2 Prior to publicizing aggregate reports based on data received from PCSB, UA shall provide a copy of such aggregate report to PCSB. Upon receipt of an aggregate report from UA, PCSB shall have ten (10) business days to review the aggregate report for compliance with this Agreement. If PCSB determines that UA's aggregate report contains personally-identifiable student information, PCSB shall notify the UA in writing about the potential breach.

5.11 GOVERNING LAW

This Agreement, and any disputes arising out of or related to this Agreement, shall be governed by, and construed in accordance with, the laws of the District of Columbia.

5.12 PCSB's Executive Director or his or her designee, the DC Inspector General, and the District of Columbia Auditor, and/or any of their duly authorized representatives shall, until three years after the completion of the Project payment, have the right to examine any directly pertinent books, documents, papers, and records of both UA and UI involving the data shared by PCSB pursuant to this Agreement.

Agreed to and accepted by:

Urban Alliance.



Daniel Tsin
Director of Evaluation

Agreed to and accepted by:

PCSB



Scott Pearson
Executive Director

Agreed to and accepted by:

Urban Institute.



Michael Peramit
Project Director



ATTACHMENT 1

AGREEMENT BETWEEN URBAN ALLIANCE AND URBAN INSTITUTE



Grant Agreement dated March 3, 2014

Lorraine C. Washington
Senior Contracts Administrator
Urban Institute
Office of Grants, Contracts and Pricing
2100 M Street, N.W.
Washington, DC 20037

Dear Ms. Washington:

I am pleased to inform you that the Urban Alliance is hereby awarding the Urban Institute a grant, for the fourth year of funding for the *Program Evaluation of Urban Alliance*, in the amount of \$318,884 (three hundred and eighteen thousand, eight hundred and eighty-four dollars and zero cents). This grant is made pursuant to a grant from the Urban Alliance based on a proposal developed on December 13, 2013, in collaboration with services of Brett Theodos, technical direction, Principal Investigator, the Urban Institute. Urban Alliance technical administrator assigned to this grant is Sean Segal, Chief Operating Officer.

TERM:

This grant is for the period commencing on February 1, 2014 and continues through January 31, 2015, for a period of 12 months. This grant represents guaranteed funding for the fourth year of the five year research evaluation. At the discretion of Urban Alliance, additional funding for the remaining year of the evaluation can be provided, but those funds are not promised by this contract.

TASKS:

TASK 1. SURVEY ADMINISTRATION/TRACKING

Youth outcomes will be collected directly from cohort 2 study participants in the fourth year of the UI evaluation (in summer 2014). The survey will be administered first as an online survey, then as a telephone survey, and if need be, with in-person follow-up. Youth in both treatment and control groups will be interviewed using the same protocol and survey modes, with a few additional UA participation specific questions added for treatment group members about their engagement in UA services. The survey will also collect information on employment, assets and debt, family circumstances, and hard and soft skills. The survey will also round out information we have about the youths' education data records missed by the National Student Clearinghouse—most notably by capturing enrollment in vocational training programs and colleges. The surveys will primarily be administered by an independent survey organization, SSRS (through subcontract). UI will provide oversight and management via weekly phone conversations with and written reports from the survey firm. An independent consultant will administer additional surveys in person to participants not reached by SSRS if needed to achieve a sufficient sample size.

TASK 2. DATA ANALYSIS

UI will analyze the results of the interim survey, which has collected (or in the case of cohort 2, will collect) information on employment, assets and debt, and other key outcomes. The focus of the analysis will be to describe the outcomes of Urban

Alliance students roughly one year after completing the program, and to compare these outcomes to members of the control group.

TASK 3. INTERIM REPORT

UI will begin drafting an interim report—the second of three in the impact study, following the baseline report. The report will likely be completed in year five of the study, but will be substantial work will be completed in year four. The report will detail the results of the interim survey. The report will describe the survey questions, explain UI's approach in measuring the effects of the Urban Alliance program, and review the findings of this analysis regarding the differences between the treatment and control groups.

Payment Schedule:

1. Payment No. 1: April 1, 2014 - \$159,442
2. Payment No. 2: October 1, 2014 - \$159,442

BUDGET:

A copy of the mutually agreed and approved budget, \$318,884, is attached, Exhibit A.

Non-liability:

Each party agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless the other party, its officers, directors, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorney's fees) directly, indirectly, wholly or partially arising from or in connection with any act or omission of the indemnifying party, its employees or agents, except to the extent that such claims, liabilities, losses and expenses arise from or in connection with any act or omission by the other party. Each party agrees to maintain, at its own expense, adequate insurance in any and all forms necessary to protect itself and, if necessary, the other party against all liabilities, losses, damages, claims, settlements, expenses and legal fees arising out or resulting from this project.

OWNERSHIP OF DOCUMENTS/INTELLECTUAL PROPERTY RIGHTS:

Rights in Technical Data and Copyright. The deliverables and other creative work of Grantee called for by this Agreement including, but not limited to, all written, graphic, audio, visual, and any other materials, contributions, applicable work product and production elements contained therein, whether on paper, disk, tape, digital file or any other media shall be deemed to be the sole property of the Urban Institute. Urban Alliance shall have unlimited rights to use, release to others, reproduce, distribute, or publish the Deliverables. Proper attribution is required. This section shall survive termination of this Agreement.

Proprietary Information. Urban Alliance and the Urban Institute acknowledge that in performing activities related to this grant, the parties may make available to each other or gain access to certain information deemed to be proprietary and confidential information ("Proprietary Information"). Such information includes without limitation, information related to patents, research, development, computer software, designs or processes, pricing, trade secrets, customer lists, and technical and business information, and know-how of Urban Alliance and the Urban Institute. Both parties agree to safeguard and hold in strictest confidence all Proprietary Information, and agree not to disclose such Proprietary Information to unauthorized parties. The receiving party shall not use Proprietary Information from the other for any purpose other than that as required for the performance of activities under this grant.

The restrictions set forth in the foregoing provisions of this Condition shall not apply to information: (a) which was at the time of the receipt otherwise lawfully known to the recipient independently of the disclosing party; (b) which was at the time of receipt lawfully within the public knowledge; (c) which subsequently is lawfully developed independently by the recipient; or (d) which subsequently is lawfully acquired from a third party without coordinating restriction on use.

PATENTS AND COPYRIGHTS:

Urban Alliance grants the Urban Institute unrestricted rights to freely use, publish, produce and disseminate the research data under this grant agreement which best serve the Urban Institute's mission in 1) publishing and disseminating publicly results of externally funded research; and 2) able to use data developed or collected under this grant agreement for further analysis following the completion of this grant agreement.

GRANT NOTIFICATION:

All notifications or correspondence involving grant administration or financial matters, other than invoice submittal shall be addressed to the following:

GRANTOR:

Sean Segal
Chief Operating Officer
Urban Alliance
2030 Q Street NW
Washington, D.C. 20009
202.459.4306
ssegal@theurbanalliance.org

GRANTEE:

Lorraine C. Washington
Senior Contracts Administrator
Urban Institute
Office of Grants, Contracts and Pricing
2100 M Street, N.W.
Washington, DC 20037
Phone: (202) 261-5713
Fax: (202) 728-0231
Email: lwashing@urban.org

All correspondence of a technical nature shall be addressed to the following:

GRANTOR:

Sean Segal
Chief Operating Officer
Urban Alliance
2030 Q Street NW
Washington, D.C. 20009
202.459.4306
ssegal@theurbanalliance.org

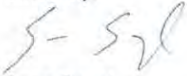
GRANTEE:

Brett Theodos
Senior Research Associate
Urban Institute
2100 M Street, N.W.
Washington, DC 20037
Phone: (202) 261-5865
Fax: (202) 872-9322 or 8154
Email: btheodos@urban.org

Terms and Conditions set forth in this grant letter are between Urban Alliance and the Urban Institute. By acceptance of this grant agreement, the Urban Institute comply with these grant terms.

If this grant is acceptable to the Urban Institute, please indicate by signing below.

Sincerely,



Sean Segal
Chief Operating Officer

Grant Acceptance:



Marcus L. Stevenson
Director of Grants, Contracts, Purchasing and Pricing
Urban Institute

3-18-14
(Date)

ATTACHMENT 2

Secure Data Transfer Guide

Data will be transferred through a secured FTP directly to the Urban Institute. Urban Institute will set up the SFTP and send instructions to PCSB.

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE OFFICE OF THE STATE SUPERINTENDNT OF EDUCATION
AND
THE DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

I. INTRODUCTION

This Memorandum of Understanding (“MOU”) is entered into between the Office of the State Superintendent of Education (“OSSE”) and the District of Columbia Public Charter School Board (“PCSB”) to govern their respective responsibilities and activities regarding the OSSE’s one-time transfer of funds (the “Payment”) to PCSB to supplement its capacity to oversee and monitor District of Columbia public charters schools (“DCPCS”).

II. RECITALS

WHEREAS, PCSB is the authorizer for public charter schools in the District of Columbia (D.C. Official Code § 38-1802 *et seq.*);

WHEREAS, PCSB is responsible for, among other duties: monitoring the operations of public charter schools and ensuring their compliance with applicable laws pursuant to the District of Columbia School Reform Act of 1996, as amended (D.C. Official Code § 38-1802 *et seq.*);

WHEREAS, the OSSE serves as the state education agency and perform the functions and duties of a state education agency for the District of Columbia (D.C. Official Code §§ 38-2601; 38-2601.01);

WHEREAS, the OSSE is responsible for fulfilling responsibilities consistent with the performance of the state-level education functions of the District of Columbia (D.C. Official Code, § 38-2602);

WHEREAS, the Parties enter into this MOU with the understanding that at least twenty-nine (29) DCPCS do not have a current or adequate emergency response plan and require financial assistance to create such plans;

WHEREAS, the OSSE and the PCSB share the common goals of improving and enhancing the safety and wellness of students on a coordinated basis in the schools within the District of Columbia, particularly as to the availability of adequate response plans in the event of emergencies;

WHEREAS, the Parties enter into this MOU with the understanding that it is in the best interest of the District of Columbia that each individual DCPCS have a current and adequate emergency response plan that is consistent with the guidance in the District of Columbia's School Emergency Response Plan and Management Guide, dated January 2010 ("D.C. Guide") as may be updated,¹ and/or the Guide for Developing High-Quality Emergency Response Plans issued by the U.S. Departments of Education, Health and Human Services, Homeland Security, Justice, the Federal Bureau of Investigation and the Federal Emergency Management Agency, dated July 2013("Federal Guide")²;

WHEREAS, OSSE warrants that it has sufficient available funds in FY2014 to provide the Payment to PCSB;

WHEREAS, PCSB warrants that, pursuant to District of Columbia Official Code § 38-1802.14(a)(1), it is an agency within the District of Columbia Government and that all necessary approvals, whether fiscal or programmatic, have been obtained prior to execution of this Agreement.

III. PURPOSE

The purpose of this MOU is to provide funding to the PCSB to provide financial assistance to DCPCS to develop their emergency response plans, train their leadership and staff on emergency response procedures and techniques, and link public charter schools to community resources that support school safety.

IV. INTRA-DISTRICT FUNDING PROVISIONS

Total cost for the MOU shall be an amount equal to, but not to exceed, one hundred and thirty-five thousand and 00/000 (\$135,000.00) Dollars paid by OSSE to PCSB to facilitate the activities described herein, during Fiscal Year ("FY") 2014, to be paid by June 15, 2014.

V. PAYMENT

- A. Payment for all services shall be made through an Intra-District advance by OSSE to PCSB based on the total amount of this MOU.
- B. PCSB shall reimburse OSSE the balance of any unexpended or uncommitted funds at the expiration of this MOU pursuant to D.C. Official Code § 1-301.01(k).

¹

http://esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/school_emergency_response_plan-1-5-10.pdf

² http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf;

*Memorandum of Understanding Between
The Office Of The State Superintendent Of Education and
The District Of Columbia Public Charter School Board*

- C. In the event this MOU is terminated, PCSB shall return any unexpended or uncommitted funds to OSSE.
- D. The Parties' Directors or their designees shall resolve all adjustments and disputes arising from services performed under this MOU. In the event that the Parties are unable to resolve a financial issue, the matter shall be referred to the D.C. Office of Financial Operations and Systems.

VI. AUTHORITY FOR MOU

D.C. Official Code § 1-301.01(k).

VII. RESPONSIBILITIES OF THE PARTIES

- A. Pursuant to this MOU, the OSSE agrees to:
 - 1. Transfer \$135,000 to PCSB by June 15, 2014;
 - 2. Ensure funding for the project is distributed to PCSB on a timely basis in accordance with the terms and conditions set forth in this MOU; and
 - 3. Ensure that PCSB manages the receipt of funds for the purpose of delivering any and all financial assistance to DCPCSs in accordance with federal law, and the laws of the District of Columbia, its regulations and policies.
- B. Pursuant to this MOU, PCSB agrees to:
 - 1. Budget for all services described in this MOU; and
 - 2. Award a contract to provide the services described in this MOU for an amount not to exceed \$135,000 to a qualified contractor.

VIII. PROCUREMENT PRACTICES

If a District of Columbia agency or instrumentality plans to utilize the goods or services of an agent or third party (e.g., contractor, consultant) to provide any of the goods or services specified under this MOU, then the agency or instrumentality shall abide by the provision of the pursuant to the "Procurement Practices Reform Act of 2010", effective April 8, 2011 (D.C. Law 18-371; D.C. Official Code § 2-351.01 *et seq.*(2012 Supp.) to procure the goods or services of the agent or third party, other than where D.C. Official Code § 38-1802.14(h) is found expressly applicable to the transaction.

IX. ANTI-DEFICIENCY CONSIDERATIONS

The Parties acknowledge and agree that their respective obligations to fulfill financial obligations of any kind pursuant to any and all provisions of this MOU, or any subsequent agreement entered into by the parties pursuant to this MOU, are and shall remain subject to the provisions of (i) the federal Anti- Deficiency Act, 31 U.S.C. §§ 1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code § 47- 355.01-355.08 (2001), (iii) D.C. Official Code § 47-105 (2001), and (iv) D.C. Official Code § 1-204.45 (2006 Supp.) as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

X. COMPLIANCE AND MONITORING

As this MOU is funded by District of Columbia Funds, the Parties acknowledge that they will be subject to scheduled and unscheduled monitoring reviews to ensure compliance with all applicable requirements.

XI. RECORDS AND REPORTS

The Parties shall maintain records and receipts for the expenditure of all funds provided for a period of no less than three (3) years from the date of expiration or termination of the MOU and, upon the District of Columbia’s request, make these documents available for inspection by duly authorized representatives of the buyer agency and other officials as may be specified by the Office of the Chief Financial Officer.

XII. CONFIDENTIAL INFORMATION

The Parties to this MOU will use, restrict, safeguard, disclose, and dispose of all information related to student information and services provided under this MOU, in accordance with all relevant federal and local statutes, regulations, policies, including without limitation, the Family Educational Rights and Privacy Act (FERPA). Information received by any Party in the performance of this MOU shall be and remain the property of PCSB.

XIII. DURATION

This MOU shall be effective as of the date on which both Parties’ representatives have executed the MOU and shall remain in effect until September 30, 2014, unless terminated in writing by the Parties prior to the expiration.

XIV. MODIFICATION AND TERMINATION

The terms and conditions of this MOU may be modified only upon prior written agreement by the Parties. Any Party may terminate this MOU in whole or in part by giving thirty (30) calendar days in advance written notice to the other Party.

XV. NOTICE

The following individuals are the contact points for each Party under this MOU:

| Contact Person for PCSB: | Contact Person for the OSSE: |
|---------------------------------|---|
| Scott Pearson | Jesús Aguirre |
| Executive Director | State Superintendent |
| DC Public Charter School Board | Office of the State Superintendent of Education |
| 3333 14th Street NW, Suite 210 | 810 First Street NE |
| Washington, DC 20010 | Washington, DC 20002 |
| Direct line: (202) 328-2662 | Phone: 202-727-3471 |
| Main line: (202) 328-2660 | |
| Fax: (202) 328-2661 | |

XVI. MISCELLANEOUS

The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

XVII. EFFECTIVE DATE

This MOU shall become effective upon the date of the last approving signature.

IN WITNESS WHERE OF, the Parties hereto have executed this MOU as follows:

**For the Office of the State Superintendent
of Education:**

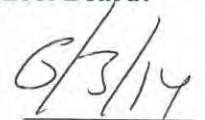
For the DC Public Charter School Board:

Jesús Aguirre
State Superintendent

Date



Scott Pearson
Executive Director



Date



**DATA SHARING AND PRIVACY AGREEMENT
BETWEEN
THE DISTRICT OF COLUMBIA PUBLIC CHARTER BOARD
AND
CHOICE RESEARCH ASSOCIATES**

This Data Privacy Agreement (“Agreement”) is entered into by and the District of Columbia Public Charter Board (“PCSB”) and Choice Research Associates (“CRA”), (collectively, the “Parties”) performing an evaluation of the Justice Grants Administration Community-Based Truancy Reduction program, a student aid program, and requires confidential student data.

This Agreement is entered into by the Parties, for the purpose of sharing information between the parties in a manner consistent with the Family Education Records Privacy Act of 1974, 20 U.S.C. § 1232g (“FERPA”) and any other relevant federal law. For purposes of this Agreement, “FERPA” includes 20 U.S.C. § 1232g, any reauthorization of or amendments thereto, and Part 99 of Title 34 of the Code of Federal Regulations.

SECTION 1: DEFINITIONS

- 1.1 “Data,” as used herein, means recorded information, regardless of form or the media on which it may be recorded. The term includes technical data and computer software. The term does not include information incidental to contract administration, such as financial, administrative, cost or pricing, or management information.
- 1.2 The term “Technical Data,” as used herein, means recorded information, regardless of form or characteristic, of a scientific or technical nature. It may, for example, document research, experimental, developmental or engineering work, or be usable or used to define a design or process or to procure, produce, support, maintain, or operate material. The data may be graphic or pictorial delineations in media such as drawings or photographs, text in specifications or related performance or design type documents or computer printouts. Examples of technical data include research and engineering data, engineering drawings and associated lists, specifications, standards, process sheets, manuals, technical reports, catalog item identifications, and related information, and computer software documentation. Technical data does not include computer software or financial, administrative, cost and pricing, and management data or other information incidental to contract administration.
- 1.3 The term “Computer Software,” as used herein means computer programs and computer databases. “Computer Programs,” as used herein means a series of instructions or statements in a form acceptable to a computer, designed to cause the computer to execute an operation or operations. “Computer Programs” include

operating systems, assemblers, compilers, interpreters, data management systems, utility programs, sort merge programs, and automated data processing equipment maintenance diagnostic programs, as well as applications programs such as payroll, inventory control and engineering analysis programs. Computer programs may be either machine-dependent or machine-independent, and may be general purpose in nature or designed to satisfy the requirements of a particular user.

- 1.4 The term “computer databases,” as used herein, means a collection of data in a form capable of being processed and operated on by a computer.

SECTION 2: DESCRIPTION OF THE PROJECT

2.1 Data Required

- 2.1.1 CRA intends to conduct a process and outcome evaluation of the Community-Based Truancy Reduction Project for the period from November 2012 through September 30, 2015 (hereinafter, the “Project”).
- 2.1.2 CRA represents that this evaluation will employ secondary data analysis to assess the impact of services provided by seven Community Based Organizations (“CBOs”) to students in DC public charter schools (“Charter Schools”). Ideally, these youth will be compared to youth fitting the same criteria from similar schools. The evaluation will incorporate scores from assessment tools utilized by the CBOs, process measures such as engagement with families during home visits and school activities, and provision of case management and referral services (for truant youth and their family). Outcome measures include academic performance, school attendance, and school disciplinary actions (e.g., suspensions and expulsions). Data will be sought from Children and Family Services Agency (CFSA) to ascertain if youth referred to the CBOs in this intervention are then referred to CFSA and if the truancy case is substantiated. The core of the project is analysis of programmatic data routinely gathered by the CBOs during the course of their project, and the outcome data provided by PCSB, DCPS and CFSA. Neither the Principal Investigator (PI) or CRA staff has any direct contact with the families or clients served by the CBOs.
- 2.1.3 CRA’s research question for the Project is: *Do family focused services provided by a community based organization reduce truancy for elementary school youth in grades K-5 who have between 5 and 9 absences compared to youth who are not referred for services? If so, which of those services are more effective?*
- 2.1.3 CRA’s evaluation is in the developmental phase and the goal will be to determine both which factors are effective at reducing truancy including program services such as home visits, parent training, and referrals to other needed services (outcome), and what are the steps that need to be taken to ensure that the crucial services are provided (implementation or process).

2.1.4 In order to properly assess if there is an impact of services on truancy, CRA seeks to control for other factors that could explain the outcomes. For this reason, CRA seeks the prior academic, attendance, and disciplinary performance of youth in both the treatment group and in a comparison group of similarly situated youth in schools in the same or similar wards. This information would be coupled with assessment data, demographic, and family structure information (e.g., socio-economic status, number of siblings, single vs. duo parent household) which is obtained by the CBO in their routine programmatic process.

2.1.5 To perform services for the Project, CRA will require access to confidential information, education records, and information that identifies particular individuals, including students. Student data required for the Project may include: demographic data (age, gender, race/ethnicity, home zip code); Academic performance data (grades and test scores); attendance records: (number of excused absences, number of unexcused absences, and number of times tardy); and disciplinary actions (number of disciplinary actions, suspensions and expulsions).

2.2 Charter Schools Involved in the Project

2.2.1 CRA requires the confidential student data of students at the following Charters Schools: Cesar Chavez Public Charter School (specifically, its Parkside campus); DC Bilingual Public Charter School; Friendship Collegiate Public Charter School (specifically, its Tech Prep campus); Hope Community Public Charter School (specifically, its Lamond and Tolson campuses); Paul Public Charter School; and Two Rivers Public Charter School. These schools and campuses are working with CBOs as described in the following table.

| School (Campus) | CBO |
|---|---|
| Cesar Chavez Public Charter School (Parkside) | East River Family Strengthening Collaborative |
| DC Bilingual Public Charter School | Collaborative Solutions for Communities (formerly known as Columbia Heights Family Support Collaborative) |
| Friendship Public Charter School (Tech Prep) | Far Southeast Family Strengthening Collaborative |
| Hope Community Public Charter School (Lamond) | Catholic Charities |
| Hope Community Public Charter School (Tolson) | Boys Town |
| Paul Public Charter School | Catholic Charities |
| Two Rivers Public Charter School | Edgewood Brookland Family Support Collaborative |

- 2.2.2 PCSB represents that it has received written consent for the data needed to complete the Project from the charter schools listed in Section 3.1.5, above.
- 2.3 Student-Level Data
 - 2.3.1 PCSB intends to share confidential data that includes personally identifiable information as defined in FERPA, for which parents have not provided consent, with CRA.
 - 2.3.2 The Data will be used by CRA's employees to fulfill the duties and responsibilities needed for the Project.
 - 2.3.3 CRA requires the following data from PCSB for students at the Charter Schools listed in Section 2.2.1, above:
 - 2.3.3.1 Student Name (first and last)
 - 2.3.3.2 Student address
 - 2.3.3.3 Student Identification Number
 - 2.3.3.4 Free/Reduced Lunch status
 - 2.3.3.5 English language learner status
 - 2.3.3.6 Special education status
 - 2.3.3.7 Race/Ethnicity
 - 2.3.3.8 Attendance (by year and quarter and number of days enrolled)
 - 2.3.3.9 Number of excused absences
 - 2.3.3.10 Number of unexcused absences
 - 2.3.3.11 Number of days tardy
 - 2.3.3.12 Number of out-of-school suspensions (by year)
 - 2.3.3.13 Exit codes (i.e., transfer – if applicable) and dates
 - 2.3.4 CRA will link data provided by PCSB with 4 to 5 digit research code which will replace personally identifying information provided by PCSB; personally identifying information will not be part of any linked datasets.
- 2.4 Scope of the Project

2.4.1 CRA represents that the Project will be completed by January 31, 2016.

SECTION 3: FERPA

FERPA provides for circumstances under which educational agencies such as PCSB are authorized to release confidential data from students' education records regarding individual students without prior parental consent. While PCSB does not intend to share any personally identifiable information with CRA, this agreement governs the use of data that PCSB will share with CRA to meet the specific ends of the Project.

SECTION 4: TERMS AND CONDITIONS

- 4.1 The following terms further specify the manner in which PCSB agrees to share Data with CRA, subject to FERPA and any other applicable federal law:
- 4.2 Parties
- 4.2.1 PCSB is a public charter school authorizer with oversight responsibility for public charter elementary and secondary institutions, is authorized to maintain student information subject to FERPA, and may disclose such information as authorized by FERPA.
- 4.2.2 CRA has contracted Zachary Rowan, M.A., and Laura Gerhard, B.A., to perform services, as outlined in the Research Application, attached as Exhibit A.
- 4.2.3 CRA represents that Shawn M. Flower, Ph.D, is the Principal Investigator and will lead the Project, assisted by Zachary Rowan, M.A., Research Associate and Laura Gerhard, Research Associate.
- 4.3 CRA agrees to:
- a. Use any and all Data shared under this Agreement only for legitimate purposes and for no purpose other than the contractual services authorized by the statement of work for the Project.
 - b. Refrain from linking the Data provided to any data set in a way that reveals personally-identifiable student data and/or in contravention of the terms of this Agreement.
 - c. Limit the custodians of the Data to Shawn Flower, Zachary Rowan, and Laura Gerhard.
 - d. Use reasonable methods to identify and notify PCSB of any inadvertently disclosed personally identifiable student data

received, protect such data from re-disclosure, and to not share any personally identifiable data received under this Agreement with any other entity.

- e. Ensures that it has policies and procedures to protect the Data provided by PCSB from further disclosure and unauthorized use.
- f. In the event that it does re-disclose Data, including but not limited to student information, CRA will inform PCSB immediately upon any re-disclosure of student information.
- g. Require and maintain a confidentiality agreement with each employee, contractor or agent with access to Data pursuant to this Agreement. The agreement will require all employees, contractors and agents of any kind to comply with all applicable provisions of FERPA and other federal laws with respect to the Data. Nothing in this paragraph authorizes sharing or allowing access to Data provided under this Agreement with any other entity for any purpose other than completing CRA's work authorized by the statement of work for the Project.
- h. Protect and maintain all Data obtained or permitted access to pursuant to this Agreement in a secure computer environment and not copy, reproduce or transmit data obtained or permitted access to pursuant to this Agreement except as necessary to fulfill the services described in the statement of work for the Project. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual students, are subject to the provisions of this Agreement in the same manner as the original data. The ability to access or maintain data under this Agreement shall not under any circumstances transfer from CRA to any other institution or entity or unauthorized individual or agent.
- i. Not to provide any Data, including student data, obtained or permitted access to under this Agreement to any party that is ineligible to receive data protected by FERPA or prohibited from receiving Data from any entity.
- j. Destroy all data, including student data, and provide written verification of the destruction of all copies of the student data obtained under this Agreement to PCSB 3 years following the date of completion of the Project. All data no longer needed shall be physically destroyed or returned to the PCSB in compliance with and as outlined in 34 C.F.R. § 99.35(b)(2). CRA agrees to require

all employees, contractors, or agents of any kind to comply with this provision.

- 4.4 Breach.
- 4.4.1 In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, CRA shall notify PCSB of the breach within two (2) business days of the date on which CRA becomes aware of the breach by e-mailing PCSB's Executive Director with a read receipt at spearson@dcpcsb.org. PCSB may take any actions authorized it by law to remediate the breach, including, without limitation, termination of this Agreement and exclusion of CRA from future access to PCSB's confidential data.
- 4.4.2 CRA agrees that Shawn M. Flower shall serve as PCSB's primary security contact and shall be available to assist PCSB twenty-four (24) hours per day, seven (7) days per week as a contact in resolving obligations associated with a Breach, defined in Section 4.4.1, above.
- 4.5 Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation.
- 4.6 CRA represents that Shawn M. Flower, Ph.D. is authorized to bind to the terms of this agreement, including confidentiality and destruction or return of Data, all related or associated institutions, individuals, employees or contractors who may have access to the data or may own, lease or control equipment or facilities of any kind where the data is stored, maintained or used in any way.
- 4.7 Data may be stored on a server with additional data but may not be merged with any other data in contravention of the terms of this Agreement.
- 4.8 This Agreement takes effect only upon acceptance by authorized representatives of the CRA, by which that institution agrees to abide by its terms and return or physically destroy all student data covered by this Agreement 3 years following the date of completion of the Project.
- 4.9 This Agreement takes effect upon signature by the authorized representative of each party and will remain in effect until completion of the Project.
- 4.10 The parties further understand that PCSB may cancel this Agreement at any time, upon reasonable notice. PCSB specifically reserves the right to cancel this Agreement should PCSB, in its sole discretion, determine that confidential student information has been released in a manner inconsistent with this Agreement, has not been maintained in a secure manner, or that substantially similar data access

has become generally available for research purposes through any other mechanism approved by PCSB.

4.11 All data shared by PCSB with CRA shall be the sole property of PCSB. CRA agrees not to assert any rights in common law or in equity in such data. CRA shall not publish or reproduce any personally identifiable student data, in whole or in part or in any manner or form, or authorize others to do so.

4.12 CRA understands that the Agreement does not convey ownership of student data to any entity with which CRA has or intends to have a contractual relationship.

4.13 GOVERNING LAW

This Agreement, and any disputes arising out of or related to this Agreement, shall be governed by, and construed in accordance with, the laws of the District of Columbia.

4.14 PCSB's Executive Director or his or her designee, the DC Inspector General, and the District of Columbia Auditor, and/or any of their duly authorized representatives shall, until three years after the completion of the Project payment, have the right to examine any directly pertinent books, documents, papers, and records of CRA involving the data shared by PCSB pursuant to this Agreement.

Entered into this 17 of December, 2014.

Agreed to and accepted by:



Shawn M. Flower, Ph.D.
Principal Researcher

Agreed to and accepted by:

PCSB


Scott Pearson
Executive Director

EXHIBIT A



Date: May 27, 2013

Title: Evaluation of the Justice Grants Administration (JGA) Community-Based Truancy Reduction (CBTR) Project Years 1 and 2

Requester/Organization: Shawn M. Flower, Ph.D., Principal Researcher
Choice Research Associates

Description: The purpose of the overall project is to conduct a process and outcome evaluation of the Community-Based (CBO) Truancy Reduction Project (CBTR) for the period from November 2012 through November 2014. Confidential Data is requested.

This evaluation will employ secondary data analysis to assess the impact of services provided by five CBOs to approximately 600 students per year in K-3rd grade (year 1) and K-5th grade (year 2) with 5 to 9 unexcused absences attending DC public schools. Ideally, these youth will be compared to youth fitting the same criteria from similar schools. The evaluation will incorporate scores from assessment tools utilized by the CBOs, process measures such as engagement with families during home visits and school activities, and provision of case management and referral services (for truant youth and their family). Outcome measures include academic performance, school attendance, and school disciplinary actions (e.g., suspensions and expulsions). Data will be sought from Children and Family Services Agency (CFSA) to ascertain if youth referred to the CBOs in this intervention are then referred to CFSA and if the truancy case is substantiated. The core of the project is analysis of programmatic data routinely gathered by the CBOs during the course of their project, and the outcome data provided by DCPS and CSFA. Neither the Principal Investigator (PI) or Choice Research Associates (CRA) staff has any direct contact with the families or clients served by the CBOs.

Timeline: 2011-12; 2012-13; 2013-2014

Data Collection from Schools: None

Data Requested from ODA/DCPS: Three times over the course of the project (Aug 2013; April 2014 and Aug 2014), we request the following data for all youth in the treatment and comparison groups:

- Demographic data: age, gender, race/ethnicity, home zip code;
- Academic performance: grades and test scores;
- Attendance records: (number of excused absences, number of unexcused absences, and number of times tardy); and
- Disciplinary Actions: Number of disciplinary actions, suspensions and expulsions.

DCPS Advocate: Melissa Hook, Director, Justice Grants Administration

DCPS Research Application

Project Title Evaluation of the Justice Grants Administration (JGA) Community-Based Truancy Reduction (CBTR) Project Years 1 and 2

Requestor Shawn M. Flower, Ph.D., Principal Researcher, Choice Research Associates

Abstract

This evaluation will employ secondary data analysis to assess the impact of services provided by five CBOs to approximately 600 students per year in K-3rd grade (year 1) and K-5th grade (year 2) with 5 to 9 unexcused absences attending DC public schools. Ideally, these youth will be compared to youth fitting the same criteria from similar schools. The evaluation will incorporate scores from assessment tools utilized by the CBOs, process measures such as engagement with families during home visits and school activities, and provision of case management and referral services (for truant youth and their family). Outcome measures include academic performance, school attendance, and school disciplinary actions (e.g., suspensions and expulsions). Data will be sought from Children and Family Services Agency (CFSA) to ascertain if youth referred to the CBOs in this intervention are then referred to CFSA and if the truancy case is substantiated. The core of the project is analysis of programmatic data routinely gathered by the CBOs during the course of their project, and the outcome data provided by DCPS and CFSA. Neither the Principal Investigator (PI) or Choice Research Associates (CRA) staff has any direct contact with the families or clients served by the CBOs.

Statement of the Problem

Washington D.C. Public Schools experience high rates of truancy. The causes of truancy vary but are found in the nexus between the child’s individual protective and risk factors within their home/community and school environment. Children with unmet physical, mental and social needs, living in communities and households strained by drug and alcohol abuse, poverty, violence and mental illness are more likely to be truant. This project seeks to step into the lives of these children at the earliest school period (age 5 to 8 – kindergarten to third grade in the first year, an age 5 to 10 - kindergarten to 5th grade in the second year) by providing these children and their families wrap-around services, referrals for services, parenting classes, and skills that reduce the risk of chronic truancy that will inhibit their chances of future academic and life success.

Objectives of the Study

This project is a program evaluation attempting to discern and develop critical program factors, and as such, there are no formal hypotheses to be tested. However, our research question for this project is:

Do family focused services provided by a community based organization reduce truancy for elementary school youth in grades K-3 (K-5 in year 2) who have between 5 and 9 absences compared to youth who are not referred for services? If so, which of those services are more effective?

This project will conduct a process and outcome evaluation of this truancy prevention effort. As this is a new project, the evaluation is in the developmental phase and the goal will be to determine both which factors are effective at reducing truancy including program services such as home visits, parent training,

and referrals to other needed services (outcome), and what are the steps that need to be taken to ensure that the crucial services are provided (implementation or process).

In order to properly assess if there is an impact of services on truancy, it will be important to control for other factors that could explain the outcomes. For this reason, this research application seeks approval to obtain the prior academic, attendance, and disciplinary performance of youth in both the treatment group and in a comparison group of similarly situated youth in schools in the same or similar wards. This information would be coupled with assessment data, demographic, and family structure information (e.g., socio-economic status, number of siblings, single vs. duo parent household) which is obtained by the CBO in their routine programmatic process.

Significance of the Problem

The District of Columbia Crime Policy Institute at the Urban Institute examined variations in truancy among the District's middle and high schools (Lieberman & Cahill, 2012). Their findings support both early interventions and family-based interventions for younger students. In searching for predictors of high school truancy, they found that high school absences are predicted by 8th grade truancy. Variations in high school truancy rates were not indicative of varying interventions at the high schools themselves, but rather dependent on the students' truant behavior in middle school. The authors thus concluded that the most effective and efficient approach to lowering high school truancy rates would be lowering middle school truancy rates. Additionally, their research found that residential neighborhood features had more influence on high school students' truancy than middle school students'; concluding that family influences have a stronger effect on younger children so that, "truancy interventions that are primarily family-based are more likely to prove effective at earlier ages" (p. ii). Both of these findings support the findings in the literature that early truancy interventions impact later truant behavior and should address the powerful influence of the family.

In recent years, the District of Columbia made changes to its policy regarding truancy. The 2009 Compulsory Education and School Attendance regulation lays out specific policies and procedures District of Columbia Public Schools (DCPS) must follow regarding attendance.¹ Schools are required to have an absenteeism protocol focused on prevention of unexcused absences that includes academic and behavioral interventions addressing their needs.² Schools must maintain, among other things, a procedure of personal contact with parents after one unexcused absence, and a set of practices offering supports, incentives and consequences, and intervention strategies to deal with absenteeism.³ Additionally, schools must refer students accumulating five or more unexcused absences to a school-based Student Support Team (SST) that will work with parents to develop an attendance intervention plan and to review the underlying causes of the absences as well as make recommendations for needed services (academic or social).⁴ After 10 unexcused absences, students aged 5-13 are referred to Child and Family Services Agency (CFSA); students aged 14 and over are referred to Court Social Services Division of the Superior Court of the District of Columbia and to the Office of the Attorney General

¹DC Municipal Regulations and DC Register
<http://www.dcregs.dc.gov/Gateway/ChapterHome.aspx?ChapterID=230295>

² Sec 2103.2

³ Sec 2101.2 (c)(1)(2)

⁴ Sec 2102.2 (c)(3)

Juvenile Section after 25 absences [starting with the 2014-2015 school year referrals are made after 20 absences].⁵

In testimony before the District of Columbia Council Committee of the Whole and the Judiciary, Judith Sandalow (2012), Executive Director of Children’s Law Center, praised the Council’s passing of the Families Together Amendment Act of 2010 which allowed changes in CFSA policy she argued allowed more opportunity for truant District youth and their families to get the help they needed. Further, Michele Rosenberg (2012), Chief of Staff of CFSA, remarked that the new policy enabled them to better help families by focusing on services keeping families together rather than removing children from homes. She testified that CFSA was able to work closely with DCPS as a result of the new policies and that both wished to be able to “identify the main issues behind chronic truancy as a foundation for undertaking targeted prevention” (Rosenberg, 2012).

Addressing a Key Research Priority

This project addresses the major research priority of **Compelling Schools**, particularly as it relates providing “strong support for social and emotional needs”. This evaluation seeks to shed light on the “main issues behind chronic truancy” – in particular with respect to *early* intervention. The knowledge gained from this project is likely to illuminate the social and emotional needs of these truant students and their families. In addition, the process or implementation component of the evaluation will highlight the barriers, challenges and successes of the partnership between DCPS and the CBO providing the services to these children and their families. This, in turn, can lead to refinement of policies and procedures which can strengthen the approach to truancy intervention and prevention practices.

Review of the Literature

Chronic youth absences from school are generally recognized to negatively affect school performance, be indicative of school detachment, and to enhance the likelihood a student will drop out completely. The issue of truancy reduction and prevention has thus received a lot of attention as an effort to address one of the issues perceived to be at the root of both poor school performance and juvenile delinquency. Available literature provides insight into both the risk factors involved for truant behavior and the negative effects of prolonged absence and dropping out of school. With the opportunity to prevent these long term negative effects and deter delinquency, the literature supports early interventions—preventing elementary truancy from developing into long term detachment from school (Dembo & Gullledge, 2009; Chang & Jordan, 2011; Lehr et al, 2004). While there appears to be a lack of rigorously evaluated truancy interventions due to limitations (e.g., the lack of a universal definition of truancy and the consequent difficulties in collecting data) (Dembo & Gullledge, 2009; Gandy & Schulz, 2007), some interventions have produced significant reductions in truant behavior thus providing a set of best practices to draw upon.

Truancy interventions should involve multi-modal services at an individualized level. Demonstrated successes in the literature appear when multiple agencies and providers work together to target the varying factors involved in truant behavior. Youth behavior is influenced by many factors; thus truant behavior could be a result of a student’s academic difficulties, a family’s financial difficulties, or substance use or abuse by parent or student. Understanding the various potential causes of truant behavior is imperative to determining which services provide the best opportunity for improving student

⁵ Section 2103.5

outcomes; multiple services may be needed (academic tutoring, housing assistance, substance counseling). From this it should also be clear that each student's needs will be different, so interventions must be individualized to each student specifically. An individualized course of action and consistent and persistent involvement with each student and family improve the likelihood of positively impacting behavior. This important aspect of interventions is also one which poses challenges. It may be difficult to maintain such interaction with students and/or parents throughout the course of an intervention due to inconsistent contact information and interest, but parental involvement is crucial. Truant behavior may also be reflective of a lack of attachment to school—on the part of parent and student—so that an important aspect of any intervention should focus on changing family attitudes towards school and attendance in order to build a strong attachment and better prepare students for overall success. The earlier this attachment is made stronger the better, as it allows children to fully enjoy the benefits of their education.

The potential to prevent not only truancy but further delinquent and negative behavior supports efforts to intervene at the earliest possible stages. Dembo and Gullledge (2009) caution against delaying attention or intervention until after a youth's absence becomes chronic, as at that point additional, more serious problems are likely to have developed. Chang and Jordan (2011) also stress the importance of early interventions as a means to prevent later academic difficulties which lead to increased likelihood a student will dropout. Citing the findings of an Attendance Works Report,⁶ they state that only 17 percent of kids chronically absent (missing at least 10 percent of school) in kindergarten and first grade were proficient readers by the end of third grade compared to two thirds of their peers with regular attendance (Chang & Jordan, 2011).

Stating that “the detrimental path leading to school withdrawal starts early,” Lehr et al (2004, p. 280) also support early interventions based on evidence showing that early home environment and the quality of care-giving are powerful predictors of whether students remain in or drop out of school. Most dropouts exhibit signs of school withdrawal and disengagement including poor attendance and academic or behavioral troubles prior to making the decision to drop out (Lehr et al, 2004). Citing a Barrington and Hendricks retrospective study⁷ of early school patterns of dropouts, they state that, “students who dropped out could be differentiated from those who completed school with nearly 70 percent accuracy by third grade” (Lehr, 2004, p. 280). Thus the authors stress the importance of early identification of attendance issues and building student engagement in school so as to prevent the long term negative effects experienced by dropouts—unemployment, underemployment, incarceration, and long term dependency on social services (Lehr et al, 2004).

Literature Supported Best Practices

The available literature appears to concur that the most effective truancy interventions involve a comprehensive understanding of the contributing factors to truancy and thus according to Lehr et al (2004) requires a “complementary model of intervention to address the complexity of associated issues” (p. 282). The effort involves both multiple targets and multiple players; most of the literature calls for a collaborative effort reaching across schools, families, and communities (Dembo & Gullledge, 2009; Gardner Center, 2012; Gandy & Schulz, 2007; NCSE, 2007; Lehr et al, 2004). Involving multiple

⁶ Applied Survey Research. (2011, May). Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes. Watsonville, Calif.

⁷ Barrington, B.L., & Hendricks, B. (1989). Differentiating Characteristics of High School Graduates, Dropouts, and Nongraduates. *Journal of Educational Research*, 89, 309-319.

stakeholders such as law enforcement, courts, social services, and mental health communities not only increases the pool of resources but also allows multiple issues to be addressed (Gardner Center, 2012). Effective truancy interventions focus on multi-modal strategies that target these various underlying issues and offer a continuum of supports—academic, behavioral, family, and health (Gardner Center, 2012). Such collaborations also include training for parents/guardians and teachers of affected youth to allow them to better cope with truant behaviors in students (Gandy & Schulz, 2007). Additionally, the literature supports a staged approach to interventions that becomes more individualized: letter home, phone call to parents, home visit (Gardner Center, 2012) with court utilized as the last resort (Gandy & Schulz, 2007).

Truancy: Contributing Factors and Negative Outcomes

Students with truant tendencies often face numerous contributing factors ranging across personal, family, and school issues. Literature shows the common causes of withdrawal from school to include among others: low self-esteem, substance use or abuse, poor academic performance, poverty, unstable home, poor access to health care and transportation, and poor teacher relationships (National Center for School Engagement, 2007; Dembo & Gullledge, 2009 Baker et al, 2001). Many of these issues prevent children from being able to attend school regularly—through no fault of their own—causing long term negative effects. Given the wide range of contributing factors, truancy interventions should be collaborative efforts that attempt to address as many of the root causes as possible; truancy is not strictly a school or law enforcement problem.

Truancy itself is also considered a contributing factor to further negative outcomes such as delinquency, substance use and abuse, and poor financial outcomes as it is linked to higher likelihood of high school dropout (NCSE, 2007; Baker et al, 2001). A National Center for School Engagement (NCSE, 2007) report describes the relationship between truancy and such negative behaviors as delinquency, substance use and abuse, and high school dropout as “circular” because truancy is both a “ cause and consequence” of these behaviors.

Sample and Selection

The data requested in this research application are for youth referred to CBOs who have between 5 and 9 absences and a comparison group of similarly situated students in schools in or around the same wards. For those participating in the first year, JGA identified the set of comparison schools and paired the schools (See Table 1, below). Data were obtained from the DC School Profiles⁸ including 2012-2013 enrollment (total enrolled and population by race (percent Black, Latino, White etc), percent of English Language Learners, percent receiving free lunch, percent in Special education, percent living “In Boundary”) and test statistics (percent of population at below basic math, basic math, basic reading etc). JGA provided aggregate statistics on truancy by school and grade -- number and percent truant 5 to 9 times in the 2011-2012 school year.

The schools were group as either a treatment or comparison site and were compared overall and also grouped by the assigned CBO assigned. Statistical analysis using difference of two-means test revealed that the treatment schools (N=17) varied little from the comparison schools (N=17). Only a few factors varied significantly. The treatment schools had significantly lower percent white students ($p < .10$), a higher percentage of youth receiving free lunch (significant at $p < .05$), and had fewer youth in the fourth

⁸ <http://profiles.dcps.dc.gov/>

grade who were truant 5 to 9 times (significant at $p < .10$). For all other factors, the schools, based on these metrics, were substantially the same.

Conducting the comparison of treatment and control schools when grouped by CBO assigned to work with the treatment schools reveals, again, that overall, the treatment and comparison schools are largely similar. For instance, exploring the 3 schools working with East River (C.W. Harris; Kenilworth and Davis Elementary) and their paired comparison schools, the only statistically significant are that those in the treatment schools have fewer second grade youth meeting the 5 to 9 truant threshold (average of 6.67 youth in the treatment schools compared to 11.33 of the comparison schools) ($p < .05$) and a lower percent of fourth grade youth truant 5 to 9 times in the treatment schools ($p < .10$). For schools serviced by Boys Town, (Langley, Garrison, Barnard, Noyes, and Marshall) those in the treatment schools are lower percentage of youth, on average who are In Boundary (42% vs. 59% - significant at $p < .05$) and have higher percentage of youth who are at an advanced math level (treatment schools average 9.2% compared to comparison schools at 3% -- significant at $p < .10$). Boys Town schools also have fewer fifth grade youth with 5 to 9 absences (average of 7 compared to 16 youth at $p < .10$). Overall, this pattern of finding only a few factors significant different between the treatment and comparison schools is consistent across the school grouping by CBO (although the factors vary by CBO)⁹. In sum, while there are differences in the treatment and comparison schools, most of the differences found using these measures, are not statistically significant, and thus, at this juncture, these schools would appear adequate to serve as comparison sites for this program.

Table 1: List of Treatment and Paired Comparison Schools – Year 1

| <u>Treatment School</u> | <u>Paired To:</u> <u>Ward</u> | <u>Comparison School</u> | <u>Ward</u> |
|-------------------------------|----------------------------------|-----------------------------|-------------|
| Marshall Elementary School | 5 | Brookland Education Campus | 5 |
| Noyes Education Campus | 5 | Wheatley Education Campus | 5 |
| Langley Education Campus | 5 | Peabody Elementary | 6 |
| H.D. Cooke Elementary | 1 | Watkins Elementary | 6 |
| Tubman Elementary | 1 | Seaton Elementary | 2 |
| Cleveland Elementary | 1 | Payne Elementary | 6 |
| Marie Reed Elementary | 1 | Tyler Elementary | 6 |
| C.W. Harris Elementary | 7 | Nalle Elementary | 7 |
| Kenilworth Elementary | 7 | Houston Elementary School | 7 |
| Davis Elementary | 7 | Aiton Elementary School | 7 |
| Walker-Jones Education Campus | 6 | Brent Elementary | 6 |
| J.O. Wilson Elementary | 6 | Maury Elementary | 6 |
| Browne Education Campus | 5 | Winston Education Campus | 7 |
| Amidon-Bowen Elementary | 6 | Randle Highlands Elementary | 7 |
| Barnard Elementary | 4 | Brightwood Education Campus | 4 |
| Garrison Elementary | 2 | Drew Elementary School | 7 |
| Bruce Monroe Elementary | 1 | Langdon Education Campus | 5 |

⁹ Complete results of this analysis are available upon request.

As a few of the schools listed above are closing this year, and as there may be new CBOs in year 2 (and perhaps assigned to different schools), this process of exploring these differences will be conducted again before requesting data for comparison in year 2.

The selection procedure for the treatment group would be that this researcher would compile the names of youth referred for service, along with their dates of birth, and name of school of the youth and submit this list to DCPS to match with student records in order to obtain the requested data. (This list could be provided to DCPS in a variety of formats including comma delimited, excel, SPSS, etc.).

The selection process for the comparison group would be more complex because we are requesting the assistance of Office of Data and Accountability (ODA) to select youth (either a random sample or cohort) who are in grades K-3 (year 1) from the designated comparison schools who have between 5 and 9 absences in 2011-2012 school year. For year 2, a similar process would be to select youth with the same criteria but from grades K-5.

Research Design/Methodology

This is a secondary data analysis of administrative and program data collected by the Community Based Organizations, ODA/DCPS, and decisions of truancy substantiation/no substantiation by CFSA.

The first step in the analysis is to examine the treatment group by computing descriptive statistics (e.g., frequencies, measures of central tendency, and measures of dispersion) on demographic characteristics, data contained in the assessment and intake instruments, as well academic, attendance, and disciplinary data from the prior year (2011-2012). We will then use multi-level models (regression, logistic regression) to examine the association between these specific variables, the interventions employed by the CBOs, and the impact on DCPS data of academic performance, attendance and disciplinary actions in the 2012-2013 school year.

The second step is to conduct an analysis looking at both the treatment youth and the comparison group on the academic, attendance and disciplinary action outcomes in the current year, controlling for demographic characteristics and prior academic, attendance and disciplinary actions. A comparison group is critical to determining the amount of change that can be attributed to the CBO intervention because otherwise, it is possible that youth may have improved on their own, without the benefit of the program. With a comparison group, we set the baseline of what to expect when there is no intervention, and use that to compare to those who received the intervention. This same process will be repeated in year 2.

Data Requested

Three times over the course of the project (Aug 2013; April 2014 and Aug 2014), we request the following data for all youth in the treatment and comparison groups:

- Demographic data: age, gender and race/ethnicity;
- Academic performance: grades and test scores;
- Attendance records: Number of excused absences, number of unexcused absences, and number of times tardy; and
- Disciplinary Actions: Number of disciplinary actions, suspensions and expulsions

Request for Confidential Data without Consent

We request an exception for obtaining data under FERPA § 99.31(a)(6) **Organizations conducting studies**, which states: *Current regulations restate the statutory provision that allows a school district or postsecondary institution to disclose personally identifiable information from education records, without consent, to organizations conducting studies “for, or on behalf of” the disclosing institution for purposes of developing, validating, or administering predictive tests; administering student aid programs; or improving instruction ... [and under section § 99.31(a)(3)] for audit, evaluation, or enforcement purposes.)*¹⁰

The data requested is necessary to conduct an evaluation of the intervention provided by the CBOs in *administering this student aid program* in their efforts to address the root causes of truancy. The information gleaned from this evaluation will build our understanding of the impact of early intervention on youth outcomes, and highlight the barriers, challenges and successes of the partnership between DCPS and the CBO providing the services to these children and their families. This, in turn, can lead to refinement of policies and procedures which can strengthen the approach to truancy intervention and prevention practices.

This research applicant understands and agrees that information disclosed under this exception must be protected so that students and their parents cannot be personally identified by anyone other than representatives of the organization conducting the study, and must be destroyed when no longer needed for the study. If this application is approved, I also understand that a Memorandum of Agreement and DPCS Confidentiality Agreement are required.

In addition, all data will be reported on an aggregate basis and to ensure confidentiality, a four digit code will be assigned to each subject to protect their identity. Any electronic files containing identifying information will be maintained on secure personal computer drives and will be password protected. A list linking the name of the subject with the identification number will be kept in a locked filing cabinet and/or will be maintained electronically but password protected at all times and will be under the express control of Shawn M. Flower, Ph.D. All other files, data, and information will contain only the four digit ID number and no other identifying information.

Treatment Group Identifying Data Process

When the name of the treatment group youth is submitted to ODA to match to school records, the dataset will also include a 4 digit research Identification number. When the academic performance, attendance and disciplinary data are returned from ODA, we request that any identifying information be removed, retaining only the research identification number so that these records can be linked back to the CBO programmatic files.

Comparison Group Identifying Data Process

While individual level data is necessary to conduct the analysis, the identities of youth in the comparison group are not necessary to conduct the evaluation. For this reason, we ask if ODA, if they can accommodate our request for the comparison group, to submit the data to the applicant without names or other identifying information. However, if the performance, attendance, and disciplinary data are

¹⁰ <http://www2.ed.gov/policy/gen/guid/fpco/pdf/ht12-17-08-att.pdf>

submitted in separate datasets, we would request some means (e.g., an assigned number) to identify the same individual across those data sets.

Primary Data Collection Plan

Not Applicable – this is a secondary data analysis. There is no direct interaction with the subjects, nor does this require any interaction between the research applicant and any individual school or school staff.

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<https://www.ncjrs.gov/pdffiles1/ojdp/188947.pdf>
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MEMORANDUM OF UNDERSTANDING

between

**THE DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION**

and

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

This is a Memorandum of Understanding (Agreement) between the DC Office of the State Superintendent of Education Office (DC OSSE) and the District of Columbia Public Charter School Board (PCSB), dedicated to working collaboratively and in partnership to ensure that all District of Columbia children have a fair, equal, and significant opportunity to obtain a high quality education, and reach at a minimum, proficiency on challenging state academic achievement standards:

Whereas, the DC OSSE and the PCSB recognize public charter school autonomy as an essential element of public education in the District of Columbia;

Whereas, the United States Congress enacted the District of Columbia School Reform Act of 1995, effective April 26, 1996 (Pub. L. 104-134, Title II, 110 Stat. 1321, codified at D.C. Official Code § 38-1800.01 *et seq.*);

Whereas, the District of Columbia Public Education Reform Amendment Act (D.C. Law 17-9, effective June 12, 2007, D.C. Official Code § 38-2601 *et seq.*) created the DC OSSE as the State Education Agency (SEA) for the District of Columbia, and as the District of Columbia's representative to the US Department of Education (Department);

Whereas, District and Federal law recognizes the PCSB as the authorizer responsible for charter school performance accountability;

Whereas, the DC OSSE and the PCSB maintain close contact with each other to exchange current and accurate information about public charter schools' standing within the state performance and accountability system;

Whereas, the DC OSSE and the PCSB share the common goals of improving and expanding quality public charter schools in the District of Columbia; and

Whereas, the DC OSSE and the PCSB enter into this Agreement for the purpose of implementing the terms specified by the US Department of Education (Department) invitation and guiding principles established by the Department for SEAs requesting flexibility with the ESEA for school year 2013-2014, the waiver granted to the DC OSSE by the Department (Waiver), and any modifications to such Waiver that may be granted.

Now therefore in mutual understanding,

I. The DC OSSE and the PCSB

The parties agree as follows:

- A. The DC OSSE and the PCSB each have joint and several responsibilities to enhance implementation of the Waiver to improve student achievement and the quality of instruction for students;
- B. This Agreement addresses responsibilities of the DC OSSE as SEA and the PCSB as the District public charter school authorizer consistent with Federal and District law and does not alter respective public charter school responsibilities as set forth therein;
- C. The PCSB has primary responsibility for holding public charter schools accountable pursuant to section 1116 of Title I, Part A of ESEA;
- D. The DC OSSE as the SEA is ultimately responsible to the Department for ensuring that all federal funds are used in conformance with applicable laws, including Title I, Part A funds that are allocated to public charter schools;
- E. The DC OSSE has the sole authority to make allocations of Title I funds;
- F. Consistent with the Waiver, public charter schools shall be classified by the DC OSSE into five categories including: Reward, Rising, Developing, Focus or Priority in accordance with the formal Waiver application approved by the Department;
- G. After a public charter school is identified by the DC OSSE as a Priority or Focus school, the PCSB will have broad flexibility to address accountability requirements of Title I, Part A, and will have primary responsibility for overseeing, developing, implementing, and monitoring of such requirements on the school-level; however once a school fails to meet exit criteria for a Priority or Focus school, as applicable, for two cumulative years, DC OSSE will have approval rights over any such plan;
- H. Given that PCSB meets the criteria for a "strong charter authorizer system" as described in FAQ A-10a, the Teacher and School Leader Evaluation Systems of each applicable charter school must be reviewed by the PCSB to ensure the school's application of the principles described in the ESEA flexibility principle 3, with PCSB having the opportunity to make recommendations for improvement. The PCSB will submit such systems to the DC OSSE for review and comment prior to the school's implementation;
- I. To enable monitoring of the PCSB's effective implementation of interventions and supports by the DC OSSE, a web-based system shall be used to post charter schools' Interventions and Support Plans, as well as to track progress against the objectives;
- J. The PCSB shall develop and implement a Corrective Action Plan to address any non-compliance related to accountability at a public charter school;

- K. The parties will in good faith continue their efforts to collaborate on data collection with the goal of reducing school reporting burdens, minimizing data errors, and improving the timely accessibility of data and analysis;
- L. Nothing in this Agreement shall be construed as limiting the PCSB's authority to grant, renew, or revoke a charter;
- M. Nothing in this Agreement shall be construed as limiting the DC OSSE's authority as the SEA or the State Superintendent's authority as the Chief School Officer for the District of Columbia;
- N. Nothing in this Agreement shall be construed as limiting any authority of DC OSSE to take direct enforcement action against a public charter school for violation of any law for which the DC OSSE has oversight authority, any provision of ESEA other than section 1116, any terms or requirements based upon a DC OSSE-issued grant award term, or any assurance provided by a public charter school to the DC OSSE;
- O. The Parties agree that OSSE is authorized to obtain directly from a charter school any records deemed by OSSE or the U.S. Department of Education as reasonably necessary to implement the Waiver and/or oversight of the statewide accountability system requirements, if such records are not in the possession of PCSB and, except in an emergency, PCSB has not been able to produce them within thirty (30) days of OSSE's request; and
- P. The PCSB retains the authority to close a low-performing charter school under the timeframes and according to performance expectations in the charter and under District law, and as authorizer any such decision by the PCSB supersedes a designation by the DC OSSE that such school is a Focus or Priority school, consistent with applicable law.

II. The PCSB Obligations

The PCSB shall:

- A. Ensure that each public charter school complies with accountability requirements of Title I, Part A of ESEA and consistent with the Waiver, including data collection, submission, and reporting;
- B. Provide a copy of high school transcript audits to the DC OSSE by August 30th of each year;
- C. Provide the DC OSSE with the results of PCSB's "9 grade on track" sample-based audit for the percentage of students on track to graduate in four years, providing student-level data to allow the DC OSSE to calculate rates for all NCLB subgroups, including students with disabilities and English Language Learning (ELL) students, and any other subgroup identified by the Department for receipt of Title I, Part A;

- D. Develop and implement a plan to correct charter school noncompliance as identified by the DC OSSE and the PCSB individually or severally;
- E. Include the "Cohort Graduation Rates" in the Performance Management Framework beginning in SY2012;
- F. Provide incentives or supports to public charter schools that attain or miss one or more of the Annual Measurable Objectives (AMOs);
- G. Consider charter revocation of a public charter school that remains in the bottom 10% of all public schools pursuant to the DC OSSE's Accountability Index Score for three out of five years;
- H. Perform the following accountability functions under Title I, Part A of ESEA for District public charter schools:
 - 1. Monitor each public charter schools' progress in meeting school-level and subgroup-level AMOs established by the DC OSSE and approved by the District of Columbia State Board of Education;
 - 2. Use statewide accountability standards for core curriculum established by the DC OSSE and approved by the District of Columbia State Board of Education as one input to its periodic review of the progress of each public charter school towards improving academic achievement, closing achievement gaps, and increasing graduation rates, and to publicly disseminate its reviews; and
 - 3. Review, at least annually, the effectiveness of each public charter school's activities related to parental involvement, professional development, and other activities required under Title I, Part A of ESEA;
- I. Develop and implement in any public charter school identified by the DC OSSE as Priority a three-year plan that includes meaningful interventions that are aligned to each of the following turnaround principles:
 - 1. Strong principal leadership;
 - 2. Effective staffing practices and instruction;
 - 3. Curriculum, assessments, and interventions;
 - 4. Effective use of time;
 - 5. Effective use of data;
 - 6. School climate and culture; and
 - 7. Effective family and community engagement;

- J. Develop and implement in any public charter school identified by the DC OSSE as Focus a two-year plan that includes meaningful interventions targeted at the specific reason for that schools' identification. Such interventions may include, but are not limited to:
1. Strong principal leadership;
 2. Effective staffing practices and instruction;
 3. Curriculum, assessments, and interventions;
 4. Effective use of time;
 5. Effective use of data;
 6. School climate and culture; and
 7. Effective family and community engagement;
- K. Consistent with a PCSB-approved plan, provide technical assistance, which may include services provided by DC OSSE and third parties in cooperation with the PCSB, to any public charter school identified by the DC OSSE as Focus or Priority;
- L. Ensure that public charter schools identified by the DC OSSE as Focus or Priority are providing interventions and supports to students and their teachers consistent with that school's Intervention and Support Plan;
- M. Prior to implementation, satisfactorily demonstrate to the DC OSSE that it has developed a rubric for determining whether an applicable charter school's teacher and principal evaluation system meets the minimum requirements for teacher and principal evaluations as described for Principle 3 of the Waiver guidance issued by the Department recognizing that each public charter school's system need not meet the standards established by the DC OSSE; and
- N. Provide upon request of the DC OSSE, any and all public charter school records in PCSB's possession necessary for compliance with state reporting requirements under ESEA.

III. DC OSSE Obligations

The DC OSSE shall:

- A. Notify the PCSB of all incidents of non-compliance with requirements of Federal or District law by a public charter school within a reasonable period of time after identification of the non-compliance and in conformance within any applicable legal timeframes;
- B. Provide the PCSB with notice of all public charter schools identified as Focus or Priority and provide the PCSB with 30 days to provide any school-level data that the proposed identification is in error;
- C. Provide the PCSB and public charter schools with resources developed for use in Focus and Priority schools, including Common Core State Standards curriculum and assessments; professional development supporting improved instruction; data systems for improving teaching and learning; guidelines for identifying quality enhanced and extended learning opportunities; and innovative strategies to support special education, ELL, and low-achieving students;
- D. Maintain a Cross Functional Team (CFT) staffed by qualified experts including a member of the PCSB Board and a designated PCSB staff member to provide expert advice about simultaneous and effective implementation of research based interventions aligned with the "Turnaround Principles" in each Priority school for at least three years. These interventions shall, without limitation, address:
 1. Strong principal leadership;
 2. Effective staffing practices and instruction;
 3. Curriculum, assessments and interventions;
 4. Effective uses of: time, data, and family and community engagement; and
 5. School climate and culture;
- E. Provide the PCSB with cohort graduation rates by subgroup, including ELL students and students with disabilities, for each public charter school;
- F. Conduct regularly-scheduled, semi-annual monitoring of the PCSB for compliance with the terms of this Agreement and notify the PCSB of its findings. Such monitoring shall include evaluation of the PCSB's effectiveness in implementing accountability interventions and achieving progress in improving school performance and closing achievement gaps taking in to account statewide assessments and input from the CFT. The DC OSSE will notify the PCSB of the results of its monitoring and any noted deficiencies, and the PCSB will be required to reply with its corrective action steps within 60 days; and

- G. Review and approve the PCSB rubric for determining whether applicable public charter school teacher and principal evaluation systems are consistent with the requirements of the Waiver.

IV. FUNDING PROVISIONS

- A. Total cost for the Agreement shall be \$100,000 for Fiscal Year (FY) 2013 and \$110,000 for Fiscal Year (FY) 2014.

- B. **PAYMENT**

- 1. Payment for all services shall be made through an Intra-District advance by OSSE to PCSB based on the total amount of this Agreement.
- 2. Advances to PCSB for the services to be performed/goods to be provided shall not exceed the amount of this Agreement.
- 3. The Parties' Directors or their designees shall resolve all adjustments and disputes arising from services performed under this Agreement. In the event that the Parties are unable to resolve a financial issue, the matter shall be referred to the D.C. Office of financial Operations and Systems.

- C. **ANTI-DEFICIENCY CONSIDERATIONS**

The Parties acknowledge and agree that their respective obligations to fulfill financial obligations of any kind pursuant to any and all provisions of this Agreement, or any subsequent agreement entered into by the parties pursuant to this Agreement, are and shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code §§ 47-355.01-355.08 (2001), (iii) D.C. Official Code § 47-105 (2001), and (iv) D.C. Official Code § 1-204.46 (2006 Supp.), as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

V. DURATION AND TERMINATION

This Agreement shall remain in effect for the duration of the Waiver referred to herein, including extensions granted by the US Department of Education. The agreement shall continue to remain in effect after the final termination date of the Waiver, unless terminated in writing upon the request of either the PCSB or the DC OSSE.

VI. CONFIDENTIAL INFORMATION

The parties to this Agreement will use, restrict, safeguard, disclose, and dispose of all information related to student information and services provided under this agreement, in accordance with all relevant federal and local statutes, regulations, and policies, including without limitation, the Family Educational Rights and Privacy Act (FERPA).

VII. MODIFICATIONS

The terms and conditions of this Agreement may be modified only upon a prior written amendment to this Agreement executed by authorized representatives of each of the parties; provided that any such modification must be consistent with the terms of the Waiver in effect at the time, and upon prior advance notification to the U.S. Department of Education.

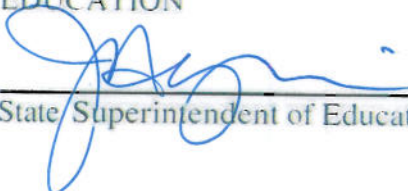
VIII. MISCELLANEOUS

The parties shall comply with all applicable laws, rules and regulations, including the terms of the Waiver granted by the U.S. Department of Education whether now in force or hereafter enacted or promulgated. The terms of this Agreement shall be interpreted and construed to conform to the terms of the Waiver in effect at the time.

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IN WITNESS WHEREOF, the duly authorized parties representing the DC OSSE and the PCSB have executed this agreement to be effective immediately:


DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



State Superintendent of Education

Date: 7/5/14

DISTRICT OF COLUMBIA PUBLIC CHARTERS SCHOOL BOARD



Executive Director

Date: 1/17/2014



**DATA SHARING AND PRIVACY AGREEMENT
BETWEEN
THE DISTRICT OF COLUMBIA PUBLIC CHARTER BOARD
AND
CHOICE RESEARCH ASSOCIATES**

This Data Privacy Agreement (“Agreement”) is entered into by and the District of Columbia Public Charter Board (“PCSB”) and Choice Research Associates (“CRA”), (collectively, the “Parties”) performing an evaluation of the Justice Grants Administration Community-Based Truancy Reduction program, a student aid program, and requires confidential student data.

This Agreement is entered into by the Parties, for the purpose of sharing information between the parties in a manner consistent with the Family Education Records Privacy Act of 1974, 20 U.S.C. § 1232g (“FERPA”) and any other relevant federal law. For purposes of this Agreement, “FERPA” includes 20 U.S.C. § 1232g, any reauthorization of or amendments thereto, and Part 99 of Title 34 of the Code of Federal Regulations.

SECTION 1: DEFINITIONS

- 1.1 “Data,” as used herein, means recorded information, regardless of form or the media on which it may be recorded. The term includes technical data and computer software. The term does not include information incidental to contract administration, such as financial, administrative, cost or pricing, or management information.
- 1.2 The term “Technical Data,” as used herein, means recorded information, regardless of form or characteristic, of a scientific or technical nature. It may, for example, document research, experimental, developmental or engineering work, or be usable or used to define a design or process or to procure, produce, support, maintain, or operate material. The data may be graphic or pictorial delineations in media such as drawings or photographs, text in specifications or related performance or design type documents or computer printouts. Examples of technical data include research and engineering data, engineering drawings and associated lists, specifications, standards, process sheets, manuals, technical reports, catalog item identifications, and related information, and computer software documentation. Technical data does not include computer software or financial, administrative, cost and pricing, and management data or other information incidental to contract administration.
- 1.3 The term “Computer Software,” as used herein means computer programs and computer databases. “Computer Programs,” as used herein means a series of instructions or statements in a form acceptable to a computer, designed to cause the computer to execute an operation or operations. “Computer Programs” include

operating systems, assemblers, compilers, interpreters, data management systems, utility programs, sort merge programs, and automated data processing equipment maintenance diagnostic programs, as well as applications programs such as payroll, inventory control and engineering analysis programs. Computer programs may be either machine-dependent or machine-independent, and may be general purpose in nature or designed to satisfy the requirements of a particular user.

- 1.4 The term “computer databases,” as used herein, means a collection of data in a form capable of being processed and operated on by a computer.

SECTION 2: DESCRIPTION OF THE PROJECT

2.1 Data Required

- 2.1.1 CRA intends to conduct a process and outcome evaluation of the Community-Based Truancy Reduction Project for the period from November 2012 through September 30, 2015 (hereinafter, the “Project”).
- 2.1.2 CRA represents that this evaluation will employ secondary data analysis to assess the impact of services provided by seven Community Based Organizations (“CBOs”) to students in DC public charter schools (“Charter Schools”). Ideally, these youth will be compared to youth fitting the same criteria from similar schools. The evaluation will incorporate scores from assessment tools utilized by the CBOs, process measures such as engagement with families during home visits and school activities, and provision of case management and referral services (for truant youth and their family). Outcome measures include academic performance, school attendance, and school disciplinary actions (e.g., suspensions and expulsions). Data will be sought from Children and Family Services Agency (CFSA) to ascertain if youth referred to the CBOs in this intervention are then referred to CFSA and if the truancy case is substantiated. The core of the project is analysis of programmatic data routinely gathered by the CBOs during the course of their project, and the outcome data provided by PCSB, DCPS and CFSA. Neither the Principal Investigator (PI) or CRA staff has any direct contact with the families or clients served by the CBOs.
- 2.1.3 CRA’s research question for the Project is: *Do family focused services provided by a community based organization reduce truancy for elementary school youth in grades K-5 who have between 5 and 9 absences compared to youth who are not referred for services? If so, which of those services are more effective?*
- 2.1.3 CRA’s evaluation is in the developmental phase and the goal will be to determine both which factors are effective at reducing truancy including program services such as home visits, parent training, and referrals to other needed services (outcome), and what are the steps that need to be taken to ensure that the crucial services are provided (implementation or process).

2.1.4 In order to properly assess if there is an impact of services on truancy, CRA seeks to control for other factors that could explain the outcomes. For this reason, CRA seeks the prior academic, attendance, and disciplinary performance of youth in both the treatment group and in a comparison group of similarly situated youth in schools in the same or similar wards. This information would be coupled with assessment data, demographic, and family structure information (e.g., socio-economic status, number of siblings, single vs. duo parent household) which is obtained by the CBO in their routine programmatic process.

2.1.5 To perform services for the Project, CRA will require access to confidential information, education records, and information that identifies particular individuals, including students. Student data required for the Project may include: demographic data (age, gender, race/ethnicity, home zip code); Academic performance data (grades and test scores); attendance records: (number of excused absences, number of unexcused absences, and number of times tardy); and disciplinary actions (number of disciplinary actions, suspensions and expulsions).

2.2 Charter Schools Involved in the Project

2.2.1 CRA requires the confidential student data of students at the following Charters Schools: Cesar Chavez Public Charter School (specifically, its Parkside campus); DC Bilingual Public Charter School; Friendship Collegiate Public Charter School (specifically, its Tech Prep campus); Hope Community Public Charter School (specifically, its Lamond and Tolson campuses); Paul Public Charter School; and Two Rivers Public Charter School. These schools and campuses are working with CBOs as described in the following table.

| School (Campus) | CBO |
|---|---|
| Cesar Chavez Public Charter School (Parkside) | East River Family Strengthening Collaborative |
| DC Bilingual Public Charter School | Collaborative Solutions for Communities (formerly known as Columbia Heights Family Support Collaborative) |
| Friendship Public Charter School (Tech Prep) | Far Southeast Family Strengthening Collaborative |
| Hope Community Public Charter School (Lamond) | Catholic Charities |
| Hope Community Public Charter School (Tolson) | Boys Town |
| Paul Public Charter School | Catholic Charities |
| Two Rivers Public Charter School | Edgewood Brookland Family Support Collaborative |

- 2.2.2 PCSB represents that it has received written consent for the data needed to complete the Project from the charter schools listed in Section 3.1.5, above.
- 2.3 Student-Level Data
 - 2.3.1 PCSB intends to share confidential data that includes personally identifiable information as defined in FERPA, for which parents have not provided consent, with CRA.
 - 2.3.2 The Data will be used by CRA's employees to fulfill the duties and responsibilities needed for the Project.
 - 2.3.3 CRA requires the following data from PCSB for students at the Charter Schools listed in Section 2.2.1, above:
 - 2.3.3.1 Student Name (first and last)
 - 2.3.3.2 Student address
 - 2.3.3.3 Student Identification Number
 - 2.3.3.4 Free/Reduced Lunch status
 - 2.3.3.5 English language learner status
 - 2.3.3.6 Special education status
 - 2.3.3.7 Race/Ethnicity
 - 2.3.3.8 Attendance (by year and quarter and number of days enrolled)
 - 2.3.3.9 Number of excused absences
 - 2.3.3.10 Number of unexcused absences
 - 2.3.3.11 Number of days tardy
 - 2.3.3.12 Number of out-of-school suspensions (by year)
 - 2.3.3.13 Exit codes (i.e., transfer – if applicable) and dates
 - 2.3.4 CRA will link data provided by PCSB with 4 to 5 digit research code which will replace personally identifying information provided by PCSB; personally identifying information will not be part of any linked datasets.
- 2.4 Scope of the Project

2.4.1 CRA represents that the Project will be completed by January 31, 2016.

SECTION 3: FERPA

FERPA provides for circumstances under which educational agencies such as PCSB are authorized to release confidential data from students' education records regarding individual students without prior parental consent. While PCSB does not intend to share any personally identifiable information with CRA, this agreement governs the use of data that PCSB will share with CRA to meet the specific ends of the Project.

SECTION 4: TERMS AND CONDITIONS

- 4.1 The following terms further specify the manner in which PCSB agrees to share Data with CRA, subject to FERPA and any other applicable federal law:
- 4.2 Parties
- 4.2.1 PCSB is a public charter school authorizer with oversight responsibility for public charter elementary and secondary institutions, is authorized to maintain student information subject to FERPA, and may disclose such information as authorized by FERPA.
- 4.2.2 CRA has contracted Zachary Rowan, M.A., and Laura Gerhard, B.A., to perform services, as outlined in the Research Application, attached as Exhibit A.
- 4.2.3 CRA represents that Shawn M. Flower, Ph.D, is the Principal Investigator and will lead the Project, assisted by Zachary Rowan, M.A., Research Associate and Laura Gerhard, Research Associate.
- 4.3 CRA agrees to:
- a. Use any and all Data shared under this Agreement only for legitimate purposes and for no purpose other than the contractual services authorized by the statement of work for the Project.
 - b. Refrain from linking the Data provided to any data set in a way that reveals personally-identifiable student data and/or in contravention of the terms of this Agreement.
 - c. Limit the custodians of the Data to Shawn Flower, Zachary Rowan, and Laura Gerhard.
 - d. Use reasonable methods to identify and notify PCSB of any inadvertently disclosed personally identifiable student data

received, protect such data from re-disclosure, and to not share any personally identifiable data received under this Agreement with any other entity.

- e. Ensures that it has policies and procedures to protect the Data provided by PCSB from further disclosure and unauthorized use.
- f. In the event that it does re-disclose Data, including but not limited to student information, CRA will inform PCSB immediately upon any re-disclosure of student information.
- g. Require and maintain a confidentiality agreement with each employee, contractor or agent with access to Data pursuant to this Agreement. The agreement will require all employees, contractors and agents of any kind to comply with all applicable provisions of FERPA and other federal laws with respect to the Data. Nothing in this paragraph authorizes sharing or allowing access to Data provided under this Agreement with any other entity for any purpose other than completing CRA's work authorized by the statement of work for the Project.
- h. Protect and maintain all Data obtained or permitted access to pursuant to this Agreement in a secure computer environment and not copy, reproduce or transmit data obtained or permitted access to pursuant to this Agreement except as necessary to fulfill the services described in the statement of work for the Project. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual students, are subject to the provisions of this Agreement in the same manner as the original data. The ability to access or maintain data under this Agreement shall not under any circumstances transfer from CRA to any other institution or entity or unauthorized individual or agent.
- i. Not to provide any Data, including student data, obtained or permitted access to under this Agreement to any party that is ineligible to receive data protected by FERPA or prohibited from receiving Data from any entity.
- j. Destroy all data, including student data, and provide written verification of the destruction of all copies of the student data obtained under this Agreement to PCSB 3 years following the date of completion of the Project. All data no longer needed shall be physically destroyed or returned to the PCSB in compliance with and as outlined in 34 C.F.R. § 99.35(b)(2). CRA agrees to require

all employees, contractors, or agents of any kind to comply with this provision.

- 4.4 Breach.
- 4.4.1 In the event of a breach of this Agreement in the form of a disclosure of data that is not otherwise permissible pursuant to this Agreement, CRA shall notify PCSB of the breach within two (2) business days of the date on which CRA becomes aware of the breach by e-mailing PCSB's Executive Director with a read receipt at spearson@dcpcsb.org. PCSB may take any actions authorized it by law to remediate the breach, including, without limitation, termination of this Agreement and exclusion of CRA from future access to PCSB's confidential data.
- 4.4.2 CRA agrees that Shawn M. Flower shall serve as PCSB's primary security contact and shall be available to assist PCSB twenty-four (24) hours per day, seven (7) days per week as a contact in resolving obligations associated with a Breach, defined in Section 4.4.1, above.
- 4.5 Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation.
- 4.6 CRA represents that Shawn M. Flower, Ph.D. is authorized to bind to the terms of this agreement, including confidentiality and destruction or return of Data, all related or associated institutions, individuals, employees or contractors who may have access to the data or may own, lease or control equipment or facilities of any kind where the data is stored, maintained or used in any way.
- 4.7 Data may be stored on a server with additional data but may not be merged with any other data in contravention of the terms of this Agreement.
- 4.8 This Agreement takes effect only upon acceptance by authorized representatives of the CRA, by which that institution agrees to abide by its terms and return or physically destroy all student data covered by this Agreement 3 years following the date of completion of the Project.
- 4.9 This Agreement takes effect upon signature by the authorized representative of each party and will remain in effect until completion of the Project.
- 4.10 The parties further understand that PCSB may cancel this Agreement at any time, upon reasonable notice. PCSB specifically reserves the right to cancel this Agreement should PCSB, in its sole discretion, determine that confidential student information has been released in a manner inconsistent with this Agreement, has not been maintained in a secure manner, or that substantially similar data access

has become generally available for research purposes through any other mechanism approved by PCSB.

4.11 All data shared by PCSB with CRA shall be the sole property of PCSB. CRA agrees not to assert any rights in common law or in equity in such data. CRA shall not publish or reproduce any personally identifiable student data, in whole or in part or in any manner or form, or authorize others to do so.

4.12 CRA understands that the Agreement does not convey ownership of student data to any entity with which CRA has or intends to have a contractual relationship.

4.13 GOVERNING LAW

This Agreement, and any disputes arising out of or related to this Agreement, shall be governed by, and construed in accordance with, the laws of the District of Columbia.

4.14 PCSB's Executive Director or his or her designee, the DC Inspector General, and the District of Columbia Auditor, and/or any of their duly authorized representatives shall, until three years after the completion of the Project payment, have the right to examine any directly pertinent books, documents, papers, and records of CRA involving the data shared by PCSB pursuant to this Agreement.

Entered into this 17 of December, 2014.

Agreed to and accepted by:



Shawn M. Flower, Ph.D.
Principal Researcher

Agreed to and accepted by:

PCSB


Scott Pearson
Executive Director

EXHIBIT A



Date: May 27, 2013

Title: Evaluation of the Justice Grants Administration (JGA) Community-Based Truancy Reduction (CBTR) Project Years 1 and 2

Requester/Organization: Shawn M. Flower, Ph.D., Principal Researcher
Choice Research Associates

Description: The purpose of the overall project is to conduct a process and outcome evaluation of the Community-Based (CBO) Truancy Reduction Project (CBTR) for the period from November 2012 through November 2014. Confidential Data is requested.

This evaluation will employ secondary data analysis to assess the impact of services provided by five CBOs to approximately 600 students per year in K-3rd grade (year 1) and K-5th grade (year 2) with 5 to 9 unexcused absences attending DC public schools. Ideally, these youth will be compared to youth fitting the same criteria from similar schools. The evaluation will incorporate scores from assessment tools utilized by the CBOs, process measures such as engagement with families during home visits and school activities, and provision of case management and referral services (for truant youth and their family). Outcome measures include academic performance, school attendance, and school disciplinary actions (e.g., suspensions and expulsions). Data will be sought from Children and Family Services Agency (CFSA) to ascertain if youth referred to the CBOs in this intervention are then referred to CFSA and if the truancy case is substantiated. The core of the project is analysis of programmatic data routinely gathered by the CBOs during the course of their project, and the outcome data provided by DCPS and CSFA. Neither the Principal Investigator (PI) or Choice Research Associates (CRA) staff has any direct contact with the families or clients served by the CBOs.

Timeline: 2011-12; 2012-13; 2013-2014

Data Collection from Schools: None

Data Requested from ODA/DCPS: Three times over the course of the project (Aug 2013; April 2014 and Aug 2014), we request the following data for all youth in the treatment and comparison groups:

- Demographic data: age, gender, race/ethnicity, home zip code;
- Academic performance: grades and test scores;
- Attendance records: (number of excused absences, number of unexcused absences, and number of times tardy); and
- Disciplinary Actions: Number of disciplinary actions, suspensions and expulsions.

DCPS Advocate: Melissa Hook, Director, Justice Grants Administration

DCPS Research Application

Project Title Evaluation of the Justice Grants Administration (JGA) Community-Based Truancy Reduction (CBTR) Project Years 1 and 2

Requestor Shawn M. Flower, Ph.D., Principal Researcher, Choice Research Associates

Abstract

This evaluation will employ secondary data analysis to assess the impact of services provided by five CBOs to approximately 600 students per year in K-3rd grade (year 1) and K-5th grade (year 2) with 5 to 9 unexcused absences attending DC public schools. Ideally, these youth will be compared to youth fitting the same criteria from similar schools. The evaluation will incorporate scores from assessment tools utilized by the CBOs, process measures such as engagement with families during home visits and school activities, and provision of case management and referral services (for truant youth and their family). Outcome measures include academic performance, school attendance, and school disciplinary actions (e.g., suspensions and expulsions). Data will be sought from Children and Family Services Agency (CFSA) to ascertain if youth referred to the CBOs in this intervention are then referred to CFSA and if the truancy case is substantiated. The core of the project is analysis of programmatic data routinely gathered by the CBOs during the course of their project, and the outcome data provided by DCPS and CFSA. Neither the Principal Investigator (PI) or Choice Research Associates (CRA) staff has any direct contact with the families or clients served by the CBOs.

Statement of the Problem

Washington D.C. Public Schools experience high rates of truancy. The causes of truancy vary but are found in the nexus between the child’s individual protective and risk factors within their home/community and school environment. Children with unmet physical, mental and social needs, living in communities and households strained by drug and alcohol abuse, poverty, violence and mental illness are more likely to be truant. This project seeks to step into the lives of these children at the earliest school period (age 5 to 8 – kindergarten to third grade in the first year, an age 5 to 10 - kindergarten to 5th grade in the second year) by providing these children and their families wrap-around services, referrals for services, parenting classes, and skills that reduce the risk of chronic truancy that will inhibit their chances of future academic and life success.

Objectives of the Study

This project is a program evaluation attempting to discern and develop critical program factors, and as such, there are no formal hypotheses to be tested. However, our research question for this project is:

Do family focused services provided by a community based organization reduce truancy for elementary school youth in grades K-3 (K-5 in year 2) who have between 5 and 9 absences compared to youth who are not referred for services? If so, which of those services are more effective?

This project will conduct a process and outcome evaluation of this truancy prevention effort. As this is a new project, the evaluation is in the developmental phase and the goal will be to determine both which factors are effective at reducing truancy including program services such as home visits, parent training,

and referrals to other needed services (outcome), and what are the steps that need to be taken to ensure that the crucial services are provided (implementation or process).

In order to properly assess if there is an impact of services on truancy, it will be important to control for other factors that could explain the outcomes. For this reason, this research application seeks approval to obtain the prior academic, attendance, and disciplinary performance of youth in both the treatment group and in a comparison group of similarly situated youth in schools in the same or similar wards. This information would be coupled with assessment data, demographic, and family structure information (e.g., socio-economic status, number of siblings, single vs. duo parent household) which is obtained by the CBO in their routine programmatic process.

Significance of the Problem

The District of Columbia Crime Policy Institute at the Urban Institute examined variations in truancy among the District's middle and high schools (Lieberman & Cahill, 2012). Their findings support both early interventions and family-based interventions for younger students. In searching for predictors of high school truancy, they found that high school absences are predicted by 8th grade truancy. Variations in high school truancy rates were not indicative of varying interventions at the high schools themselves, but rather dependent on the students' truant behavior in middle school. The authors thus concluded that the most effective and efficient approach to lowering high school truancy rates would be lowering middle school truancy rates. Additionally, their research found that residential neighborhood features had more influence on high school students' truancy than middle school students'; concluding that family influences have a stronger effect on younger children so that, "truancy interventions that are primarily family-based are more likely to prove effective at earlier ages" (p. ii). Both of these findings support the findings in the literature that early truancy interventions impact later truant behavior and should address the powerful influence of the family.

In recent years, the District of Columbia made changes to its policy regarding truancy. The 2009 Compulsory Education and School Attendance regulation lays out specific policies and procedures District of Columbia Public Schools (DCPS) must follow regarding attendance.¹ Schools are required to have an absenteeism protocol focused on prevention of unexcused absences that includes academic and behavioral interventions addressing their needs.² Schools must maintain, among other things, a procedure of personal contact with parents after one unexcused absence, and a set of practices offering supports, incentives and consequences, and intervention strategies to deal with absenteeism.³ Additionally, schools must refer students accumulating five or more unexcused absences to a school-based Student Support Team (SST) that will work with parents to develop an attendance intervention plan and to review the underlying causes of the absences as well as make recommendations for needed services (academic or social).⁴ After 10 unexcused absences, students aged 5-13 are referred to Child and Family Services Agency (CFSA); students aged 14 and over are referred to Court Social Services Division of the Superior Court of the District of Columbia and to the Office of the Attorney General

¹DC Municipal Regulations and DC Register
<http://www.dcregs.dc.gov/Gateway/ChapterHome.aspx?ChapterID=230295>

² Sec 2103.2

³ Sec 2101.2 (c)(1)(2)

⁴ Sec 2102.2 (c)(3)

Juvenile Section after 25 absences [starting with the 2014-2015 school year referrals are made after 20 absences].⁵

In testimony before the District of Columbia Council Committee of the Whole and the Judiciary, Judith Sandalow (2012), Executive Director of Children’s Law Center, praised the Council’s passing of the Families Together Amendment Act of 2010 which allowed changes in CFSA policy she argued allowed more opportunity for truant District youth and their families to get the help they needed. Further, Michele Rosenberg (2012), Chief of Staff of CFSA, remarked that the new policy enabled them to better help families by focusing on services keeping families together rather than removing children from homes. She testified that CFSA was able to work closely with DCPS as a result of the new policies and that both wished to be able to “identify the main issues behind chronic truancy as a foundation for undertaking targeted prevention” (Rosenberg, 2012).

Addressing a Key Research Priority

This project addresses the major research priority of **Compelling Schools**, particularly as it relates providing “strong support for social and emotional needs”. This evaluation seeks to shed light on the “main issues behind chronic truancy” – in particular with respect to *early* intervention. The knowledge gained from this project is likely to illuminate the social and emotional needs of these truant students and their families. In addition, the process or implementation component of the evaluation will highlight the barriers, challenges and successes of the partnership between DCPS and the CBO providing the services to these children and their families. This, in turn, can lead to refinement of policies and procedures which can strengthen the approach to truancy intervention and prevention practices.

Review of the Literature

Chronic youth absences from school are generally recognized to negatively affect school performance, be indicative of school detachment, and to enhance the likelihood a student will drop out completely. The issue of truancy reduction and prevention has thus received a lot of attention as an effort to address one of the issues perceived to be at the root of both poor school performance and juvenile delinquency. Available literature provides insight into both the risk factors involved for truant behavior and the negative effects of prolonged absence and dropping out of school. With the opportunity to prevent these long term negative effects and deter delinquency, the literature supports early interventions—preventing elementary truancy from developing into long term detachment from school (Dembo & Gullledge, 2009; Chang & Jordan, 2011; Lehr et al, 2004). While there appears to be a lack of rigorously evaluated truancy interventions due to limitations (e.g., the lack of a universal definition of truancy and the consequent difficulties in collecting data) (Dembo & Gullledge, 2009; Gandy & Schulz, 2007), some interventions have produced significant reductions in truant behavior thus providing a set of best practices to draw upon.

Truancy interventions should involve multi-modal services at an individualized level. Demonstrated successes in the literature appear when multiple agencies and providers work together to target the varying factors involved in truant behavior. Youth behavior is influenced by many factors; thus truant behavior could be a result of a student’s academic difficulties, a family’s financial difficulties, or substance use or abuse by parent or student. Understanding the various potential causes of truant behavior is imperative to determining which services provide the best opportunity for improving student

⁵ Section 2103.5

outcomes; multiple services may be needed (academic tutoring, housing assistance, substance counseling). From this it should also be clear that each student's needs will be different, so interventions must be individualized to each student specifically. An individualized course of action and consistent and persistent involvement with each student and family improve the likelihood of positively impacting behavior. This important aspect of interventions is also one which poses challenges. It may be difficult to maintain such interaction with students and/or parents throughout the course of an intervention due to inconsistent contact information and interest, but parental involvement is crucial. Truant behavior may also be reflective of a lack of attachment to school—on the part of parent and student—so that an important aspect of any intervention should focus on changing family attitudes towards school and attendance in order to build a strong attachment and better prepare students for overall success. The earlier this attachment is made stronger the better, as it allows children to fully enjoy the benefits of their education.

The potential to prevent not only truancy but further delinquent and negative behavior supports efforts to intervene at the earliest possible stages. Dembo and Gullledge (2009) caution against delaying attention or intervention until after a youth's absence becomes chronic, as at that point additional, more serious problems are likely to have developed. Chang and Jordan (2011) also stress the importance of early interventions as a means to prevent later academic difficulties which lead to increased likelihood a student will dropout. Citing the findings of an Attendance Works Report,⁶ they state that only 17 percent of kids chronically absent (missing at least 10 percent of school) in kindergarten and first grade were proficient readers by the end of third grade compared to two thirds of their peers with regular attendance (Chang & Jordan, 2011).

Stating that “the detrimental path leading to school withdrawal starts early,” Lehr et al (2004, p. 280) also support early interventions based on evidence showing that early home environment and the quality of care-giving are powerful predictors of whether students remain in or drop out of school. Most dropouts exhibit signs of school withdrawal and disengagement including poor attendance and academic or behavioral troubles prior to making the decision to drop out (Lehr et al, 2004). Citing a Barrington and Hendricks retrospective study⁷ of early school patterns of dropouts, they state that, “students who dropped out could be differentiated from those who completed school with nearly 70 percent accuracy by third grade” (Lehr, 2004, p. 280). Thus the authors stress the importance of early identification of attendance issues and building student engagement in school so as to prevent the long term negative effects experienced by dropouts—unemployment, underemployment, incarceration, and long term dependency on social services (Lehr et al, 2004).

Literature Supported Best Practices

The available literature appears to concur that the most effective truancy interventions involve a comprehensive understanding of the contributing factors to truancy and thus according to Lehr et al (2004) requires a “complementary model of intervention to address the complexity of associated issues” (p. 282). The effort involves both multiple targets and multiple players; most of the literature calls for a collaborative effort reaching across schools, families, and communities (Dembo & Gullledge, 2009; Gardner Center, 2012; Gandy & Schulz, 2007; NCSE, 2007; Lehr et al, 2004). Involving multiple

⁶ Applied Survey Research. (2011, May). Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes. Watsonville, Calif.

⁷ Barrington, B.L., & Hendricks, B. (1989). Differentiating Characteristics of High School Graduates, Dropouts, and Nongraduates. *Journal of Educational Research*, 89, 309-319.

stakeholders such as law enforcement, courts, social services, and mental health communities not only increases the pool of resources but also allows multiple issues to be addressed (Gardner Center, 2012). Effective truancy interventions focus on multi-modal strategies that target these various underlying issues and offer a continuum of supports—academic, behavioral, family, and health (Gardner Center, 2012). Such collaborations also include training for parents/guardians and teachers of affected youth to allow them to better cope with truant behaviors in students (Gandy & Schulz, 2007). Additionally, the literature supports a staged approach to interventions that becomes more individualized: letter home, phone call to parents, home visit (Gardner Center, 2012) with court utilized as the last resort (Gandy & Schulz, 2007).

Truancy: Contributing Factors and Negative Outcomes

Students with truant tendencies often face numerous contributing factors ranging across personal, family, and school issues. Literature shows the common causes of withdrawal from school to include among others: low self-esteem, substance use or abuse, poor academic performance, poverty, unstable home, poor access to health care and transportation, and poor teacher relationships (National Center for School Engagement, 2007; Dembo & Gullledge, 2009 Baker et al, 2001). Many of these issues prevent children from being able to attend school regularly—through no fault of their own—causing long term negative effects. Given the wide range of contributing factors, truancy interventions should be collaborative efforts that attempt to address as many of the root causes as possible; truancy is not strictly a school or law enforcement problem.

Truancy itself is also considered a contributing factor to further negative outcomes such as delinquency, substance use and abuse, and poor financial outcomes as it is linked to higher likelihood of high school dropout (NCSE, 2007; Baker et al, 2001). A National Center for School Engagement (NCSE, 2007) report describes the relationship between truancy and such negative behaviors as delinquency, substance use and abuse, and high school dropout as “circular” because truancy is both a “ cause and consequence” of these behaviors.

Sample and Selection

The data requested in this research application are for youth referred to CBOs who have between 5 and 9 absences and a comparison group of similarly situated students in schools in or around the same wards. For those participating in the first year, JGA identified the set of comparison schools and paired the schools (See Table 1, below). Data were obtained from the DC School Profiles⁸ including 2012-2013 enrollment (total enrolled and population by race (percent Black, Latino, White etc), percent of English Language Learners, percent receiving free lunch, percent in Special education, percent living “In Boundary”) and test statistics (percent of population at below basic math, basic math, basic reading etc). JGA provided aggregate statistics on truancy by school and grade -- number and percent truant 5 to 9 times in the 2011-2012 school year.

The schools were group as either a treatment or comparison site and were compared overall and also grouped by the assigned CBO assigned. Statistical analysis using difference of two-means test revealed that the treatment schools (N=17) varied little from the comparison schools (N=17). Only a few factors varied significantly. The treatment schools had significantly lower percent white students ($p<.10$), a higher percentage of youth receiving free lunch (significant at $p<05$), and had fewer youth in the fourth

⁸ <http://profiles.dcps.dc.gov/>

grade who were truant 5 to 9 times (significant at $p < .10$). For all other factors, the schools, based on these metrics, were substantially the same.

Conducting the comparison of treatment and control schools when grouped by CBO assigned to work with the treatment schools reveals, again, that overall, the treatment and comparison schools are largely similar. For instance, exploring the 3 schools working with East River (C.W. Harris; Kenilworth and Davis Elementary) and their paired comparison schools, the only statistically significant are that those in the treatment schools have fewer second grade youth meeting the 5 to 9 truant threshold (average of 6.67 youth in the treatment schools compared to 11.33 of the comparison schools) ($p < .05$) and a lower percent of fourth grade youth truant 5 to 9 times in the treatment schools ($p < .10$). For schools serviced by Boys Town, (Langley, Garrison, Barnard, Noyes, and Marshall) those in the treatment schools are lower percentage of youth, on average who are In Boundary (42% vs. 59% - significant at $p < .05$) and have higher percentage of youth who are at an advanced math level (treatment schools average 9.2% compared to comparison schools at 3% -- significant at $p < .10$). Boys Town schools also have fewer fifth grade youth with 5 to 9 absences (average of 7 compared to 16 youth at $p < .10$). Overall, this pattern of finding only a few factors significant different between the treatment and comparison schools is consistent across the school grouping by CBO (although the factors vary by CBO)⁹. In sum, while there are differences in the treatment and comparison schools, most of the differences found using these measures, are not statistically significant, and thus, at this juncture, these schools would appear adequate to serve as comparison sites for this program.

Table 1: List of Treatment and Paired Comparison Schools – Year 1

| <u>Treatment School</u> | <u>Paired To:</u> <u>Ward</u> | <u>Comparison School</u> | <u>Ward</u> |
|-------------------------------|----------------------------------|-----------------------------|-------------|
| Marshall Elementary School | 5 | Brookland Education Campus | 5 |
| Noyes Education Campus | 5 | Wheatley Education Campus | 5 |
| Langley Education Campus | 5 | Peabody Elementary | 6 |
| H.D. Cooke Elementary | 1 | Watkins Elementary | 6 |
| Tubman Elementary | 1 | Seaton Elementary | 2 |
| Cleveland Elementary | 1 | Payne Elementary | 6 |
| Marie Reed Elementary | 1 | Tyler Elementary | 6 |
| C.W. Harris Elementary | 7 | Nalle Elementary | 7 |
| Kenilworth Elementary | 7 | Houston Elementary School | 7 |
| Davis Elementary | 7 | Aiton Elementary School | 7 |
| Walker-Jones Education Campus | 6 | Brent Elementary | 6 |
| J.O. Wilson Elementary | 6 | Maury Elementary | 6 |
| Browne Education Campus | 5 | Winston Education Campus | 7 |
| Amidon-Bowen Elementary | 6 | Randle Highlands Elementary | 7 |
| Barnard Elementary | 4 | Brightwood Education Campus | 4 |
| Garrison Elementary | 2 | Drew Elementary School | 7 |
| Bruce Monroe Elementary | 1 | Langdon Education Campus | 5 |

⁹ Complete results of this analysis are available upon request.

As a few of the schools listed above are closing this year, and as there may be new CBOs in year 2 (and perhaps assigned to different schools), this process of exploring these differences will be conducted again before requesting data for comparison in year 2.

The selection procedure for the treatment group would be that this researcher would compile the names of youth referred for service, along with their dates of birth, and name of school of the youth and submit this list to DCPS to match with student records in order to obtain the requested data. (This list could be provided to DCPS in a variety of formats including comma delimited, excel, SPSS, etc.).

The selection process for the comparison group would be more complex because we are requesting the assistance of Office of Data and Accountability (ODA) to select youth (either a random sample or cohort) who are in grades K-3 (year 1) from the designated comparison schools who have between 5 and 9 absences in 2011-2012 school year. For year 2, a similar process would be to select youth with the same criteria but from grades K-5.

Research Design/Methodology

This is a secondary data analysis of administrative and program data collected by the Community Based Organizations, ODA/DCPS, and decisions of truancy substantiation/no substantiation by CFSA.

The first step in the analysis is to examine the treatment group by computing descriptive statistics (e.g., frequencies, measures of central tendency, and measures of dispersion) on demographic characteristics, data contained in the assessment and intake instruments, as well academic, attendance, and disciplinary data from the prior year (2011-2012). We will then use multi-level models (regression, logistic regression) to examine the association between these specific variables, the interventions employed by the CBOs, and the impact on DCPS data of academic performance, attendance and disciplinary actions in the 2012-2013 school year.

The second step is to conduct an analysis looking at both the treatment youth and the comparison group on the academic, attendance and disciplinary action outcomes in the current year, controlling for demographic characteristics and prior academic, attendance and disciplinary actions. A comparison group is critical to determining the amount of change that can be attributed to the CBO intervention because otherwise, it is possible that youth may have improved on their own, without the benefit of the program. With a comparison group, we set the baseline of what to expect when there is no intervention, and use that to compare to those who received the intervention. This same process will be repeated in year 2.

Data Requested

Three times over the course of the project (Aug 2013; April 2014 and Aug 2014), we request the following data for all youth in the treatment and comparison groups:

- Demographic data: age, gender and race/ethnicity;
- Academic performance: grades and test scores;
- Attendance records: Number of excused absences, number of unexcused absences, and number of times tardy; and
- Disciplinary Actions: Number of disciplinary actions, suspensions and expulsions

Request for Confidential Data without Consent

We request an exception for obtaining data under FERPA § 99.31(a)(6) **Organizations conducting studies**, which states: *Current regulations restate the statutory provision that allows a school district or postsecondary institution to disclose personally identifiable information from education records, without consent, to organizations conducting studies “for, or on behalf of” the disclosing institution for purposes of developing, validating, or administering predictive tests; administering student aid programs; or improving instruction ... [and under section § 99.31(a)(3)] for audit, evaluation, or enforcement purposes.)*¹⁰

The data requested is necessary to conduct an evaluation of the intervention provided by the CBOs in *administering this student aid program* in their efforts to address the root causes of truancy. The information gleaned from this evaluation will build our understanding of the impact of early intervention on youth outcomes, and highlight the barriers, challenges and successes of the partnership between DCPS and the CBO providing the services to these children and their families. This, in turn, can lead to refinement of policies and procedures which can strengthen the approach to truancy intervention and prevention practices.

This research applicant understands and agrees that information disclosed under this exception must be protected so that students and their parents cannot be personally identified by anyone other than representatives of the organization conducting the study, and must be destroyed when no longer needed for the study. If this application is approved, I also understand that a Memorandum of Agreement and DPCS Confidentiality Agreement are required.

In addition, all data will be reported on an aggregate basis and to ensure confidentiality, a four digit code will be assigned to each subject to protect their identity. Any electronic files containing identifying information will be maintained on secure personal computer drives and will be password protected. A list linking the name of the subject with the identification number will be kept in a locked filing cabinet and/or will be maintained electronically but password protected at all times and will be under the express control of Shawn M. Flower, Ph.D. All other files, data, and information will contain only the four digit ID number and no other identifying information.

Treatment Group Identifying Data Process

When the name of the treatment group youth is submitted to ODA to match to school records, the dataset will also include a 4 digit research Identification number. When the academic performance, attendance and disciplinary data are returned from ODA, we request that any identifying information be removed, retaining only the research identification number so that these records can be linked back to the CBO programmatic files.

Comparison Group Identifying Data Process

While individual level data is necessary to conduct the analysis, the identities of youth in the comparison group are not necessary to conduct the evaluation. For this reason, we ask if ODA, if they can accommodate our request for the comparison group, to submit the data to the applicant without names or other identifying information. However, if the performance, attendance, and disciplinary data are

¹⁰ <http://www2.ed.gov/policy/gen/guid/fpco/pdf/ht12-17-08-att.pdf>

submitted in separate datasets, we would request some means (e.g., an assigned number) to identify the same individual across those data sets.

Primary Data Collection Plan

Not Applicable – this is a secondary data analysis. There is no direct interaction with the subjects, nor does this require any interaction between the research applicant and any individual school or school staff.

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English Language Learners (ELL) Services Assurance Letter

This letter serves to confirm that **(Name of School)** Public Charter School has established and/or is implementing the following (check all that apply):

Identification.

- The school has an effective screening process to identify potential ELL students that includes:
 - Administering of an OSSE approved Home Language Survey to all students.
 - Ensuring that the school's staff and administration are knowledgeable about the school's identification procedures.
- The school's enrollment process does not require parents or guardians to disclose the country of birth of the student or themselves.

Assessment.

- The school has an effective annual process to assess the English Language Proficiency of all students identified as having a primary or home language other than English in four domains: reading, writing, speaking/oral communication, and listening *and*
 - Is appropriate for the student's grade or age level
 - Is administered by qualified personnel.
 - Is completed within 30 days of the start of the school year.
- The school evaluates each student who has exited from the school's ELL program or formerly received services as an ELL student to determine if academic support is necessary for the student to succeed in the general education classroom.

Parental Notification.

- The school communicates with parents/guardians whose primary home language is other than English in a language that they understand and provides translation services when needed.
- The school has prepared a standard parent notification letter for the parents of newly identified ELL students that includes:
 - Information pertaining to parental rights, and the reasons for the identification;
 - The child's level of English proficiency;
 - Details regarding the instructional program their child will receive to support their ELL needs;
 - The specific exit requirements for the school's ELL program,
 - The expected rate of transition from the school's ELL program into the regular education classroom;
 - In the case of a child with a disability, how the school's ELL program meets the objectives of the individualized education program of the child; and
 - The school notifies parents/guardians no later than 30 days after the beginning of the school years of their child's identification, participation, their child's rights, and their rights.

Placement.

Placement of ELL students are appropriate with respect to age and/or grade levels.

- The school places ELL students in a timely manner, i.e., within 30 days of identification as an ELL student.
- The school does not retain or fail ELL students based solely on a lack of English Language skills.
- The school does not assign ELL students to special education classes because of their lack of English language proficiency, but because they have a disability and are entitled to receive special education services.

English Language Learners (ELL) Services Assurance Letter

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Documentation Related to the School's ELL Program.

- The school maintains full and complete records regarding the following:
 - Each student's completed HLS response.
 - Parental notifications of placement, including entry and exit from the school's ELL program.
 - The total number of ELL students presently receiving services.
 - Achievement data for each ELL student, including their current level of English language proficiency.
 - Records of entry, re-entry, and exit from the ELL program.
- The school has a written plan for addressing the identification, assessment, and placement of ELL students, i.e., an ELL plan.

Access to the Educational Program.

- The school has instituted a program model for providing educational services to ELL students that is based on a sound educational approach or legitimate experimental strategy, i.e., an Alternative Language Program ("ALP").
- The school is faithfully implementing its ALP.
- The school has allocated appropriate staff to implement its ALP.
- The school has allocated appropriate resources, including materials and training, to effectively implement its ALP.
- The school can demonstrate that implementing its ALP has provided its ELL students with meaningful access to its educational program, i.e., has had the program evaluated.
- The school has established criteria to determine when a student has sufficient English language proficiency (in a four domains: reading, writing, speaking/oral communication, and listening) to meaningfully participate in the regular school program, i.e., exit criteria.
- The school monitors students who have exited from the school's ALP for at least two years and ensures that they are referred back to the school's ELL program when appropriate.
- The school provides facilities and resources available for ELL students that are of comparable quality to those available to non-ELL students.
- The school provides instructional materials in the ELL program that are of comparable quality and quantity to those available to non-ELL students.
- The school provides ELL students access to all extracurricular activities.
- The school addresses issues related to identification and placement of ELL students in its complaint or grievance process.

Signed by _____

[Insert name and title]

Council Question #12: Provide a sector report of the promotion rate (percent of students and number of students) by grade for DC public charter schools and charter LEAs for SY 2014-1!

| LEA ID | LEA | # Students Promoted within LEA from SY 2013-14 to SY 2014-15 | # Students Reenrolled within LEA from SY 2013-14 to SY 2014-15 | LEA Promotion Rate from SY 2013-14 to SY 2014-15 | PK3 promoted students | PK3 reenrolled students | PK3 promotion rate | PK4 promoted students | PK4 reenrolled students | PK4 promotion rate | KG promoted students |
|--------|--|--|--|--|-----------------------|-------------------------|--------------------|-----------------------|-------------------------|--------------------|----------------------|
| | Grand Total | 21750 | 22534 | 97% | 2060 | 2136 | 96% | 2147 | 2212 | 97% | 2187 |
| 155 | Achievement Preparatory Academy PCS | 416 | 443 | 94% | NA | NA | NA | NA | NA | NA | 47 |
| 103 | AppleTree Early Learning PCS | 216 | 218 | 99% | 216 | 218 | 99% | NA | NA | NA | NA |
| 168 | BASIS DC PCS | 363 | 384 | 95% | NA | NA | NA | NA | NA | NA | NA |
| 107 | Bridges PCS | 154 | 155 | 99% | 35 | 35 | 100% | 56 | 56 | 100% | 40 |
| 119 | Briya PCS | 14 | 14 | 100% | 14 | 14 | 100% | NA | NA | NA | NA |
| 108 | Capital City PCS | 746 | 751 | 99% | 28 | 28 | 100% | 34 | 34 | 100% | 41 |
| 123 | Cedar Tree Academy PCS | 135 | 162 | 83% | 63 | 78 | 81% | 72 | 81 | 89% | 0 |
| 156 | Center City PCS | 1076 | 1077 | 100% | NA | NA | NA | 104 | 104 | 100% | 116 |
| 109 | César Chávez PCS for Public Policy | 826 | 896 | 92% | NA | NA | NA | NA | NA | NA | NA |
| 113 | Community Academy PCS | 1026 | 1039 | 99% | 190 | 191 | 99% | 186 | 189 | 98% | 210 |
| 169 | Creative Minds International PCS | 116 | 116 | 100% | 25 | 25 | 100% | 32 | 32 | 100% | 27 |
| 114 | DC Bilingual PCS | 283 | 300 | 94% | 37 | 37 | 100% | 39 | 42 | 93% | 37 |
| 115 | DC Prep PCS | 990 | 1011 | 98% | 133 | 136 | 98% | 117 | 117 | 100% | 127 |
| 170 | DC Scholars PCS | 212 | 223 | 95% | 47 | 47 | 100% | 46 | 48 | 96% | 24 |
| 116 | E.L. Haynes PCS | 852 | 901 | 95% | 35 | 35 | 100% | 34 | 34 | 100% | 44 |
| 117 | Eagle Academy PCS | 569 | 652 | 87% | 91 | 129 | 71% | 139 | 174 | 80% | 132 |
| 118 | Early Childhood Academy PCS | 169 | 178 | 95% | 28 | 28 | 100% | 41 | 41 | 100% | 32 |
| 144 | Elsie Whitlow Stokes Community Freedom PCS | 254 | 257 | 99% | 22 | 22 | 100% | 21 | 21 | 100% | 41 |
| 158 | Excel Academy PCS | 459 | 463 | 99% | 75 | 75 | 100% | 87 | 87 | 100% | 64 |
| 120 | Friendship PCS | 2780 | 2855 | 97% | 169 | 169 | 100% | 191 | 192 | 99% | 211 |
| 121 | Hope Community PCS | 548 | 552 | 99% | 86 | 87 | 99% | 86 | 86 | 100% | 77 |
| 124 | Howard University Math and Science PCS | 154 | 164 | 94% | NA | NA | NA | NA | NA | NA | NA |
| 126 | IDEA PCS | 79 | 109 | 72% | NA | NA | NA | NA | NA | NA | NA |
| 127 | Ideal Academy PCS | 172 | 180 | 96% | 14 | 15 | 93% | 20 | 23 | 87% | 18 |
| 173 | Ingenuity Prep PCS | 75 | 81 | 93% | 21 | 21 | 100% | 17 | 18 | 94% | 37 |
| 165 | Inspired Teaching Demonstration PCS | 224 | 224 | 100% | 40 | 40 | 100% | 38 | 38 | 100% | 35 |
| 129 | KIPP DC PCS | 3052 | 3102 | 98% | 369 | 369 | 100% | 353 | 355 | 99% | 364 |
| 130 | Latin American Montessori Bilingual PCS | 290 | 292 | 99% | 62 | 62 | 100% | 56 | 56 | 100% | 53 |
| 132 | Mary McLeod Bethune Day Academy PCS | 289 | 298 | 97% | 40 | 40 | 100% | 27 | 27 | 100% | 36 |
| 133 | Maya Angelou PCS | 128 | 176 | 73% | NA | NA | NA | NA | NA | NA | NA |
| 135 | Meridian PCS | 471 | 472 | 100% | 40 | 40 | 100% | 50 | 50 | 100% | 64 |
| 171 | Mundo Verde Bilingual PCS | 244 | 245 | 100% | 19 | 19 | 100% | 37 | 37 | 100% | 62 |
| 163 | National Collegiate Preparatory PCHS | 191 | 195 | 98% | NA | NA | NA | NA | NA | NA | NA |
| 137 | Options PCS | 185 | 213 | 87% | NA | NA | NA | NA | NA | NA | NA |
| 138 | Paul PCS | 432 | 450 | 96% | NA | NA | NA | NA | NA | NA | NA |
| 125 | Perry Street Preparatory PCS | 435 | 466 | 93% | 16 | 16 | 100% | 23 | 24 | 96% | 24 |
| 139 | Potomac Lighthouse PCS | 240 | 244 | 98% | 33 | 34 | 97% | 32 | 35 | 91% | 24 |
| 167 | Richard Wright PCS for Journalism and Media Arts | 235 | 241 | 98% | NA | NA | NA | NA | NA | NA | NA |
| 140 | Roots PCS | 55 | 55 | 100% | 12 | 12 | 100% | 11 | 12 | 92% | 7 |
| 142 | SEED Public Charter School of Washington, DC | 199 | 247 | 81% | NA | NA | NA | NA | NA | NA | NA |
| 174 | Sela PCS | 33 | 33 | 100% | NA | NA | NA | 17 | 17 | 100% | 9 |
| 166 | Shining Stars Montessori Academy PCS | 18 | 18 | 100% | 11 | 25 | 44% | 5 | 5 | 100% | 2 |
| 175 | Somerset Preparatory Academy PCS | 119 | 121 | 98% | NA | NA | NA | NA | NA | NA | NA |
| 146 | Thurgood Marshall Academy PCS | 226 | 246 | 92% | NA | NA | NA | NA | NA | NA | NA |
| 147 | Tree of Life PCS | 171 | 171 | 100% | 25 | 25 | 100% | 23 | 23 | 100% | 25 |
| 149 | Two Rivers PCS | 414 | 420 | 99% | 33 | 33 | 100% | 44 | 45 | 98% | 43 |
| 151 | Washington Latin PCS | 545 | 549 | 99% | NA | NA | NA | NA | NA | NA | NA |
| 152 | Washington Mathematics Science Technology PCHS | 167 | 172 | 97% | NA | NA | NA | NA | NA | NA | NA |
| 160 | Washington Yu Ying PCS | 426 | 426 | 100% | NA | NA | NA | 77 | 77 | 100% | 76 |
| 153 | William E. Doar, Jr. PCS for the Performing Arts | 277 | 277 | 100% | 31 | 31 | 100% | 32 | 32 | 100% | 38 |

Notes:

1) "NA" means the LEA does not serve that grade.

2) Charter schools opening in SY 2014-15 are excluded because they do not have two years of data.

3) Adult programs are excluded because students do not have ascending grade levels.

| KG reenrolled students | KG promotion rate | Grade 1 promoted students | Grade 1 reenrolled students | Grade 1 promotion rate | Grade 2 promoted students | Grade 2 reenrolled students | Grade 2 promotion rate | Grade 3 promoted students | Grade 3 reenrolled students | Grade 3 promotion rate | Grade 4 promoted students | Grade 4 reenrolled students | Grade 4 promotion rate | Grade 5 promoted students | Grade 5 reenrolled students | Grade 5 promotion rate | Grade 6 promoted students |
|------------------------|-------------------|---------------------------|-----------------------------|------------------------|---------------------------|-----------------------------|------------------------|---------------------------|-----------------------------|------------------------|---------------------------|-----------------------------|------------------------|---------------------------|-----------------------------|------------------------|---------------------------|
| 2241 | 98% | 1966 | 2004 | 98% | 1737 | 1776 | 98% | 1415 | 1449 | 98% | 1295 | 1321 | 98% | 1193 | 1214 | 98% | 1613 |
| 47 | 100% | 32 | 35 | 91% | 47 | 50 | 94% | 39 | 47 | 83% | 80 | 88 | 91% | 79 | 80 | 99% | 52 |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | 116 | 117 | 99% | 108 |
| 41 | 98% | 23 | 23 | 100% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 41 | 100% | 40 | 41 | 98% | 43 | 43 | 100% | 41 | 41 | 100% | 41 | 41 | 100% | 63 | 63 | 100% | 68 |
| 3 | 0% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 116 | 100% | 119 | 119 | 100% | 119 | 120 | 99% | 125 | 125 | 100% | 135 | 135 | 100% | 120 | 120 | 100% | 115 |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | 149 |
| 213 | 99% | 130 | 130 | 100% | 126 | 128 | 98% | 109 | 111 | 98% | 59 | 59 | 100% | 3 | 3 | 100% | 5 |
| 27 | 100% | 10 | 10 | 100% | 10 | 10 | 100% | 12 | 12 | 100% | NA | NA | NA | NA | NA | NA | NA |
| 42 | 88% | 39 | 42 | 93% | 32 | 35 | 91% | 41 | 43 | 95% | 58 | 59 | 98% | NA | NA | NA | NA |
| 128 | 99% | 119 | 121 | 98% | 121 | 125 | 97% | 111 | 112 | 99% | 120 | 123 | 98% | 63 | 64 | 98% | 48 |
| 28 | 86% | 31 | 33 | 94% | 21 | 24 | 88% | 25 | 25 | 100% | 18 | 18 | 100% | NA | NA | NA | NA |
| 45 | 98% | 43 | 43 | 100% | 45 | 45 | 100% | 66 | 66 | 100% | 59 | 59 | 100% | 40 | 40 | 100% | 89 |
| 139 | 95% | 124 | 125 | 99% | 83 | 85 | 98% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 36 | 89% | 34 | 36 | 94% | 34 | 35 | 97% | 0 | 2 | 0% | NA | NA | NA | NA | NA | NA | NA |
| 41 | 100% | 46 | 48 | 96% | 44 | 45 | 98% | 39 | 39 | 100% | 41 | 41 | 100% | NA | NA | NA | NA |
| 64 | 100% | 66 | 68 | 97% | 60 | 61 | 98% | 44 | 44 | 100% | 33 | 33 | 100% | 30 | 31 | 97% | NA |
| 217 | 97% | 227 | 229 | 99% | 192 | 200 | 96% | 181 | 191 | 95% | 172 | 181 | 95% | 161 | 167 | 96% | 214 |
| 77 | 100% | 72 | 73 | 99% | 71 | 73 | 97% | 55 | 55 | 100% | 36 | 36 | 100% | 21 | 21 | 100% | 22 |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | 76 |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 20 | 90% | 28 | 28 | 100% | 16 | 16 | 100% | 18 | 20 | 90% | 20 | 20 | 100% | 8 | 8 | 100% | 12 |
| 42 | 88% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 35 | 100% | 40 | 40 | 100% | 23 | 23 | 100% | 23 | 23 | 100% | 15 | 15 | 100% | 10 | 10 | 100% | NA |
| 371 | 98% | 279 | 293 | 95% | 274 | 280 | 98% | 165 | 167 | 99% | 164 | 165 | 99% | 218 | 223 | 98% | 224 |
| 55 | 96% | 42 | 42 | 100% | 27 | 27 | 100% | 32 | 32 | 100% | 18 | 18 | 100% | NA | NA | NA | NA |
| 37 | 97% | 30 | 31 | 97% | 22 | 22 | 100% | 34 | 36 | 94% | 27 | 27 | 100% | 28 | 32 | 88% | 21 |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 64 | 100% | 60 | 61 | 98% | 55 | 55 | 100% | 57 | 57 | 100% | 36 | 36 | 100% | 41 | 41 | 100% | 35 |
| 63 | 98% | 67 | 67 | 100% | 59 | 59 | 100% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | 17 |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | 58 |
| 25 | 96% | 22 | 22 | 100% | 23 | 23 | 100% | 23 | 26 | 88% | 21 | 25 | 84% | 19 | 19 | 100% | 37 |
| 24 | 100% | 25 | 25 | 100% | 23 | 23 | 100% | 22 | 22 | 100% | 20 | 20 | 100% | 17 | 17 | 100% | 25 |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 7 | 100% | 7 | 7 | 100% | 4 | 4 | 100% | 7 | 7 | 100% | 5 | 5 | 100% | 0 | 1 | 0% | NA |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | 52 |
| 9 | 100% | 7 | 7 | 100% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2 | 100% | NA | NA | NA | 0 | 1 | 0% | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | 31 |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 25 | 100% | 24 | 24 | 100% | 15 | 15 | 100% | 15 | 15 | 100% | 15 | 15 | 100% | 7 | 7 | 100% | 11 |
| 43 | 100% | 44 | 45 | 98% | 45 | 46 | 98% | 46 | 46 | 100% | 33 | 33 | 100% | 42 | 43 | 98% | 43 |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | 86 | 86 | 100% | 89 |
| NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 76 | 100% | 106 | 106 | 100% | 65 | 65 | 100% | 55 | 55 | 100% | 47 | 47 | 100% | NA | NA | NA | NA |
| 38 | 100% | 30 | 30 | 100% | 38 | 38 | 100% | 30 | 30 | 100% | 22 | 22 | 100% | 21 | 21 | 100% | 12 |

| Grade 12 reenrolled students | Grade 12 promotion rate |
|---|--|
| 23 | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| <10 | <10 |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| <10 | <10 |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| <10 | <10 |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| <10 | <10 |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |

| School Information | | ELA | | | | | | | | Math - Includes Advanced Math | | | | | | | | Notes |
|--------------------|---|---------|---------|---------|---------|---------|-----------|-----------|--------|-------------------------------|---------|---------|---------|---------|-----------|-----------|--------|-------|
| Framework | School Name | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Levels 3+ | Levels 4+ | N Size | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Levels 3+ | Levels 4+ | N Size | |
| EC/ES/MS | Achievement Preparatory Academy PCS – Elementary | 32.1% | 30.4% | 23.2% | 14.3% | 0.0% | 37.5% | 14.3% | 56 | 10.7% | 17.9% | 44.6% | 26.8% | 0.0% | 71.4% | 26.8% | 56 | |
| EC/ES/MS | Achievement Preparatory Academy PCS – Middle | 16.7% | 25.5% | 28.0% | 26.9% | 2.8% | 57.8% | 29.7% | 353 | 6.2% | 24.4% | 36.7% | 31.7% | 1.1% | 69.5% | 32.8% | 357 | |
| EC/ES/MS | BASIS DC PCS | 1.7% | 7.9% | 22.9% | 52.4% | 15.1% | 90.4% | 67.5% | 471 | 2.5% | 11.0% | 27.2% | 48.2% | 11.0% | 86.4% | 59.2% | 471 | |
| HS | BASIS DC PCS | 0% | 0% | 27% | 32% | 41% | 100.0% | 72.7% | 22 | 0.0% | 0.0% | 0.0% | 54.5% | 45.5% | 100.0% | 100.0% | 11 | |
| HS | Capital City PCS – High School | 23% | 18% | 26% | 29% | 4% | 58.4% | 32.5% | 77 | 11.1% | 51.4% | 30.6% | 6.9% | 0.0% | 37.5% | 6.9% | 72 | |
| EC/ES/MS | Capital City PCS – Lower School | 21.8% | 30.7% | 25.7% | 20.8% | 1.0% | 47.5% | 21.8% | 101 | 11.9% | 37.6% | 32.7% | 15.8% | 2.0% | 50.5% | 17.8% | 101 | |
| EC/ES/MS | Capital City PCS – Middle School | 20.2% | 24.7% | 29.8% | 21.5% | 3.8% | 55.1% | 25.3% | 312 | 26.6% | 31.4% | 28.5% | 12.8% | 0.6% | 42.0% | 13.5% | 312 | |
| EC/ES/MS | Center City PCS – Brightwood | 9.9% | 25.4% | 35.2% | 25.4% | 4.2% | 64.8% | 29.6% | 142 | 11.3% | 26.1% | 30.3% | 28.9% | 3.5% | 62.7% | 32.4% | 142 | |
| EC/ES/MS | Center City PCS – Capitol Hill | 38.4% | 28.1% | 25.3% | 8.2% | 0.0% | 33.6% | 8.2% | 146 | 32.9% | 39.0% | 21.2% | 6.8% | 0.0% | 28.1% | 6.8% | 146 | |
| EC/ES/MS | Center City PCS – Congress Heights | 23.3% | 35.6% | 26.0% | 15.1% | 0.0% | 41.1% | 15.1% | 146 | 19.2% | 31.5% | 28.1% | 20.5% | 0.7% | 49.3% | 21.2% | 146 | |
| EC/ES/MS | Center City PCS – Petworth | 17.6% | 25.0% | 33.8% | 22.3% | 1.4% | 57.4% | 23.6% | 148 | 14.9% | 30.4% | 33.8% | 20.9% | 0.0% | 54.7% | 20.9% | 148 | |
| EC/ES/MS | Center City PCS – Shaw | 19.7% | 27.5% | 35.9% | 16.2% | 0.7% | 52.8% | 16.9% | 142 | 14.8% | 33.1% | 31.7% | 19.7% | 0.7% | 52.1% | 20.4% | 142 | |
| EC/ES/MS | Center City PCS – Trinidad | 45.0% | 24.8% | 19.5% | 10.1% | 0.7% | 30.2% | 10.7% | 149 | 26.2% | 34.9% | 27.5% | 11.4% | 0.0% | 38.9% | 11.4% | 149 | |
| HS | César Chávez PCS for Public Policy – Capitol Hill | 11% | 35% | 23% | 27% | 4% | 53.2% | 30.4% | 79 | 14.9% | 63.8% | 21.3% | 0.0% | 0.0% | 21.3% | 0.0% | 47 | |
| EC/ES/MS | César Chávez PCS for Public Policy – Chávez Prep | 29.1% | 29.9% | 27.6% | 13.0% | 0.4% | 41.0% | 13.4% | 261 | 19.6% | 40.4% | 26.4% | 13.2% | 0.4% | 40.0% | 13.6% | 265 | |
| HS | César Chávez PCS for Public Policy – Chávez Prep | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0.0% | 14.3% | 71.4% | 14.3% | 0.0% | 85.7% | 14.3% | 14 | |
| HS | César Chávez PCS for Public Policy – Parkside High School | 37% | 24% | 30% | 7% | 1% | 38.4% | 8.1% | 86 | 14.1% | 58.8% | 25.9% | 1.2% | 0.0% | 27.1% | 1.2% | 85 | |
| EC/ES/MS | César Chávez PCS for Public Policy – Parkside Middle School | 41.0% | 32.2% | 20.8% | 6.0% | 0.0% | 26.9% | 6.0% | 283 | 27.3% | 41.5% | 25.9% | 5.3% | 0.0% | 31.2% | 5.3% | 282 | |
| EC/ES/MS | Community Academy PCS – Amos 1 | 29.4% | 26.5% | 24.7% | 18.8% | 0.6% | 44.1% | 19.4% | 170 | 19.5% | 36.1% | 24.3% | 19.5% | 0.6% | 44.4% | 20.1% | 169 | |
| EC/ES/MS | Community Academy PCS – Amos 5 | 36.0% | 27.0% | 23.4% | 13.5% | 0.0% | 36.9% | 13.5% | 111 | 29.7% | 36.4% | 25.4% | 8.5% | 0.0% | 33.9% | 8.5% | 118 | |
| EC/ES/MS | Community Academy PCS – CAPCS Online | 19.7% | 19.7% | 24.6% | 31.1% | 4.9% | 60.7% | 36.1% | 61 | 16.4% | 31.1% | 19.7% | 31.1% | 1.6% | 52.5% | 32.8% | 61 | |
| EC/ES/MS | Creative Minds International PCS | 15.4% | 19.2% | 26.9% | 30.8% | 7.7% | 65.4% | 38.5% | 26 | 7.7% | 34.6% | 30.8% | 26.9% | 0.0% | 57.7% | 26.9% | 26 | |
| EC/ES/MS | DC Bilingual PCS | 8.3% | 26.5% | 32.6% | 30.3% | 2.3% | 65.2% | 32.6% | 132 | 9.1% | 26.5% | 37.1% | 25.0% | 2.3% | 64.4% | 27.3% | 132 | |
| EC/ES/MS | DC Prep PCS – Benning Elementary | 11.9% | 19.4% | 31.3% | 34.3% | 3.0% | 68.7% | 37.3% | 67 | 6.0% | 19.4% | 32.8% | 35.8% | 6.0% | 74.6% | 41.8% | 67 | |
| EC/ES/MS | DC Prep PCS – Benning Middle | 8.9% | 20.5% | 45.2% | 24.7% | 0.7% | 70.5% | 25.3% | 146 | 2.7% | 14.4% | 30.1% | 49.3% | 3.4% | 82.9% | 52.7% | 146 | |
| EC/ES/MS | DC Prep PCS – Edgewood Elementary | 3.0% | 9.0% | 23.9% | 49.3% | 14.9% | 88.1% | 64.2% | 67 | 0.0% | 11.9% | 31.3% | 52.2% | 4.5% | 88.1% | 56.7% | 67 | |
| EC/ES/MS | DC Prep PCS – Edgewood Middle | 4.3% | 14.7% | 31.9% | 42.7% | 6.5% | 81.0% | 49.1% | 279 | 2.2% | 9.7% | 23.7% | 59.5% | 5.0% | 88.2% | 64.5% | 279 | |
| EC/ES/MS | DC Scholars PCS | 28.4% | 33.0% | 21.6% | 17.0% | 0.0% | 38.6% | 17.0% | 88 | 12.5% | 25.0% | 34.1% | 28.4% | 0.0% | 62.5% | 28.4% | 88 | |
| EC/ES/MS | Democracy Prep Congress Heights PCS | 33.0% | 32.0% | 24.3% | 10.7% | 0.0% | 35.0% | 10.7% | 206 | 29.1% | 39.3% | 24.3% | 7.3% | 0.0% | 31.6% | 7.3% | 206 | |
| EC/ES/MS | District of Columbia International School | 14.9% | 22.4% | 27.9% | 27.4% | 7.5% | 62.7% | 34.8% | 201 | 8.4% | 29.1% | 31.5% | 27.1% | 3.9% | 62.6% | 31.0% | 203 | |
| EC/ES/MS | E.L. Haynes PCS – Elementary School | 28.7% | 21.3% | 21.3% | 22.1% | 6.6% | 50.0% | 28.7% | 122 | 12.3% | 25.4% | 30.3% | 30.3% | 1.6% | 62.3% | 32.0% | 122 | |
| HS | E.L. Haynes PCS – High School | 55% | 23% | 16% | 6% | 0% | 21.9% | 6.3% | 96 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | |
| EC/ES/MS | E.L. Haynes PCS – Middle School | 16.9% | 22.2% | 28.1% | 26.9% | 5.8% | 60.8% | 32.8% | 360 | 11.1% | 31.7% | 27.8% | 26.4% | 3.1% | 57.2% | 29.4% | 360 | |
| EC/ES/MS | Eagle Academy PCS – New Jersey Avenue | 40.0% | 20.0% | 10.0% | 20.0% | 10.0% | 40.0% | 30.0% | 10 | 0.0% | 20.0% | 40.0% | 30.0% | 10.0% | 80.0% | 40.0% | 10 | |
| EC/ES/MS | Eagle Academy PCS – The Eagle Center at McGogney | 31.0% | 19.7% | 28.2% | 21.1% | 0.0% | 49.3% | 21.1% | 71 | 19.7% | 23.9% | 21.1% | 32.4% | 2.8% | 56.3% | 35.2% | 71 | |
| EC/ES/MS | Early Childhood Academy PCS | 21.6% | 29.7% | 27.0% | 21.6% | 0.0% | 48.6% | 21.6% | 37 | 8.1% | 27.0% | 43.2% | 21.6% | 0.0% | 64.9% | 21.6% | 37 | |
| EC/ES/MS | Elsie Whitlow Stokes Community Freedom PCS | 5.3% | 22.1% | 34.4% | 36.6% | 1.5% | 72.5% | 38.2% | 131 | 9.9% | 25.0% | 35.1% | 29.0% | 0.8% | 64.9% | 29.8% | 131 | |
| EC/ES/MS | Excel Academy PCS – DREAM | 28.4% | 23.0% | 23.0% | 25.7% | 0.0% | 48.6% | 25.7% | 74 | 43.2% | 43.2% | 9.5% | 4.1% | 0.0% | 13.5% | 4.1% | 74 | |
| EC/ES/MS | Excel Academy PCS – LEAD | 10.3% | 32.4% | 35.3% | 22.1% | 0.0% | 57.4% | 22.1% | 136 | 32.1% | 36.5% | 25.5% | 5.8% | 0.0% | 31.4% | 5.8% | 137 | |
| EC/ES/MS | Friendship PCS – Blow-Pierce Elementary | 42.1% | 23.7% | 10.5% | 23.7% | 0.0% | 34.2% | 23.7% | 38 | 31.6% | 28.9% | 31.6% | 7.9% | 0.0% | 39.5% | 7.9% | 38 | |
| EC/ES/MS | Friendship PCS – Blow-Pierce Middle | 28.9% | 28.9% | 28.4% | 13.2% | 0.5% | 42.2% | 13.7% | 204 | 23.0% | 38.2% | 27.9% | 10.8% | 0.0% | 38.7% | 10.8% | 204 | |
| EC/ES/MS | Friendship PCS – Chamberlain Elementary | 50.7% | 23.3% | 20.5% | 5.5% | 0.0% | 26.0% | 5.5% | 73 | 15.1% | 31.5% | 30.1% | 21.9% | 1.4% | 53.4% | 23.3% | 73 | |
| EC/ES/MS | Friendship PCS – Chamberlain Middle | 28.1% | 32.1% | 26.9% | 11.6% | 1.2% | 39.8% | 12.8% | 327 | 10.7% | 25.6% | 34.8% | 28.4% | 0.6% | 63.7% | 29.0% | 328 | |
| HS | Friendship PCS – Collegiate Academy | 59% | 22% | 11% | 7% | 0% | 19.0% | 7.8% | 205 | 25.9% | 57.1% | 16.1% | 0.9% | 0.0% | 17.0% | 0.9% | 224 | |
| EC/ES/MS | Friendship PCS – Southeast Elementary Academy | 25.5% | 34.0% | 20.8% | 18.9% | 0.9% | 40.6% | 19.8% | 212 | 16.0% | 29.2% | 29.7% | 24.1% | 0.9% | 54.7% | 25.0% | 212 | |
| EC/ES/MS | Friendship PCS – Technology Preparatory Academy | 30.2% | 37.0% | 24.6% | 7.5% | 0.7% | 32.7% | 8.2% | 281 | 24.5% | 48.2% | 24.5% | 2.5% | 0.4% | 27.3% | 2.8% | 282 | |
| HS | Friendship PCS – Technology Preparatory Academy | 53% | 22% | 20% | 6% | 0% | 25.5% | 5.9% | 51 | 32.0% | 44.0% | 24.0% | 0.0% | 0.0% | 24.0% | 0.0% | 50 | |
| EC/ES/MS | Friendship PCS – Woodridge Elementary | 34.1% | 14.6% | 22.0% | 29.3% | 0.0% | 51.2% | 29.3% | 41 | 2.4% | 29.3% | 29.3% | 39.0% | 0.0% | 68.3% | 39.0% | 41 | |
| EC/ES/MS | Friendship PCS – Woodridge Middle | 19.1% | 29.0% | 33.3% | 16.0% | 2.5% | 51.9% | 18.5% | 162 | 15.3% | 34.4% | 31.9% | 17.8% | 0.6% | 50.3% | 18.4% | 163 | |
| EC/ES/MS | Harmony DC PCS – School of Excellence | 21.1% | 42.1% | 26.3% | 10.5% | 0.0% | 36.8% | 10.5% | 19 | 40.0% | 25.0% | 20.0% | 15.0% | 0.0% | 35.0% | 15.0% | 20 | |
| EC/ES/MS | Hope Community PCS – Lamond | 15.7% | 25.7% | 31.4% | 25.7% | 1.4% | 58.6% | 27.1% | 70 | 23.9% | 39.4% | 29.6% | 7.0% | 0.0% | 36.6% | 7.0% | 71 | |
| EC/ES/MS | Hope Community PCS – Tolson | 26.3% | 22.5% | 36.9% | 13.1% | 1.3% | 51.3% | 14.4% | 160 | 22.2% | 35.8% | 30.9% | 11.1% | 0.0% | 42.0% | 11.1% | 162 | |
| EC/ES/MS | Howard University Middle School of Mathematics and Science | 19.3% | 39.0% | 27.4% | 13.5% | 0.8% | 41.7% | 14.3% | 259 | 9.6% | 35.6% | 30.7% | 21.9% | 2.2% | 54.8% | 24.1% | 270 | |
| HS | IDEA PCS | 24% | 22% | 33% | 20% | 0% | 53.1% | 20.4% | 49 | 25.6% | 46.2% | 25.6% | 2.6% | 0.0% | 28.2% | 2.6% | 39 | |
| EC/ES/MS | Ideal Academy PCS | 27.6% | 31.7% | 18.7% | 20.3% | 1.6% | 40.7% | 22.0% | 123 | 23.1% | 38.8% | 20.7% | 15.7% | 1.7% | 38.0% | 17.4% | 121 | |
| EC/ES/MS | Inspired Teaching Demonstration PCS | 18.5% | 16.0% | 23.5% | 38.3% | 3.7% | 65.4% | 42.0% | 81 | 11.1% | 27.2% | 27.2% | 27.2% | 7.4% | 61.7% | 34.6% | 81 | |
| EC/ES/MS | KIPP DC – AIM Academy PCS | 29.5% | 29.8% | 27.1% | 13.0% | 0.7% | 40.8% | 13.7% | 292 | 19.9% | 28.4% | 33.6% | 17.5% | 0.7% | 51.7% | 18.2% | 292 | |
| HS | KIPP DC – College Preparatory PCS | 26% | 35% | 21% | 18% | 0% | 39.4% | 18.3% | 104 | 5.0% | 35.0% | 41.3% | 18.8% | 0.0% | 60.0% | 18.8% | 80 | |
| EC/ES/MS | KIPP DC – Heights Academy PCS | 20.9% | 30.9% | 33.5% | 13.6% | 1.0% | 48.2% | 14.7% | 191 | 6.8% | 12.1% | 36.3% | 40.0% | 4.7% | 81.1% | 44.7% | 190 | |
| EC/ES/MS | KIPP DC – KEY Academy PCS | 11.7% | 22.2% | 38.3% | 26.5% | 1.2% | 66.0% | 27.8% | 324 | 4.0% | 22.9% | 34.4% | 36.2% | 2.5% | 73.1% | 38.7% | 323 | |
| EC/ES/MS | KIPP DC – Lead Academy PCS | 16.3% | 22.8% | 20.7% | 38.0% | 2.2% | 60.9% | 40.2% | 92 | 3.3% | 6.5% | 20.7% | 54.3% | 15.2% | 90.2% | 69.6% | 92 | |
| EC/ES/MS | KIPP DC – Northeast Academy PCS | 15.9% | 25.7% | 37.2% | 19.5% | 1.8% | 58.4% | 21.2% | 113 | 20.4% | 39.8% | 28.3% | 9.7% | 1.8% | 39.8% | 11.5% | 113 | |
| EC/ES/MS | KIPP DC – Promise Academy PCS | 18.0% | 22.7% | 27.8% | 29.4% | 2.1% | 59.3% | 31.4% | 194 | 6.2% | 8.2% | 20.1% | 54.1% | 11.3% | 85.6% | 65.5% | 194 | |
| EC/ES/MS | KIPP DC – Quest Academy PCS | 31.3% | 32.1% | 26.9% | 9.7% | 0.0% | 36.6% | 9.7% | 134 | 13.4% | 34.3% | 27.6% | 23.1% | 1.5% | 52.2% | 24.6% | 134 | |
| EC/ES/MS | KIPP DC – WILL Academy PCS | 21.9% | 26.6% | 25.6% | 24.4% | 1.6% | 51.6% | 25.9% | 320 | 16.2% | 26.8% | 30.2% | 25.5% | 1.2% | 57.0% | 26.8% | 321 | |
| EC/ES/MS | Latin American Montessori Bilingual PCS | 12.2% | 17.6% | 17.6% | 44.6% | 8.1% | 70.3% | 52.7% | 74 | 12.5% | 22.2% | 26.4% | 38.9% | 0.0% | 65.3% | 38.9% | 72 | |
| EC/ES/MS | Mary McLeod Bethune Day Academy PCS | 22.0% | 28.0% | 35.1% | 14. | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | |
|----------|--|-------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|-------|-------|------|---------------|
| HS | Options PCS | 90% | 10% | 0% | 0% | 0% | 0.0% | 0.0% | 21 | 47.6% | 52.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 21 | Closed School |
| HS | Paul PCS – International High School | 24% | 38% | 17% | 21% | 1% | 38.7% | 21.8% | 119 | 11.4% | 55.3% | 26.3% | 7.0% | 0.0% | 33.3% | 7.0% | 114 | |
| EC/ES/MS | Paul PCS – Middle School | 26.2% | 27.9% | 28.5% | 16.8% | 0.6% | 45.9% | 17.4% | 340 | 18.8% | 33.7% | 27.6% | 19.4% | 0.6% | 47.5% | 19.9% | 341 | |
| EC/ES/MS | Perry Street Preparatory PCS | 43.1% | 29.9% | 19.4% | 7.6% | 0.0% | 27.0% | 7.6% | 211 | 29.7% | 43.5% | 23.9% | 2.9% | 0.0% | 26.8% | 2.9% | 209 | |
| HS | Perry Street Preparatory PCS | 45% | 21% | 29% | 5% | 0% | 34.2% | 5.3% | 38 | 41.7% | 50.0% | 8.3% | 0.0% | 0.0% | 8.3% | 0.0% | 36 | Closed School |
| EC/ES/MS | Potomac Preparatory PCS | 34.4% | 40.5% | 18.4% | 6.7% | 0.0% | 25.2% | 6.7% | 163 | 23.1% | 44.5% | 27.2% | 5.2% | 0.0% | 32.4% | 5.2% | 173 | |
| HS | Richard Wright PCS for Journalism and Media Arts | 18% | 30% | 32% | 20% | 0% | 51.7% | 20.0% | 60 | 21.7% | 53.3% | 23.3% | 1.7% | 0.0% | 25.0% | 1.7% | 60 | |
| EC/ES/MS | Roots PCS | 8.3% | 29.2% | 25.0% | 33.3% | 4.2% | 62.5% | 37.5% | 24 | 8.3% | 12.5% | 50.0% | 29.2% | 0.0% | 79.2% | 29.2% | 24 | |
| EC/ES/MS | SEED PCS of Washington, DC | 24.9% | 35.5% | 26.3% | 13.4% | 0.0% | 39.6% | 13.4% | 217 | 17.7% | 41.1% | 29.2% | 12.0% | 0.0% | 41.1% | 12.0% | 209 | |
| HS | SEED PCS of Washington, DC | 0% | 5% | 32% | 59% | 5% | 95.5% | 63.6% | 22 | 28.6% | 54.3% | 17.1% | 0.0% | 0.0% | 17.1% | 0.0% | 35 | |
| EC/ES/MS | Shining Stars Montessori Academy PCS | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | |
| EC/ES/MS | Somerset Preparatory Academy PCS | 28.9% | 30.1% | 30.1% | 11.0% | 0.0% | 41.0% | 11.0% | 173 | 39.0% | 33.1% | 23.8% | 4.1% | 0.0% | 27.9% | 4.1% | 172 | |
| HS | Thurgood Marshall Academy PCS | 7% | 16% | 20% | 49% | 7% | 77.1% | 56.6% | 83 | 8.3% | 32.1% | 46.4% | 13.1% | 0.0% | 59.5% | 13.1% | 84 | |
| EC/ES/MS | Tree of Life PCS | 34.7% | 43.9% | 18.4% | 3.1% | 0.0% | 21.4% | 3.1% | 98 | 38.4% | 44.4% | 10.1% | 7.1% | 0.0% | 17.2% | 7.1% | 99 | Closed School |
| EC/ES/MS | Two Rivers PCS | 8.8% | 26.1% | 24.3% | 34.2% | 6.7% | 65.1% | 40.8% | 284 | 6.7% | 24.6% | 33.1% | 30.6% | 4.9% | 68.7% | 35.6% | 284 | |
| EC/ES/MS | Washington Latin PCS – Middle School | 2.3% | 9.4% | 20.5% | 47.0% | 20.8% | 88.3% | 67.8% | 351 | 5.7% | 19.1% | 26.0% | 42.3% | 6.9% | 75.1% | 49.1% | 350 | |
| HS | Washington Latin PCS – Upper School | 2% | 8% | 26% | 27% | 36% | 89.3% | 63.1% | 84 | 2.4% | 28.0% | 37.8% | 26.8% | 4.9% | 69.5% | 31.7% | 82 | |
| HS | Washington Mathematics Science Technology PCHS | 26% | 30% | 28% | 13% | 4% | 44.4% | 16.7% | 54 | 14.3% | 53.6% | 25.0% | 7.1% | 0.0% | 32.1% | 7.1% | 56 | |
| EC/ES/MS | Washington Yu Ying PCS | 3.7% | 16.0% | 18.4% | 55.2% | 6.7% | 80.4% | 62.0% | 163 | 6.1% | 10.4% | 23.3% | 47.9% | 12.3% | 83.4% | 60.1% | 163 | |
| EC/ES/MS | William E. Doar, Jr. PCS for the Performing Arts | 14.1% | 19.5% | 33.5% | 33.0% | 0.0% | 66.5% | 33.0% | 185 | 12.3% | 40.1% | 29.4% | 17.6% | 0.5% | 47.6% | 18.2% | 187 | |

DC Public Charter Schools with DBH Mental Health Clinicians

| DC Public Charter Elementary Schools | Ward | FTE |
|--------------------------------------|------|-----|
| Cedar Tree Academy | 8 | .5 |
| Democracy Prep | 8 | 1 |
| Eagle Academy (Capitol Hill) | 6 | .5 |
| Eagle Academy (Congress Heights) | 8 | 1 |
| El Haynes – Kansas Ave Campus | 4 | 1 |
| Lamb | 4 | .5 |
| Meridian | 1 | 1 |
| Mundo Verde Bilingual | 1 | .5 |
| S.E.L.A. | 4 | .5 |
| Washington Yu-Ying | 5 | 1 |

| DC Public Charter School Prek-8 th | Ward | FTE |
|---|------|-----|
|---|------|-----|

| | | |
|---|---|----|
| Center City – Congress | 8 | .5 |
| Friendship Blow Pierce | 7 | 1 |
| Inspired Teaching (Prek-7 th) | 5 | .5 |

DC Public Charter Middle School

Ward

FTE

| | | |
|--------------------------------|---|----|
| Cesar Chavez (Parkside Middle) | 7 | 1 |
| DC International | 1 | .5 |

DC Public Charter High School

Ward

FTE

| | | |
|---|---|----|
| Cesar Chavez PCS for Public Policy (Capitol Hill) | 7 | .5 |
| Friendship Collegiate Academy | 7 | .5 |
| Maya Angelou | 7 | .5 |
| Richard Wright | 6 | 1 |
| Thurgood Marshall | 8 | 1 |

| LEA Name | School Name | Number of school-based MENTAL and BEHAVIORAL health professionals currently employed in your school | Number of school-based BEHAVIORAL health professionals currently employed in your school | Total number of school-based physical, mental, and behavioral health professionals currently employed in your school | Number of school-based MENTAL and BEHAVIORAL health professionals currently in your school including those employed by a DC agency | Number of school-based BEHAVIORAL health professionals currently in your school employed including those employed by a DC agency |
|-------------------------------------|-----------------------------------|---|--|--|--|--|
| Mundo Verde PCS | Same | 0.5 | 2 | 5 | | |
| E.L. Haynes Public Charter School | Same | 8 FTE; 4 school based mental health professions | 3 FTE | 17 FTEs; 21 combined | | |
| Cedar Tree Academy | "Same" | 1 | | 0 | 2 | |
| Eagle Academy Public Charter School | Same | 8 | | 17 | 14 | |
| BASIS DC PCS | same | 1 | | 1 | 1 | |
| The Children's Guild | Same | 4 | | 4 | 4 | |
| National Collegiate Prep | same | 1 | | 1 | 1 | |
| Paul PCS | Same | 10 | | 10 | 10 | |
| Briya Public Charter School | Briya Public Charter School | 2 | | 2 | 2 | |
| Lee Montessori PCS | same | 0.6 | | 0.6 | 0.6 | |
| Scholar Academies | DC Scholars Public Charter School | | | 1 | 1 | |
| Mary McLeod Bethune Day Academy PCS | same | 2 | | 3 | 2 | |
| LAMB-PCS | same | 2 | | 2 | 2 | |
| Monument Academy | same | 6 | | 7 | 6 | |
| Thurgood Marshall Academy | same | 1 | | 3- we have a nurse through DC Agencies | 2 | |
| Washington Latin PCS | Both schools - combined campus. | 3 | | 3 | 3 | |



CHILDREN'S SCHOOL SERVICES
School Health Nursing Program
SY 2015 - 2016

SCHOOL SCHEDULE BY WARD
PCS

January 2016



**Children's National Medical Center
Children's School Services
School Schedule by Ward
January 2016**

| WARD 1 | | | | | | | |
|---|--|-------------------|---|-----------------------|--|--|---------------------------|
| Nurse Manager: Malika Henderson-Grays- (202) 471-4814; Cell 202-590-8395 | | | | | | | |
| CT | School, Address & Telephone | Enrollment | Principal | Grades | Nurse | Day(s)/Hrs | Remarks |
| | Number | | | | | Assigned | |
| PCS 1 | Creative Minds International PCS 3700 North Capital St., NW Sherman Building | 160 | Golnar Abedin | PK-3 | Deborah Owens, LPN Natalie Shropshire, CHN 588-0370 x 3 | Mon - Weds & Fri Thurs 8:00 AM - 4:30 PM | 40 hrs/wk |
| PCS 2 | HU Middle Schl of Math & Science 405 Howard Place, NW 806-7725 Fax# 865-0271 | 289 | Kathryn Procope | 6-8 | Aminah Muhammed, RN (865-0259) | Mon - Fri 8:00 AM - 4:30 PM | 40 hrs/wk |
| PCS 3 | Meridian Charter 2120 13th St., NW 387-9830 Fax# 387-7605 | 497 | Michelle Taylor (Interim) | ECU PK-8 | Natalie Shropshire, CHN Deborah Owens, LPN 387-9830 | Mon-Weds & Fri Thurs 8:00 AM - 4:30 PM | 40 hrs/wk |
| PCS 4 | E. L. Haynes PCS-GA Ave - MS 3600 Georgia Ave., NW 667-4446 Fax# 667-8811 | 497 | Myron Long | 3-8 | Khalilah Williams, CHN (667-4446 x 1102) Fax# 291-3202 | Mon - Fri 8:00 AM - 4:30 PM | 40 hrs/wk |
| PCS 5 | E. L. Haynes- Kansas Ave. - ES & HS 4501 Kansas Ave, N.W. Kansas Campus 706-5828 | 800 | Brittany Wagner-Friel, ES Elizabeth Simpson | PK- 3 9th-10th | Felecia Curtis, CHN Camille Wheeler, Sr CHN (667-4446 x2207) | Mon - Fri 8:00 AM - 4:30 PM | Medical Leave 40hrs/wk |
| PCS 6 | Next Steps/LAYC Academy 15th St., NW Next Step- 332-0398 LAYCCA- 319-2228 | varies | Susan Espinoza Angela Stepancic | GED | Shiva Alexander 299-3717 | Mon, Wed, Fri 8:00 AM- 4:30 PM | 24 hrs/wk |
| PCS 7 | DC International School 3220 16th Street NW 459-4790 Fax# 787-3995 | | Simon Rodberg | 6-8th | Vacant | | |

**Children's National Medical Center
Children's School Services
School Schedule by Ward
January 2016**

| WARD 2 | | | | | | | |
|--|---|-------------------------------|---|---|---|--|----------------|
| Nurse Manager: Adrienne Rogers - (202) 471-4816; Cell: 202 578-8278 | | | | | | | |
| CT | School, Address & Telephone | Enrollment | Principal | Grades | Nurse | Day(s) Assigned | Remarks |
| | Number | | | | | | |
| PCS 1 | Elsie Whitlow Stokes Community 3700 Oakview Terrace, NE Fax# 265-4656 | 326 | Dr. Maura V. Gutierrez (265-7237 x 204) | PK-6 | Emily Kometa, CHN (FML until 2/1/16) Ondjelle Hemby, RN Float | Tues, Wed, Thur. 8:00AM-4:30PM | 24 hrs/wk |
| PCS 2 | Friendship Woodridge Campus 2959 Carlton Ave, NE 635-6500 | 550 | V. Craig | PK-8 | Frances Fletcher, CHN (Float) (635-6500 x1112) | Mon - Fri 8:00 AM - 4:30 PM | 40 hrs/wk |
| PCS 3 | DC Bilingual PCS 33 Riggs Road, NE 20011 723-5136 Fax# 723-4013 | 350 | Daniela Anello | Pre-K3 - 5th grade | Isatu Mansaray-Destry, CHN Andrea Joseph, LPN 202 750-6674 | Mon-Wed Thur-Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 4 | KIPP DC: Shaw Campus Will Campus Grow Campus Lead Campus 421 P Street, NW 986-4769 | 326 200 375 | Lauren Ellis Mekia Love Tiffanie Williams | Pre-Kgn- 1st 2nd-5th 6th-8th | Robin Richardson, CHN (797-4919) (986-4769 x4006) | Mon-Friday 8:00AM- 4:30PM | 40 Hrs/wk |
| PCS 5 | Thurgood Marshall Academy 2427 MLK Jr, Ave, SE 563-6862 Fax# 563-6946 | 375 | Kena Allison (Academic Director) | 9-12 | Yvonne Akinwumi, RN (204-6650) | Mon - Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 6 | Excel Academy PCS @ Birney Dream Academy Achieve Academy Lead Academy 2501 MLK Jr. Ave, SE (373-0097) | 200 250 205 | Nicole Walker | PS-PK Kgn- 3 4th- 5th | Julia Mayrant, CHN (373-0097 ext. 219) | Mon-Fri 8:00 AM - 4:30 PM | 40 hrs/wk |

**Children's National Medical Center
Children's School Services
School Schedule by Ward
January 2016**

| WARD 2 | | | | | | | |
|--|---|-------------------|------------------|--------------------|---|---|----------------|
| Nurse Manager: Adrienne Rogers - (202) 471-4816; Cell: 202 578-8278 | | | | | | | |
| CT | School, Address & Telephone | Enrollment | Principal | Grades | Nurse | Day(s) Assigned | Remarks |
| PCS 7 | Friendship Tech Prep Academy HS 2705 MLK Jr. Ave SE 20032 552-5700 (Share HS with Tech Prep MS) | 385 | Doranna Tindle | 9th-12th | Linda Stephens, RN Suzanne Kenney, LPN 552-5700 ext. 8106 | Wed - Fri Mon - Friday 8:00 AM - 4:30 PM | 40hrs/wk |
| PCS 8 | Friendship Southeast PCS 645 Milwaukee Place, SE 562-1980 | 575 | Angela Morton | PS-5 | Andrea Fraser, CHN 569-1980 ext. 132 | Mon. Fri 8:00AM - 4:30PM | 40 hrs/wk |
| PCS 9 | Friendship Tech Prep Academy MS 2705 MLK Jr. Ave. SE 20032 552-5700 (Share HS with Tech-Prep HS) | 320 | Mr. Patrick Pope | 6th-8th | Linda Stephens, RN Suzanne Kenney, LPN 552-5700 ext. 8106 | Wed - Fri Mon - Friday 8:00 AM - 4:30 PM Using HS Health Suite | 40hrs/wk |
| PCS 10 | Friendship Armstrong Campus 1400 1st St. NW 20001 | 488 | Mr. Jeff Scanlon | PK 3-5th | Linda Stephens, RN Sara Tewolde, RN 202 518-3923 | Mon -Tues. Wed-Fri 8:00 AM - 4:30 PM | 40 hrs/wk |
| PCS 11 | DC Prep Anacostia 1102 W. St., SE WDC, 20020 202 729-3500 Fax- 202 889-2785 | 142 | Maria T. Duvall | PS 3 - PreKgn 4 | Renee Garnes-Spence, CHN AFT 1/14/16 | Mon-Fri 8:00AM-4:30PM School Approved 9/2015 Nurse Hired will Start Dec. 7th | 40 hrs/wk |
| PCS 12 | Children's Guild, Inc. 2146 24th Place NE Washington, D.C. 20018 202-774-5442 | TBA | TBA | TBA | TBA | TBA School Approved 10/2015 Candidate identified awaiting offer acceptance. | TBA |

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| WARD 3 | | | | | | | |
|--|--|-------------------|---|-----------------------|--|--|----------------|
| Nurse Manager: Courtney Jones: Nurse Manager (202) 471-4814; Cell: (202) 236-4683 | | | | | | | |
| CT | School, Address & Telephone | Enrollment | Principal | Grades | Nurse | Day(s) Assigned | Remarks |
| | Number | | | | | | |
| PCS 1 | Integrated Design Electronic Academy (IDEA) 1027 45th St., N.E., 20019 399-4750; Fax 399-4387 | 274 | Lynette Bacchus | 9-12 | Rosaline Alia, CHN (399-4750 X204) | Mon - Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 2 | KIPP DC Joel E. Smilow Campus: KIPP DC Arts and Technology Academy PCS KIPP DC Quest Academy PCS KIPP DC Valor Academy PCS 5300 Blaine St., N.E., 20019 398-6811 Fax 388-8467 | 228 319 120 | Allison Artis Cherese Brauer Gillian Connor | PK3-K 1-4. 5-6. | Aminata Sarjoh, CHN (398-6811 x6004) | Mon-Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 3 | Maya Angelou PCS 5600 E. Capitol St., N.E., 20019 232-2885 | 228 | Tameka Ashford | 9-12. | Olaimatu Deen, LPN Carolyn Dickens, CHN (827-1665) | Tues Mon, Wed, Thur, Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 4 | Democracy Prep PCS 421 Alabama Ave., S.E., 20032 561-0860; Fax 561-1644 | 613 | Lakeala Jones | PS-6 | Carolyn Dickens, CHN Olaimatu Deen, LPN (561-0529) | Tues Mon, Wed, Thur, Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 5 | Friendship Collegiate - Woodson 4095 Minnesota Ave., N.E., 20019 396-5500 Fax 396-8229 | 804 | Dwan Jordon | 9-12 | Shontanette Ingram, RN (396-5500 x3110) | Mon - Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 6 | AppleTree PCS - Douglas Knoll 2017 Savannah Terrace, S.E., 20020 629-2545 | 181 | Rebecca Kimport | PS-PK | Mary Cain, RN (758-3302) | Mon - Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |

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| WARD 3 | | | | | | | |
|--|--|-------------------|--------------------|---------------|-------------------------------------|--------------------------------|----------------|
| Nurse Manager: Courtney Jones: Nurse Manager (202) 471-4814; Cell: (202) 236-4683 | | | | | | | |
| CT | School, Address & Telephone | Enrollment | Principal | Grades | Nurse | Day(s) Assigned | Remarks |
| | Number | | | | | | |
| PCS 7 | KIPP DC Hamilton - College Preparatory 1405 Brentwood Parkway, N.E., 20014 687-2527 | 503 | Jessica Cunningham | 9-12. | Shirley Speight, CHN (552-4479) | Mon - Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 8 | Inspired Teaching PCS 200 Douglas St., N.E., 20002 248-6825 (Co-Located w/Lee Montessori) | 367 | Deborah Williams | PK3-5 | Elizabeth Ngethe, CHN (248-6825) | Mon - Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 9 | Lee Montessori PCS 200 Douglas St., N.E., 20002 779-9740 | 104 | Chris Pencikowski | PK3-1 | Elizabeth Ngethe, CHN | Mon - Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 10 | DC Scholars PCS 5601 E. Capitol St., S.E., 20019 559-6138 | 447 | Tiffany Johnson | PS-5 | Sue Hall, CHN | Mon - Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |

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| WARD 4 | | | | | | | |
|---|--|-------------------|---|-----------------|--|--|------------------------------------|
| Nurse Manager: Chrystal Young-Johnson- (202) 471-4822; Cell 202-536-7820 | | | | | | | |
| CT | School, Address & Telephone | Enrollment | Principal | Grades | Nurse | Day(s) Assigned | Remarks |
| | Number | | | | | | |
| PCS 1 | Hope Community Charter School Lamond Campus 6200 Kansas Ave, NE 722-4421 Fax# 722-4431 | 340 | Diana Tharpe | PK - 6 | Durowo Kpadeh, CHN (722-1183) | Mon-Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 2 | Perry Street Prep PCS 1800 Perry St. NE 529-4400 Fax# 529-4500 | 283 | Rachel Crouch | PK-8 | Arthuretta Ziegler, CHN (551-0816) | Mon-Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 3 | Paul Junior High Charter Paul International High Charter 5800 8th St, NW 291-7499 Fax# 291-7495 | 377 325 | Jami Dunham | 6-10 | Stacy Walters, CHN (541-6605) | Mon-Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 4 | Cap City PCS Lower Cap City PCS Middle Cap City PCS Upper 100 Peabody Street, NW 387-0309 #0 Fax # 387-7074 | 950 | Amy Wendel PS-4th Laina Cox 5th-8th Belicia Reaves 9-12 | PK-12 | Jocelyn Esposito, CHN Marie Sejour, LPN (Float) (808-9718) | Mon-Fri Thurs-Fri 8:00 AM - 4:30 PM | 40 hrs/wk 16hrs/wk |
| PCS 5 | Center City PCS- Capitol Hill 1503 E. Capitol Street, SE 20003 202-547-7556 Fax # 547-5686 | 249 | Joseph Speight | PK4-8 | Marie Sejour, LPN (Float) Isatu Barrie, RN (547-0066) | Weds. Tues/Thurs- wk 1 Mon/ Wed/ Fri- wk 2 8:00 AM - 4: 30 PM | 8hrs/wk1 16hrs/wk1 24hrs/wk2 |
| PCS 6 | Center City PCS- Petworth Campus 510 Webster Street, NW 20011 202-726-9212 Fax #726-3378 | 249 | Nazo Burgy | PK-8 | Marie Sejour, LPN (Float) Isatu Barrie, RN | Weds. Mon/ Wed/ Fri- wk 1 Tues/Thurs- wk 2 8:00 AM- 4:30 PM | 8hrs/wk2 24hrs wk1 16hrs/wk2 |
| PCS 7 | Washington Latin Middle PCS Washington Latin Upper PCS 5200 2nd Street NW Washington, DC 20011 223-1111 Fax #723-1171 | 314 336 | Dr. Diana E. Smith | 5 - 8 9 - 12 | Marie Sejour, LPN Tammy Brown, CHN (909-2205) | Mon & Tues Wed, Thurs & Fri 8:00 AM-4:30 PM | 40 Hrs/wk |

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| WARD 5 | | | | | | | |
|---|--|-------------------|-------------------|---------------|---|---------------------------------------|----------------|
| Nurse Manager: Tanya Hankton (202) 471-4822; Cell 202-713-7161 | | | | | | | |
| CT | School, Address & Telephone Number | Enrollment | Principal | Grades | Nurse | Day(s) Assigned | Remarks |
| PCS 1 | William E. Doar PCS 705 Edgewood Street, NE, 20017 269-4646 Fax# 269-4155 | 431 | Demetria Gartrell | PK-8 | Najala Ward, LPN Michelle Green, Sr. CHN (269-4646 x 109) | Mon-Thurs Fri 8:00 AM - 4:30 PM | 40 hrs/wk |
| PCS 2 | D.C. Preparatory Lower School 707 Edgewood Street, NE, 20017 635-4411 Fax# 635-4412 | 442 | Shaunte Edmonds | PK-3 | Gillian Ndi, CHN Toluwalope Adewoye, LPN (681-5594) | Fri Mon-Thur 8:00 AM - 4:30 PM | 40 hrs/wk |
| PCS 3 | D.C. Preparatory Academy MS PCS 701 Edgewood Street, NE, 20017 832-5700 Fax# 832-5701 | 316 | Cassie Pergament | 4-8 | Toluwalope Adewoye, LPN Gillian Ndi, CHN (636-3847) | Fri Mon-Thur 8:00 AM-4:30 PM | 40 Hrs/wk |
| PCS 4 | Washington Yu Ying 220 Taylor Street, NE, 20017 635-1950 Fax# 635-1960 | 548 | Maquita Alexander | PK-5 | Vida Gbedemah, LPN Jennifer Burnette, CHN (635-0277) | Fri Mon- Thur 8:00 AM-4:30 PM | 40 Hrs/wk |
| PCS 5 | Mundo Verde Bilingual 30 P Street, NW, 20001 750-7060 Fax# 885-9972 | 497 | Dahlia Aguilar | PK - 3 | Cheryl Oliver-Adeyeri, CHN (750-7060) | Mon-Fri 8:00 AM-4:30 PM | 40 Hrs/wk |
| PCS 6 | Two Rivers PCS 820 26th Street, NE, 20002 388-1360 Fax# 388-1438 | 165 | Guye Turner | PK - 1 | Sherry Finney-Holland, CHN (388-1360) | Mon-Fri 8:00 AM-4:30 PM | 40 Hrs/wk |

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| WARD 6 | | | | | | | |
|--|---|-------------------|-------------------|---------------|--|---|----------------|
| Nurse Manager: Patricia Howard-Chittams (202) 471-4852; Cell (202) 384-3458 | | | | | | | |
| CT | School, Address & Telephone | Enrollment | Principal | Grades | Nurse | Day(s) Assigned | Remarks |
| | Number | | | | | | |
| PCS 1 | Kingsman Academy 1375 E Street NE 547-1028 Fax# 547-1272 | 360 | G. Starnes | 6-8 9-10 | Tiffany Simmons, CHN (547-1028) | Mon-Fri 8:00 AM - 4:30 PM | 40 hrs/wk |
| PCS 2 | Friendship Blowe Pierce 725 - 19th St., NE 572-1070 Fax# 399-6157 | 494 | Dr. Jeffrey Grant | PK - 8 | Carol Reid, Sr. CHN (572-1070 x2) | Mon, Wed, Thurs, Fri 8:00 AM - 4:30 PM | 32 Hrs/wk |
| PCS 3 | Friendship- Chamberlain 1345 Potomac Avenue, SE 547-5800 Fax# 547-4554 | 727 | Morisse Harbour | PK-8 | Kelley Toppin, RN (547-5800 x1116) | Mon-Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 4 | Cesar Chavez 709 - 12th Street, SE 547-3424 Fax# 547-2507 | 390 | Zenada Mahon | 9-12 | Chloe Bynum, Sr. CHN (547-3424 x2026) | Mon-Fri 8:00 AM - 4:30 PM | 40 hrs/wk |
| PCS 5 | Washington Math, Science & Technology 1920 Bladensburg Rd., NE 636-8011 | 356 | N'deye Diagne | 9-12 | Garnett Freeman, CHN Simone Anderson, LPN (636-8028) | Mon-Thurs Fri 8:00 AM - 4:30 PM | 40 hrs/wk |

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| WARD 7 | | | | | | | |
|--|---|-------------------|---|-----------------------------------|--|---|----------------|
| Nurse Manager: Beulah Gwynn - (202) 471-4817; Cell 202 577-4652 | | | | | | | |
| CT | School, Address & Telephone | Enrollment | Principal | Grades | Nurse | Day(s) Assigned | Remarks |
| | Number | | | | | | |
| PCS 1 | DC Prep-Benning PCS- Elementary DC Prep-Benning PCS-Middle Washington DC, 20019 100 - 41st Street,, NE 562-5440 | 424 76 | Ramond Weeden Sally Houston | PK-4 | Various nurses will provide Coverage, which will be included on the daily coverage 396-3784 | Days Vary 8:00 AM - 4:30 PM | 32 Hrs/wk |
| PCS 2 | Apple Tree Early Learning-Oklahoma 330 21st Street, NE Washington DC, 20002 525-7807 | 160 | Ross Harold | PS | Darlene Scott, RN 506-5954 | Wed Thurs, & Fri 8:00 AM - 4:30 PM | 24 Hrs/wk |
| PCS 3 | KIPP DC: Key Promise Leap Academy 4801 Benning Road SE Washington DC, 20019 582-5477 Fax# 543-6594 | 319 413 302 | David Alaya Andhra Lutz Abraham Clayman | 5th-8th 1st-4th Ps-Kgn | Tania Joseph, CHN 582-5272 Philomia Osagie LPN | Mon - Fri 8:00 AM - 4:30 PM start 12/1/15 | 40 Hrs/wk |
| PCS 4 | KIPP DC: Webb Campus Connect Spring Northeast 1375 Mt. Olivet Rd NE Washington DC, 20002 | 300 100 150 | John Barnhadrt Donny Tiengtum Lindsey Hoy | Pre - K3, K 1st-4th 5th-8th | Clara Thornton-Bullock CHN 739-2761 | Mon-Fri | 40 Hrs/wk |
| PCS 5 | Monument Academy 500 19th Street NE WDC 20002 | 40 | Marlene Magtino | 5th | vacant 545-3180 | Approved 9/2015 renovating school | |

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| WARD 8 | | | | | | | |
|---|--|-------------------------|---|---------------------|--|--|----------------|
| Nurse Manager: Angala Johnson - (202) 471-4839 Cell (202) 407-0508 | | | | | | | |
| CT | School, Address & Telephone | Enrollment | Principal | Grades | Nurse | Day(s) Assigned | Remarks |
| | Number | | | | | | |
| PCS 1 | Achievement Preparatory Academy (Lower) 1500 Mississippi Ave. SE 20032 (202) 727-7373 Fax# (202) 562-1219 Co-located with Malcolm X ES | 254 | Mr. Lappi | K-3 | Paula Fountain, RN (671-2568) | Mon - Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 2 | Achievement Preparatory Academy (Upper) 908 Wahler Place SE 20032 562-1214 Fax# | 330 | Maya Martin | 4-8 | Morhonda Patrick, CHN (562-1214) | Mon-Fri 8:00 AM-4:30 PM | 40 Hrs/wk |
| PCS 3 | National Collegiate Prep 4600 Livingston Rd. SE 563-0904 Fax# | 300 | Dr. Featherston | 9-12 | Vida Robb CHN (832-7737) | Mon-Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 4 | Ingenuity PCS 4600 Livingston Road SE 562-0361 Co-located with National Collegiate | 200 | Aaron Cuny | K3-2 | Vida Robb, CHN (832-7737) | Mon-Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |
| PCS 5 | KIPP Discover Academy KIPP DC/The Heights Academy KIPP DC/AIM KIPP DC Learning Center 2600 Douglas Rd. SE 678-4386 Fax# 373-0508 | 305 300 505 75 | Philonda Johnson Gaelan Gallagher Kristy Ochs Tania Honig-Silbiger | PK3-K 1-4 5-8 | Dawna Gadson, CHN, Cheryl Kennedy, HT (610-6546) | DOH 1-4-16 Mon-Fri 8:00 AM - 4:30 PM | 40 Hrs/wk |

| | | | | | | | | | | | | | | | | | | | |
|--|-----|-----|-------|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| KIPP DC - Grow Academy PCS | <10 | 107 | 0.9% | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Heights Academy PCS | <10 | 475 | 0.8% | 0 | 0 | 0 | <10 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - KEY Academy PCS | <10 | 372 | 0.5% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Lead Academy PCS | 11 | 440 | 2.5% | <10 | 0 | 0 | <10 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - LEAP Academy PCS | 0 | <10 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Northeast Academy PCS | <10 | 278 | 1.8% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Promise Academy PCS | <10 | 548 | 1.3% | <10 | 0 | <10 | 0 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Quest Academy PCS | <10 | 344 | 0.9% | 0 | 0 | 0 | 0 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Spring Academy PCS | <10 | 229 | 1.3% | 0 | 0 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - WILL Academy PCS | <10 | 334 | 2.4% | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Valor Academy PCS | <10 | 133 | 1.5% | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Latin American Montessori Bilingual PCS | <10 | 258 | 0.8% | 0 | 0 | <10 | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lee Montessori PCS | <10 | 35 | 8.6% | <10 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mary McLeod Bethune Day Academy PCS | <10 | 312 | 2.2% | <10 | 0 | <10 | <10 | 0 | <10 | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 |
| Maya Angelou PCS - Evans High School | 43 | 221 | 19.5% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 14 | <10 | <10 | <10 | <10 |
| Meridian PCS | 44 | 588 | 7.5% | <10 | 0 | 12 | <10 | <10 | <10 | <10 | <10 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 |
| Monument Academy PCS | <10 | 48 | 4.2% | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mundo Verde Bilingual PCS | <10 | 408 | 0.2% | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| National Collegiate Preparatory PCHS | <10 | 268 | 2.6% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | 0 | 0 |
| Paul PCS - International High School | <10 | 435 | 0.5% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 |
| Paul PCS - Middle School | <10 | 245 | 0.8% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 |
| Perry Street Preparatory PCS | <10 | 250 | 2.0% | 0 | 0 | 0 | <10 | <10 | 0 | 0 | 0 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 |
| Potomac Preparatory PCS | 0 | 323 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Richard Wright PCS for Journalism and Media Arts | 14 | 279 | 5.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | <10 | <10 | <10 | <10 |
| Roots PCS | 0 | 66 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SEED PCS of Washington, DC | <10 | 349 | 0.9% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 0 | 0 | <10 | 0 | 0 | 0 | 0 |
| Sela PCS | <10 | 65 | 1.5% | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Shining Stars Montessori Academy PCS | 0 | 68 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Somerset Preparatory Academy PCS | 18 | 282 | 6.4% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | <10 | <10 | <10 | <10 | 0 | 0 | 0 |
| St. Coletta Special Education PCS | <10 | 179 | 1.1% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 |
| The Children's Guild DC PCS | <10 | 280 | 2.5% | <10 | 0 | 0 | 0 | <10 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Thurgood Marshall Academy PCS | <10 | 379 | 1.1% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 0 | <10 | <10 | <10 | <10 |
| Two Rivers PCS - 4th Street | <10 | 538 | 0.7% | <10 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Washington Global PCS | 0 | 109 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Washington Latin PCS - Middle School | 0 | 363 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Washington Latin PCS - Upper School | <10 | 322 | 0.6% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 |
| Washington Mathematics Science Technology PCHS | 44 | 293 | 15.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 12 | 11 | <10 | <10 | <10 |
| Washington Yu Ying PCS | 0 | 432 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| William E. Doar, Jr. PCS for the Performing Arts | 16 | 372 | 4.3% | <10 | 0 | <10 | <10 | <10 | <10 | <10 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* Truancy rate calculated using the citywide Truancy Taskforce's business metrics agreed to in November 2015.

NOTE: Values between 1 and 9 are suppressed and take on a value of <10.

| | | | | | | | | | | | | | | | | | |
|--|-----|-----|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Hope Community PCS - Lamond | 363 | <10 | 1.9% | 0 | <10 | <10 | <10 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hope Community PCS - Tolson | 519 | <10 | 0.4% | 0 | 0 | 0 | 0 | 0 | <10 | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 |
| Howard University Math & Science PCS | 295 | <10 | 2.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | <10 | 0 | 0 | 0 | 0 |
| Ideal Academy PCS | 300 | <10 | 0.3% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 |
| Ingenuity Prep PCS | 202 | 10 | 5.0% | 0 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Inspired Teaching Demonstration PCS | 317 | <10 | 0.6% | 0 | 0 | <10 | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Integrated Design and Electronics Academy PCS | 226 | <10 | 3.5% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | <10 | <10 |
| KIPP DC - AIM Academy PCS | 325 | <10 | 1.5% | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | <10 | <10 | 0 | 0 | 0 | 0 |
| KIPP DC - Arts & Technology Academy PCS | 213 | <10 | 0.9% | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - College Preparatory PCS | 457 | <10 | 1.3% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | <10 | <10 |
| KIPP DC - Connect Academy PCS | 302 | <10 | 0.7% | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Discover Academy PCS | 330 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Grow Academy PCS | 313 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Heights Academy PCS | 415 | <10 | 1.0% | 0 | 0 | <10 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - KEY Academy PCS | 333 | <10 | 0.3% | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - LEAD Academy PCS | 303 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - LEAP Academy PCS | 304 | 13 | 4.3% | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Northeast Academy PCS | 127 | <10 | 0.8% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Promise Academy PCS | 401 | <10 | 0.2% | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Quest Academy PCS | 283 | <10 | 1.4% | 0 | 0 | <10 | 0 | <10 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - Spring Academy PCS | 104 | <10 | 1.0% | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| KIPP DC - WILL Academy PCS | 347 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Latin American Montessori Bilingual PCS | 342 | <10 | 0.3% | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LAYC Career Academy PCS | 197 | 23 | 11.7% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 16 | <10 |
| Lee Montessori Public Charter School | 74 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mary McLeod Bethune Day Academy PCS | 387 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Maya Angelou PCS - Evans High School | 254 | 118 | 46.5% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 38 | 15 | <10 |
| Maya Angelou PCS - Young Adult Learning Center | 149 | 20 | 13.4% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Meridian PCS | 643 | <10 | 0.6% | 0 | <10 | <10 | 0 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mundo Verde Bilingual PCS | 404 | <10 | 0.2% | 0 | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| National Collegiate Preparatory Public Charter High School | 326 | 36 | 11.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 13 | <10 | <10 |
| Options PCS | 274 | 80 | 29.2% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 14 | 24 | 12 | 17 | <10 |
| Paul International PCS | 329 | <10 | 1.2% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | 0 | 0 |
| Paul PCS | 379 | <10 | 1.1% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | <10 | 0 | 0 | 0 | 0 |
| Perry Street Preparatory PCS | 625 | 22 | 3.5% | 0 | <10 | <10 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | <10 | <10 |
| Potomac Lighthouse PCS | 426 | <10 | 1.2% | <10 | 0 | <10 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | 0 | 0 | 0 | 0 |
| Richard Wright PCS for Journalism and Media Arts | 304 | 28 | 9.2% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 10 | <10 | <10 | <10 |
| Roots PCS | 97 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SEED Public Charter School of Washington, D.C. | 342 | <10 | 1.8% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | 0 | 0 | 0 | 0 | <10 |
| Sela PCS | 87 | <10 | 1.1% | 0 | <10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Shining Stars Montessori Academy PCS | 124 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Somerset Preparatory Academy PCS | 241 | <10 | 0.4% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 0 | 0 | 0 |
| St. Coletta Special Education PCS | 252 | <10 | 2.0% | 0 | 0 | 0 | 0 | <10 | <10 | <10 | 0 | <10 | 0 | 0 | 0 | <10 | 0 |
| The Next Step/El Próximo Paso PCS | 372 | 10 | 2.7% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Thurgood Marshall Academy PCS | 388 | <10 | 2.3% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | 0 | <10 |
| Tree of Life PCS | 333 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two Rivers PCS - Elementary School | 518 | <10 | 0.6% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 |
| AppleTree Early Learning PCS - Lincoln Park | 60 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Washington Latin PCS - Middle School | 368 | <10 | 0.3% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 0 | 0 | 0 | 0 |
| Washington Latin PCS - Upper School | 309 | <10 | 0.3% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | 0 |
| Washington Mathematics Science Technology PCHS | 352 | <10 | 2.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <10 | <10 | <10 | 0 |
| Washington Yu Ying PCS | 528 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| William E. Doar, Jr. PCS for the Performing Arts | 439 | <10 | 1.1% | 0 | 0 | <10 | 0 | <10 | 0 | <10 | 0 | <10 | 0 | 0 | 0 | 0 | 0 |
| YouthBuild PCS | 117 | <10 | 6.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*Truancy Rate calculated using the 2014-15 DC regulations.

NOTE: Values between 1 and 9 are suppressed and take on a value of <10.

Council Question 16: For Each LEA and by sector, please provide the number of truant students by grade for the 2015-16 school year to date.

- a) The number and percent of students with 1-5 unexcused absences
- b) The number and percent of students with 6-10 unexcused absences
- c) The number and percent of students with 11-20 unexcused absences
- d) The number and percent of students with 21 or more unexcused absences

Data Source: Attendance data were downloaded from OSSE's Qlik dashboard and some LEA's school information systems through November 30, 2015

| Note: This file provides the number of students by days of unexcused absences by each student in the charter sector. Many of the student with 10 or more unexcused absences are not truant students because some students are not of "school age" - between five to 17 years of age with 10+ unexcused absences. | | | | | | | | | |
|---|---------------------------|---------------------------|----------------------------------|----------------------------|-----------------------------------|-----------------------------|------------------------------------|------------------------|-------------------------------|
| School Name | OSSE Pre Audit Enrollment | 1 to 5 Unexcused Absences | % with 1 to 5 Unexcused Absences | 6 to 10 Unexcused Absences | % with 6 to 10 Unexcused Absences | 11 to 20 Unexcused Absences | % with 11 to 20 Unexcused Absences | 20+ Unexcused Absences | % with 20+ Unexcused Absences |
| Sector Totals | 38696 | 19556 | 51% | 2447 | 6% | 597 | 2% | 155 | 0% |
| Achievement Preparatory Academy PCS - Elementary | 273 | 196 | 72% | 15 | 5% | 0 | 0% | 0 | 0% |
| Achievement Preparatory Academy PCS - Middle | 383 | 248 | 65% | 49 | 13% | <10 | <10 | 0 | 0% |
| AppleTree Early Learning PCS - Columbia Heights | 157 | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| AppleTree Early Learning PCS - Lincoln Park | 60 | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| AppleTree Early Learning PCS - Oklahoma Ave | 156 | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| AppleTree Early Learning PCS - Southeast | 178 | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| AppleTree Early Learning PCS - Southwest | 104 | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| BASIS DC PCS | 600 | 169 | 28% | <10 | <10 | <10 | <10 | 0 | 0% |
| Bridges PCS | 332 | 193 | 58% | 29 | 9% | 11 | 3% | <10 | <10 |
| Briya PCS | 497 | 0 | 0.0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Capital City PCS - High School | 333 | 206 | 62% | 36 | 11% | <10 | <10 | 0 | 0% |
| Capital City PCS - Lower School | 324 | 155 | 48% | 13 | 4% | <10 | <10 | 0 | 0% |
| Capital City PCS - Middle School | 326 | 155 | 48% | <10 | <10 | <10 | <10 | 0 | 0% |
| Cedar Tree Academy PCS | 366 | 244 | 67% | 59 | 16% | 15 | 4% | <10 | <10 |
| Center City PCS - Brightwood | 252 | 66 | 26% | <10 | <10 | <10 | <10 | 0 | 0% |
| Center City PCS - Capitol Hill | 245 | 161 | 66% | 21 | 9% | <10 | <10 | <10 | <10 |
| Center City PCS - Congress Heights | 244 | 156 | 64% | <10 | <10 | 0 | 0% | 0 | 0% |
| Center City PCS - Petworth | 252 | 101 | 40% | <10 | <10 | 0 | 0% | 0 | 0% |
| Center City PCS - Shaw | 240 | 123 | 51% | <10 | <10 | <10 | <10 | 0 | 0% |
| Center City PCS - Trinidad | 211 | 148 | 70% | 17 | 8% | <10 | <10 | 0 | 0% |
| Cesar Chavez PCS for Public Policy - Capitol Hill | 388 | 249 | 64% | 51 | 13% | 11 | 3% | <10 | <10 |
| Cesar Chavez PCS for Public Policy - Chavez Prep | 357 | 207 | 58% | 19 | 5% | 10 | 3% | <10 | <10 |
| Cesar Chavez PCS for Public Policy - Parkside High School | 376 | 229 | 61% | 46 | 12% | 28 | 7% | <10 | <10 |
| Cesar Chavez PCS for Public Policy - Parkside Middle School | 302 | 167 | 55% | <10 | <10 | <10 | <10 | 0 | 0% |
| Creative Minds International PCS | 237 | 106 | 45% | <10 | <10 | 0 | 0% | 0 | 0% |
| DC Bilingual PCS | 403 | 268 | 67% | 23 | 6% | <10 | <10 | 0 | 0% |
| DC Prep PCS - Anacostia Elementary | 142 | 61 | 43% | 28 | 20% | <10 | <10 | 0 | 0% |
| DC Prep PCS - Benning Elementary | 444 | 246 | 55% | 20 | 5% | <10 | <10 | 0 | 0% |
| DC Prep PCS - Benning Middle | 223 | 108 | 48% | <10 | <10 | <10 | <10 | 0 | 0% |
| DC Prep PCS - Edgewood Elementary | 443 | 220 | 50% | 19 | 4% | <10 | <10 | 0 | 0% |
| DC Prep PCS - Edgewood Middle | 312 | 182 | 58% | <10 | <10 | <10 | <10 | 0 | 0% |
| DC Scholars PCS | 441 | 266 | 60% | 43 | 10% | <10 | <10 | 0 | 0% |
| Democracy Prep Congress Heights PCS | 634 | 365 | 58% | 78 | 12% | 15 | 2% | 0 | 0% |
| District of Columbia International School | 407 | 92 | 23% | <10 | <10 | 0 | 0% | 0 | 0% |
| E.L. Haynes PCS - Middle | 373 | 212 | 57% | 21 | 6% | <10 | <10 | 0 | 0% |
| E.L. Haynes PCS - Elementary | 333 | 213 | 64% | 25 | 8% | <10 | <10 | 0 | 0% |
| E.L. Haynes PCS - High | 438 | 263 | 60% | 53 | 12% | 21 | 5% | <10 | <10 |
| Eagle Academy PCS - Congress Heights | 789 | 492 | 62% | 138 | 17% | 29 | 4% | <10 | <10 |
| Eagle Academy PCS - Capitol Riverfront | 141 | 90 | 64% | 16 | 11% | <10 | <10 | 0 | 0% |
| Early Childhood Academy PCS | 264 | 162 | 61% | <10 | <10 | <10 | <10 | 0 | 0% |
| Elsie Whitlow Stokes Community Freedom PCS | 350 | 86 | 25% | <10 | <10 | <10 | <10 | 0 | 0% |

| | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Excel Academy PCS | 540 | 446 | 83% | 88 | 16% | 28 | 5% | <10 | <10 |
| Friendship PCS - Armstrong | 432 | 242 | 56% | 32 | 7% | <10 | <10 | 0 | 0% |
| Friendship PCS - Blow-Pierce Elementary | 408 | 254 | 62% | 14 | 3% | <10 | <10 | 0 | 0% |
| Friendship PCS - Blow-Pierce Middle | 187 | 122 | 65% | <10 | <10 | 0 | 0% | 0 | 0% |
| Friendship PCS - Chamberlain Elementary | 376 | 214 | 57% | 11 | 3% | <10 | <10 | 0 | 0% |
| Friendship PCS - Chamberlain Middle | 334 | 222 | 66% | 15 | 4% | 0 | 0% | 0 | 0% |
| Friendship PCS - Collegiate Academy | 811 | 614 | 76% | 49 | 6% | 0 | 0% | <10 | <10 |
| Friendship PCS - Online | 132 | 28 | 21% | <10 | <10 | <10 | <10 | 0 | 0% |
| Friendship PCS - Southeast Elementary Academy | 546 | 304 | 56% | 15 | 3% | <10 | <10 | 0 | 0% |
| Friendship PCS - Technology Preparatory Middle | 543 | 362 | 67% | 46 | 8% | 11 | 2% | <10 | <10 |
| Friendship PCS - Woodridge Elementary | 281 | 158 | 56% | 29 | 10% | <10 | <10 | 0 | 0% |
| Friendship PCS - Woodridge Middle | 179 | 99 | 55% | 18 | 10% | 0 | 0% | 0 | 0% |
| Harmony DC PCS - School of Excellence | 107 | 38 | 36% | <10 | <10 | 0 | 0% | 0 | 0% |
| Hope Community PCS - Lamond | 318 | 179 | 56% | 29 | 9% | <10 | <10 | 0 | 0% |
| Hope Community PCS - Tolson | 520 | 18 | 3% | 0 | 0% | 0 | 0% | 0 | 0% |
| Howard University Middle School of Mathematics and S | 266 | 172 | 65% | 25 | 9% | <10 | <10 | <10 | <10 |
| Ideal Academy PCS | 299 | 171 | 57% | 14 | 5% | <10 | <10 | 0 | 0% |
| Ingenuity Prep PCS | 288 | 168 | 58% | 28 | 10% | 11 | 4% | <10 | <10 |
| Inspired Teaching Demonstration PCS | 371 | 198 | 53% | <10 | <10 | 0 | 0% | 0 | 0% |
| IDEA PCS | 281 | 174 | 62% | 23 | 8% | <10 | <10 | <10 | <10 |
| Kingsman Academy PCS | 265 | 112 | 42% | 46 | 17% | 39 | 15% | 41 | 15% |
| KIPP DC - AIM Academy PCS | 350 | 221 | 63% | 22 | 6% | <10 | <10 | 0 | 0% |
| KIPP DC - Arts & Technology Academy PCS | 230 | 165 | 72% | 20 | 9% | <10 | <10 | 0 | 0% |
| KIPP DC - College Preparatory PCS | 507 | 344 | 68% | 34 | 7% | <10 | <10 | <10 | <10 |
| KIPP DC - Connect Academy PCS | 315 | 201 | 64% | 21 | 7% | <10 | <10 | <10 | <10 |
| KIPP DC - Discover Academy PCS | 346 | 239 | 69% | 29 | 8% | <10 | <10 | 0 | 0% |
| KIPP DC - Grow Academy PCS | 328 | 197 | 60% | 23 | 7% | <10 | <10 | <10 | <10 |
| KIPP DC - Heights Academy PCS | 436 | 306 | 70% | 33 | 8% | <10 | <10 | 0 | 0% |
| KIPP DC - KEY Academy PCS | 343 | 197 | 57% | 17 | 5% | <10 | <10 | 0 | 0% |
| KIPP DC - Lead Academy PCS | 421 | 275 | 65% | 18 | 4% | <10 | <10 | 0 | 0% |
| KIPP DC - LEAP Academy PCS | 214 | 132 | 62% | 12 | 6% | <10 | <10 | 0 | 0% |
| KIPP DC - Northeast Academy PCS | 238 | 180 | 76% | 25 | 11% | <10 | <10 | 0 | 0% |
| KIPP DC - Promise Academy PCS | 516 | 341 | 66% | 26 | 5% | <10 | <10 | 0 | 0% |
| KIPP DC - Quest Academy PCS | 325 | 206 | 63% | 24 | 7% | <10 | <10 | 0 | 0% |
| KIPP DC - Spring Academy PCS | 217 | 153 | 71% | 16 | 7% | <10 | <10 | 0 | 0% |
| KIPP DC - WILL Academy PCS | 303 | 214 | 71% | 32 | 11% | <10 | <10 | <10 | <10 |
| KIPP DC - Valor Academy PCS | 118 | 93 | 79% | <10 | <10 | <10 | <10 | 0 | 0% |
| Latin American Montessori Bilingual PCS | 374 | 367 | 98% | <10 | <10 | <10 | <10 | 0 | 0% |
| Lee Montessori PCS | 104 | 66 | 63% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mary McLeod Bethune Day Academy PCS | 421 | 271 | 64% | 50 | 12% | 11 | 3% | <10 | <10 |
| Maya Angelou PCS - Evans High Schoo | 226 | 111 | 49% | 47 | 21% | 38 | 17% | 19 | 8% |
| Meridian PCS | 761 | 458 | 60% | 107 | 14% | 44 | 6% | 16 | 2% |
| Monument Academy PCS | 40 | 25 | 63% | 0 | 0% | <10 | <10 | 0 | 0% |
| Mundo Verde Bilingual PCS | 538 | 324 | 60% | 16 | 3% | <10 | <10 | 0 | 0% |
| National Collegiate Preparatory PCHS | 282 | 184 | 65% | 28 | 10% | <10 | <10 | <10 | <10 |
| Paul PCS - International High School | 444 | 286 | 64% | 20 | 5% | <10 | <10 | <10 | <10 |
| Paul PCS - Middle School | 232 | 145 | 63% | <10 | <10 | <10 | <10 | 0 | 0% |
| Perry Street Preparatory PCS | 324 | 202 | 62% | 31 | 10% | <10 | <10 | <10 | <10 |
| Potomac Preparatory PCS | 428 | 263 | 61% | 25 | 6% | <10 | <10 | 0 | 0% |
| Richard Wright PCS for Journalism and Media Arts | 191 | 145 | 76% | 27 | 14% | <10 | <10 | <10 | <10 |
| Roots PCS | 106 | 20 | 19% | 0 | 0% | 0 | 0% | 0 | 0% |
| SEED PCS of Washington, DC | 352 | 214 | 61% | 23 | 7% | <10 | <10 | 0 | 0% |
| Sela PCS | 135 | 79 | 59% | 12 | 9% | <10 | <10 | <10 | <10 |
| Shining Stars Montessori Academy PCS | 161 | 14 | 9% | 0 | 0% | 0 | 0% | 0 | 0% |
| Somerset Preparatory Academy PCS | 281 | 182 | 65% | 46 | 16% | 10 | 4% | <10 | <10 |

| | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| St. Coletta Special Education PCS | 251 | 123 | 49% | 11 | 4% | <10 | <10 | <10 | <10 |
| The Children's Guild DC PCS | 360 | 88 | 24% | 17 | 5% | <10 | <10 | 0 | 0% |
| Thurgood Marshall Academy PCS | 387 | 229 | 59% | 19 | 5% | <10 | <10 | 0 | 0% |
| Two Rivers PCS - 4th Street | 696 | 450 | 65% | 42 | 6% | <10 | <10 | <10 | <10 |
| Washington Global PCS | 102 | 62 | 61% | <10 | <10 | 0 | 0% | 0 | 0% |
| Washington Latin PCS - Middle School | 362 | 92 | 25% | <10 | <10 | 0 | 0% | 0 | 0% |
| Washington Latin PCS - Upper School | 321 | 150 | 47% | 11 | 3% | <10 | <10 | 0 | 0% |
| Washington Mathematics Science Technology PCHS | 313 | 172 | 55% | 56 | 18% | 35 | 11% | 11 | 4% |
| Washington Yu Ying PCS | 551 | 165 | 30% | <10 | <10 | 0 | 0% | 0 | 0% |
| William E. Doar, Jr. PCS for the Performing Arts | 470 | 305 | 65% | 74 | 16% | 20 | 4% | 0 | 0% |

NOTE: Values between 1 and 9 are suppressed and take on a value of <10.

Council Question 16: For SY2014-15 through November 30, 2014, provide: For Each LEA and by sector, please provide the number of truant students by grade for the 2014-15 school year to date.

- a) The number and percent of students with 1-5 unexcused absences
- b) The number and percent of students with 6-10 unexcused absences
- c) The number and percent of students with 11-20 unexcused absences
- d) The number and percent of students with 21 or more unexcused absences

Data Source: Attendance data were downloaded from PCSB's SharePoint interface through November 30, 2014

Note: This file provides the number of students by days of unexcused absences by each student in the charter sector. Many of the student with 10 or more unexcused absences are not truant students because some students are not of "school age" - between five to 17 years of age with 10+ unexcused absences.

| School Name | Enrollment in ProActive as of audit (10/06/2014) | 1 to 5 Unexcused Absences | % with 1 to 5 Unexcused Absences | 6 to 10 Unexcused Absences | % with 6 to 10 Unexcused Absences | 11 to 20 Unexcused Absences | % with 11 to 20 Unexcused Absences | 20+ Unexcused Absences | % with 20+ Unexcused Absences |
|---|--|---------------------------|----------------------------------|----------------------------|-----------------------------------|-----------------------------|------------------------------------|------------------------|-------------------------------|
| CHARTER SECTOR TOTALS | 38080 | 18749 | 49.2% | 2753 | 7.2% | 1192 | 3.1% | 468 | 1.2% |
| Academy of Hope Adult Public Charter School | 264 | 39 | 14.8% | 78 | 29.5% | 82 | 31.1% | 68 | 25.8% |
| Achievement Prep Academy PCS - Elementary | 267 | 160 | 59.9% | 25 | 9.4% | <10 | <10 | 0 | 0.0% |
| Achievement Prep Academy PCS - Middle | 384 | 231 | 60.2% | 18 | 4.7% | <10 | <10 | 0 | 0.0% |
| AppleTree Early Learning PCS - Columbia Heights | 165 | 95 | 57.6% | 40 | 24.2% | 12 | 7.3% | <10 | <10 |
| AppleTree Early Learning PCS - Oklahoma Avenue | 162 | 87 | 53.7% | 35 | 21.6% | 20 | 12.3% | <10 | <10 |
| Appletree Early Learning PCS - Southeast | 178 | 101 | 56.7% | 38 | 21.3% | 21 | 11.8% | <10 | <10 |
| AppleTree Early Learning PCS - Southwest | 88 | 56 | 63.6% | 14 | 15.9% | <10 | <10 | <10 | <10 |
| BASIS DC PCS | 554 | 193 | 34.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Bridges PCS | 274 | 131 | 47.8% | 14 | 5.1% | <10 | <10 | 0 | 0.0% |
| Briya PCS | 493 | 273 | 55.4% | 70 | 14.2% | 35 | 7.1% | 0 | 0.0% |
| Capital City PCS - High School | 332 | 186 | 56.0% | 21 | 6.3% | <10 | <10 | 0 | 0.0% |
| Capital City PCS - Lower School | 323 | 179 | 55.4% | 17 | 5.3% | <10 | <10 | 0 | 0.0% |
| Capital City PCS - Middle School | 320 | 171 | 53.4% | 12 | 3.8% | <10 | <10 | 0 | 0.0% |
| Carlos Rosario International PCS | 2061 | 21 | 1.0% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| Cedar Tree PCS | 359 | 193 | 53.8% | 93 | 25.9% | 40 | 11.1% | <10 | <10 |
| Center City PCS - Brightwood | 249 | 79 | 31.7% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Center City PCS - Capitol Hill | 239 | 161 | 67.4% | 30 | 12.6% | <10 | <10 | 0 | 0.0% |
| Center City PCS - Congress Heights | 257 | 143 | 55.6% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| Center City PCS - Petworth | 263 | 67 | 25.5% | <10 | <10 | 0 | 0.0% | 0 | 0.0% |
| Center City PCS - Shaw | 244 | 130 | 53.3% | 12 | 4.9% | <10 | <10 | 0 | 0.0% |
| Center City PCS - Trinidad | 237 | 155 | 65.4% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| César Chávez PCS for Public Policy - Capitol Hill | 366 | 222 | 60.7% | 23 | 6.3% | <10 | <10 | 0 | 0.0% |
| César Chávez PCS for Public Policy - Chávez Prep | 332 | 168 | 50.6% | <10 | <10 | 0 | 0.0% | <10 | <10 |
| César Chávez PCS for Public Policy - Parkside High School | 372 | 252 | 67.7% | 61 | 16.4% | 14 | 3.8% | <10 | <10 |
| César Chávez PCS for Public Policy - Parkside Middle School | 308 | 168 | 54.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Community Academy PCS - Amos 1 | 592 | 391 | 66.0% | 36 | 6.1% | 15 | 2.5% | <10 | <10 |
| Community Academy PCS - Amos 2 | 334 | 230 | 68.9% | 33 | 9.9% | 14 | 4.2% | <10 | <10 |
| Community Academy PCS - Butler Global | 523 | 325 | 62.1% | 70 | 13.4% | 12 | 2.3% | <10 | <10 |

| | | | | | | | | | |
|---|-----|-----|-------|-----|-------|-----|------|-----|------|
| Community Academy PCS - CAPCS Online | 124 | 15 | 12.1% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| Community College Preparatory Academy PCS | 275 | <10 | <10 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Creative Minds International PCS | 181 | 17 | 9.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| DC Bilingual PCS | 365 | 232 | 63.6% | 31 | 8.5% | <10 | <10 | 0 | 0.0% |
| DC Prep PCS - Benning Elementary | 442 | 208 | 47.1% | 22 | 5.0% | <10 | <10 | 0 | 0.0% |
| DC Prep PCS - Benning Middle | 152 | 68 | 44.7% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| DC Prep PCS - Edgewood Elementary | 432 | 196 | 45.4% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| DC Prep PCS - Edgewood Middle | 294 | 141 | 48.0% | <10 | <10 | 0 | 0.0% | 0 | 0.0% |
| DC Scholars PCS | 391 | 257 | 65.7% | 35 | 9.0% | <10 | <10 | <10 | <10 |
| Democracy Prep Congress Heights Public Charter School | 626 | 324 | 51.8% | 104 | 16.6% | 58 | 9.3% | <10 | <10 |
| District of Columbia International School | 211 | 38 | 18.0% | <10 | <10 | 0 | 0.0% | 0 | 0.0% |
| E.L. Haynes PCS - Georgia Avenue | 377 | 217 | 57.6% | 13 | 3.4% | 0 | 0.0% | 0 | 0.0% |
| E.L. Haynes PCS - Kansas Avenue (ES) | 360 | 217 | 60.3% | 18 | 5.0% | <10 | <10 | 0 | 0.0% |
| E.L. Haynes PCS - Kansas Avenue (HS) | 427 | 245 | 57.4% | 87 | 20.4% | 30 | 7.0% | <10 | <10 |
| Eagle Academy PCS - Eagle Center at McGogney | 777 | 517 | 66.5% | 77 | 9.9% | 20 | 2.6% | <10 | <10 |
| Eagle Academy PCS - New Jersey Avenue | 147 | 97 | 66.0% | 12 | 8.2% | <10 | <10 | 0 | 0.0% |
| Early Childhood Academy PCS | 259 | 172 | 66.4% | 20 | 7.7% | <10 | <10 | 0 | 0.0% |
| Elsie Whitlow Stokes Community Freedom PCS | 351 | 117 | 33.3% | <10 | <10 | 0 | 0.0% | 0 | 0.0% |
| Excel Academy PCS - DREAM | 570 | 317 | 55.6% | 110 | 19.3% | 56 | 9.8% | 13 | 2.3% |
| Excel Academy PCS - LEAD | 156 | 96 | 61.5% | 27 | 17.3% | 11 | 7.1% | <10 | <10 |
| Friendship PCS - Blow-Pierce Elementary | 380 | 185 | 48.7% | 31 | 8.2% | 20 | 5.3% | <10 | <10 |
| Friendship PCS - Blow-Pierce Middle | 216 | 128 | 59.3% | <10 | <10 | 0 | 0.0% | 0 | 0.0% |
| Friendship PCS - Chamberlain Elementary | 375 | 234 | 62.4% | 14 | 3.7% | <10 | <10 | 0 | 0.0% |
| Friendship PCS - Chamberlain Middle | 343 | 202 | 58.9% | <10 | <10 | 0 | 0.0% | 0 | 0.0% |
| Friendship PCS - Collegiate Academy | 888 | 493 | 55.5% | 28 | 3.2% | <10 | <10 | <10 | <10 |
| Friendship PCS - Southeast Elementary Academy | 578 | 328 | 56.7% | 50 | 8.7% | 27 | 4.7% | <10 | <10 |
| Friendship PCS - Technology Preparatory Academy | 501 | 338 | 67.5% | 35 | 7.0% | <10 | <10 | 0 | 0.0% |
| Friendship PCS - Woodridge Elementary | 285 | 154 | 54.0% | 34 | 11.9% | 22 | 7.7% | 11 | 3.9% |
| Friendship PCS - Woodridge Middle | 171 | 115 | 67.3% | 11 | 6.4% | <10 | <10 | 0 | 0.0% |
| Harmony DC PCS - School of Excellence | 67 | 39 | 58.2% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| Hope Community PCS - Lamond | 363 | 208 | 57.3% | 40 | 11.0% | 20 | 5.5% | 0 | 0.0% |
| Hope Community PCS - Tolson | 519 | 332 | 64.0% | 12 | 2.3% | <10 | <10 | 0 | 0.0% |
| Howard University Math & Science PCS | 295 | 199 | 67.5% | 21 | 7.1% | <10 | <10 | <10 | <10 |
| Ideal Academy PCS | 300 | 50 | 16.7% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| Ingenuity Prep PCS | 202 | 119 | 58.9% | 26 | 12.9% | <10 | <10 | <10 | <10 |
| Inspired Teaching Demonstration PCS | 317 | 152 | 47.9% | 11 | 3.5% | <10 | <10 | 0 | 0.0% |
| Integrated Design and Electronics Academy PCS | 226 | 158 | 69.9% | 19 | 8.4% | <10 | <10 | <10 | <10 |
| KIPP DC - AIM Academy PCS | 325 | 222 | 68.3% | 13 | 4.0% | <10 | <10 | 0 | 0.0% |
| KIPP DC - Arts & Technology Academy PCS | 213 | 148 | 69.5% | 27 | 12.7% | <10 | <10 | 0 | 0.0% |
| KIPP DC - College Preparatory PCS | 457 | 271 | 59.3% | 23 | 5.0% | <10 | <10 | <10 | <10 |
| KIPP DC - Connect Academy PCS | 302 | 183 | 60.6% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| KIPP DC - Discover Academy PCS | 330 | 218 | 66.1% | 23 | 7.0% | 0 | 0.0% | 0 | 0.0% |

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|--|-----|-----|-------|-----|-------|-----|-------|-----|-------|
| KIPP DC - Grow Academy PCS | 313 | 183 | 58.5% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| KIPP DC - Heights Academy PCS | 415 | 265 | 63.9% | 27 | 6.5% | <10 | <10 | 0 | 0.0% |
| KIPP DC - KEY Academy PCS | 333 | 194 | 58.3% | <10 | <10 | 0 | 0.0% | 0 | 0.0% |
| KIPP DC - LEAD Academy PCS | 303 | 188 | 62.0% | 14 | 4.6% | 0 | 0.0% | 0 | 0.0% |
| KIPP DC - LEAP Academy PCS | 304 | 80 | 26.3% | 50 | 16.4% | 48 | 15.8% | 11 | 3.6% |
| KIPP DC - Northeast Academy PCS | 127 | 64 | 50.4% | <10 | <10 | <10 | 0.8% | 0 | 0.0% |
| KIPP DC - Promise Academy PCS | 401 | 171 | 42.6% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| KIPP DC - Quest Academy PCS | 283 | 200 | 70.7% | 26 | 9.2% | <10 | <10 | 0 | 0.0% |
| KIPP DC - Spring Academy PCS | 104 | 65 | 62.5% | <10 | <10 | 0 | 0.0% | 0 | 0.0% |
| KIPP DC - WILL Academy PCS | 347 | 168 | 48.4% | <10 | <10 | 0 | 0.0% | 0 | 0.0% |
| Latin American Montessori Bilingual PCS | 342 | 189 | 55.3% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| LAYC Career Academy PCS | 197 | 43 | 21.8% | 37 | 18.8% | 54 | 27.4% | 47 | 23.9% |
| Lee Montessori Public Charter School | 74 | 47 | 63.5% | 14 | 18.9% | 0 | 0.0% | 0 | 0.0% |
| Mary McLeod Bethune Day Academy PCS | 387 | 92 | 23.8% | <10 | <10 | 0 | 0.0% | <10 | <10 |
| Maya Angelou PCS - Evans High School | 254 | 72 | 28.3% | 52 | 20.5% | 61 | 24.0% | 68 | 26.8% |
| Maya Angelou PCS - Young Adult Learning Center | 149 | <10 | <10 | 14 | 9.4% | 44 | 29.5% | 74 | 49.7% |
| Meridian PCS | 643 | 375 | 58.3% | 32 | 5.0% | <10 | <10 | <10 | <10 |
| Mundo Verde Bilingual PCS | 404 | 187 | 46.3% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| National Collegiate Preparatory Public Charter High School | 326 | 191 | 58.6% | 59 | 18.1% | 27 | 8.3% | <10 | <10 |
| Options PCS | 274 | 89 | 32.5% | 87 | 31.8% | 63 | 23.0% | 35 | 12.8% |
| Paul International PCS | 329 | 187 | 56.8% | 17 | 5.2% | <10 | <10 | 0 | 0.0% |
| Paul PCS | 379 | 213 | 56.2% | 16 | 4.2% | <10 | <10 | 0 | 0.0% |
| Perry Street Preparatory PCS | 625 | 365 | 58.4% | 58 | 9.3% | 16 | 2.6% | 13 | 2.1% |
| Potomac Lighthouse PCS | 426 | 291 | 68.3% | 59 | 13.8% | 10 | 2.3% | <10 | <10 |
| Richard Wright PCS for Journalism and Media Arts | 304 | 173 | 56.9% | 53 | 17.4% | 18 | 5.9% | <10 | <10 |
| Roots PCS | 97 | <10 | <10 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| SEED Public Charter School of Washington, D.C. | 342 | 193 | 56.4% | 22 | 6.4% | <10 | <10 | <10 | <10 |
| Sela PCS | 87 | 59 | 67.8% | 10 | 11.5% | 0 | 0.0% | <10 | <10 |
| Shining Stars Montessori Academy PCS | 124 | 20 | 16.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Somerset Preparatory Academy PCS | 241 | 147 | 61.0% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| St. Coletta Special Education PCS | 252 | 133 | 52.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| The Next Step/El Próximo Paso PCS | 372 | 79 | 21.2% | 46 | 12.4% | 42 | 11.3% | 17 | 4.6% |
| Thurgood Marshall Academy PCS | 388 | 198 | 51.0% | 14 | 3.6% | <10 | <10 | <10 | <10 |
| Tree of Life PCS | 333 | 15 | 4.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Two Rivers PCS - Elementary School | 518 | 332 | 64.1% | 26 | 5.0% | <10 | <10 | 0 | 0.0% |
| AppleTree Early Learning PCS - Lincoln Park | 60 | 25 | 41.7% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Washington Latin PCS - Middle School | 368 | 66 | 17.9% | 0 | 0.0% | 0 | 0.0% | <10 | <10 |
| Washington Latin PCS - Upper School | 309 | 84 | 27.2% | <10 | <10 | <10 | <10 | 0 | 0.0% |
| Washington Mathematics Science Technology PCHS | 352 | 175 | 49.7% | 18 | 5.1% | <10 | <10 | <10 | <10 |
| Washington Yu Ying PCS | 528 | 165 | 31.3% | <10 | <10 | 0 | 0.0% | 0 | 0.0% |
| William E. Doar, Jr. PCS for the Performing Arts | 439 | 273 | 62.2% | 47 | 10.7% | <10 | <10 | <10 | <10 |
| YouthBuild PCS | 117 | 35 | 29.9% | 26 | 22.2% | 37 | 31.6% | 11 | 9.4% |

NOTE: Values between 1 and 9 are suppressed and take on a value of <10