



Council of the District of Columbia
Committee on Education
The Honorable David Grosso, Chairman
Performance Oversight Questions
February 5, 2016

Governance and Operations

- Q1. How many public charter schools are currently operating in the District? Please provide a current list of all public charter schools operating during the 2015-2016 school year and those approved to open and/or expand in the 2016-2017 school year.**

There are 62 active public charter school local education agencies (LEAs), operating 114 campuses in the District in the 2015-16 school year. The attached spreadsheet (*Q1*) lists all current LEAs and campuses, as well as the LEAs and campuses that will be opening in school year 2016-17.

- Q2. Provide the audited enrollment information for SY 2014-2015, and current enrollment information for SY 2015-2016 to date for each LEA (if the LEA has multiple schools, include data for each school):**
- **The total student enrollment by grade (based on audited enrollment);**
 - **Summer school enrollment by grade.**

The Office of the State Superintendent of Education (OSSE) is responsible for collecting enrollment data from public charter schools, including conducting the annual enrollment audit. The final audited enrollment numbers for 2015-16 are scheduled to be published by OSSE in February, 2016.

In addition, DC PCSB no longer collects summer school enrollment data because summer school funding no longer exists.

- Q3. Report, by LEA (if the LEA has multiple schools, include data for each school), the number of residency fraud findings and investigations for the 2014-2015 school year as well as for the 2015-2016 school year to date.**

DC PCSB does not collect residency fraud findings from schools. OSSE is responsible for collecting these findings and conducting investigations. As per our agreement with OSSE, when DC PCSB receives a residency fraud complaint, the complaint is referred to OSSE.

Q4. Describe how PCSB worked to improve the payment processes for public charter schools in FY15 and FY16 to date.

It is important to note that, while DC PCSB plays a role in the payment process to public charter schools, this is the responsibility of the Office of the Chief Financial Officer (OCFO). OCFO has detailed an employee to DC PCSB to facilitate the close cooperation of our agencies in ensuring accurate and timely payments to public charter schools.

Overall, the payment process has improved considerably in recent years. There have been four significant changes that have led to these improvements.

First, beginning in FY14, DC PCSB and OSSE shared enrollment data certification forms. LEAs submit data certification forms before the enrollment audit to certify the number of students enrolled by grade, special education level, English language learner (ELL) status, and, if applicable, residential programming. These certifications form the basis of the second and third quarterly payments. In the most recent fiscal years, schools submitted their certification forms directly to OSSE; OSSE then shared the forms with DC PCSB. The forms were significantly simpler in FY14, FY15, and FY16 than in prior years, and DC PCSB and OSSE used a single database as the data source.

Second, OSSE, the Deputy Mayor for Education (DME), OCFO, and DC PCSB now collaborate to set enrollment projections for all public charter schools, which form the basis of the schools' first quarter payments. This has led to clear understanding among agencies and schools and more accurate projections.

Third, in 2013, the Council passed legislation proposed by DC PCSB and the OCFO to place a heavier weight on the first quarterly payment. Rather than receiving an approximately equal payment in each of the four quarters, schools now receive 30% of their funding in the first quarter, allowing them to cover the upfront costs of running a school, such as purchasing textbooks and supplies, without facing cash flow shortfalls. This legislation took effect in the 2014-15 school year.

Fourth, in 2015 OSSE and the OCFO improved the process for making interim payments to schools resulting from mid-year changes to the special education and English language learner status of their students. In the past any additional funds owed schools were paid at the end of the year. They are now paid on a quarterly basis. DC PCSB greatly appreciates OSSE and OCFO's work in this area.

Moving forward, DC PCSB is working with OSSE, OCFO, and the DME to revise the communication with public charter schools around local payments and overhaul the payment process. In terms of improving communications around local payments, DC PCSB is collaborating with the other agencies

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involved to (a) set a reliable schedule for supplemental and other local payments, which are currently not paid on a set schedule; (b) improve the timeliness of public charter schools receiving receipts for local payments; and (c) improve the format of the payment receipts to improve their usability.

DC PCSB is very supportive of and participates actively in the Deputy Mayor for Education's efforts to reform the payment process such that a) both charter schools and DCPS would be paid based on actual enrollment and b) schools would be paid based on multiple enrollment counts over the course of the year. Such a reform would provide financial incentives for schools to accept students mid-year as well as removing a long-standing source of inequity in payments between charter schools and DCPS.

Q5. Describe any partnerships or collaborations currently underway between PCSB and other District government agencies. In particular, point out any new partnerships or collaborations developed, planned, or implemented over the last fiscal year. Please include the following agencies:

- **DC Public Schools;**
- **Office of the State Superintendent for Education;**
- **DC Public Library;**
- **DC Department of General Services;**
- **DC Department of Transportation;**
- **DC Department of Behavioral Health;**
- **Office of the Deputy Mayor for Education;**
- **Office of the Deputy Mayor for Health and Human Services; and**
- **Office of Planning.**

Citywide Task Forces

DC PCSB is currently actively participates in more than 40 task forces and working groups that bring together multiple city agencies and community based organizations across the city. Our engagement in citywide initiatives has improved the ability of city agencies to coordinate with public charter schools, has influenced city agencies decision making, and improved the resources available to public charter schools.

Below is a partial list of the collaborations and partnerships DC PCSB participates:

DC Department of Transportation Partnership

DC PCSB works closely with DC Department of Transportation (DDOT) and Office of the Chief Technology Officer (OCTO) to provide transit subsidies to public charter school students through the DC One Card. With the DC One Card students age five years old and up are able to ride the metro and metro bus for free during school hours. The collaboration offers training for designated school DC One Card administrators, individuals responsible for processing DC One Cards for each student. The DC One Card team, which includes DC PCSB, DDOT and OCTO, provide on-going support to public charter schools throughout the school year for the nearly 16,000 DC One Cards issued for public charter school students this school year.

DC PCSB also participates on the citywide Transportation Working Group. The Transportation Working Group is a forum to support interagency and public school coordination to maximize and ensure safe and efficient travel by public and public charter school students. DC PCSB serves on this working group to ensure that transportation issues relevant to public charter schools inform analysis and decision-making.

DC Department of Behavioral Health

DC PCSB works closely with DC Department of Behavioral Health to ensure that mental health clinicians are placed in public charter schools. Department of Behavioral Health currently provides 20 mental health professionals to public charter schools, compared to the 60 mental health professionals provided to DCPS schools.

System of Care Expansion Implementation Executive Team

DC PCSB is a member of the System of Care (SOC) Expansion Implementation Executive Team, which is chaired by Deputy Mayor for Health and Human Services Brenda Donald. Members include the directors of all DC child serving agencies including mental health, health, public and public charter schools, child welfare, juvenile justice, human services, developmental disabilities, and parks and recreation. In addition, there is representation from the DC Superior Court (Family Court) and families. The team's goal is to improve the mental health of all youth in the District of Columbia by building an enhanced System of Care infrastructure to increase capacity for effective mental health services that are family driven and youth guided. Services include prevention, trauma-informed practice, public awareness, and timely access to individualized, culturally and linguistically-competent mental health treatment and recovery support services.

Department of Parks and Recreation (DPR)

DC PCSB participates on the DPR Permitting Taskforce to help improve the application process for athletic field permits.

DC PCSB is also a member of the Play DC Master Plan Advisory Committee which provides insight across sectors and stakeholder groups for DPR's Parks and Recreation Master Plan ("Play DC"), the 10-year vision for the agency and DC's parks and recreation system. About 38 charter schools use DPR fields for athletics and PE.

Department of Health (DOH)

DC PCSB works closely with Department of Health to help public charter schools receive school nurses. The collaboration includes working with Children's School Services, the vendor that provides school nurses. DC PCSB works to ensure that all schools have at least two people trained to administer medication especially if the school does not have a nurse. Public charter school staff participate in several training sessions for initial and refresher training for medication administration. DC PCSB has been working to get additional schools ready to have nurses. Currently 85 of the 115 public charter school campuses are served by a school nurse, up from 45 in 2012. Of those, 10 public charter school campuses have a private nurse. Our goal is to have every public charter school with a publicly-provided school nurse.

Office of the State Superintendent of Education (OSSE)

Risky Behavior Taskforce

DC PCSB participates on the Risky Behavior Taskforce with OSSE's Health Education Team. This team has been working on implementing the CDC School-based HIV/STD Prevention Program Grant which will provide programming for about 26 public charter schools in SY 2014-2015. This program will increase the capacity of public charter schools to address HIV infection disparities through sexual health education and sexual health services for grades 6-12.

School Garden Taskforce and Healthy Youth and Schools Commission

DC PCSB participates on the School Garden Taskforce and the Healthy Youth and School's Commission with OSSE. DC PCSB helps ensure that public charter schools are kept abreast of the requirements of the Healthy Schools Act and offers insight into barriers public charter schools experience with implementing all aspects of the act. The Healthy Youth and School's Commission publishes a report to the Mayor at the end of each school year.

Community Schools Advisory Board

The role of the Community Schools Advisory Board is to advise the OSSE and the Mayor on the progress of community schools in the District of Columbia; identify supports that can further enhance the implementation of the community schools; provide feedback on the evaluation plan; and assess sustainability of the initiative. DC PCSB worked with OSSE to evaluate and select the community school grantees for SY 2015-2016.

General School Health Issues

DC PCSB works closely with the Health & Wellness division to work through numerous school-based health issues.

Data

DC PCSB collaborates with OSSE on various data collection systems and data uses with the ultimate goal of reducing burden on public charter schools. See Question 6 for more details.

CLASS Monitoring

As part of the city's initiative to have all public prekindergarten classrooms evaluated using the same accountability system, DC PCSB worked with OSSE to select an observation protocol that would meet the needs of DC PCSB's oversight as measured in the Performance Management Framework and OSSE's Quality Rating and Improvement System (QRIS). DC PCSB agreed to use the same vendor as OSSE selected and is pleased that this year all schools, including DC Public Schools, will be measured using this same vendor. DC PCSB is also grateful that OSSE finances

the oversight of CLASS observations for the pre-kindergarten classrooms of public charter schools. School year 2015-16 marks the third year of this partnership.

Early Learning

DC PCSB's Early Childhood point of contact communicate bi-weekly with OSSE's Assistant Superintendent for Early Learning with the purpose of having clear communication and planning.

Career and Technical Education (CTE)

DC PCSB participated on the DC CTE Working Group which is hosted by the OSSE. DC PCSB participates in all meetings monthly and the supplemental business rules working group. The purpose of the group is to monitor the implementation of the citywide CTE Strategic Plan that was adopted in December 2012. Other members of the group include OSSE, DCPS, UDC-CC, DME, and WIC.

DC Public Schools

Medication Administration Training & School-Based Nursing Issues

In our work to help ensure that all schools have at least two people trained to administer medication, DC PCSB collaborates with DCPS to provide a combined training session for public charter school staff as well as DCPS staff. The training is provided by Children's School Services. PCSB also works closely with DCPS to share best practices with respect to school-based nursing.

Office of Human Rights (OHR)

DC PCSB serves on the citywide Bullying Prevention Taskforce which is managed by the OHR. The taskforce aims to reduce incidents of bullying across the city by emphasizing prevention and proper procedures for responding when incidents occur. DC PCSB works to ensure that public charter schools have developed their bullying prevention policies.

Metropolitan Police Department (MPD)

DC PCSB and MPD have developed a close working relationship. DC PCSB provides MPD information concerning children who are attending public charter schools. DC PCSB assists MPD with addressing parent complaints and ensure school safety.

Office of the Deputy Mayor for Education (DME)

DC PCSB works closely with the DME on a number of issues – school-based health (nurses & immunization), transportation, transit subsidy (DC One Card), Summer School planning, various legislation, communication strategies, Truancy Task Force, Equity Reports, My School DC, and EdFEST, a city-wide event, started by DC PCSB exclusively for charter schools and expanded now to serve all families interested in sending their child to a public school. DC PCSB participates on

monthly calls with DME and DC PCSB Leadership meetings weekly with the DME. In addition, DC PCSB's Board Chair, Executive Director and a Parent and Alumni Advisory member all have seats on the Mayor's Cross Sector Task Force.

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

DC PCSB works with DMHHS on school-based health issues related to school nurses, immunization compliance (No Shots, No School campaign).

State Early Childhood Development Coordinating Council (SECDCC)

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

Department of General Services

DC PCSB does not have any partnerships with DGS at this time.

Child and Family Services Agency (CFSA)

DC PCSB staff communicates monthly with CFSA regarding the number of students that are eligible to be referred for truancy educational neglect (students that have 10+ unexcused absences). In turn, CFSA provides DC PCSB with the number of referrals they have received per charter school campus. This enables DC PCSB staff to follow up with schools that may be under-reporting. DC PCSB reached out to Court Social Services in the past to establish similar check-ins but was unsuccessful in that collaboration.

DYRS

DC PCSB does not have a partnership with DYRS at this time.

A complete list can be found in attachment Q5.

- Q6. Identify all electronic applications/databases maintained by your agency, including, but not limited to those databases containing information about special education, 504 plans, student discipline, and student support teams. Please provide the following:**
- A detailed description of the information tracked within each system, including each recordable data element;**
 - Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system; and**
 - The age of the system and any discussion of substantial upgrades that have been made or are planned to be made to the system.**

Epicenter

Epicenter is DC PCSB’s primary tool for collecting documents related to compliance, governance, operations, finance, and academic performance. Approximately 30 members of DC PCSB’s staff have access to this database and use it on a regular basis. Schools submit legally required documents and DC PCSB staff “approves” the document based on the accuracy and completion and, depending on the document, the content. Documents that are rejected are returned to the school to be resubmitted. Failure to submit complete and accurate documents may result in issuing the school a Notice of Concern. Documents in Epicenter are stored at Epicenter’s secure data center in Michigan. Please refer to the attached document (*Q6*) collection calendar for a detailed list of items collected in Epicenter. This database, previously called AOIS, was upgraded in 2012 but has had no substantial upgrade since. Any documents submitted to this database that do not contain personally identifiable or otherwise FOIA-exempt information are able to requested under FOIA.

ProActive

ProActive is DC PCSB’s primary tool for managing enrollment, demographic, attendance, and discipline data from public charter schools. The data is kept at the student-level, and, as such, access is tightly controlled. The database does not contain information about students’ specific disabilities or the contents of a student’s 504 or IEP. Schools that do not submit data into ProActive as per our data submission policies are subject to a notice of concern.

Approximately ten DC PCSB staff members have access to data in ProActive, including student-level enrollment, demographic, attendance, and discipline data.

Each school has a unique interface, allowing it to see only its data. Within each school’s interface are customizable account levels to allow a school and DC PCSB to assign users with different levels of access to different types of information. DC PCSB’s instance of ProActive is used under contract with ProActive Schools. DC PCSB and ProActive Schools work together to upgrade the system and improve its functionality for schools’ use and reporting.

As OSSE builds out its Automated Data Transfer (ADT) tool, DC PCSB will focus less on data collection and more on data analysis and making it available for public consumption. OSSE has already transitioned most LEAs to using ADT for enrollment, demographic, and attendance data, which DC PCSB is now receiving from OSSE rather than directly from LEAs.

The data collected in ProActive includes:

- Student demographics
 - Name
 - Student identifiers
 - OSSE: Unique Student Identifier
 - DCPS: STARS ID (as available)
 - DC PCSB: OLAMS ID (as available)
 - DC PCSB: ProActive ID
 - School: Student Information System ID (as available)
 - Date of birth
 - Race and ethnicity
 - Address
 - Parent contact information
 - English Language Learner status
 - Special education status and hours
 - Free/reduced meal services eligibility
- Student enrollments
 - School, including non-public special education placements
 - Grade
 - Entry date and reason (classified by OSSE enrollment codes)
 - Withdrawal date and reason (classified by OSSE enrollment codes)
- Student attendance status
- Student discipline
 - Discipline type (e.g. out-of-school suspension, expulsion)
 - Discipline reason (classified by DC PCSB discipline codes)
 - Whether or not the student was removed to an interim alternative education setting and length of removal
 - Length of suspension/expulsion
 - Education services received during removal

SharePoint

DC PCSB uses SharePoint to facilitate, file and data sharing among DC PCSB staff and with each LEA. SharePoint allows schools to view their enrollment, attendance, discipline, and academic data in customized reports. LEAs must log in with their individual credentials, which serve as a security feature and prevent LEAs from viewing other schools' data. DC PCSB has developed dynamic student- and school- level reports for LEAs to review, validate, and analyze their data.

The summary reports created by DC PCSB are meant to encourage schools to check that the data in ProActive accurately reflects the data in their own student information systems, and allows LEAs to compare how they are performing in these areas relative to the sector average and schools that serve similar grade levels.

School Contact List

DC PCSB staff maintains a master contact list for each campus that includes the following information:

- Campus information
 - LEA and campus ID and name
 - First academic year of operation
 - Original authorizer
 - Grades/ages served
 - Lowest & highest grade level served for current and following school years
 - Highest grade level served at capacity
 - Age cut-off for prekindergarten
 - Grade span of network
 - Schedule information
 - Regular school day times
 - Start and end date
 - Total number of instructional days
 - Program description
 - Accreditation details
 - LEA status for special education services (dependent on DCPS or independent)
 - PMF scores and tiers for all applicable years
 - Program offerings (e.g. expeditionary learning, Reggio Emilia, career/technical)
- Facility information
 - Address, ward, zip
 - Transportation (Metro service, shuttles)
 - Council member, ANC chairs
 - Facility features

- Square footage (total and classrooms)
 - Functionality (e.g. cafeteria, gym)
 - Occupancy status (e.g. leased, name of owner)
- Contact information
 - School contact information
 - Website
 - Phone/fax numbers
 - Social media (e.g. Twitter, Facebook)
 - Individual contact information (name, title, email, phone, address) for a variety of school staff members, including:
 - Board chair
 - Executive Director
 - Principals
 - Business Manager
 - Data Manager
 - Special Education Coordinator
 - Complaints Coordinator
 - Bullying Coordinator
 - Admissions Staff Member
 - Department of Health Nurse
 - Communications/Government/Outreach Staff Member
 - Athletics Director
 - Emergency Contact
 - Parent/Teacher Association Contact

This information is available to DC PCSB staff and, by request, the Metropolitan Police Department in the case of a school or student emergency. DC PCSB's Finance and Operations department regularly updates the contact list.

OSSE Databases

To improve support to schools in submitting and validating student data, OSSE gives DC PCSB limited access to its student databases, including SLED and SEDS/EasyIEP. OSSE also shares attendance, enrollment, and demographic data collected via ADT to DC PCSB in a nightly data feed. DC PCSB continues to work with OSSE to ensure that their access is timely and complete.

Salesforce Database

DC PCSB uses Salesforce.com to store school financial information that is submitted as part of our annual Financial Audit Review (FAR), as well as data on community/parent complaints and concerns.

The FAR data includes information on financial metrics (e.g., Current Ratio, occupancy expenses) as well as qualitative information (e.g., each school's first year of academic operations, DC PCSB's observations on the financial statements). The community complaints database includes detailed information from the community member submitting each complaint, as well as a log of the contact between DC PCSB staff and the school, discussing the complaint and the school's resolution.

- Q7. Provide a list of all inter-agency programs, initiatives, or MOUs (with government agencies and outside partners) currently in place, all MOUs entered into within the last year, and any MOUs planned for the coming year. Please be sure to include copies of any MOUs with the submission.**

MOUs/Other Inter-Governmental and other Partnership Agreements

1. OSSE MOA - addendum to the MOA between OSSE and DC PCSB to implement a data-sharing, monitoring, and information system use agreement regarding Hospitality High School of Washington, DC (attached *Q7 A&B*)
2. Justice Grants Administration MOA (attached *Q7 C*)
3. OSSE MOA Data Sharing Agreement (attached *Q7 D*)
4. UDC Educational Data Access (attached *Q7 E*)
5. AIR Data Sharing Agreement (attached *Q7 F*)
6. DME MOU Common Lottery (attached *Q7 G*)
7. Urban Alliance and Urban Institute MOU (attached *Q7 H*)
8. OSSE MOU to supplement capacity to oversee public charter schools (attached *Q7 I*)
9. Choice Research Associates Data Sharing and Privacy Agreement (attached *Q7 J*)
10. OSSE MOU regarding DC PCSB's implementation of the ESEA Waiver (attached *Q7K*)
11. Choice Research Associates MOA (attached *Q7 L*)

- Q8. Provide an update for the Committee on the PCSB's work on Medicaid billing in FY15 and FY16 to date. Please include a list of LEAs that are billing Medicaid for school-based services; a narrative response of PCSB's collaboration with DHCF; and an analysis PCSB conducted to determine whether the benefits of Medicaid billing outweigh the costs for each school.**

The primary agency responsible for Medicaid billing is the Department of Health Care Finance (DHCF), which works actively with charter LEAs to promote and facilitate Medicaid billing. DC PCSB supports DHCF by sharing contact information with schools, promoting DHCF meetings and other messaging through our Wednesday Bulletin (a weekly e-newsletter sent to all schools), and providing DHCF time at our quarterly school leader meetings to address these issues with public charter school leaders.

It is important to note that the record-keeping and paperwork requirements for Medicaid billing is time consuming and costly. Consequently, this billing only makes sense for schools with sufficient volume so that the reimbursements exceed the cost of preparing and filing the requests. Most, if not all, of the public charter schools of sufficient size now participate in the program.

- Q9. Identify all legislative requirements (both local and federal) PCSB lacks sufficient resources to properly implement. Also, identify any statutory or regulatory impediments to your agency's operations.**

DC PCSB provides oversight to 114 schools operated by 62 nonprofits. Charged with opening and closing schools in addition to oversight, DC PCSB strives to ensure all public charter schools in the city comply with all laws.

According to the School Reform Act (SRA), DC PCSB shall revoke a school's charter when there is a "pattern of fiscal mismanagement." As part of that legislative requirement, DC PCSB conducts an annual Financial Audit Review (FAR) that examines the fiscal health of each public charter school. However, some public charter schools choose to contract with for-profit management companies to provide services to the school. In those instances, DC PCSB is unable to collect detailed books, records and other information on these management companies to understand how that public money is being spent. The Council is currently considering legislation that would address this deficiency.

As an independent government agency, DC PCSB has some flexibility from statutory and regulatory requirements unlike many other government agencies. However, DC PCSB must comply with spending regulations that require spending 50% of the discretionary budget on local small business enterprises (SBE's). The specialized nature of DC PCSB's oversight often requires contracting for services, such as expert resources for qualitative site reviews or building advanced dashboards for

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our innovative Performance Management Framework (PMF), that are not effectively provided by small, local businesses at this time. While DC PCSB endeavors to meet its SBE expenditure goals, fully compiling with these regulations would be an impediment to DC PCSB's ability to conduct effective oversight.

Student Achievement and Student Supports

Q10. Discuss and provide plans for how PSCB intends to address the outcomes from the D.C. Auditor's released a report commissioned by the National Academy of Sciences which evaluated the impact of PERAA ("Public Education Reform Amendment Act") on the educational landscape of the District of Columbia. What is PCSB planning to do to address issues in the report that addressed the equitable access to learning opportunities; unequal distribution of highly effective educators, student achievement, and the over-all effects on our disadvantaged students?

PERAA has been an outstanding success. For the first time in fifty years, enrollment at public schools in DC, both public and public charter schools, is growing. More families are choosing to stay in the District, in no small part because of the improvement they are seeing at their public schools. City-wide proficiency rates on the DC CAS and on the National Assessment of Educational Progress have climbed at astounding rates since PERAA.

Despite the success, persistent achievement gaps remain, as highlighted in the recent release of the PARCC results, and DC's graduation rate, though greatly improved, continues to lag behind the national average.

The PERAA report laid out a number of recommendations and concerns regarding DC PCSB and the public charter schools which are being evaluating. First, the report frequently mentions the difficulty of the authors in finding data about public education in DC, and lamented that less data was available for public charter schools than for DCPS. DC PCSB believes that data transparency is vital to the continued improvement of education in DC, and DC PCSB has made it a pillar of its authorizing and oversight of public charter schools. DC PCSB supports the report's recommendation for a comprehensive data warehouse with data for both sectors. DC PCSB also supports continuing to dedicate resources toward the Statewide Longitudinal Education Database, or SLED, to ensure that it functions at a high-level for years to come.

Much of the data asked for by the report can now be found by parents and policymakers on the LearnDC website. This website includes DC's Equity Reports, a collaboration between OSSE, DCPS, DC PCSB and public charter school LEAs, that shows school outcomes by subgroup. Countless data on discipline, attendance, student performance, enrollment and school financial records is already collected and reported by OSSE and DC PCSB. Moreover, much of the data the report writers stated was not available is data relating to the fact that public charter schools are not part of DCPS and are not required to submit data on teacher qualifications, teacher evaluations, and coursework given.

The report also criticizes the “lack of centralized system wide monitoring” for all public schools. On this claim, we respectfully disagree with the recommendation of the report. The basic public charter school bargain means that schools are given the flexibility to innovate and implement programs that best fit the needs of their students and educational philosophy. In exchange for that flexibility, the schools face the ultimate accountability, closure. This flexibility is essential to the success of public charter schools.

To enforce that bargain, the approach at DC PCSB is not to focus on learning conditions, as the report states, but rather to focus on the performance of the students in each school. These output measures include proficiency rates and growth on common assessments, attendance, reenrollment, graduation rates, college acceptance, and data collected through standardized observations of learning conditions. DC PCSB supports incentives, not mandates, to encourage educational best practices. Measuring countless educational inputs is not only highly burdensome, it incents schools to focus on performing “well” against these measures, rather than finding the most innovative and effective way to produce better student outcomes.

The report calls several times for improved and more centralized, system-wide “monitoring” but fails to exactly what this means. One example given by the report as a potential model is the Key Performance Indicator work done by the Council of Great City Schools. DC PCSB looked at this data and were troubled by it. Among the 189 separate data elements they collect are such esoteric as the percentage of teacher exit interviews completed, the percent of school buses using alternate fuels, and the payroll processing expense per check cut. This example only reinforced our fears that what the report is calling for is a slippery slope toward stifling the very innovation that has made public charter schools successful in DC since PERAA.

On the DC PCSB website, information-rich annual reports prepared by each school are published yearly. In addition, DC PCSB-prepares and published detailed review reports on each public charter school that is conducted least once every five years. These reports show the unique characteristics of the school as well as its performance on common measures compared to city averages. DC PCSB also produces annual School Quality Reports through its PMF oversight tool where virtually every school is graded as tier 1, 2, or 3. DC PCSB also provides detailed information on the schools as well through Equity Reports, Compliance Reports, and Financial Reports. DC PCSB recommends that these reports be considered the “centralized” way in which all 62 public charter schools are measured.

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There are two other areas where DC PCSB agrees with the report; the need for improved services for students with special needs and the possibility for increased collaboration across education agencies and sectors.

DC PCSB has been working with OSSE to prepare the remaining schools to become independent LEAs for special education. Currently, 12 LEAs are still dependent LEAs, of which four are adult education schools that have the option of determining whether or not they are planning to provide FAPE (Free Appropriate Public Education) to their students eligible under IDEA. All schools, with the exception of St. Coletta's Public Charter School, are required to amend their charter agreements to reflect that they are no longer considered dependent for the purposes of special education.

DC PCSB is also committed to continuing to improve collaboration across public school sectors and across all education agencies. Already this collaboration, overseen by the DME, has produced excellent results such as the MySchool DC common lottery, the innovative equity reports, LearnDC, the citywide EdFest, and the DC Common Core Collaborative. DC PCSB is looking forward to more with the creation of the Cross-Sector Task Force, with the shared goal of finding ways to work together to increase access to quality public schools in DC for all students.

Q11. Detail how PCSB worked with charter LEAs in FY15 and FY16 to date to improve student achievement, especially for special education students and English Language Learners.

DC PCSB has enhanced its Qualitative Site Review, which always had a targeted focus on students with disabilities, to ensure that schools are meeting the needs of English Language Learners. The purpose of the Qualitative Site Review (QSR) is to provide DC PCSB with qualitative evidence to complement the quantitative evidence gathered in the Performance Management Framework (PMF). Review teams always include at least one person with expertise in specialized instruction and now, beginning in spring 2016, an expert in ELL will also attend. In preparation for the site visits, schools complete a questionnaire focused on the type of programming and interventions offered for special education students and English Language Learners and then DCPCSB review teams measure the effectiveness of these interventions.

For the third consecutive year, DC PCSB partnered with OSSE, DCPS and the DME to release the Citywide Equity Reports. These reports began as a DC PCSB report on public charter schools and through a team effort with DCPS, OSSE, and the DME has turned into a successful citywide initiative. The reports highlight the performance of all subgroups and provide opportunities for school communities to learn about the successes and challenges of educating all of their students. DC PCSB engages with schools that are outliers in various subgroups about how they can improve their practice to meet the needs of all students.

DC PCSB also included an additional area of compliance monitoring this year to gauge the level of planning that each school does to meet the needs of their English Language Learners. This checklist is completed by schools annually and is a part of the formal compliance review which is seen at attachment *Q11*.

Q12. Provide a sector report of the promotion rate (percent of students and number of students) by grade for DC public charter schools and charter LEA for SY2014-2015.

Please see attached *Q12* spreadsheet for promotion rates by grade.

Q13. For FY15 and FY16 to date please provide an update regarding the outcomes of the Partnership for Assessment of Readiness of College and Careers (“PARCC”) assessment in public charter schools. Please describes any barriers to implementation in the first year of testing, and how the PCSB is working with schools to identify any program and technological enhancements needed to administer the new assessment. Please also address what steps PCSB is taking as authorizers to help individual LEAs raise future test scores.

OSSE is the primary agency responsible for assisting LEA’s in implementing the PARCC assessment. DC PCSB defers to OSSE to describe any barriers to implementation and how they are working to ensure proper program and technological enhancements needed to administer the PARCC.

However, DC PCSB is supportive of the switch to PARCC and has supported schools with this transition. Specifically, in partnership with Fight for Children, a local non-profit, DC PCSB organized two daylong seminars (“Ahead of the Curve”) for school leaders that focused on the transition to PARCC. DC PCSB has also participated in OSSE’s LEA institute “It Takes a City to Hit It Out of the PARCC”.

Additionally, PCSB has implemented a “hold harmless” policy for the Performance Management Framework (PMF) for SY 2014-2015 to ensure that schools are not unjustly labeled as underperforming in the first year of PARCC implementation. The policy is attached as *Q41 A*.

As an authorizer, DC PCSB is working to ensure that schools have access to their data, including subgroup performance. DC PCSB develops PMF calculators annually so schools can estimate points earned on the Performance Management Framework. Finally, DC PCSB has instituted Board to Board meetings, and Qualitative Site Reviews for low performing schools. DC PCSB will continue to monitor and address issues as they arise.

In early fall, 2015 the PARCC consortium changed the labels of the assessment Level 3 from “Moderate Command of Content” to “Approached [College and Career Ready] Expectations”. In addition, the State Board of Education has established Level 4 as “Met Expectations” and levels 4 and 5 combined as “College and Career Ready” on October 21, 2015. The current PMF measures both level 3 and up (3+) as well as levels 4 and up (4+), but weight is more heavily attributed to level 3 and up. DC PCSB and the public charter schools agree that students should perform at levels 4 and 5, and a gradual shift in weights to reflect this must occur in the coming years. Our plans for the 2015-16 PMF include plans for a gradual shift in weights to begin in 2015-16, with added weight for 4+, reduced weight for 3+, and a transition to use level 4+ in the Gateway measures of third grade reading and eight grade math.

Results on the PARCC assessments showed that public charter schools have done a lot of work already in moving students to be "approaching" career and college readiness, but that more students need to be achieving these standards. It also shows that there are tremendous achievement gaps among student populations within public charter schools. However, results showed that some schools are beating the odds. Schools like DC Prep PCS had scores equal to those of Ward 3 schools, with vastly different demographics. For a complete list of schools and their performance by subgroup, please see attachment *Q13*.

Q14. List the number of school-based physical, mental, and behavioral health professionals that are currently employed in public charter schools, broken down by school. Also indicate how many mental health clinicians are employed by District agencies and allocated to each school. Additionally, for each campus that lacks school-based physical, behavioral, and mental staff, please detail how the PCSB worked with LEAs to remediate their absence in FY15 and FY15 to date.

There are 20 mental health clinicians employed by Department of Behavioral Health (DBH) in public charter schools. (See the *Q14 A* and *Q14 B* attached lists for more details.) This compares with 60 clinicians at DCPS. Many of the charter schools with the highest percentages of at-risk students do not have a DBH-provided mental health clinician. Meanwhile some charter schools with relatively low at-risk percentages have been assigned a mental health clinician. DC PCSB has been unable to discern any rational basis for how clinicians are assigned, nor can DC PCSB understand the disparity between the resources devoted to public charter schools versus DCPS

For those school campuses that lack school-based behavioral and mental health staff, DC PCSB:

- Worked with Student Support Center before they closed in June, to seek consultation and resources
- Worked with DBH to provide consultation regarding prioritizing and elevating public charter schools with higher need to use the available DBH clinicians
- Connected schools to community resources that could support them (i.e., Latin American Youth Center, Wendt Center, Mary's Center...)
- Worked with DBH and the Deputy Mayor for Health and Human Services on the Comprehensive Plan for expanding early childhood and school based behavioral health services in order to advocate for more DBH clinicians for public charter schools.

Department of Behavioral Health/School Mental Health Program (DBH/SMHP) also provides Primary Project, an evidenced-based, early intervention/ prevention program for identified children in pre-kindergarten (age 4) through third grade who have mild problems with social-emotional

adjustment in the classroom. Primary Project services are provided to children attending child development centers and DC public and public charter schools that receive on-site services from a DBH/SMHP or Healthy Futures clinician. Primary Project services are presently being provided to nine public charter schools:

- Cedar Tree Academy PCS
- Democracy Prep Congress Heights PCS
- Eagle PCS - Congress Heights
- Eagle PCS - Capitol Waterfront
- Friendship PCS -Blow Pierce
- Inspired Teaching PCS
- Mundo Verde PCS
- Sela PCS
- Washington Yu Ying PCS

Department of Health provides school-based nurses to public charter schools that have an approved nurse's suite. As noted, there are now 85 charter school campuses with school nurses, up from 45 in 2012. DC PCSB works with schools to ensure that there are at least two people trained to administer medication especially for those schools that do not have a school nurse. (See the *Q14 C* attached school nurse schedule.)

Q15. Please quantify for each school the number of homeless youth enrolled in public charter schools for SY2014-2015 and SY2015-2016 to date. What additional supports does PCSB provide to LEAs with a high number of homeless student populations?

DC PCSB does not collect homeless data for public charter school students. OSSE maintains a McKinney-Vento database, which tracks homeless students, as well as maintaining homeless liaisons with each public charter school.

Q16. Provide the following data on student attendance:

- **For each LEA (if the LEA has multiple schools, include data for each school) and by sector, please provide the number of truant students by grade for the 2014-2015 school year, and 2015-2016 school year to date;**
- **The number and percent of students with 1-5 unexcused absences**
- **The number and percent of students with 6-10 unexcused absences**
- **The number and percent of students with 11-20 unexcused absences**
- **The number and percent of students with 21 or more unexcused absences**
- **Of the cases in which children have 10 or more absences, how many per LEA have been referred to CFSA?**
- **For cases involving students 14 years and older, how many per LEA have been referred to CSS?**
- **A list of all LEAs or individual schools for which you have issued a “notice of concern,” and whether or not they have met the requirements of the notice**

For the first five bullet points, please see attachment *Q16*.

Of the cases in which children have 10 or more absences, how many per LEA have been referred to CFSA?

122 students have been referred to CFSA for educational neglect as of December 22, 2015 (out of 280 students that were eligible to be referred, having 10+ unexcused absences, data through the end of November)

For cases involving students 14 years and older, how many per LEA have been referred to CSS?
CSS does not share this data with DC PCSB so is unable to provide an answer.

A list of all LEAs or individual schools for which you have issued a “notice of concern,” and whether or not they have met the requirements of the notice.

As of January 15, 2016, no schools have received a Notice of Concern for truancy or data submission.

- Q17. Provide the following information on special education services for FY15 and the current school year:**
- The number of students with special education needs served by all charter schools by classification;**
 - The number of students with special education needs, broken down by school; and,**
 - The number of special education students referred to non-public school settings by LEAs.**

As the state education agency, OSSE is responsible for collecting and maintaining the state's database on students with disabilities, including primary disabilities, service hours, compliance documentation, etc. At times, DC PCSB will access these data, but OSSE is the definitive source for special education data.

- Q18. How do PCSB and OSSE share information regarding the oversight of special education in charter schools? What information do the two agencies share? How does PCSB evaluate the monitoring documents provided by OSSE?**

OSSE has great expertise and has the primary responsibility for enforcing federal special education laws, including the Individuals with Disabilities Education Act (IDEA). DC PCSB joins in this enforcement. Indeed, among the enumerated reasons that DC PCSB may revoke a charter is the violation of special education laws.

While DC PCSB is co-responsible with OSSE for enforcing legal compliance, DC PCSB's primary focus is to look at the quality of the academic program that is serving students, including the quality of the academic program for students with disabilities. DC PCSB shares information between the two agencies to support each other's work through monthly meetings between DC PCSB's Equity and Fidelity Manager and the Assistant Superintendent of OSSE's Division of Elementary, Secondary, and Specialized Education (ESSE). In addition, DC PCSB has aggregate user access for all LEAs to Easy IEP/SEDS (Special Education Database), DCCATS (DC Corrective Action Tracking System), and the Blackman-Jones database which allows DC PCSB to align their high-stakes reviews with its own so that DC PCSB can incorporate their findings in the charter renewal and review decisions. Also, OSSE emails DC PCSB copies of any pending State Complaints filed against DC charter schools.

DC PCSB uses the documents and data from these various databases when monitoring the special education compliance of charter schools. In addition, DC PCSB contacts OSSE's ESSE Monitoring specialists to check on a school's status on correcting findings evidence in OSSE reports. OSSE has specified that LEAs have designated timeframes in which to rectify a compliance finding. DC PCSB reviews both findings and corrections to findings when

compiling information regarding a charter school's special education compliance.

DC PCSB focuses on academic quality in Special Education various ways. The most in-depth look at school's special education program occurs at least once every five years when DC PCSB conducts a high stakes review of a school and at their renewal. These review and renewal reports include a comprehensive analysis of a charter school's special education data as it relates to academic performance and compliance with applicable laws for students with disabilities. Schools may face charter revocation, charter non-renewal, or charter continuance/renewal with conditions if the data show low performance on state and internal assessments for students with disabilities or non-compliance with special education laws.

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

Additionally, steps have been taken to ensure open communication between the two agencies as it relates to special education through such means as DC PCSB's participation in OSSE's planning meetings for city-wide projects and initiatives (such as LEA Institutes, etc.) as well as feedback for policy discussions. This year OSSE and DC PCSB have collaborated very closely in supporting dependent charter schools as they transition to independent charter status for purposes of IDEA (12 dependent charters currently exist, one of which, St. Coletta, will remain a dependent charter school at the request of DCPS). DC PCSB participated in all of OSSE's training sessions for these schools and OSSE attended DC PCSB's school leaders meeting where a special session was held to notify dependent charter schools of the requirement to transition by August 2017. Further, members of OSSE, DCPS, and DC PCSB will form a committee to review the applications from these dependent schools to gauge their readiness with the transition.

DC PCSB continues to provide OSSE the names of schools that had been selected for a Special Education Audit to ensure there is not duplicative monitoring. When it has been discovered that

OSSE and DC PCSB were monitoring an LEA for a similar reason, both entities worked to adjust their process to ensure the school would not have to submit duplicate documentation. In some cases, DC PCSB staff have attended OSSE's monitoring/audits when concerns have been raised surrounding the provision of special education at particular schools.

Q19. Has PCSB changed its practice of utilizing the Special Education Performance Monitoring Tool in the last fiscal year? What forms of non-compliance have been reported? How has this tool impacted the practices of charter schools or PCSB?

The components of the Special Education Performance Monitoring Tool have been aligned to ongoing DC PCSB processes and are ongoing; however, the usage of that title "Performance Monitoring Tool" (and the names of its component parts: Desk Audit, the Qualitative Assurance Review (QAR), and Site Visits) is no longer in effect. Instead, DC PCSB monitors schools for special education in three main ways in order to assess the performance of charter schools around special education. The first is a detailed written analysis that is incorporated into high stakes review reports produced during a school's 5 or 10 year reviews, and 15-year renewal. The information in this section of DC PCSB review reports includes a comprehensive snapshot of a charter school's special education data as it relates to academic performance and compliance with applicable laws for students with disabilities based on OSSE monitoring data. Schools may face charter revocation, charter non-renewal, or charter continuance/renewal with conditions if the data show low performance in special education or non-compliance with special education laws.

The QAR is an optional, best –practice self-study tool in which charter schools can choose to participate. However, some schools with low performance of their students with disabilities are required to conduct a QAR as a condition of charter continuance. The QAR is a direct way for charters to reflect on their special education performance/practices and set goals to improve identified areas of challenges. The outcome for schools is to improve their practice as it relates to serving students with disabilities through implementing best practices and creating an Action Plan that addresses identified areas of challenges. For DC PCSB, the QAR tool offers insight into where public charter schools are struggling the most around serving students with disabilities in a non-punitive capacity.

Site Visits have been streamlined to fit into the ongoing Qualitative Site Review (QSR) process conducted at every charter school. Special Education staff, or consultants with a special education background, are assigned to QSR teams and purposefully observe the delivery of specialized instruction in the push in, pull-out, resource, and/or self-contained settings. All QSR team members use the Charlotte Danielson Framework for Teaching and Learning and the results of special education-specific observations are incorporated into the overall report for the schools.

If schools are found to be non-compliant with IDEA or other applicable law, appropriate action is taken by DC PCSB to relay this information in reports, discuss with the Board, and share with the schools themselves.

In addition, DC PCSB conduct detailed special education audit when there are significant concerns about compliance with special education laws or with the quality of educational and other services being delivered to students with disabilities. Audits are based on community complaints or internal data monitoring, as described in DC PCSB's Special Education Trigger Policy.

Another way that DC PCSB regularly assesses the quality of special education programs is through monthly data meetings, in which DC PCSB staff look at attendance, discipline, and withdrawal data for students with disabilities compared to their non-disabled peers. DC PCSB then addresses these issues with the school in a variety of ways calibrated to the seriousness of the issues, ranging from a call or email to a full meeting with the school's board to formal board action or a special education audit.

Q20. List all charter schools for which PCSB conducted special education audits in FY15, including what flag triggered the audit and what outcome resulted.

Due to the following trigger per DC PCSB's Special Education Audit Policy (see Q20 attached), the schools listed below were audited:

Trigger: *Out-of-School Suspension (OSS) Rate for Students with Disabilities Disproportionate to OSS rate for General Education Students*

1. KIPP DC PCS - WILL Academy – *Desk Audit*
2. KIPP DC PCS - Northeast Academy – *Desk Audit*
3. Democracy Prep Congress Heights PCS – *Desk Audit*
4. Options PCS (Closed) – *Desk Audit*
5. Achievement Prep PCS – *Desk Audit*

Audit Reason: Schools were determined to be outliers for the aforementioned trigger based on a monthly data review of all schools' suspension rates. These schools had a significantly higher suspension rate for students with an IEP compared to their general education peers.

Outcome: In order to clear them from the audit status, DC PCSB staff received a written justification from each school regarding their suspension rates and any strategies they were implementing to improve the suspension rates. Below is a summary of each school's explanation.

KIPP DC PCS

In response to this audit, the LEA provided a brief statement explaining that an out-of-school suspension is a “last resort” disciplinary action. According to the school’s statement, it makes extensive efforts to hold manifestation determination meetings for students with disabilities (SWDs) once the school determines that a SWD may be approaching an accrued number of out-of-school suspensions that equals or surpasses 10 days. The school also reported that it conducts functional behavioral assessments (FBAs) and implements behavioral intervention plans (BIPs) for students who require additional behavioral support. As part of this audit, DC PCSB staff reviewed the SEDS database to spot check for evidence of a FBA and/or BIP for some of the students who have received multiple out-of-school suspensions. Upon doing so, DC PCSB found that the school had sufficient documentation and information uploaded in SEDS for such students.

Democracy Prep Congress Heights PCS

In response to this audit, Democracy Prep Congress Heights PCS provided a detailed explanation for their Special Education policies. The school is currently implementing a positive behavior intervention model in order to manage student behaviors. Each student has a color coded chart that is changed throughout the day based on his or her behavior. The chart is changed for both positive and negative behaviors, but after nine instances of negative behaviors the student may be referred to an administrator for disciplinary action. According to the school’s response, both general education students and students with disabilities are held to the same standard. As of the fall of 2014 a number of the students with disabilities did not have a functional behavior assessment (FBA) or behavioral intervention plan (BIP) in place. As a result, the school is currently working to develop those documents and implement them for each child that needs it. In response to the question about the types of strategies that are currently being implemented to improve the school’s overall suspension rate, the school has recently implemented in-school suspension and an after school detention program as an alternative to out-of-school suspension. Additionally, the school hired two a behavioral support staff to assist with managing student behaviors.

Options PCS

Options PCS closed at the end of school year 2014-15. Below summarizes what occurred last year.

In response to this audit, Options PCS provided a detailed summary of the “internal quality control measures” that the school has begun implementing in an effort to improve its overall suspension rate. According to the school, 64.9% of the students enrolled at Options PCS have been identified as students with disabilities (SWDs), and of those SWDs approximately 64% require level 4 special education services. The school provided a breakdown, by month, of its data analysis on the top five reasons for student suspensions at Options during the first semester from 09/2014 – 12/2014. According to the school’s data, the following were the primary reasons for students being assigned

out-of-school suspensions: 1) Poor Attendance, 2) Disruptive Behavior, 3) Fighting, 4) Insubordination, 5) Theft and 6) Possession of a weapon. After identifying the primary reasons why students were receiving out-of-school suspensions, the school reported that the leadership team has identified five priority areas of improvement in order to improve the quality assurance of the school's discipline policy and procedures.

As a result, Options PCS' leadership team revamped its professional development (PD) schedule to include biweekly PD meetings that focus specifically on providing the school staff with effective strategies for managing student behaviors in the classroom. Also, the school reports that it has established an Interdepartmental Behavior Team that is comprised of several leadership staff including the Directors of Student Affairs and Special Education. The behavior team is responsible for discussing school wide discipline issues and developing action plans to improve school wide behavior management. Next, the school explained that it required all teachers to develop behavior management plans for their classrooms that clearly outline the rules and expectations of each class. Additionally, the school worked on developing a Supplemental Special Education Discipline Resource Guide that is intended to provide helpful information to its teachers about recommended behavior intervention strategies and best practices for how staff may interact with SWDs during a behavioral incident. Lastly, the school identified a coordinator to manage the implementation of Positive Behavioral Interventions and Support (PBIS) throughout the school, as well as to coordinate the curriculum that is implemented during the advisory periods, which will focus on addressing relevant school wide issues with students.

Achievement Prep PCS

In response to this audit, the LEA provided detailed documentation that included the reasons for each special education student's suspension(s), as well as a description of the follow-up and preventative strategies that were put in place to help support each student in his or her efforts to produce more positive behaviors in the future. In many instances students were placed on a behavior tracker to monitor their progress or regression with producing more positive behaviors following an out-of-school suspension. The IEP team made efforts to meet with the students' parents in order to determine root causes for persistent behaviors, as well as to determine if additional behavioral or academic supports were needed for each student in order to better meet their needs.

Upon reviewing the SEDS database to cross-check some of the information provided in the school's justification, DC PCSB staff found that the database was not completely updated to reflect the Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP) that were reported in the school's explanation to DC PCSB in response to this audit. DC PCSB recommended that Achievement Prep PCS ensures that discipline data, including the status/progress of FBAs and BIPs, be added to the SEDS database in a timely manner to ensure that the school's efforts to appropriately

and equitably discipline students with disabilities are reflected there whenever DC PCSB uses SEDS to review students' IEPs and discipline data. DC PCSB staff reviewed the SEDS database finding that the school had only submitted discipline data for one student, though there are a number of students with IEPs that have discipline incidents and thus should be in SEDS. DC PCSB flagged this discrepancy with OSSE to follow up in their compliance monitoring.

Q21. Detail the transitional programs that public charter schools offer or have planned for older students receiving special education services? Provide any reports or assessments that have been completed on the performance of PCS transition planning. For each transition program please list:

- **Number of students served in school year 2014-2015;**
- **Number of students served in SY15-16 or to be served;**
- **Specific services offered by program (e.g., academic, vocational, related services)**
- **Percentage of students who apply to the program who are accepted into it;**
- **Percentage of the students who start the program that finish it;**
- **Number of staff, by discipline; and,**
- **Percentage of students who achieve paid internships or employment as a result of completing the program.**

Schools are not required to offer transition programs; however, they are required to provide transition plans, as per IDEA. In the case that a specific service is identified as part of that planning process, the team is required to invite RSA or another appropriate agency to the meeting with parental consent. Without parental consent, the school may not invite an external provider to a meeting. OSSE is the agency responsible for monitoring for compliance with secondary transition planning requirements at public school and shares the results with DC PCSB upon request. OSSE is prepared to respond to questions from Council about how they oversee compliance with secondary transition planning.

While DC PCSB attempted in FY15 to work collaboratively with Rehabilitative Services Administration (RSA) that is part of Department of Disability Services to provide support to public charter schools, the efforts eventually collapsed as providing inter-agency funding to schools through DC PCSB proved too complicated. Instead, the RSA was able to directly fund the DC Special Education Cooperative in August to help public charter schools with secondary transition services. OSSE and RSA initiated a targeted support plan for all LEAs this year, including technical assistance and a new reporting tool to help schools plan all of the related activities. Currently, DC PCSB is not heavily involved in this initiative in order to not overburden schools and keep communication clear.

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Under that contract, DC Special Education Cooperative was able to offer services to all public charter schools, not just their member schools and hired a full-time person to support the schools. They are currently working with roughly 12 of the 21 eligible public charter schools in one capacity or another.

DC PCSB polled the 25 eligible public charter schools to obtain answers to these questions, but, given the short turnaround, only four schools responded in time so DC PCSB can only provide a snapshot of the work being done. Schools did not provide answers for questions that were non-applicable to their programs.

One school wrote that students start attending transition courses in their sophomore and junior years that are directly related meeting the transition requirements on their IEP. During these courses, they have the opportunity to do college visits and meet the contacts at the Disability Services Office on campus. During their junior and senior year, students participate in resume writing and interviewing skills through an internal “practice job fair”. Another school responded that of the 11 students in 2014-15 and 12 students in 2015-16, all were receiving academic services, 3 and 9, respectively, were receiving related services and one student had a paid internship this year. Another school described providing transition services in the context of the education, career, and independent living programming that is available to all students. They said that they actively collaborate with RSA to coordinate services for students eligible for transition supports and services through RSA. At this time, there is not a single structured transition program to which students apply such as these questions seem to refer, therefore was do not have any data to report related to these specific questions.

Number of students served in school year 2014-2015;

OSSE conducts quarterly monitoring the number of students who have or should have transition plans. OSSE has a tracking tool that can pull how many students have plans and if they are done timely.

For those students who are linked with RSA, RSA would have the number of students served.

Number of students served in SY15-16 or to be served;

OSSE conducts quarterly monitoring the number of students who have or should have transition plans. OSSE has a tracking tool that can pull how many students have plans and if they are done timely.

For those students who are linked with RSA, RSA would have the number of students served.

Specific services offered by program (e.g., academic, vocational, related services)

Some of the academic courses offered at public charter schools are below. RSA provides special education services identified as part of transition planning with parental consent.

Introduction to Transition

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It is taught in a community setting and will support students' progress toward IEP Team their individualized post-secondary goals as identified by the IEP and transition plan. These courses assess students' interests and aptitudes while assisting them to exploring post-secondary options that include college and employment. Students are also provided an opportunity to research a variety of career options based on their individual interests and aptitudes.

College and Career Readiness

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. This course will develop students' college and career readiness skills. The class will consist of a project based component which will allow students to build a portfolio that will include: information about their employment skills, resume, interview techniques, learning style, and ideal careers for post-secondary life. They will also research colleges that will best support their goals and needs as a learner. Students in this class will be supported to lead their own IEP meetings and learn self-advocacy skills to drive their own success.

Community Based Instruction

This course is designed to meet the Transition IEP goal in the area of Community Experiences. It is taught in a community setting and will support students' progress toward IEP Team their individualized post-secondary goals as identified by the IEP and transition plan. This course provides individualized instruction as identified in the IEP in mobility within the neighborhood community via written instructions and maps. Use of neighborhood resources such as the post office, bank, library, recycling plant, and local stores will also be explored. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

Senior Seminar

School C Senior Seminar course prepares seniors for post-secondary transitions by creating individual college and careers profiles, College Tours, In-house Recruitment visits from colleges and universities, Partnerships with College Knowledge (A Harvard university program that provides mentor to assist with college selection), and additional opportunities for exposure to careers and vocational programs.

RSA One-on-One work

Works one-on-one with students with disabilities to choose support services and career options that match their interests, strengths, and abilities. RSA's goal is to help students successfully transition from secondary school to the world of employment and/or college. They provide each school a VRC (Vocational Rehabilitation Counselor). The VRC regularly visits the school and connects us with valuable resources.

UDC Workforce Development and Lifelong Learning- Vocational programs at three sites across the District of Columbia focusing on a number of career fields including Medical, Child Care, HVAC, IT, etc. Additionally, there is a continuing education program with majors in accounting, grant writing, customer service training, law and legal.

The CEO Program

This is a professional development, mentoring, and paid internship program that matches high school students with disabilities to mentors who work in their career fields of interest. The CEO Program is held on Tuesdays or Thursdays after school from January – June and culminates with a paid summer internship. The CEO Program is a great opportunity for students with disabilities to explore the career they are interested in while at the same time securing paid employment.

In addition to the above listed opportunities, students work closely with case managers and parents to explore options through vocational assessments and functional skill assessments beginning at age 15.

Percentage of students who apply to the program who are accepted into it

RSA would have the information about the students in their program. Schools do not offer programs.

Percentage of the students who start the program that finish it;

RSA would have the information about the students in their program. Schools do not offer programs.

Number of staff, by discipline; and

The following is a sample of titles at the four schools that provided DC PCSB with responses:

- IEP Case Managers/Special Education Teachers
- Transition Coordinator
- College and Careers Counselor
- College and Careers Intern
- Special Education Coordinator
- Senior Seminar Instructor

Occupational Therapist
Speech Therapist
School Psychologist
Inclusion teachers

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

DC PCSB does not have this data.

- Q22. Provide outcomes data for students with disabilities transitioning out of PCS into adulthood, including the following data for school years 2014-2015 and 2015-2016 to date:**
- **The number of students receiving an eligibility determination from RSA before graduation;**
 - **The number of students connected to a postsecondary pathway to graduation;**
 - **The number of students attending college within a year of high school graduation.**

DC PCSB requested this information from RSA directly, as the agency responsible for transition services. They responded as follows:

The number of students receiving an eligibility determination from RSA before graduation;

According to the Department on Disability Services (DDS) Rehabilitative Services Administration (RSA):

- During school year 2014-2015, 89 individuals (students) received an eligibility determination between July 1, 2014 to June 30, 2015.
- During school year 2015-2016, 39 individuals (students) received an eligibility determination between July 1, 2015 to January 21, 2016.**

** (Note from Deputy Director of RSA) Your request had been the total number determined eligible prior to graduation. The number determined eligible each year will undercount the total number found eligible prior to graduation. However, determining the answer to the question regarding the total number found eligible prior to graduation requires that DC PCSB run the list of all transition youth from public charter schools who were eligible for services and ask each counselor to identify which of these were still in school during each of the identified school years. This can be provided upon request to RSA.

The number of students connected to a postsecondary pathway to graduation;

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

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OSSE is pulling together on behalf of DC PCSB the numbers requested in bullets 2 and 3 and we will provide to Council once received.

Access

- Q23. Provide a breakdown of how many PCSs were available for enrollment on MySchool DC for the 2014-2015 school year and how many to date for the 2015-2016 year. List the PCS that do not participate in the lottery and a briefing reasoning, if known.**

While DC PCSB is responsible for spearheading the city-wide migration to MySchool DC and incubated the team at DC PCSB for its first year of operation, MySchool DC has since transitioned out of DC PCSB and to the Deputy Mayor for Education. It is governed by an independent governing board, made up of participating LEAs. DC PCSB defers to MySchool DC officials within DME to provide this information.

- Q24. Provide a report on the Mystery Shopper program. Please describe any non-compliance identified by the program in the last fiscal year and how PCSB has worked to remedy any identified noncompliance.**

DC PCSB's Mystery Caller Policy (see attachment *Q24*) was an initiative developed to ensure that schools abide by open enrollment regulations, particularly pertaining to students with disabilities. In this initiative, DC PCSB staff or consultants call schools posing as parents or guardians seeking to enroll their student in the school in the upcoming year. When school staff answers the phone, the caller asks questions regarding the steps that are needed to apply for a seat in the school, including whether a student's IEP must be shown.

During SY 2014-2015, calls were made to each of the 112 public charter schools. If the school provided an inappropriate answer on the first call, a second call was made to determine if the problem was systemic. Of these 112 schools, eight schools provided a questionable answer in the first round and were called a second time the subsequent weeks. Seven of the eight schools provided appropriate answers in the second round of calls.

One school provided a response perceived as a violation in the second round of calls. For this school, DC PCSB staff issued a Notice of Concern at one of its monthly board meetings, in which the school's staff was addressed by DC PCSB's Board and asked to discuss how the school planned to remedy the issue (i.e., more training to all staff to ensure a thorough understanding of open enrollment regulations and the guidance to provide parents). To have the Notice of Concern lifted, the school would have to provide an appropriate answer whenever called again (another mystery caller would contact the school at an undisclosed time). Ultimately, the school passed its final call and was cleared for SY 2014-2015.

The Mystery Caller Initiative for SY 2015-2016 is set to begin in late January 2016.

Stakeholder Engagement and Communication

Q25. Describe any initiatives your agency implemented within FY15 or FY15, to date, to improve the internal operation of the agency or the interaction of the agency with outside parties. Please describe the results, or expected results, of each initiative.

DC PCSB has implemented several initiatives to promote increased efficiency and effectiveness, in order to better serve its clients and partners. DC PCSB has also undertaken initiatives to strengthen existing tools and methodologies so as to be a better partner to schools and parents. As an organization, DC PCSB has sought to be more transparent and more accountable to its stakeholders.

These initiatives span the following areas:

- Increased efficiency of financial oversight
- Strengthened internal policies and processes
- Bolstered relationships with government, school partners, and community
- Improved organizational transparency
- Enhanced PCSB suite of tools and methodologies

Increased efficiency of financial oversight

Fiscal Oversight on Salesforce

In FY15, DC PCSB's enhanced the Salesforce Cloud platform on which it stores and analyzes school's annual fiscal data. The improved platform allows DC PCSB to compare trends across schools faster and more easily.

PCS Contract Review

DC PCSB has improved its contract review process. One result of this action has been the immediate notification of senior staff of large or problematic contracts. In addition, potential conflict of interest transactions are quickly flagged for review.

Strengthened internal policies and processes

Budget Utilization Tracking

DC PCSB shifted responsibility of tracking expenditures from the finance department to each department's director. With each director having monthly reports, the departments know how to better maximize resources to be more efficient and effective. Additionally, with this data, the organization can better forecast future spending needs.

Internal Contracting and Procurement

DC PCSB also revised internal contracting processes and appointed a staff person to manage contracts, requests for proposals, and purchase orders. This person guides staff through the process including: initial request, vendor selection, DSLB compliance, collecting required documentation, continual oversight, final evaluation and close out of each contract.

Expense Approval

DC PCSB uses Bill.com to monitor and manage its expenses. Through the system of approval, each expense is reviewed and approved by at least three DC PCSB staff members, including the executive director. With the layers of financial oversight, each item is checked against the invoice for both amount and code. The information is then checked again through a monthly review of department year-to-date expense report.

Collaboration with OCFO

In an effort to enhance internal financial management, DC PCSB worked closely with the OCFO in FY15 and into FY16 to have its billing system transitioned to OCFO hosting, bank accounts transferred to Wells Fargo, the preferred bank of the OCFO, and its Finance Manager become an agency fiscal officer of the OCFO. This ongoing transition demonstrates the enhanced effectiveness of collaboration across agencies.

Bolstered relationships with government, school partners, and community

Government Office/Agency relationships

In FY15 DC PCSB improved its relationships with allied government offices and agencies through the establishment of the Manager, Intergovernmental Relations and School Support position. This individual, who reports directly to the Executive Director, serves as a liaison who handles health and safety issues for charter schools and manages relations with city entities such as Metropolitan Police Department (MPD), Child and Family Services (CFSA), Department of Health (DOH), Department of Transportation (DDOT), Department of Mental Health (DMH), Office of the State Superintendent of Education (OSSE), and Department of Parks and Recreation (DPR).

Some of the Manager's responsibilities to promote increased health of DC public charter students include helping secure school nurses and mental health professionals for schools, facilitating staff training to administer medication to students, and expanding HIV/STD screening and prevention in schools. The Manager also ensures that charter students have DC One Cards to offset transit costs, and that schools have up-to-date emergency response plans in place.

Improved organizational transparency

Board Meetings

In an effort to inform the public, DC PCSB publishes on its website a summary of actions taken at each monthly board meeting. DC PCSB webcasts its public hearings and board meetings and also archives these videos on its website. Additionally, DC PCSB “live- tweets” its public meetings on Twitter to inform followers of board decisions in real-time. All meeting materials for board meetings are published in an electronic binder which is available before each board meeting and is archived on the website after the meeting.

Website

Throughout FY15, DC PCSB continued to enhance its website. The site is much easier for parents, the community, policymakers and media to navigate and find the information they need – all with a new, look and feel. DC PCSB has accomplished this in a way so users can still find the important content that was available on the previous website.

Enhanced DC PCSB suite of tools and methodologies

Improved tools to support regular and yearly initiatives

DC PCSB has strengthened various processes, tools, and methodologies to support its regular activities. These include the early childhood/elementary school/middle school (EC/ES/MS) PMF, High School (HS) PMF, Adult Education (AE) PMF, and Alternative Accountability (AA) PMF:

EC/ES/MS PMF

DC PCSB merged aspects of the early childhood PMF with the existing elementary/middle school PMF, resulting in one framework for schools serving grades prekindergarten to eight, and any subset thereof. This merger has had many positive outcomes, including making it easier for parents to make judgments about a school’s quality, and to compare schools.

At the same time, DC PCSB navigated the migration to a new state assessment in grades 3-8 and high school as DC replaced the DC Comprehensive Assessment System (DC CAS) with the Partnership in Assessment of Readiness for Career and College (PARCC). One consequence of this migration was the decision to not provide a PMF score or tier for schools (other than adult schools) for the 2014-15 school year. This decision was taken given the magnitude of the transition in assessments, along with the challenges of calculating student academic growth when comparing one assessment with another. All schools will receive a PMF score and tier for the 2015-16 school year.

Adult Education (AE) PMF

The first AE PMF with tiers was released in December 2015. This is the first such framework created to look at the quality of adult education schools in the nation. The AE PMF is similar to the existing frameworks in its structure, but uses measures appropriate to adult education programs, such as employment outcomes for students, and progress through the standard levels of “Adult Basic Education”.

Q26. Describe the involvement that the PCSB has with the Workforce Investment Council and on the District of Columbia's State Plan as it relates to the Workforce Investment and Opportunity Act (WIOA). Please include an accounting of the PCSB's role on the Adult Career Pathways Taskforce.

DC PCSB is not a member of the Workforce Investment Council and did not contribute to the District of Columbia's State Plan as it relates to the Workforce Investment and Opportunity Act (WIOA). DC PCSB was recently invited to a Workforce Investment Council Youth Work Group task force meeting. However, DC PCSB and the education community more broadly are represented on the Workforce Investment Council through Raise DC. Executive Director Scott Pearson serves on Raise DC's leadership council, which meets regularly.

DC PCSB is an active member of the Adult Career Pathways Task Force. DC PCSB provided feedback on the Career Pathways plan and met numerous times with several stakeholders regarding the plan. DC PCSB is pleased with the final outcome of the Adult Career Pathways plan and is excited to continue working with the group as the first career pathway for the Health Sciences is developed in the next few months.

Q27. How does the agency communicate with, and solicit feedback from, education stakeholders including parents? For FY15, please describe:

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

Engaging with stakeholders and the community is a vital part of DC PCSB's mission. DC PCSB communicates with and solicits feedback through convening meetings with the Parent and Alumni Leadership Council, in addition to hearing from parents and stakeholders by participating in community meetings and events and holding two public comment periods at every board meeting. In FY15, DC PCSB staff and Board members participated in more than a dozen community meetings, including speaking at all the ward-level education meetings. To continue to deepen DC PCSB's community outreach efforts, DC PCSB hired its first-ever Community Engagement Specialist, whose primary focus is to liaise with parents and community stakeholders.

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The public has numerous opportunities to share input with the Board. DC PCSB keeps all actions the Board will discuss open for public comment for at least 30 days and sometimes longer if the public request additional time to respond. And all items open for public comment are featured prominently on DC PCSB's website and archived, along with board meeting materials, and a summary of board actions. Any item involving a particular school is noticed to all relevant ANC members so they may have an opportunity to comment in writing or in person at a board meeting.

Additionally, every monthly board meeting begins and ends with an opportunity for the Board to hear from the public. Staff regularly checks in with parents, residents, ANC's and other stakeholders to hear concerns and ensure they are weighing in around issues that impact them. On more than one occasion DC PCSB has listened to the community and delayed taking action on an item due to an objection. This is a change from past practice.

Beginning in February 2016, DC PCSB will institute community office hours where the public meets in-person with community engagement staff to discuss various charter-related topics.

Moreover, DC PCSB communicates with parents about the academic quality of public charter schools by disseminating more than 5,500 PMF parent guides in English and Spanish to families across the District.

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

DC PCSB shares information about My School DC, the common lottery, on its website and in the PMF parent guides. While the My School DC lottery is voluntary for public charter schools, DC PCSB encourages schools to participate, and nearly all public charter schools do (Schools serving adults have a different timeline for recruiting students.) Additionally, My School DC's school profiles offer families information about school's missions, after school activities and lottery preferences like special education. By law all public charter schools are required to serve all students and DC PCSB monitors schools' special education programs regularly.

Q28. Provide a report on the complaints the board received in FY15, and FY16 to date by LEA (if the LEA has multiple schools, include data for each school). Please include copies of all documentation and forms for this process.

DC PCSB is responsible for handling community complaints—this includes parents, school staff, and other members of the community. DC PCSB updated its Community Complaint Policy and Parent Complaint Policy (see attachments *Q28 A and Q28 B*) in October 2015. According to the new policy, when a parent or community member lodges a complaint, a DC PCSB staff member will ask a series of questions to capture a detailed account of the complaint. Within two business days, DC PCSB will notify the school’s complaint point of contact and its designated Board of Trustees member of the complaint via email, and include the complaint itself. Within five business days, the school must respond to DC PCSB via email or phone acknowledging receipt of the complaint and provide information regarding the steps the school has taken to address the concern. Within seven business days of receiving a complaint, DC PCSB will follow up with parents by phone or email to inquire on the status of the complaint. If the complaint has not been resolved, DC PCSB may contact the school for more information.

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

The outcomes or resolutions of all complaints are documented for DC PCSB’s records, which as of the 2015-16 school year are stored in a Salesforce database. Intermittently and/ or at the end of the school year, DC PCSB will share with each school the aggregate complaints received for that school.

Full list of complaints by LEAs attached as Q28 C

SY 2015-2016 Complaints Received YTD (August 25 – December 31)

Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Transportation	Uniforms	TOTAL
21	19	42	11	25	32	9	32	1	9	201

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SY 2014-2015 Complaints Received YTD (August 25 – December 31)

Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Transportation	Uniforms	TOTAL
63	30	59	16	23	39	11	21	4	12	278

SY 2014-2015 Complaints Received (Full Year)

Academics	Bullying	Discipline	Enrollment	Other	Safety	SPED	Staff	Transportation	Uniforms	TOTAL
108	72	147	31	60	88	20	67	5	18	616

Capital & Planning

- Q29. Provide an account of each public charter schools facilities expenditure:**
- **Include the total amount allocated in FY15 and to date in FY16 from the local facilities allowance.**
 - **Include the total amount each school spent in, FY15 and FY16 to date on facilities and capital improvements.**

Please see the attachments *Q29A & Q 29B*.

Q30. Provide a copy of the facilities expenditure reporting template and an accounting of the expense categories for each public charter LEA in FY16. Discuss the PCSs limitations or possibilities for expansion or growth of programs and enrollment as it relates to facilities funding.

Facility reporting templates may be found under attachment *Q30*.

Facility costs will only increase in the coming years as fewer former DCPS public school buildings become available to public charter schools. In fact, in FY15 and to date in FY16, no public school building has been made available to public charter schools and two public buildings that had been made available to public charter schools have been returned to DCPS. Currently, the amount a public charter school pays for a lease per student is estimated to be approximately 40 percent more expensive for commercial spaces when compared to lease payments for former traditional public school buildings. Complicating matters, the Green Building Act of 2006 will cause an increase in facility costs because all non-residential District public buildings must meet LEED certification requirements.

In addition, if citywide enrollment patterns from the past five years continue, an estimated 25,000 additional students will enroll in DC's public and public charter schools over the next ten years. Given the current average school size, and without more efficient use of current facilities, this implies the need for the equivalent of 66 new buildings to serve these students between 2015 and 2025.

While some existing schools have excess space, accommodating the additional 25,000 students will require constructing new schools and renovating existing buildings. According to available data, traditional public schools spend about 4.5 times more per student enrolled when compared to renovations completed by public charter schools. Public charter schools will certainly be part of the solution in finding and creating new facilities for future students. In addition to urgently making available the dozen or so unused city school buildings that the city refuses to release, the city will need to actively consider additional measures such as increasing the per pupil facilities allowance, enhancing the ability of charter schools to access credit, and incentives for developers to include space for schools in large residential developments.

At least 14 public charter schools in the table below are currently in need of new buildings to accommodate growth and new campuses.

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Public charter schools in need of space	Reason why space is needed
Academy of Hope Adult PCS	<ul style="list-style-type: none"> • Need larger spaces to accommodate growth
Breakthrough Montessori PCS	<ul style="list-style-type: none"> • New LEA
Community College Preparatory Academy PCS	<ul style="list-style-type: none"> • Need space to accommodate growth
District of Columbia International School	<ul style="list-style-type: none"> • Need guaranteed permanent space
DC Prep PCS	<ul style="list-style-type: none"> • Need permanent Ward 8 space
Early Childhood Academy PCS	<ul style="list-style-type: none"> • Need permanent space and one building to accommodate all students
Harmony DC PCS	<ul style="list-style-type: none"> • Need permanent space
National Collegiate Preparatory PCS	<ul style="list-style-type: none"> • Need permanent space
Rocketship DC PCS	<ul style="list-style-type: none"> • Need second facility in second year of operation
Shining Stars PCS	<ul style="list-style-type: none"> • Need permanent space to accommodate growth
Somerset Academy PCS	<ul style="list-style-type: none"> • Need a permanent space pending award of M.C. Terrell
The Next Step/El Próximo Paso PCS	<ul style="list-style-type: none"> • Need space to accommodate growth
Thurgood Marshall Academy PCS	<ul style="list-style-type: none"> • Need building for second high school
Washington Leadership Academy PCS	<ul style="list-style-type: none"> • New LEA
Washington Mathematics Science Technology PCHS	<ul style="list-style-type: none"> • Need space to relocate from substandard facility

Q31. Provide a comprehensive update of your and Board Member's roles on the Deputy Mayor for Education's Cross Sector Collaboration Task Force.

Board Chair Darren Woodruff and Executive Director Scott Pearson have been appointed to the Task Force.

As the task force has not begun meeting as of the preparation of these responses, it is premature to describe the work of the task force, other than to say that DC PCSB looks forward to actively engaging in the pursuit of recommendations that will further strengthen public education and enhance the already considerable collaboration across education agencies and among individual schools. While other DC PCSB board members have not been named to the task force, they will be frequently consulted for their ideas and perspectives.

Q32. Provide a list of charter LEAs currently operating in facilities formerly occupied by D.C. Public Schools. For each such LEA, provide a narrative description of the process through which the LEA was granted the building and any role the PCSB played in facilitating the transfer of the building to the Charter operator.

Please see the table below that provides a list of public charter schools currently operating in facilities formerly in use as traditional public schools according to DC PCSB’s records and information shared by DME. An additional three public charter schools are currently co-located with traditional public schools.

SY15-16 Public charter schools currently in facilities formerly occupied by traditional public schools

Current public charter school in facility	Former traditional public school facility	Address	Disposition process
Achievement Preparatory PCS (Middle School)	Former Draper	908 Wahler Place, SE	Leased as an incubator
Bridges PCS	Former Sharpe Health	4300 13th Street, NW	Right to occupy agreement that is renewed on an annual basis
Capital City PCS (Lower, Middle, and Upper Schools)	Former Rabaut	100 Peabody Street, NW	Lease through competitive process
Cesar Chavez PCS for Public Policy - Chavez Prep	Former Bruce	770 Kenyon Street, NW	Ground lease
Community College Preparatory Academy PCS	Former Gibbs	500 19th Street, NE	Co-located with Monument Academy PCS, incubator lease through competitive process
DC Bilingual PCS	Former Keene	33 Riggs Road, NE	License to occupy agreement
DC Prep PCS - Benning (Elementary and Middle Schools)	Former Benning	100 41st Street, NE	Long term lease awarded to charter school
DC Scholars PCS	Former Shadd	5601 East Capitol Street, SE	Use agreement through competitive process

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Democracy Prep Congress Heights PCS	Former Old Congress Heights	3100 Martin Luther King Jr. Avenue, SE	Ground lease from Department of Real Estate Services
E.L. Haynes PCS - Kansas Avenue (Elementary and High Schools)	Former Clark	4501 Kansas Avenue, NW	Ground lease through competitive process
Eagle Academy PCS - Congress Heights	Former McGogney	3400 Wheeler Road, SE	Lease through competitive process
Excel Academy PCS (DREAM and LEAD)	Former Birney	2501 Martin Luther King Jr. Avenue, SE	Leased as incubator through competitive process
Friendship PCS - Armstrong Elementary Academy	Former Armstrong Technical	1400 1st Street, NW	Sold
Friendship PCS - Blow- Pierce (Elementary and Middle Schools)	Former Blow-Pierce	725 19th Street, NE	Sold
Friendship PCS - Chamberlain (Elementary and Middle Schools)	Former Chamberlain CSHS	1345 Potomac Avenue, SE	Sold
Friendship PCS - Collegiate Academy	Former CG Woodson	4095 Minnesota Avenue, NE	Leased to charter school
Friendship PCS - Online Academy	Former Old Brightwood School	1351 Nicholson Street, NW	Lease
Friendship PCS - Woodridge (Elementary and Middle)	Former Woodridge	2959 Carlton Avenue, NE	Sold
IDEA (Integrated Design & Electronic Academy) PCS	Former Carver	1027 45th Street, NE	Sold
Ingenuity Prep PCS	Former P.R. Harris	4600 Livingston Road, SE	Co-located with National Collegiate Preparatory PCHS, incubator lease
Inspired Teaching Demonstration PCS	Former Shaed	200 Douglas Street, NE	Co-located with Lee Montessori PCS, lease

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			through competitive process
Kingsman Academy PCS	Former Kingsman	1375 E Street, NE	Sold
KIPP DC - AIM Academy PCS, Discover Academy PCS, Heights Academy PCS	Former Douglass	2600 Douglass Road, SE	Ground lease through competitive process
KIPP DC - Arts & Technology Academy PCS, Valor Academy PCS, and Quest Academy PCS	Former Richardson	5300 Blaine Street, NE	Sold
KIPP DC - College Preparatory PCS	Former Hamilton	1405 Brentwood Parkway, NE	Ground lease
KIPP DC - Connect Academy PCS, Spring Academy PCS, Northeast Academy PCS	Former Webb	1375 Mt Olivet Road, NE	Ground lease awarded through competitive process
KIPP DC - Grow Academy PCS, LEAD Academy PCS, WILL Academy PCS	Former Montgomery	421 P Street, NW	Public private development partnership agreement
Latin American Montessori Bilingual PCS	Former Military Road School	1375 Missouri Avenue, NW	Sold
Latin American Montessori Bilingual PCS	Former Taft	1800 Perry Street, NE	Co-located with Perry Street Preparatory PCS, lease through competitive process
Lee Montessori PCS	Former Shaed	200 Douglas Street, NE	Co-located with Inspired Teaching Demonstration PCS, lease through competitive process
Mary McLeod Bethune Day Academy PCS	Former Slowe	1404 Jackson Street, NE	Lease through competitive process

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Maya Angelou PCS - High School and Young Adult Learning Center	Former Evans	5600 E Capitol Street, NE	Leased to charter school
Meridian PCS	Former Harrison	2120 13th Street, NW	Ground lease through competitive process
Monument Academy PCS	Former Gibbs	500 19th Street, NE	Co-located with Community College Preparatory Academy PCS, incubator lease through competitive process
Mundo Verde Bilingual PCS	Former J.F. Cook ES	30 P Street, NW	Leased to charter school
National Collegiate Preparatory PCHS	Former P.R. Harris	4600 Livingston Road, SE	Co-located with Ingenuity Prep PCS, incubator lease
Paul PCS - International High School and Middle School	Former Paul	5800 8th Street, NW	Leased after conversion to charter school
Perry Street Preparatory PCS	Former Taft	1800 Perry Street, NE	Co-located with Latin American Montessori Bilingual PCS, lease through competitive process
SEED Public Charter School of Washington, DC	Former Weatherless	4300 C Street, SE	Ground lease
Somerset Preparatory Academy PCS	Former MC Terrell	3301 Wheeler Road, SE	Right to occupy agreement that is renewed on an annual basis
Thurgood Marshall Academy PCS	Former Nichols Avenue School	2427 Martin Luther King Jr. Avenue, SE	Sold
Two Rivers PCS - Young	Former Young	820 26th Street, NE	Right to entry through competitive process
Washington Latin PCS (Middle and Upper Schools)	Former Rudolph	5200 2nd Street, NW	Lease through competitive process

Traditional public school facility awarded to public charter schools that plan to open in SY16-17

Public charter schools	Former traditional public school facility	Location	Disposition Process
Briya PCS and Bridges PCS	Former Mamie D. Lee	100 Gallatin Street, NE	Awarded through competitive process

Public charter schools co-locating with traditional public schools in SY15-16

Public charter school	Co-located traditional public school	Location
Achievement Preparatory Academy PCS – Elementary	Malcolm X ES at Green	1500 Mississippi Avenue, SE
AppleTree Early Learning Center PCS - Southwest	Jefferson MS	801 7th Street, SW
Briya PCS [Newton St.]	Bancroft ES	1755 Newton Street, NW

Currently, public charter schools are occupying an additional 61 buildings that are not owned by DC, often paying higher commercial real estate rents, and paying these rents to commercial landlords rather than to the DC Treasury. A full listing of these campuses:

Public charter schools in private facilities

Academy of Hope Adult PCS [Alabama Ave.]
Academy of Hope Adult PCS [Edgewood St.]
AppleTree Early Learning Center PCS - Lincoln Park
AppleTree Early Learning Center PCS - Columbia Heights
AppleTree Early Learning Center PCS - Oklahoma Avenue
AppleTree Early Learning PCS - Southeast [Douglas Knoll]
AppleTree Early Learning PCS - Southeast [Parklands]
BASIS DC PCS
Bridges PCS [Main]
Bridges PCS [Secondary]
Briya PCS [Main]
Briya PCS [Georgia Ave.]
Carlos Rosario International PCS [Harvard St.]

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Carlos Rosario International PCS [Sonia Gutierrez]
Cedar Tree Academy PCS
Center City PCS - Brightwood
Center City PCS - Capitol Hill
Center City PCS - Congress Heights
Center City PCS - Petworth
Center City PCS - Shaw
Center City PCS - Trinidad
Cesar Chavez PCS for Public Policy - Capitol Hill
Cesar Chavez PCS for Public Policy - Parkside [Middle and High Schools]
Children's Guild DC PCS
Community College Preparatory Academy PCS [Martin Luther King, Jr. Ave.]
Creative Minds International PCS
DC Prep PCS - Edgewood [Elementary School]
DC Prep PCS - Edgewood [Middle School]
DC Prep PCS Anacostia
District of Columbia International School PCS [Harvard St.]
District of Columbia International School PCS [16 th St.]
E.L. Haynes PCS - Georgia Avenue
Eagle Academy PCS - Capitol Riverfront
Early Childhood Academy PCS [Facility 1]
Early Childhood Academy PCS [Facility 2]
Elsie Whitlow Stokes Community Freedom PCS
Friendship PCS - Southeast Elementary Academy
Friendship PCS - Technology Preparatory Academy
Harmony DC PCS
Hope Community PCS – Lamond
Hope Community PCS – Tolson
Howard University Middle School of Math and Science PCS
Ideal Academy PCS
KIPP DC - KEY Academy PCS, LEAP Academy PCS, Promise Academy PCS
LAYC Career Academy PCS
Mary McLeod Bethune Day Academy PCS [16 th St.]
Meridian PCS [14 th St.]

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Potomac Preparatory PCS
Richard Wright PCS for Journalism and Media Arts
Roots PCS [Kennedy St.]
Roots PCS [North Capitol St.]
Sela PCS
Shining Stars Montessori Academy PCS
St. Coletta Special Education PCS
The Next Step/El Proximo Paso PCS
Two Rivers PCS – 4 th Street [Middle]
Two Rivers PCS – 4 th Street [Elementary]
Washington Global PCS
Washington Mathematics Science Technology PCHS
Washington Yu Ying PCS
William E. Doar, Jr. PCS for the Performing Arts
Youthbuild PCS

There are also more than 14 LEAs in need of new or additional facilities due to temporary leases, plans to expand or inadequate facilities at their current location. (See the list at Q30.) At the same time, there remain at least 11 unoccupied or underutilized city-owned buildings that would be desirable for public charter schools. By DC PCSB’s estimate there is more than 1.7 million square feet of unused DC-owned buildings that could potentially be occupied by public charter schools.

Q33. Illustrate how the PCSB coordinates with other D.C. government agencies with regard to new school openings and facilities planning. Of the newly authorized schools that opened and began operating for SY 2015-2016 please provide an update on their facilities status.

When a new school opens, DC PCSB staff provide training workshops to connect school staff to staff from Department of Health, Office of the State Superintendent of Education, Department of Transportation, Office of the Chief Technology Officer, Metropolitan Police Department, Office of Human Rights, as well as assistance with emergency response planning. These workshops help new schools prepare to apply for school nurses; be able to process DC One Cards for students to take advantage of the transit subsidy to ride the bus and metro for free during school hours; understand how to implement the requirements of the Healthy Schools Act; develop bullying prevention policies; and prepare emergency response plans for their schools. Dates and topics for the spring 2015 workshops are below. DC PCSB also compiles a resource binder with supplemental information from the workshops.

2015 workshops for new schools

- April 23rd, 1:30 – 2:30 PM – Sarah Medway (Charter Reviews and Renewals)
- April 28th, 9:00 AM – 12:30 PM – Audrey Williams (School Health and Safety)
- May 14th, 9:30 AM – 12:30 PM – Avni Patel (Special Education)
- May 21st, 1:30 – 3:00 PM – Erin Kupferberg (PMF)

To complement these workshops, DC PCSB met with each new school on a monthly basis to ensure schools met all of their charter approval conditions and had an executed charter agreement. After the charter agreement was finalized, DC PCSB conducted a Pre-Open Site visit of each facility.

DC PCSB coordinates closely with the DME around facilities, both in the hopes of securing a public facility for the school (almost never achieved), and to ensure that a school’s ultimate location is known across the DC government. Facilities for the four new LEAs opening in SY15-16 are listed in the table below.

Public charter LEA	Address	Type of facility	Lease or own?
Children's Guild DC PCS	2146 24th Place, NE	Commercial	Lease
Kingsman Academy PCS	1375 E Street, NE	Former traditional public school: Kingsman	Own
Monument Academy PCS	500 19th Street, NE	Former traditional public school: Gibbs	Lease
Washington Global PCS	525 School St. SW	Commercial	Lease

In addition to working closely with new schools, DC PCSB has completed an analysis of public charter school supply, demand, and planned expansion that is available to inform applications for prospective charter schools. DC PCSB also administered its first comprehensive survey of public charter school facility needs and conditions, and regularly shares facilities information (such as new sites, program capacity, and building IDs) with DME through monthly meetings and ongoing requests.

Q34. Provide an update on the PCSB's work with the Chief Librarian on bulk-buying options for public charter schools in addition to school library services and resources.

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

Q35. Explain any emergency response procedures in place for the PCSB; in addition, explain the emergency response planning for PCS as it relates to on-campus emergencies. Discuss how PCSB receives information from district agencies to help guide emergency response activities and resource support requests. Provide a narrative response to how the PCSB ensures schools are implementing the required safety plans, drills, and policies.

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

Medical Emergency/ Procedures:

- Employees are to call 311 (Fire, Paramedics, Ambulance)
- Employees are to notify their supervisor and Finance, Operations and Strategic Initiatives Team (FOSI) of the emergency.
- Employees are to complete an incident report of the emergency within 24 hours and submit to the FOSI team

Fire Evacuation/Emergency, Building Alarms Procedures

In the event of fire, or the smell of smoke or gas, evacuate the building quickly and calmly. Employees should use stairwells – do not use elevators

- Employees should evacuate the building immediately at the sound of an alarm. Evacuation should be made via the nearest safe exit.
- Employees should evacuate to the front/back door, whichever exit is the closest to the garage/building, and stand at least 150 feet from the building.
- Once you have exited the building, under no circumstance are you allowed to re-enter a building that is in alarm. All employees and visitors are to meet at the water fountain directly across the street to wait for roll call. Once the roll call has been completed, staff

may disburse to an alternative worksite should the emergency prevent staff from re-entry to the building. The fire department will issue an all-clear to the emergency coordinator/lead after the building has been deemed secure and alarms have been restored. Employees are to return to their workstations.

- During an emergency, visitors who may not be familiar with the evacuation policy and plan must be informed of the procedures to evacuate. Special attention should be given to any persons with disabilities, especially those who are unfamiliar with the building. In the collection area, (water fountain) emergency coordinator/lead will also account for their visitors and immediately report to the Fire Department and/or Building Fire Warden of any unaccounted persons.

Bomb Threat Procedures

- Employees should remain calm and complete bomb threat checklist
- Employees are to notify their supervisor and Finance, Operations and Strategic Initiatives Team (FOSI) and 311 of the threat.
- Employees are to complete an incident report of the emergency within 24 hours and submit to the FOSI team.
- Employees are to follow the instructions of the fire and building evacuation per the recommendation of 311.

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

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

For schools that express an interest in additional support, the DC PCSB has provided access to training on how to build and maintain emergency response plans, develop and train School Emergency Response Teams (SERT), and conduct effective drills. To coordinate this effort, the PCSB has contracted with Lalik and Associates, (L&A) an organization that specializes in Emergency Planning for schools. L&A is run by Christopher Lalik, formerly of the Student Support Center, who has been working with DC charter schools on Emergency Planning since 2005. Schools have been and are being trained by L&A to use the DC Emergency Safety Alliance (ESA) portal for

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

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

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

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

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

Training for School Principals/Designee

L&A will schedule meeting times with the Principal and/or assigned staff to train them on how to effectively develop, update, revise, complete, and finalize a charter school's Emergency Response Plan using the ESA web site. L&A will provide flexible scheduling times to accommodate the often unpredictable challenges that school personnel face.

Training for School Emergency Response Team (SERT)

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

Initial Training on School Emergency Response for All School Staff

L&A assists the SERT from each campus in conducting an all staff training by providing materials, attending the meeting and helping to answer staff questions. The training includes: the need for School Emergency Response Planning and Universal Emergency Response Procedures and basics of a School Emergency Response Team (SERT) and the roles and responsibilities of team members.

Telephone/Email Support

L&A provides 2 hours of online or phone support throughout the process to all participating schools to complete Emergency Response Planning. This support can be provided in off business hours, L&A will be available from 8 a.m. through 8 p.m. Monday through Friday and by appointment on weekends if necessary.

Purchase of Emergency Response Materials

L&A will purchase Emergency Response materials required to implement an effective emergency plan, such as plan binders, classroom flip charts, and go-kits for new schools or schools that have expanded in size and have the need for more materials, if needed.

Crime Prevention Through Environmental Design (CPTED) Audits

Using a multi-disciplinary approach, these audits will improve safety by deterring criminal behavior, improving school climate, and identifying both neighborhood and school based threats. Primary areas of focus will include territorial reinforcement, natural access control, and natural surveillance. Upon audit completion, L&A will provide debrief school leadership on the audit findings and recommendations.

If schools choose not to use the ESA resources, DC PCSB and L&A will review the plans from those schools to ensure that they adequately address emergency response scenarios. Since October 2015 L&A worked with 30 charter school campuses to develop and improve their emergency response plans. L&A has also trained 20 schools on emergency plan implementation. For the remainder of this year, L&A will be working with approximately 5-10 schools each month to review and complete their plans, training on plan implementation and completing baseline drills. L&A will also be

reviewing schools plans in the ESA online portal and recommending updates and assisting schools in conducting two non-fire-related emergency response drills.

Discuss how PCSB receives information from district agencies to help guide emergency response activities and resource support requests:

DC PCSB maintains close ties to MPD's School Security division, the ESA, and the District Recovery Program. Through these agencies, DC PCSB receives regular updates regarding emergency response activities and is able to provide schools with up-to-date information, resources, and trainings.

Provide a narrative response to how the PCSB ensures schools are implementing the required safety plans, drills, and policies:

The DC PCSB works with L&A to ensure that schools are implementing the required safety plans, drills, and policies through the use of assurance letters and monitoring of the plans uploaded to the ESA website.

Charter School Authorization and Revocation

Q36. Provide an update on the on the PCSB’s community notification process when a new school is being authorized. Discuss schools that were authorized in FY15 and to date in FY16.

When applicants who wish to open a public charter school in the District of Columbia submit their application to DC PCSB, they are asked to identify in which ward or wards they wish to operate, if a facility were available. When all applications are in, DC PCSB holds a public hearing on the applications and interviews applicants on their proposals. As part of this public hearing process, Advisory Neighborhood Commissioners (ANC) who represent districts identified by the applicants as areas in which they hope to operate a public charter school are notified of the public hearing 30 business days before the hearing is held so that they may address the Board with their thoughts. Public hearings are also advertised in the DC Register, on DC PCSB's website and digital channels (e.g. Facebook, Twitter).

Additionally, DC PCSB hosted its first Twitter Town Hall to share information and answer questions about each public charter school proposal. DC PCSB staff and Board also presented information about the proposed public charter applications to three Ward education councils.

Established schools seeking an expansion or relocation are required to submit to DC PCSB a notification of their intent. Templates are made available to schools, which include questions about notification of stakeholders such as ANCs. This encourages schools to inform the ANC their intentions as well as to inform DC PCSB. DC PCSB staff will then schedule a public hearing on the expansion or relocation and send a notice to ANCs 30 business days before the public hearing is held.

Replication (existing school replicating its existing program in a new campus)

Name	Ward	Grades Served (At Capacity)	Year of Growth
DC Preparatory Academy PCS – Anacostia Elementary	8	PK3 - K (PK3 - 3)	2015-16
KIPP DC PCS – Valor Academy	7	5 - 7 (5 - 8)	2015-16
Two Rivers PCS – Young	5	PK3 - K (PK3 – 8)	2015-16
KIPP DC PCS – Arts & Technology Academy	7	PK3 - K	2014-15

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Name	Ward	Grades Served (At Capacity)	Year of Growth
KIPP DC PCS – Northeast Academy	5	5 - 8	2014-15
KIPP DC PCS – Quest Academy	7	1 - 4	2014-15
DC Preparatory Academy PCS – Benning Middle	7	4 - 7 (4 - 8)	2013-14
KIPP DC PCS – Connect Academy	5	PK3 - K	2013-14
KIPP DC PCS – Spring Academy	7	1 - 3 (1 - 4)	2013-14
KIPP DC PCS – Lead Academy	6	1 - 4	2012-13
Thurgood Marshall Academy – second campus	TBD	(9 - 12)	Approved in 2013-14 but no facility
Friendship PCS – Armstrong	5	PK3 - 5	2015-16
Friendship PCS – Online	N/A	K - 8	2015-16

Expansion (existing school serving new grades)

Name	Ward	Grades Served (At Capacity)	Year of New Campus
Creative Minds PCS (middle school)	5	PK3 - 5 (PK3 - 8)	2016-17
DC International (middle and high school)	1	6 - 8 (6 - 12)	2014-15
Achievement Preparatory PCS – Elementary	8	PK3 - 3	2013-14
Paul PCS – International High School	4	9 - 12	2013-14
Maya Angelou PCS – Young Adult Learning Center	7	Adult	2012-13

Experienced Operators (replicating program operating in another jurisdiction)

Name	Ward	Grades Served	Year Opened
Rocketship (CA)	TBD	PK3 – 2 (PK3 – 5)	2016-17

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Name	Ward	Grades Served	Year Opened
Breakthrough Montessori	TBD	(PK3 - K)	2016-17 (pending full approval)
Goodwill Excel (IN)	TBD	(9 - 12)	2016-17 (pending full approval)
Children's Guild DC PCS (MD)	5	K - 8 (K - 12)	2015-16
Democracy Prep Congress Heights PCS (NY)	8	PK3 - 7 (PK3 - 8)	2014-15
Harmony DC PCS (TX)	5	K - 6 (K - 8)	2014-15
Somerset Preparatory Academy PCS (FL)	8	6 - 10 (6 - 12)	2013-14
BASIS DC PCS (AZ)	2	5 - 12	2012-13
DC Scholars PCS (PA)	7	PK3 - 7 (PK3 - 8)	2012-13

New Schools

Name	Ward	Grades Served	Year Opened
Washington Leadership Academy	TBD	(9 - 12)	2016-17 (pending full approval)
Kingsman Academy PCS	6	6 - 12	2015-16
Monument Academy PCS	6	5 - 6 (5 - 8)	2015-16
Washington Global PCS	6	6 - 8	2015-16
Academy of Hope Adult PCS	5, 8	Adult	2014-15
Lee Montessori PCS	5	PK3 - 3 (PK3 - 6)	2014-15
Community College Preparatory Academy PCS	8	Adult	2013-14
Ingenuity Prep PCS	8	PK3 - 2 (PK3 - 8)	2013-14
Sela PCS	4	PK3 - 3 (PK3 - 8)	2013-14
Creative Minds PCS	5	PK3 - 5 (PK3 - 8)	2012-13
LAYC Career Academy PCS	1	Adult	2012-13

No schools have been authorized to date in FY16.

In the “2016 Application Guidelines for New Charter Schools”, applicants are directed to make a compelling case for a need for their school, identifying a “target population” for the potential school and demonstrating how the needs of these students are not currently being met. The application also requires a “demographic analysis”, including a listing of similar charter, traditional public, and independent schools. The application guidelines also describe the criteria by which applicants will be evaluated, including “(1) Demonstrated need for the school: the applicant makes a compelling the case for why the school fills an unmet need in the Washington, DC, educational landscape.” DC PCSB plans to continue this process of considering need as charter applications are reviewed and approved for all future application review cycles.

When a school is approved to open or expand they often face difficulty in securing a facility. While DC PCSB would like to work towards more thoughtful placements of schools, this can often be difficult in an environment where school facilities are scarce, the city has shown great reluctance to lease unused public buildings, and schools have few options when deciding between facilities. DC

PCSB is collaborating with the DME and DCPS to examine data and student location maps to jointly identify locations and programmatic focuses of greatest need in the city.

While this data examination would likely include the consideration of current schools among other factors, DC PCSB does not necessarily consider a new school opening near an existing school serving the same grade levels as a negative characteristic. While the two schools will surely compete, this competition could be beneficial to ensure continued rising standards of school quality. The location of a cluster of nearby schools can also facilitate transportation for an increased number of students and the location of other related and community services.

What is a larger source of concern is the dearth of high quality seats in many of the city's neighborhoods. DC PCSB would very much like to work in partnership with the city to attract schools to locate in these neighborhoods. However, facilities must be made available for these efforts to bear fruit. DC PCSB estimates that the city still has over 1.7 million square feet of unutilized school buildings that it could make available to public charter schools.

Q37. How many charter school applications did PCSB receive in FY15 and FY16 to date? How many of those that applied were given conditional approval to open? Provide a status update on the general operation and administration of the schools that began operation in FY15.

In FY15, DC PCSB received seven charter school applications:

1. Kingsman Academy: conditionally approved
2. Phillips: denied
3. Breakthrough Montessori: conditionally approved
4. Fostering Scholars: rescinded
5. Goodwill Excel Center: conditionally approved
6. Sustainable Futures: denied
7. Washington Leadership Academy: conditionally approved

In FY16 to date, DC PCSB has received one charter school application:

1. Pathways in Education – DC: rescinded

Schools that began operation in FY 15:

1. Democracy Prep PCS
2. Academy of Hope PCS
3. Harmony DC PCS
4. Lee Montessori PCS

Schools that began operation in FY16:

1. Kingsman PCS
2. Monument PCS
3. Washington Global PCS
4. Children's Guild PCS

All four schools that opened in FY 2015 are fully operating pursuant to their charter agreements. One of these schools faced several challenges during their first year of operation particularly around student behavior and classroom management. Multiple members of DC PCSB's staff and board identified these challenges early on and met with members of the school's leadership team to discuss targeted improvements that needed to be put in place. As a result, DC PCSB's staff members visited the school throughout the year and obtained frequent updates from the leadership on progress towards improvement, which has been substantial. DC PCSB is taking the same approach with the schools that opened in FY16 to make sure that the first year runs as smoothly as possible.

Generally, DC PCSB worked collaboratively with these schools to ensure the Office of the State Superintendent for Education ("OSSE") and any other affiliated government agencies were alerted to any concerns raised during their first year of operation in efforts to provide targeted support as soon as learning of issues. Rapid growth continues to be an issue facing some new schools and DC PCSB has responded by discouraging rapid growth with schools opening in 2016-17 and sharing potential challenges they may face.

Q38. Describe the PCSB's process and timeline for charter renewal. Please illustrate how the agency communicated in FY15 and FY16 to date, with the school, its trustees, and parents before making its recommendation. Additionally, please describe in what ways the board encourages charter school restart options or collaborations with charter operators during this process.

The SRA gives DC PCSB the authority to grant a charter to a local 501(c)3 for 15 years and requires a high stakes review at least once every five years. The review processes are similar at the 5- and 10-year high stakes reviews as with the 15-year charter renewal review with some key exceptions: first, for a school that has not met its goals, charter revocation is at the discretion of the DC PCSB Board at the 5- and 10-year reviews; at the 15-year review non-renewal is mandatory for school who have failed to meet one or more of their goals. Second, after a 5- and 10-year review the school retains its existing charter. After a charter renewal at 15 years the school and DC PCSB negotiate a new charter and charter agreement. Please see attachment Q38 for a charter review and renewal schedule.

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The following table outline’s DC PCSB process and timeline for charter renewal. Per the SRA, a school may submit an application to renew its charter any time between 365 and 120 days before its charter expires. DC PCSB requests that schools submit their renewal applications in October of its fifteenth year in operation in order for school leaders and DC PCSB to inform families of the renewal decision prior to the 2014-15 enrollment season and MySchool DC deadlines, giving families time to make informed school decisions.

Action Item	Description	Date
Part 1: Charter Renewal Determination		
Renewal Process Overview	DC PCSB invites school leaders and board members to the DC PCSB offices to discuss the renewal process.	Spring of the school’s 14th year in operation
DC PCSB meets with each school eligible to apply for renewal	DC PCSB staff meets with each school to discuss the school’s renewal, including the school’s goals and student academic achievement expectations.	Summer before the school’s 15th year in operation
DC PCSB conducts Qualitative Site Reviews (“QSRs”)	DC PCSB conducts a QSR review at each campus of a school applying for renewal to gather qualitative evidence about the extent to which a school is meeting its mission, goals, and student academic achievement expectations. Staff will issue a QSR report specific to each campus to document its qualitative findings, which will be incorporated into the renewal report.	Any time two years before the school’s charter expires
Schools submit renewal applications	The SRA allows schools to submit their charter application between 365 and 120 days before the expiration of their charter.	October in the school’s fifteenth year in operation
DC PCSB informs the school of its right to an informal renewal hearing before the DC PCSB	The SRA affords schools applying for charter renewal an opportunity for an informal, public renewal hearing before the DC PCSB Board.	DC PCSB must send this notice not later than 15 days after

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Action Item	Description	Date
<p>Board, and the school elects whether to request this hearing</p>	<p>Per the SRA, DC PCSB must inform the school of its right to an informal hearing no later than 15 days after the school submits its renewal application, and schools must elect whether to request such a hearing within 15 days of receiving this notice.</p>	<p>receipt of a school's renewal application.</p> <p>The school must request a hearing within 15 days of receiving this notice.</p>
<p>DC PCSB staff provides a draft copy of its preliminary charter renewal analysis to the school</p>	<p>DC PCSB's preliminary charter renewal analysis includes a staff assessment of the school's academic performance, legal compliance, and fiscal management, as well as a recommendation to the DC PCSB Board regarding whether it should renew the school's charter.</p> <p>DC PCSB shares its preliminary analysis with the school to allow the school an opportunity to respond to the report in writing to correct any inadvertent substantive factual errors, and to determine whether or not it would like a public hearing.</p>	<p>Contemporaneous with the notice of right to a renewal hearing, or soon thereafter</p>
<p>DC PCSB Board conducts informal renewal hearing (if requested)</p>	<p>The DC PCSB Board will conduct the informal hearing.</p>	<p>DC PCSB Board must hold the informal hearing no later than 30 days after the school requests it.</p>

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

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Action Item	Description	Date
school's updated charter and/or charter agreement	any questions the DC PCSB Board may have.	preceding the expiration of the school's charter

DC PCSB Communication with Schools, Trustees, and Parents

DC PCSB maintains contact with schools – including their staff and boards – throughout their renewal process. Each school is guided through this process through one-on-one meetings with DC PCSB staff. The schools' primary point of contact is the Charter Agreement Specialist, who is responsible for drafting DC PCSB's charter renewal report. The Charter Agreement Specialist works with the school to ensure the school understands the charter renewal process and that the charter renewal application is complete, inclusive of all applicable data submissions.

School parents, families, and community members are notified of the school's renewal application, the findings in DC PCSB's preliminary charter renewal report, and opportunities for public comment on DC PCSB's renewal decision by participating at a board meeting's public comment period or by submitting public comment to DC PCSB prior to the vote. If the school requests an informal renewal hearing, DC PCSB notifies the public of the renewal hearing in the DC Register and through the website and other electronic media. If the DC PCSB staff recommendation is for charter non-renewal, DC PCSB notifies the Advisory Neighborhood Commission where the school is located to solicit community feedback.

Opportunities for Restarts or Takeovers

In the years leading up to charter renewal, the DC PCSB Board and staff conduct regular meetings with academically or financially struggling schools to discuss the possibilities of closure. During these discussions, DC PCSB also discusses how a school may want to consider conducting an internal turnaround, in which the school's leadership and many board members are removed and replaced by a new leadership team, or a charter take-over, in which the charter is acquired by another charter LEA. Approved experienced operators from other states, as well as DC charter schools consistently achieving Tier 1 status on the PMF, are eligible to take over existing struggling schools.

In school year 2014-15, DC PCSB, in collaboration with DME and city agencies, managed the most successful charter acquisition to date. Community Academy Public Charter School had its charter revoked due to fiscal mismanagement and its campuses were divided among three LEAs: DCPS took over one campus and its students, Friendship PCS took over another campus as well as its on-line

campus, and DC Bilingual PCS the fourth. All students attending CAPCS were given the right of first offer at one of these three LEAs.

At the same time, Kingsman PCS took over Options PCS, a school that also closed due to fiscal mismanagement.

Three schools underwent a takeover from school year 2012-13 and 2013-14:

- Achievement Preparatory Academy PCS, a middle school that achieved Tier 1 status each year since the PMF was first published in 2011, expanded to serve kindergarten through fourth grade students, and took over operations of Septima Clark PCS, an academically struggling school;
- KIPP PCS, which operates multiple high performing campuses throughout DC, took over operations of Arts and Technology Academy PCS (“ATA PCS”) upon the DC PCSB Board’s vote to deny the renewal application of ATA PCS; and
- Democracy Prep PCS, a high-performing network of charter schools originally based in New York City, was approved through DC PCSB’s experienced operator application and took over operations of Imagine Southeast PCS (“Imagine SE PCS”), after the DC PCSB Board voted to revoke the charter of Imagine SE PCS for not meeting its goals and academic achievement expectations.

Several schools have embarked on ambitious school improvement efforts. IDEA PCS, a high school located in Ward 7, was placed on probationary status by Mayor Gray as a result of DC PCSB’s 2012-13 denial of its renewal application. The school successfully executed a turnaround and based on its strong academic performance was released from its probationary status one year early. Schools in the midst of ambitious school improvement efforts currently include Perry Street Prep PCS, Youthbuild PCS, and William E Doar Jr. PCS.

Q39. How many public charter schools were closed in FY15 and how many schools are slated for closure or revocation in FY16, to date?

- **List the name of each school and a narrative description of the reason for closure and/or revocation.**

Seven public charter school campuses were closed in FY15:

- Community Academy PCS Amos 1
- Community Academy PCS Amos 2
- Community Academy PCS Amos 5
- Community Academy PCS Online
- Options PCS
- Perry Street Preparatory - PCS (High School)
- Tree of Life PCS

The DC PCSB Board has voted to initiate the revocation process for one school to date in FY16, Potomac Prep PCS. This process is underway at the time of this writing.

School Closures in FY15

Community Academy PCS	CAPCS PCS was closed due to a pattern of fiscal mismanagement.
Options PCS	Options PCS was closed due to a pattern of fiscal mismanagement.
Perry Street PCS - High School Campus	Perry Street PCS’s high school did not meet their charter goals and student achievement expectations at the 15-year renewal in school year 2013-14.
Tree of Life PCS	Tree of Life PCS was closed due to not meeting their charter goals and student achievement expectations at their 15-year renewal.

Potential School Closure for FY16

Potomac Prep PCS	At this time, the DC PCSB Board has not yet voted to revoke the charter of any charter school. However, on December 14, 2015, after a recommendation from the DC PCSB staff, the DC PCSB Board voted to initiate the
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	<p>revocation of Potomac Prep PCS's charter. Staff made this recommendation because the school failed to meet its goals and academic achievement expectations as outlined in its amended charter. DC PCSB staff first recommended that the DC PCSB Board revoke the school's charter in December 2014 because the school missed 17 of its 20 goals at its 10-year charter review. At that time, the school asserted that a turnaround was underway and asked for additional time. The Board voted to not revoke the school's charter and to amend Potomac Prep PCS's charter to include negotiated targets that the school would need to meet at the end of the school year and beyond. Per the agreement, if the school did not meet the targets at the end of the school year, the school would relinquish its charter. Potomac Prep PCS did not meet its targets for SY2014-15, but did not relinquish its charter, in accordance with the amended charter nor in response to DC PCSB's request. As such, the DC PCSB initiated revocation of the school's charter for its failure to meet its goals and academic achievement expectations. The Board vote is pending further review.</p>
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- Q40. PCSB developed its Performance Management Framework to outline the process by which it evaluates the performance of charter schools. Provide the following information regarding the Performance Management Framework for school year 2014-2015:**
- **The indicators used to determine the tier level for each school;**
 - **The number of schools in each Tier;**
 - **How the PCSB will support schools to help them advance from Tier 2 and Tier 3 to Tier 1; and**
 - **How the PMF tiers correlate with the State Report Card.**

Note: The adult education framework is discussed in more detail in Question 42.

The indicators used to determine the tier level for each school

In 2014-15, DC PCSB approved one framework for all schools serving any combination of grades PK through 8. However, due to this new combined framework and the introduction of a new state assessment for grades 3-8, the schools were not scored or tiered for 2014-15, though they will be in 2015-16 and beyond. The weights of each indicator depend on the grades served at the school.

The high school framework was also not scored or tiered due to the lack of a valid and reliable growth measure for school year 2014-15.

The number of schools in each Tier

Due to the change in the state assessment, DC PCSB approved a hold harmless policy to not score or tier any early childhood, elementary, middle or high school campuses. DC PCSB released the data on the individual measures in January 2016 without scores or tiers. The information can be found on the DC PCSB website at <http://www.dcpsb.org/2015-school-profiles-and-pmf-tiers>.

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

Since there are no tiers assigned this year to the 2014-15 EC/ES/MS or HS PMF, DC PCSB will not specifically support schools who are in Tier 3 to advance to Tier 2 or higher. For the three adult education schools in Tier 3, DC PCSB is working on better data management and data tracking. It is also working closely with the task force to align business rules and practices to ensure that all schools can benefit from each other's strengths in data management. As this was the first year of the new GED exam, many schools had low passage rates and they are working to align their curricula with the new assessment, which is based on Common Core State Standards (CCSS). DC PCSB uses part of its quarterly charter leaders meeting to focus on

areas of interest for adult education schools. One Tier 2 school has engaged with a turnaround expert.

DC PCSB supports all low performing schools, regardless of Tier, in the following three ways.

a. Board-to-Board meetings

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

b. Qualitative Site Reviews

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

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

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

A sample of DC PCSB's QSR reports for 2015 can be found in attachment *Q40 A, Q40 B, Q40 C and Q40 D*.

c. Charter Reviews

DC PCSB is required to review each DC charter schools' performance at least once every five years. This review includes an assessment of a school's academic, legal, and fiscal performance. Generally, DC PCSB conducts such charter reviews during a school's fifth and tenth year of operation, and may perform additional reviews of schools outside of this schedule. DC PCSB may also conduct a charter review if a school:

- is identified as a Tier 3 school on the Performance Management Framework; and/or
- is identified as a Priority or Focus school by the Office of the State Superintendent of Education.

How the PMF tiers correlate with the State Report Card.

Historically, DC PCSB's PMF tiers only loosely correlated with OSSE's recognition system, developed as part of the District's Elementary and Secondary Education Act (ESEA) Waiver. Under the newly passed Every Student Succeeds Act, the ESEA Waiver is being phased out and DC has the opportunity to develop a new, and better, statewide accountability system. DC PCSB looks forward to working with OSSE and the DME on this important project.

Q41. How does the PCSB communicate to operators of Tier 3 schools that their performance is unacceptable? Provide a narrative description of that process and a list of Tier 3 schools that the PCSB is currently working with to implement performance improvement plans as well as copies of any such performance improvement plans for FY15 and FY16 to date.

The table below shows the list of the Tier 3 schools as identified by the 2014 Performance Management Frameworks. Note that schools were not Tiered in school year 2014-15 per DC PCSB's Hold Harmless Policy (see attachment *Q41 A*) for school year 2014-15, "DC PCSB will not score or tier the EC/ES/MS or HS PMF for the 2014-15 PMF. The school's performance on each measure will be displayed separately without percentages of total points."

DC PCSB does not mandate that low-performing schools implement performance plans. Instead, DC PCSB measures schools on outputs and will place baseline targets for schools to meet or exceed each year after the school was deemed low performing. The process is initiated after DC PCSB determines that the school is not meeting all of its goals and academic achievement expectations.

Communication begins well before a school falls into Tier 3 or undergoes a charter review. When a school is dropping in performance, DC PCSB will request a "board to board" meeting with the school's board leadership and senior staff. The purpose of this meeting is to discuss the school's performance and trajectory and possible plans for improvements. These meetings serve as an early warning and are done in time for a school to conduct an internal turnaround prior to a high stakes review.

All schools that have been closed for low academic performance had had at least one board-to-board meeting and some many more. In schools facing five or ten-year review are often given charter continuance with conditions. Conditions are often a set of academic targets that the school must meet each year until it is a mid-performing school. Examples of schools with conditions can be seen on the following page:

Achievement Prep PCS

- The school must submit outstanding Determination and Findings forms.

Capital City PCS

- The school must renegotiate its goals and academic achievement expectations.

Cedar Tree PCS

- DC PCSB will consider an expansion amendment if the school meets its goals and academic achievement expectations for three years.

Center City

- Center City-Congress Heights must improve its performance to a level equal to that of the LEA.

Eagle Academy PCS

- If Eagle Academy's 2014- 15 DC-CAS performances is below the state average, DC PCSB will conduct another charter review of the school in 2015-16.

Early Childhood Academy PCS

- If the school's third grade reading and math proficiency remains below the state average, DC PCSB may opt to conduct another review before the school applies for renewal.

IDEA PCS

- DC PCSB is concerned with high withdraw and suspension rates and will monitor closely in the coming years.
- It is imperative that IDEA PCS' fiscal position improve over the next two fiscal years so that the school remains economically viable.

Maya Angelou PCS- Evans High School

Develop an action plan for its high school campus resulting in improved results in the following areas:

- Increase its academic growth and reading.
- Increase its academic growth in math.
- Increase its graduation rates.
- Decrease its suspensions.
- Decrease its expulsion rates.
- Increase its graduates' college persistence and employment rates.

- Majority of students in Evans High School YALC will grow academically and students enrolled in MAPCS for multiple years will progress academically as they advance.

Mary McLeod Bethune PCS

- School must gain accreditation prior to start of the 2015- 16 school year.
- If school's reading and math proficiency remains below the state average, DC PCSB will conduct another charter review of the school in school year 2016-17.

National Collegiate PCS

- The school's economic viability is weak, particularly its net asset condition and liquidity. DC PCSB is legally required to monitor.

Paul PCS

- School must conduct a QAR and develop an Action Plan.
- School must become an independent LEA for special education programming.
- School must remain in full compliance with procurement contracts.

Richard Wright PCS

School must complete the process of becoming an independent LEA by

- Completing a QAR in spring 2016.
- Develop and implement a plan to ensure a smooth transition for SY2016-17 by February 1, 2016.
- School must submit outstanding determination and findings forms.
- Should the school earn a PMF score below 45 in any two years between 2015-16 and 2020-21, it will be subject to charter revocation.

Roots PCS

- The school will adopt new, specific goals about special education compliance.
- The school will adopt math goals related to growth and achievement, at the elementary, middle school, and early childhood levels.

Shining Stars PCS

- School must undergo another QSR before Spring 2017. If less than 50% are not Proficient or Distinguished, DC PCSB staff may recommend an immediate review.

St. Coletta

- School must segregate its financial statements.

- School must report management fee separately from operational expenditures.
- School must comply with the SRA procurement contract policy.

William E. Doar Jr. PCS

The school must hit the following benchmarks:

- 2013-14: Within one point of 42%
- 2014-15: Within one point of 47%
- 2015-16 to 2017-18: 45%

Youthbuild PCS

- School must implement the Corrective Action Plan it developed.
- School must conduct a QAR in Fall 2015 and develop a plan to transition as an independent LEA by SY2016-17.
- Obtain accreditation by the end of SY2015-16.

Board to Board Meetings.

PCSB has open and honest conversations with the school boards of Tier 3 schools around the steps needed for the school to improve. In many cases, these conversations happen prior to the school reaching Tier 3 status (as with Tier 2 schools that are on a downward trajectory, such as Potomac Prep PCS) so that school boards recognize the critical need for fundamental turnaround. These meetings, which are followed up in writing, typically involve two members of the DC PCSB board and the board leadership of the school in question. DC PCSB board members highlight the school's low performance and focus the school board's attention on the need to improve the school and the consequences, which could ultimately lead to school closure. DC PCSB generally does not demand specific performance improvement plans. The steps the school takes to improve the school are for the school board and leadership to decide; DC PCSB is not a school district but an authorizer. DC PCSB has found that these board to board meetings have led to substantial changes at many but not all schools, including decisions to replace senior leadership, substantial turnaround plans put in place, or decision to close specific campuses or grade levels. A sample of this letter can be found in Exhibit *Q41 B*.

School Stat

DC PCSB has continued its School Stat practice during its School Performance Department (“SPD”) meetings. Once a month, the SPD staff from the three teams: finance, equity, and academic accountability, focus on school performance issues and highlight concerns that may be brought up at Board to Board meetings. This is yet another way that DC PCSB supports school improvement at Tier 3 schools.

Critical Complaint Urgent Response Team

This year, DC PCSB has a structured process for visiting schools about which DC PCSB is concerned called the Critical Compliant Urgent Response Team or CCURT. Concerns may arise for a variety of reasons, including community complaints, poor site visits, or low non-academic data. Staff conducts an unscheduled visit and determines whether a follow-up visit or a series of visits is needed. If there are no further concerns, the process ends after the initial visit. If concerns persist, senior staff may visit the school to determine next steps which may include a visit to the school by DC PCSB leadership or board members, a Board to Board meeting, a Notice of Concern, or a high-stakes review. These CCURT visits may happen well before the school falls into Tier 3 status, giving both DC PCSB and the school more information to support improvement.

Performance Management Framework and Qualitative Site Reviews

DC PCSB believes that it gives schools the autonomy to make critical improvements. Rather than tell schools how to improve, DC PCSB uses the Performance Management Framework along with its Qualitative Site Reviews (QSR) to identify areas of growth for schools. Tier 3 schools receive a comprehensive QSR enabling DC PCSB to identify key areas of growth. Using Charlotte Danielson's *Framework for Teaching* rubric for classroom observations, DC PCSB staff and consultants evaluate the quality of two domains; Classroom Environment and Instruction. DC PCSB staff along with consultants trained extensively in the use of the rubric observe schools' instructional staff and rate teachers on a scale of below basic to distinguished in each of the eight elements within the two domains. In addition to classroom observations, the QSR also includes observations on the school's mission, goals and a board meeting.

At the conclusion of the QSR, the DC PCSB lead gathers data from all review participants and produces a report which details the areas of strength and the areas of growth for a school. After the team completes the review, the DC PCSB lead also has a conversation with school leadership to provide feedback around these areas of strength and growth. The use of the same rubric in all QSRs enables school leaders to see change over time, identifying the areas where the school has improved and the areas that require further support from school leadership.

Conditional Continuance Agreements

Recognizing the need for drastic turnaround if a Tier 3 school is to remain open, some schools choose to enter into turnaround agreements prior to their formal charter review by DC PCSB or as a condition of continuance during a high stakes review. Probation agreements set out clear deliverables and outcomes for schools, and real consequences if the school does not meet these deliverables. These agreements may indicate the possibility of charter revocation if the school fails to meet the benchmarks set forth in the agreement, as is the case with Potomac Preparatory PCS. Please see attachment *Q41 C* for information about the school's Conditional Continuance Agreement targets.

- Q42. Provide a detailed discussion about the new Performance Management Framework for charter schools serving adult populations, including:**
- A brief description of each school;
 - How schools were tiered;
 - Plans being taken by PCSB and the individual schools to improve the Tier scores;
 - A brief narrative about the populations that are served in these particular schools and makes them different from traditional Pre-K3 through 12th grade PCSs.

Brief Description of Each Adult Education Public Charter School

					Programs and Services Offered		
School	Ward(s)	First year of operation as a public charter school	Ages Served	Enrollment (SY 2014-15)	Secondary Credential Programs	Career and Technical Education Programs	Additional Services
Academy of Hope Adult PCS	5 & 8	2014-15	18 & up	256	<ul style="list-style-type: none"> ▪ GED ▪ National External Diploma Program (NEDP) 	<ul style="list-style-type: none"> ▪ Information technology ▪ Computer training 	<ul style="list-style-type: none"> ▪ Career assessment and planning ▪ Dual enrollment
Briya PCS	1 & 4	2006-07	16 & up	492	<ul style="list-style-type: none"> ▪ NEDP 	<ul style="list-style-type: none"> ▪ Child development associate ▪ Medical assistant 	<ul style="list-style-type: none"> ▪ Family literacy ▪ Parenting classes ▪ Pre-kindergarten program
Carlos Rosario International PCS	1 & 5	1998-99	16 & up	1973	<ul style="list-style-type: none"> ▪ GED 	<ul style="list-style-type: none"> ▪ Computer support specialist ▪ Culinary arts ▪ Nurse's aide 	<ul style="list-style-type: none"> ▪ Counseling ▪ Citizenship ▪ Job counseling and placement ▪ Life skills training ▪ Referrals for childcare and healthcare
Community College Preparatory	6 & 8	2013-14	18 & up	273	<ul style="list-style-type: none"> ▪ GED 	<ul style="list-style-type: none"> ▪ Automotive technology 	<ul style="list-style-type: none"> ▪ Dual enrollment

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Academy PCS						<ul style="list-style-type: none"> ▪ Customer service training ▪ Information technology ▪ Heating, ventilation, and air conditioning (HVAC) 	<ul style="list-style-type: none"> ▪ Life skills seminars ▪ Writing and math workshops
Latin American Youth Center Career Academy PCS	1	2012-13	16-24	190	<ul style="list-style-type: none"> ▪ GED 	<ul style="list-style-type: none"> ▪ Health services ▪ Information technology 	<ul style="list-style-type: none"> ▪ College and career counseling ▪ Crisis intervention ▪ Dual enrollment ▪ Transportation assistance
Maya Angelou PCS – Young Adult Learning Center	7	2012-13	17-24	147	<ul style="list-style-type: none"> ▪ GED 	<ul style="list-style-type: none"> ▪ Construction ▪ Culinary arts 	<ul style="list-style-type: none"> ▪ Counseling ▪ Youth development supports
The Next Step/El Próximo Paso PCS	1	1998-99	16-24	363	<ul style="list-style-type: none"> ▪ GED 	N/A	<ul style="list-style-type: none"> ▪ Dual enrollment ▪ Referrals for childcare, healthcare, housing assistance, etc. ▪ Transportation assistance
YouthBuild PCS	1	2005-06	16-24	112	<ul style="list-style-type: none"> ▪ GED 	<ul style="list-style-type: none"> ▪ Child Development Associate ▪ Construction ▪ Information technology 	<ul style="list-style-type: none"> ▪ Dual enrollment ▪ Internships ▪ Job counseling ▪ Mentoring program

Adult Education Performance Management Framework (AE PMF) Tiers

Adult education public charter schools fall into one of three tiers based on their performance on four indicators.

Tier 1 – High performing (at least 65.0% in all indicators)

Tier 2 – Mid performing (at least 35.0% in all indicators)

Tier 3 – Low performing (34.9% or below in any indicator)

There are four indicators on the AE PMF that contribute to tiers:

- **Student Progress:** This indicator captures learning gains of students taking part in either adult basic education (ABE) or English as a second language (ESL) programs. Student progress is measured by tests that are valid and reliable for adults and disengaged youth.
- **Student Achievement:** This indicator reflects the rate of students who completed a program of study and earned a secondary credential. In most cases this refers to students earning a General Education Development (GED) credential or the National External Diploma Program (NEDP).
- **College and Career Readiness:** This indicator captures whether students who exit an adult education school are employed or enroll in a postsecondary degree or certification program.
- **Leading Indicators:** This indicator captures the school’s attendance rates for its enrolled students and the rate at which it is retaining students at the school.

Schools optionally share data on fifth indicator, Mission Specific Goals, which is displayed on the AE PMF but not included in the tier. Mission Specific Goals show schools’ performance on aspects of their programs not otherwise captured in the AE PMF.

Tiering

The adult education campuses were tiered for the first time in 2015. One campus, Academy of Hope PCS, was in its first year of operation and per DC PCSB’s policy was not tiered.

Total Number of Adult Education Campuses (2015)	8
Total Number of Tiered Campuses	7
Total Number of Tier 1 Campuses	2
Total Number of Tier 2 Campuses	2
Total Number of Tier 3 Campuses	3

PCSB Support for Tier 3 Adult Public Charter Schools and School's Plans for Improvement

DC PCSB will conduct a qualitative site review (QSR) for Tier 3 schools to assess the classroom environment and instruction at the school as well as alignment to the Common Core State Standards and the new GED. DC PCSB's staff and board will engage with the leadership at each Tier 3 school by meeting the school's board members to discuss the school's strategies to improve academic performance and student outcomes. Additionally, DC PCSB is working on partnerships with other agencies and organizations to ease the burden of data collection on schools for the AE PMF, particularly with regard to following up on the employment outcomes of students when they leave adult education public charter schools.

Adult education public charter schools are providing professional development to staff on the Common Core State Standards and aligning their curriculum and materials to the new GED assessment. Schools are also hiring staff to follow up on the employment and postsecondary outcomes of students when they exit the program. In addition, schools are strengthening their data collection systems to ensure that they are able to accurately capture the outcomes of all of their students.

Populations Served in Adult Education Public Charter Schools

Students served in the eight adult education public charter schools are age 16 and up with over 60% of students older than age 24. There are two types of adult education schools, those that target disengaged youth ages 16-24 and those that target older adults who are returning to school to earn an industry recognized certificate, learn the English language, or earn a GED or NEDP. While schools must accept every student who applies, the following schools target disengaged youth: LAYC Career Academy PCS, Maya Angelou PCS—Young Adult Learning Center, The Next Step PCS, and YouthBuild PCS. The majority of students attending these schools are overage and under-credited, many of whom are working toward a secondary credential. They have been unsuccessful in traditional schools or are recent immigrants. The remaining schools, Academy of Hope PCS, Briya PCS, Carlos Rosario PCS, and Community College Prep PCS, target older students. A vast majority of these students are English language learners trying to improve their English skills to better prepare them for the workforce or adults who never completed high school and have low literacy skills. In both types of adult education schools, literacy levels range from early elementary to upper secondary. Some students have secondary credentials and are working on certifications to get jobs or qualify for better positions within their current employment and many students in the adult public charters are parents and also work to support their households.

General Questions

Q43. Provide the names, brief bios, and terms of appointment for all members of the DC Public Charter School Board. How many board positions are currently vacant? For each vacancy, please give the dates that the position has been vacant.

Name	Bio	Terms of Appointment
Darren Woodruff, Ph.D.	<p>Darren Woodruff, Ph.D. is Chair of the Public Charter School Board. Dr. Woodruff has long been involved in education research and policy. Currently he is the senior director of education at the DeBruce Foundation Research Institute where he focuses on the role of schools and education in transforming underserved communities. Prior to this, Dr. Woodruff worked as a principal research analyst at the American Institutes for Research where he focused on a wide range of educational topics including support for at-risk youth, special education and closing the achievement gap. Before joining AIR, Dr. Woodruff was a faculty member at the Yale Child Student Center. He also serves on the boards of other research institutions including the Walter and Theodora Daniel Education Research Fund at Howard University.</p> <p>²Per a legal memorandum dated June 25, 2014 from Councilmember David A. Catania, Dr. Woodruff served in holdover status from 2010 to 2012, when the Council confirmed him to a 4-year term expiring on February 24, 2014.</p>	<p style="text-align: center;"><i>Completing Predecessor's Term:</i> December 8, 2008 - February 24, 2010</p> <p style="text-align: center;"><i>First Term¹:</i> July 12, 2012 - February 24, 2014</p> <p style="text-align: center;"><i>Second Term:</i> July 14, 2014 - February 24, 2018</p>
Don Soifer	<p>Don Soifer is a co-founder and Executive Vice President of the Lexington Institute, a nonpartisan think-tank. There, he directs the Institute's research programs in domestic policy areas including education, energy and logistics. Mr. Soifer's education policy research has been published and discussed in many of the nation's most influential news publications and journals, and cited by the U.S. Supreme Court. He has testified before the U.S. Congress on several occasions and in official hearings of various federal and state agencies. Mr. Soifer appears regularly on</p>	<p style="text-align: center;"><i>First Term:</i> December 8, 2008 - February 24, 2012</p> <p style="text-align: center;"><i>Second Term:</i> February 25, 2012 - February 24, 2016</p>

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	television and radio programs around the country.	
Sara Mead	Sara Mead, a specialist on early childhood education and K-12 education reform, works at Bellwether Education Partners. There she works with education organizations to help them become more effective in their work and achieve dramatic results for students. Ms. Mead has researched and written extensively on education issues including federal and state education policy, charter schools, teacher effectiveness and early childhood education. Her work has been featured in numerous media outlets including The Washington Post, New York Times, Slate, and USA Today, and she has appeared on CBS and ABC News and on NPR.	<p style="text-align: center;"><i>First Term:</i> September 21, 2009 - February 24, 2013</p> <p style="text-align: center;"><i>Second Term:</i> July 18, 2013 - February 24, 2017</p>
Rick Cruz	Rick Cruz is currently a member of the FSG Leadership Group, where he co-leads the Education & Youth Practice that helps nonprofits in the education space. Previously, he served as the Chief Executive Officer of DC Prep Public Charter School, which focuses on student academic achievement, character education and high school and college readiness. On a national level, Mr. Cruz held senior level positions at the Network for Teaching Entrepreneurship and Teach for America. Outside of education, Mr. Cruz has strong experience in finance, budget management, and fiscal strategy. He was a strategic consultant, having worked at the Corporate Executive Board and the Advisory Board Company for more than a decade in successive leadership positions in the US and internationally.	<p style="text-align: center;"><i>First Term:</i> September 23, 2014 - February 24, 2018</p>

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Steve Bumbaugh	<p>Steve Bumbaugh has many years of experience working in education, philanthropy and issues related to urban poverty. Currently he serves as the Manager of Breakthrough Schools: DC at CityBridge Foundation, an organization that works to build a citywide system of high-performing schools in the District. Previously, Mr. Bumbaugh served as the President of the ECMC Foundation, a national funder focusing on education issues in low-income communities. He was also the first Executive Director of the Specialty Family Foundation, a funder focusing on education, health, and food security issues in low-income communities in Southern California. Mr. Bumbaugh has also published numerous articles and has been a regular speaker on issues related to poverty and race.</p> <p>² Steve Bumbaugh is currently finishing a predecessor’s term. He started on the Board in June of 2015.</p>	<p style="text-align: center;"><i>Completing Predecessor’s Term:²</i></p> <p style="text-align: center;">February 23, 2013 – February 24, 2017</p>
Ricarda Ganjam	<p>Ricarda Ganjam manages the operations and Local Market Initiative Program for the Metro Washington, DC Accenture office. Her work focuses on business development, local image, corporate citizenship and people engagement. She is also an Executive Coach who works with senior leaders to achieve high performance in their careers and lives. In Ms. Ganjam’s career at Accenture, she has managed teams to enable transformational change management with a variety of clients primarily in the resources industry. She earned a PhD in Educational Human Resource Development at Texas A&M University and Master of Public Administration and Bachelor of Journalism at the University of Missouri.</p> <p>³Ricarda Ganjam joined the Board in October of 2015.</p>	<p style="text-align: center;"><i>First Term:³</i></p> <p style="text-align: center;">February 23, 2015 – February 24, 2019</p> <p style="text-align: center;"><i>Second Term:</i></p> <p style="text-align: center;">February 23, 2019 – February 24, 2023</p>
Vacant	n/a	<p style="text-align: center;"><i>Term running from</i></p> <p style="text-align: center;">February 23, 20XX – February 24, 20XX</p> <p style="text-align: center;"><i>Has been vacant since November 4, 2015</i></p>

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<p>Scott Pearson, Ex-Officio</p>	<p>Scott Pearson is the Executive Director of the Public Charter School Board. Since joining DC PCSB in 2012, Mr. Pearson has implemented significant reforms in how the Board approves and oversees charter schools, making it a national model for charter school authorizing. Under Mr. Pearson’s leadership, DC PCSB has pioneered new strategies, tough and rigorous oversight and best practices that other authorizers around the nation are adopting. Previously, Mr. Pearson served in the Obama Administration as the Deputy of the Office of Innovation and Improvement for the U.S. Department of Education. Also, he co-founded Leadership Public Schools, a network of college-prep charter high schools in the San Francisco Bay Area. Mr. Pearson has a long career in business. At America Online, he was responsible for acquisitions and strategic planning as the company’s Vice President for Corporate Development. At Bain and Company, Mr. Pearson provided strategic management consulting services to clients in education, healthcare, media, and aviation.</p>	<p>January 2012 - Current</p>
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Q44. Provide the schedule of PCSB Board meetings in FY15 and to date in FY16. Please include Board Members that were present or absent at each meeting.

FY15 Board Meetings and Hearing	FY16 Board Meetings and Hearings
<p>October 14, 2014 Present: John McCoy, Darren Woodruff, Don Soifer, Sara Mead, Barbara Nophlin Absent: n/a</p>	<p>October 26, 2015 Present: Darren Woodruff, Don Soifer, Sara Mead, Rick Cruz, Ricarda Ganjam Absent: Barbara Nophlin, Steve Bumbaugh</p>
<p>November 3, 2014 Present: John McCoy, Darren Woodruff, Don Soifer, Sara Mead, Barbara Nophlin Absent: n/a</p>	<p>November 16, 2015 Present: Darren Woodruff, Don Soifer, Sara Mead, Rick Cruz, Ricarda Ganjam Absent: Steve Bumbaugh</p>
<p>November 17, 2014 Present: John McCoy, Darren Woodruff, Don Soifer, Sara Mead, Barbara Nophlin, Rick Cruz Absent: n/a</p>	<p>December 14, 2015 Present: Darren Woodruff, Don Soifer, Sara Mead, Rick Cruz, Ricarda Ganjam, Steve Bumbaugh Absent: n/a</p>
<p>December 10, 2014</p>	<p>January 14, 2016</p>

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Present: Darren Woodruff, Don Soifer, Sara Mead, Barbara Nophlin, Rick Cruz Absent: John McCoy	Present: Darren Woodruff, Don Soifer, Sara Mead, Rick Cruz, Steve Bumbaugh Absent: Ricarda Ganjam
December 15, 2014 Present: John McCoy, Darren Woodruff, Don Soifer, Sara Mead, Barbara Nophlin, Rick Cruz Absent: n/a	
January 26, 2015 Present: John McCoy, Darren Woodruff, Don Soifer, Sara Mead, Barbara Nophlin, Rick Cruz Absent: n/a	
January 27, 2015 Present: Sara Mead, Don Soifer, John McCoy, Darren Woodruff, Rick Cruz Absent: Barbara Nophlin	
February 11, 2015 Present: John McCoy, Rick Cruz, Don Soifer, Sara Mead, Barbara Nophlin Absent: Darren Woodruff	
February 19, 2015 Present: Barbara Nophlin, Rick Cruz, John McCoy, Don Soifer, Sara Mead Absent: Darren Woodruff	
February 23, 2015 Present: John McCoy, Darren Woodruff, Don Soifer, Sara Mead, Barbara Nophlin, Rick Cruz Absent: n/a	
March 23, 2015 Present: John McCoy, Darren Woodruff, Don Soifer, Sara Mead, Barbara Nophlin, Rick Cruz Absent: n/a	
April 20, 2015 Present: John McCoy, Darren Woodruff, Don Soifer, Sara Mead, Barbara Nophlin, Rick Cruz Absent: n/a	

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April 21, 2015 Present: John McCoy, Darren Woodruff, Don Soifer, Sara Mead, Barbara Nophlin Absent: Rick Cruz	
May 18, 2015 Present: John McCoy, Darren Woodruff, Don Soifer, Sara Mead, Barbara Nophlin, Rick Cruz Absent: n/a	
June 2, 2015 Present: Don Soifer, Sara Mead, Rick Cruz Absent: Darren Woodruff, Barbara Nophlin	
June 15, 2015 Present: Darren Woodruff, Don Soifer, Sara Mead, Rick Cruz, Steve Bumbaugh Absent: Barbara Nophlin	
June 25, 2015 Present: Darren Woodruff, Don Soifer, Barbara Nophlin, Steve Bumbaugh Absent: Sara Mead, Rick Cruz	
July 20, 2015 Present: Darren Woodruff, Don Soifer, Sara Mead, Rick Cruz, Steve Bumbaugh Absent: Barbara Nophlin	
August 17, 2015 Present: Darren Woodruff, Don Soifer, Sara Mead, Rick Cruz, Barbara Nophlin Absent: Steve Bumbaugh	
September 21, 2015 Present: Darren Woodruff, Don Soifer, Barbara Nophlin, Steve Bumbaugh Absent: Sara Mead, Rick Cruz	

Q45. Provide a current organization chart for PCSB and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY15 or to date in FY16.

Please also see the attached organization chart *Q45. Management Structure*

Department/Program	Title	Name
Executive Team	Executive Director	Scott Pearson
Executive Team/School Performance Department	Deputy Director	Naomi DeVeaux
Executive Team/Finance, Operation & Strategic Initiatives	Chief Operating Officer	Lenora Robinson
Executive Team/Legal	General Counsel	Nicole Streeter
Executive Team/Communications	Communications Director	Tomeika Bowden
Executive Team/Intergovernmental Affairs and School Support	Manager	Audrey Williams
School Performance Dept. School Quality & Accountability	Senior Manager	Rashida Tyler
School Performance Dept. Equity & Fidelity Team.	Senior Manager	Rashida Young
School Performance Dept. Equity & Fidelity Team.	Manager	Avni Patel Murray
School Performance Dept. Finance, Analysis & Strategy Team	Senior Manager	Mikayla Lytton
School Performance Dept. School Quality & Accountability	Manager	Erin Kupferberg
School Performance Dept. School Quality & Accountability	Manager	Emma McGann
Finance, Operations & Strategic Initiatives	Manager (Finance & Facilities)	Marvin Cross
Finance, Operations & Strategic Initiatives	Manager (HR & Operations)	Helynn Nelson

FY15 to FY16 Organizational Changes

Reorganization

There were not any significant organizational changes in FY15.

Q46. Provide the agency’s performance plan for FY15. Did the PCSB meet the objectives set forth in the FY16 performance plan? Please provide a narrative description of what actions the Board undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.

In its FY15 performance plan, DC PCSB fully achieved 10 of the 12 initiatives and partially achieved two of the 12 initiatives. DC PCSB fully achieved 12 of the 16 performance indicators, partially met one of the performance indicators and received a neutral rating for three of the performance indicators.

The two initiatives DC PCSB partially met were: Initiative 1.3: Encourage Tier 1 schools to expand or replicate and Initiative 2.3: Improve service oversight for students with special needs. For Initiative 1.3, while DC PCSB had a target of five schools expanding or replicating, only four schools actually did, while two schools announced plans to expand or replicate in the upcoming fiscal years. Schools may decide for a variety of reasons to postpone plans to expand or replicate, one of which is access to affordable facility. For Initiative 2.3, while 10 schools attended the DC PCSB special education audit trainings, only four schools actually participated. This is an optional tool for schools and many of them did not participate this year because it was the first year of PARCC implementation and schools wanted to ensure that they implemented the new state assessment correctly before taking on any other optional services.

DC PCSB also partially achieved one of the indicators: “Number of additional Twitter followers from the previous fiscal year”. DC PCSB did not have a very active Twitter account prior to November 2014, so DC PCSB saw a spike in traffic and followers following November 2014 due to more thoughtful engagement.

FY15 Performance Plan *Q46* attached.

Q47. Provide the agency’s performance plan for FY16. What steps has the agency taken to date in FY16 to meet the objectives set forth in the FY16 performance plan?

DC PCSB’s measurable progress on key performance indicators in FY15 began during Quarter 1. Achievements to date are highlighted below.

FY16 Performance Plan *Q47* attached.

Key Performance Indicator	FY16 Target	FY16 YTD Actual To Date
Number of charter LEA’s receiving 5, 10, and 15 year reviews	10	As of January 2016 DC PCSB has completed 7 charter reviews or renewals, with 3 more scheduled for the January and February board meetings.
Number of Tier 1 charter LEA’s with announced plans to expand or replicate through SY2018-2019	2	As of January 2016, four schools have announced to DC PCSB their plans to expand or replicate: KIPP DC PCS, Two Rivers PCS, DC Prep PCS, Friendship PCS.
Successful completion of Early Childhood / Adult Ed PMFs	100%	DC PCSB released results of an EC/ES/MS PMF in January 2016 and the results of an Adult Education PMF in November 2015.
Number of PCS campuses receiving an out-of-compliance warning from the DC PCSB board for violating the Data Submission Policy	0%	No schools have yet received a notice of concern from the Board for violating the Data Submission Policy. Such a concern occurs after three staff-level out of compliance notices.

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Reduction in the rate of expulsions for “other charter” reasons	10%	The total number of expulsions for any reasons has decreased 51% from FY15 year to date to FY16 year to date (from 35 to 18), and, likewise, the percent due to “other charter” has decreased 55% (from 18 to 8). (Data is through December 31 of each year.)
Number of schools participating in DC PCSB SPED self- study	6	As of January 2016, 1 LEA has participated in the Special Education Study.
Reduction in number of campuses with a Mystery Shopper Violation	1	This data is not yet available as the Mystery Shopper calls are still being made.
Number of FAR reports issued	1	The FAR report is in the process of being prepared and is released in the spring.
Number of schools with weak financials receiving enhanced fiscal oversight from DC PCSB.	5	In FY16, DC PCSB worked with all schools identified in the FY14 FAR report as having weak financials, as well as others that may have seen issues develop over the course of the year. In spring 2015, DC PCSB will begin working with schools identified as having weak financials in the FY14 AMU.
Number of schools whose fiscal health improved as a result of oversight efforts	5	This result must await the publication of the FY15 FAR report.

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Number of PMF Parent's guides distributed	5,000	As of January 2016, DC PCSB has distributed 5,500 parent guides.
Number of Twitter followers (Additional followers each fiscal year)	500	As of January 2016, DC PCSB has increased its Twitter followers by 300, making the total count: 4, 331.
Number of community meetings participated in	15	As of January 2016, DC PCSB has participated in 15 community meetings.
Number of DC PCSB Board meetings televised	10	As of January 2016, DC PCSB has televised 4 board meetings.
Increase in charter school data available on www.dcpcsb.org , compared to SY2013-4	10%	
Number of qualitative site review reports	14	DC PCSB has conducted 5 qualitative site reviews since October 1, 2015, and are currently writing the reports. More visits will begin in February.

- Q48. Provide the following budget information for PCSB, including the approved budget, revised budget, and expenditures, for FY15 and to date in FY16:**
- At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
 - At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
 - At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.

DC PUBLIC CHARTER SCHOOL BOARD FISCAL PERIOD ENDING SEPTEMBER 30, 2015

	Budget			Actuals			Variance		
	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total
0011 - REGULAR PAY - CONT FULL TIME	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0012 - REGULAR PAY - OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0013 - ADDITIONAL GROSS PAY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0015 - OVERTIME PAY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01 - PERSONNEL SERVICES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0020 - SUPPLIES AND MATERIALS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0030 - ENERGY, COMM. AND BLDG RENTALS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0033 - JANITORIAL SERVICES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0034 - SECURITY SERVICES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0035 - OCCUPANCY FIXED COSTS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0040 - OTHER SERVICES AND CHARGES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0041 - CONTRACTUAL SERVICES - OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0050 - SUBSIDIES AND TRANSFERS	\$0	\$6,611,000	\$6,611,000	\$0	\$6,494,512	\$6,494,512	\$0	\$116,488	\$116,488
0070 - EQUIPMENT & EQUIPMENT RENTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
02 - NON-PERSONNEL SERVICES	\$0	\$6,611,000	\$6,611,000	\$0	\$6,494,512	\$6,494,512	\$0	\$116,488	\$116,488
TOTAL GENERAL FUNDS	\$0	\$6,611,000	\$6,611,000	\$0	\$6,494,512	\$6,494,512	\$0	\$116,488	\$116,488

DC PUBLIC CHARTER SCHOOL BOARD FISCAL PERIOD ENDING DECEMBER 31, 2015

	Budget			Actuals			Variance		
	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total	O100 (Local Funds)	O600 (Special Purpose)	Total
0011 - REGULAR PAY CONT FULL TIME	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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0012 - REGULAR PAY - OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0013 - ADDITIONAL GROSS PAY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0014 - FRINGE BENEFITS - CURRENT PERSONNEL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0015 - OVERTIME PAY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
01 - PERSONNEL SERVICES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0020 - SUPPLIES AND MATERIALS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0030 - ENERGY, COMM. AND BLDG RENTALS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0031 - TELEPHONE, TELEGRAPH, TELEGRAM, ETC	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0033 - JANITORIAL SERVICES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0034 - SECURITY SERVICES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0035 - OCCUPANCY FIXED COSTS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0040 - OTHER SERVICES AND CHARGES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0041 - CONTRACTUAL SERVICES - OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0050 - SUBSIDIES AND TRANSFERS*	\$0	\$6,826,6 60	\$6,826,6 60	\$0	\$1,923,4 34	\$1,923,4 34	\$0	\$4,903,2	\$4,903,2	\$4,903,2

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								26	26
0070 - EQUIPMENT & EQUIPMENT RENTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
02 - NON-PERSONNEL SERVICES	\$0	\$6,826,660	\$6,826,660	\$0	\$1,923,434	\$1,923,434	\$0	\$4,903,226	\$4,903,226
TOTAL GENERAL FUNDS	\$0	\$6,826,660	\$6,826,660	\$0	\$1,923,434	\$1,923,434	\$0	\$4,903,226	\$4,903,226

* The DC PCSB annual budget appropriation is and should be 1% (reflected above) of the DC Public Charter Schools' budget appropriation. The \$8M that is currently on record as DC PCSB's Approved Budget represents estimates that were never corrected and other sources of funding which are not local special purpose funds received from the DC Government.

*The FY15 general funds total of \$6.6 million only represents one percent of the UPSFF funding (or local funds) received from the public charter schools. There was an additional \$800,000 collected as one percent of all federal and other non-philanthropic funding received from the schools as well. Likewise, the FY16 general funds total of \$6.8 million only represents one percent of the UPSFF funding (or local funds) received from the public charter schools. There will be an additional \$900,000 collected as one percent of all federal and other non-philanthropic funding received from the schools.

- Q49. Identify any special purpose revenue accounts maintained by, used by, or available for use by your agency during FY15 and FY16, to date. For each account, please list the following:**
- **The revenue source name and code;**
 - **The source of funding;**
 - **A description of the program that generates the funds;**
 - **The amount of funds generated by each source or program in FY15 and FY16, to date; and**
 - **Expenditures of funds, including the purpose of each expenditure, for FY15 and FY16 to date.**

DC PCSB’s Special Purpose Revenue account is under Subsidies and Transfers. The source of the Special Purpose Revenue is DC PCSB’s administrative fee of one percent of each public charter school’s (PCS) annual total revenues (including federal and other revenue sources) minus philanthropic revenues under its mandated chartering authority. Overall, the total administrative fee amount was \$7.4 million in FY15. For FY16, the total administrative fee amounts to \$7.7 million. This Special Purpose Revenue is allocated to pay expenses for DC PCSB’s ongoing oversight responsibilities and general operations. DC PCSB does not use the District’s financial system. The following list outlines the amount of funds generated by the particular sources in FY15 and FY16 for each PCS LEA.

PCS LEA NAME	Revenue Name	Revenue Code	FY 2015 Special Purpose Revenue	FY 2016 Special Purpose Revenue
Academy of Hope PCS	Administrative Fee	06632A	\$33,828	\$45,346
Achievement Preparatory Academy PCS	Administrative Fee	06632A	\$116,704	\$118,663
Appletree Early Learning PCS	Administrative Fee	06632A	\$125,925	\$137,638
BASIS DC PCS	Administrative Fee	06632A	\$77,639	\$87,649
Bridges PCS	Administrative Fee	06632A	\$72,017	\$85,852
Capital City PCS	Administrative Fee	06632A	\$197,869	\$200,897
Carlos Rosario Intl PCS	Administrative Fee	06632A	\$228,497	\$240,701
Cedar Tree Academy PCS	Administrative Fee	06632A	\$69,164	\$72,254
Center City PCS	Administrative Fee	06632A	\$274,547	\$259,704
César Chávez PCS for Public Policy	Administrative Fee	06632A	\$256,568	\$274,711
Children's Guild DC PCS	Administrative Fee	06632A	\$0	\$78,962

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Community Academy PCS	Administrative Fee	06632A	\$298,875	\$0
Community College Prep PCS	Administrative Fee	06632A	\$30,051	\$42,534
Creative Minds PCS	Administrative Fee	06632A	\$43,501	\$53,250
DC Bilingual PCS	Administrative Fee	06632A	\$80,088	\$84,716
DC International PCS	Administrative Fee	06632A	\$36,246	\$75,974
DC Preparatory Academy PCS	Administrative Fee	06632A	\$239,369	\$287,373
DC Scholars Academy PCS	Administrative Fee	06632A	\$93,378	\$84,708
Democracy Prep PCS	Administrative Fee	06632A	\$115,256	\$116,428
E.L. Haynes PCS	Administrative Fee	06632A	\$267,452	\$246,856
Eagle Academy PCS	Administrative Fee	06632A	\$178,401	\$197,941
Early Childhood Academy PCS	Administrative Fee	06632A	\$50,295	\$49,524
Education Strengthens Families PCS	Administrative Fee	06632A	\$63,782	\$67,154
Elsie Whitlow Stokes Community PCS	Administrative Fee	06632A	\$70,905	\$73,786
Excel Academy PCS	Administrative Fee	06632A	\$134,877	\$130,940
Friendship PCS	Administrative Fee	06632A	\$753,426	\$871,189
Harmony Prep PCS	Administrative Fee	06632A	\$17,477	\$22,192
Hope Community PCS	Administrative Fee	06632A	\$168,338	\$158,002
Howard University Math and Science PCS	Administrative Fee	06632A	\$42,369	\$40,831
IDEA PCS	Administrative Fee	06632A	\$53,015	\$66,754
Ideal Academy PCS	Administrative Fee	06632A	\$54,084	\$55,168
Ingenuity PCS	Administrative Fee	06632A	\$41,344	\$58,217
Inspired Teaching Demonstration PCS	Administrative Fee	06632A	\$55,124	\$62,934
Kingsman Academy PCS	Administrative Fee	06632A	\$0	\$88,120
KIPP DC PCS	Administrative Fee	06632A	\$889,454	\$1,016,444
Latin American Montessori Bilingual PCS	Administrative Fee	06632A	\$71,831	\$78,999
LAYC Career Academy PCS	Administrative Fee	06632A	\$29,357	\$40,500
Lee Montessori PCS	Administrative Fee	06632A	\$15,975	\$21,272
Mary McLeod Bethune PCS	Administrative Fee	06632A	\$72,956	\$78,924

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Maya Angelou PCS	Administrative Fee	06632A	\$97,799	\$83,737
Meridian PCS	Administrative Fee	06632A	\$120,958	\$139,595
Monument Academy	Administrative Fee	06632A	\$0	\$25,527
Mundo Verde Bilingual PCS	Administrative Fee	06632A	\$79,668	\$103,518
National Collegiate Preparatory PCHS	Administrative Fee	06632A	\$61,563	\$58,186
Next Step PCS	Administrative Fee	06632A	\$78,269	\$73,302
Options PCS	Administrative Fee	06632A	\$98,954	\$0
Paul PCS	Administrative Fee	06632A	\$132,457	\$136,027
Perry Street Prep PCS	Administrative Fee	06632A	\$124,493	\$64,243
Potomac Preparatory PCS	Administrative Fee	06632A	\$79,942	\$84,097
Richard Wright PCS	Administrative Fee	06632A	\$64,684	\$62,331
Roots PCS	Administrative Fee	06632A	\$16,803	\$18,889
SEED School of Washington, DC, The	Administrative Fee	06632A	\$136,544	\$147,627
Sela PCS	Administrative Fee	06632A	\$19,699	\$27,651
Shining Stars Montessori PCS	Administrative Fee	06632A	\$22,293	\$30,440
Somerset PCS	Administrative Fee	06632A	\$52,733	\$64,205
St Coletta PCS	Administrative Fee	06632A	\$176,843	\$173,685
Thurgood Marshall Academy PCS	Administrative Fee	06632A	\$75,000	\$70,290
Tree of Life Community PCS	Administrative Fee	06632A	\$54,512	\$0
Two Rivers Public Charter School	Administrative Fee	06632A	\$101,800	\$133,239
Washington Global	Administrative Fee	06632A	\$0	\$22,591
Washington Latin PCS	Administrative Fee	06632A	\$114,565	\$117,307
Washington Math Science Tech PCHS	Administrative Fee	06632A	\$72,345	\$70,882
Washington Yu Ying PCS	Administrative Fee	06632A	\$98,108	\$95,486
William E. Doar Jr. PCS	Administrative Fee	06632A	\$76,440	\$84,893
Youthbuild PCS	Administrative Fee	06632A	\$28,391	\$29,775
TOTAL*			\$7,404,845	\$7,690,629

* includes 1% of schools' federal and other revenues

Q50. Provide a complete accounting of all intra-district transfers received by or transferred from PCSB during FY15 and to date in FY16. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within PCSB the transfer affected.

DC PCSB made one intra-district transfers to the Office of the Deputy Mayor of Education in FY15 totaling \$50,000 to assist in ensuring that parents and families were aware of the common lottery system. Another transfer is anticipated for the same purpose during FY16.

Q51. Provide a complete accounting of all reprogrammings received by or transferred from the PCSB during FY15 and to date in FY16. For each, please provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.

No reprogrammings occurred during FY15. None are anticipated during FY16.

Q52. Provide a list of all PCSB’s fixed costs budget and actual dollars spent for FY15 and to date in FY16. Include the source of funding and the percentage of these costs assigned to each PCSB’s program. Please provide the percentage change between PCSB’s fixed costs budget for these years and a narrative explanation for any changes.

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

	FY15 Actual	FY16 Budget
Total	\$455,064	\$523,205
Percentage Change		15.0%

The 15.0% increase in DC PCSB’s fixed costs budget represents higher rental expenses for its 3333 14th St NW office location due to acquiring additional office space as well as increased common area maintenance costs and real estate taxes for the facility. DC PCSB has spent \$113,415 of the \$523,205 FY16 fixed costs budget as of December 2015.

Q53. Provide the capital budget for PCSB and all programs under its purview during FY15 and FY16, including amount budgeted and actual dollars spent. In addition, please provide an update on all capital projects undertaken in FY15 and FY16. Did any of the capital projects undertaken in FY15 or FY16 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact.

As a charter authorizer, DC PCSB does not own or maintain school buildings. DC PCSB's capital budget primarily includes the costs for computers, technology, furniture, and maintenance; however, funds were allocated for a capital improvement project in both FY15 and FY16 for improvements to DC PCSB's newly acquired office as well as existing spaces.

In FY15, total capital expenses were \$173,478 including the cost of DC PCSB's technology equipment and office renovations. To date in FY16, DC PCSB's has spent approximately \$352,846 (\$1,283 for technology and \$351,563 on office spaces). Renovation costs for these past two fiscal years have been defrayed by \$329,460 in improvement allowances from the landlord.

- Q54. Provide a current list of all properties supported by the PCSB budget. Please indicate whether the property is owned by the District or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, electric).**

DC PCSB is an independent DC agency and holds one operating lease for office spaces at 3333 14th Street, NW, Washington DC. This operating lease with Tivoli Partners Commercial, LLC, runs through June 30, 2030.

In FY15, DC PCSB's annual fixed costs were \$455,064. The budgeted FY16 annual fixed costs amount is \$523,205.

- Q55. Describe any spending pressures for public charter schools and PCSB that existed in FY15. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.**

While DC PCSB exercises its fiscal oversight function over schools through in-depth reviews of schools' annual financial audits ("FAR Report"), interim financial statements, and procurement contracts, spending decisions and pressures are unique at each of the 61 LEA's. Through DC PCSB's analysis of each school's financial statements, a few common themes have emerged.

Payroll (including teacher salaries), facilities expenses, and outsourced contract for support functions (i.e. finance and accounting, special education services, etc.) are the largest spending categories for the public charter schools in Washington, DC.

Many schools report that the lower funding that they receive relative to DC Public Schools makes it impossible for them to offer teacher salaries that are competitive with DCPS.

The lack of any increase in per-pupil funding for 2015-16 put strain and spending pressure on many schools' budgets.

To address the costs of outsourced contractors, DC PCSB is supporting schools in implementing strong procurement procedures and a competitive bidding process to ensure the school continues to receive quality goods and services at competitive prices. When the school has trouble identifying potential vendors, DC PCSB shares contact information for potential vendors who may be able to meet the schools' needs.

Facilities expenses continue to be a major spending pressure. Many schools are in stable long-term

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lease agreements with defined terms for future increases in lease payments. However, new schools and schools growing to meet student demand for their program face significant pressure in securing affordable facilities that meet students' needs.

Q56. Identify potential areas where spending pressures may exist in FY16 for PCSB and public charter schools. Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY16-17 budget.

The trends that emerged in FY15 (detailed in Question 55) are continuing in FY16, and DC PCSB is continuing the same efforts to support schools in implementing effective procurement procedures and identifying facilities that can meet their growth needs. Continued disparities between DCPS and public charter schools will inevitably result in spending pressures on public charter schools as they struggle to be competitive with salaries, benefits and facilities.

Q57. Provide a list of all FY15 full-time equivalent positions for PCSB, broken down by program and activity. In addition, for each position note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).

See Q57 attached for a full list.

Q58. How many vacancies were posted for PCSB during FY15? To date in FY15? Which positions? Why was the position vacated? In addition, note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.

Posted Vacancy	Reason for vacancy	Steps to Fill	Time to Fill	Current Status	Funding Source
Sr. Policy Advisor, Special Education	New position	Position announcement posted online in multiple sources; networking	Two weeks	Position eliminated	Local
Deputy General Counsel	Incumbent resigned	Position announcement posted online in multiple sources	N/A	Position eliminated; replaced by Associate General Counsel	Local
Government Affairs Liaison	Incumbent resigned	Position announcement	2.5 months	Filled	Local

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Posted Vacancy	Reason for vacancy	Steps to Fill	Time to Fill	Current Status	Funding Source
		posted online in multiple sources			
Community Engagement Specialist	New position	Position announcement posted online in multiple sources	One month	Filled	Local
Chief Operating Officer	Incumbent resigned	Position announcement posted online in multiple sources	1.5 months	Filled	Local
Associate Specialist	New position	Position posted to internal candidates only	Two weeks	Filled	Local
Data and Policy Analyst	Incumbent resigned	Position announcement posted online in multiple sources	One month	Filled	Local
Legal Associate	New position	Position announcement posted online in multiple sources	Two weeks	Filled	Local
Knowledge Management Specialist	New position	Position announcement posted online in multiple sources	1.5 months	Filled	Local
Operations Assistant	Incumbent transferred	Position announcement	Two weeks	Filled	Local

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Posted Vacancy	Reason for vacancy	Steps to Fill	Time to Fill	Current Status	Funding Source
	internally	posted online in multiple sources			
Part-Time Equality and Fidelity Specialist	Incumbent vacated role	Position announcement posted online in multiple sources	One week	Filled	Local
Part-Time Enrollment Specialist	Term position	Position announcement posted online in multiple sources	Two weeks	Filled	Local

Q59. List all employees detailed to or from your agency. Please provide the reason for the detail, the detailed employee’s date of detail, and the detailed employee’s projected date of return.

Alonso Montalvo, Agency Financial Manager, was detailed to DC PCSB from the Office of the Chief Financial Officer (OCFO). Mr. Montalvo worked with agency leadership to monitor agency financial activities and assists with payments to public charter schools. Mr. Montalvo was detailed to the agency in May 2012 and is expected to remain in place through September 2016 at the earliest.

Q60. How many employee performance evaluations were completed in FY15 and how was performance measured against position descriptions? To date in FY16? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

How many employee performance evaluations were completed in FY15?

- 36

How was performance measured against position descriptions?

DC PCSB conducts annual performance evaluations of all full-time and part-time employees, as well as three-month reviews of new employees. To ensure that all employees are meeting individual job requirements, the performance evaluation includes a list of performance goals for the evaluation period and whether or not the employee met the goals, as well as a list of performance goals for the next year. Additionally, each employee participates in an interim “step-back” review half way through the annual review cycle.

What steps are taken to correct poor performance and how long does an employee have to correct their performance?

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

Approximately 99% of the DC PCSB team has undergone performance evaluations.

Q61. Has the PCSB adhered to all non-discrimination policies in regards to hiring and employment?

Yes, DC PCSB has adhered to all non-discrimination policies in regards to hiring and employment.

Q62. Have there been any accusations by employees or potential employees that the PCSB has violated hiring and employment non-discrimination policies in FY15 or to date in FY16? If so, what steps were taken to remedy the situation(s)?

There have been no reported or formal accusations by employees or potential employees that DC PCSB has violated hiring and employment non-discrimination policies in FY15 or to date.

Q63. Provide the Committee with the following:

- A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY15 and to date in FY16, and the amount;
- A list of travel expenses for FY15 and to date in FY16, arranged by employee;
- A description of any changes made to the employee handbook in FY15 and FY16 to date; and
- A list of the board of trustees at each public charter school LEA.

FY15		
Employee	Performance Bonus \$	Holiday Bonus \$
Scott Pearson	18,000	500
Naomi DeVeaux	15,000	500
Nicole Streeter	5,000	500
Tomeika Bowden	15,000	500
Sara Maldonado	2,000	500
Audrey Williams	4,000	500
Ella Krivitchenko	2,000	500
Helynn Nelson	5,000	500
Charlotte Cureton	3,000	0
Chelsea Coffin	3,000	500
Charlene Haigler-Mickles	2,000	500
Marvin Cross	4,000	500
Angela Moore	2,000	500
Alyssa Sutherland	2,000	500
Daniel Quandt	0	500
Nia Davis	0	500
Cassandra Ling	2,000	500
Timothy Harwood	3,000	500
Rashida Young	5,000	500
Rashida Tyler	5,000	500
Erin Kupferberg	3,000	500
Mikayla Lytton	4,000	500
Taunya Nesin	3,000	500
Emily McGann	3,000	500
Avni Patel	3,000	500
Laterica Quinn	3,000	500
Melodi Sampson	3,250	500

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Sareeta Schmitt	3,000	500
Katherine Dammann	4,000	500

Note: all 2015 bonuses have been funded with outside grants.
No bonuses have been paid to date for FY16.

FY15	
Employee	Hiring Incentives
Lenora Robinson	\$15,000

Travel expenses for FY15 and to date in FY16, arranged by employee:

Employee	FY15 Travel Amount	FY16 Travel Amount
Adam Bethke	\$12	\$0
Alyssa Sutherland	\$534	\$517
Angela Moore	\$84	\$0
Audrey Williams	\$483	\$78
Avni (Patel) Murray	\$212	\$457
Cassandra Ling	\$576	\$67
Charlene Haigler-Mickles	\$199	\$0
Chelsea Coffin	\$72	\$118
Clara Hess	\$31	\$0
Ella Krivitchenko	\$143	\$0
Emily McGann	\$965	\$0
Erin Kupferberg	\$406	\$0
Helynn Nelson	\$60	\$0
Joshua Henderson	\$287	\$0
Katherine Dammann	\$117	\$40
Laterica Quinn	\$432	\$54
Lenora Robinson	\$46	\$0
Marvin Cross	\$30	\$35

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Megan Walsh	\$0	\$1,302
Melodi Sampson	\$84	\$396
Mikayla Lytton	\$406	\$2,538
Naomi DeVeaux	\$4,319	\$3,333
Nia Fripp Smith	\$53	\$0
Rashida Tyler	\$1,555	\$1,130
Rashida Young	\$749	\$0
Sara Maldonado	\$160	\$0
Sarah Medway	\$174	\$0
Sareeta Schmitt	\$9	\$0
Scott Pearson	\$5,884	\$2,424
Taunya Nesin	\$390	\$437
Theola DeBose	\$495	\$0
Timothy Harwood	\$790	\$16
Tomeika Bowden	\$1,340	\$1,203
Yariany Perez-Nieto	\$38	\$0
TOTAL	\$21,136	\$14,142

All substantive changes to the DC PCSB handbook are noted in the *Q63 A* attached document.

Please see attachment *Q63 B* for a list of the board of trustees at each public charter school LEA.

Q64. Provide the following information for all grants awarded to PCSB during FY15 and to date in FY16:

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

Grant Title

- Building a High Quality Charter Market in DC

Approved Budget Authority

- Walton Family Foundation

Expenditures

- \$1,000,000 (\$500,000 in FY14; \$500,000 in FY15)

Purpose of the Grant

- General operating support to continue with critical initiatives including expanding the Performance Management Framework (PMF) to non-testing grades
- Expanding qualitative site reviews to complement the PMF
- Expanding communications, community outreach and legal functions

Grant Deliverables

- Conduct a rigorous charter renewal process for charter expiring in 2013-14
- Conduct high stakes reviews for schools in their 5th or 10th year of operation
- Expand communications and parent engagement efforts by expanding the DC Education Festival; improving DC PCSB's website to better display school quality; more aggressive community outreach and re-launching the Community Advisory Group with at least 20 community meetings
- Conduct charter leader events that include discussions on topics that include access to performance information, legal compliance, performance

management, and special education services.

- Conduct school audits based on data capture that compare to sector averages, high long-term suspension rates, low in-seat attendance rates, high truancy rates, high expulsion rates, and high mid-year withdrawal rates for all students.

Grant Outcomes

- Complete

Corrective actions taken or technical assistance provided

- n/a

DC PCSB Program or activity supported by the grant

- School Quality and Accountability
- Equity and Fidelity
- Communications

DC PCSB Staff Responsible for Grant Deliverables

- Lenora Robinson, Naomi DeVeaux, Scott Pearson

Source of Funds

- Michael and Susan Dell Foundation
-

Grant Number

- PCSB-1213

Approved Budget Authority

- NewSchools Venture Fund (NewSchools)

Expenditures

- \$26,074

Purpose of the Grant

- To advance DC PCSB's mission by supporting the design and implementation of My School DC; create a plan for My School DC for school year 2014-15 and beyond

Grant Deliverables

- Draft initial long-term plans for My School DC's governance, staffing and funding

Grant Outcomes

- Completed

Any corrective actions taken or technical assistance provided

- n/a

DC PCSB program and activity supported by the grant

- Finance, Operations and Strategic Initiatives

DC PCSB Staff Responsible for Grant Deliverables

- Lenora Robinson, Scott Pearson

Source of Funds

- NewSchools
-

Grant Title

- n/a

Approved Budget Authority

- Office of the State Superintendent of Education (OSSE)

Expenditures

- \$72,065

Purpose of the Grant

- Assistance for public charter schools 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

Grant Deliverables

- Assistance for public charter schools to develop their emergency response plans
- Provide training for school leadership and staff on emergency response procedures and techniques
- Link public charter schools to community resources that support school safety

Grant Outcomes

- Completed

Any corrective actions taken or technical assistance provided

- n/a

DC PCSB program and activity supported by the grant

- Finance, Operations and Strategic Initiatives

DC PCSB Staff Responsible for Grant Deliverables

- Audrey Williams, Scott Pearson

Source of Funds

- OSSE
-

Grant Title

- n/a

Approved Budget Authority

- Georgetown University Law Center

Expenditures

- \$40,000 in FY15; \$40,000 in FY16

Purpose of the Grant

- Placement of Legal Fellows

Grant Deliverables

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

Grant Outcomes

- In progress

Any corrective actions taken or technical assistance provided

- n/a

DC PCSB program and activity supported by the grant

- Legal Department
- School Performance Department

DC PCSB Staff Responsible for Grant Deliverables

- Nicole Streeter

Source of Funds

- Georgetown University Law Center

Q65. Provide a complete accounting of all grant lapses in FY15, including a detailed statement on why the lapse occurred and corrective action the agency undertook. Please also indicate if the funds can still be used and/or whether they carried over into FY16.

There are no grant lapses in FY15.

Q66. Provide the following information for all grants/subgrants awarded by PCSB during FY15 and to date in FY16:

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

There were no sub grants awarded by DC PCSB in FY15 and FY16 to date.

Q67. Provide the following information for all contracts awarded by PCSB during FY15 and to date in FY16:

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

See Attachment *Q67* for contracts over \$10,000.

Q68. Provide the following information for all contract modifications made by PCSB during FY15 and to date in FY16, broken down by agency program and activity:

- **Name of the vendor;**
- **Purpose and reason of the contract modification;**
- **employee/s responsible for overseeing the contract;**
- **Modification cost, including budgeted amount and actual spent; and**
- **Funding source.**

There were no contract modifications during FY15. For FY16, two contracts have been modified. Please see below:

Vendor Name: American Institutes for Research (AIR)
Purpose and reason for contract modification: No cost contract term extension
Modification Cost: \$0.00
Funding Source: O600
DC PCSB Employee Responsible: Rashida Tyler

Vendor Name: KLAAS Solution LLC
Purpose and reason for contract modification: No cost contract term extension
Modification Cost: \$0.00
Funding Source: O600
DC PCSB Employee Responsible: Erin Kupferberg

Q69. Provide the Committee with an update on PCSB's effort to ensure that for contracts above \$100,000, contracting party's are compliant with First Source requirements during FY15, and FY16 to date.

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

Q70. Provide the following information for all purchase card transactions during FY15 and to date in FY16:

- **Employee that made the transaction;**
- **Transaction amount; and,**
- **Transaction purpose.**

There were no purchase card transactions during FY15 or to date in FY16.

- Q71. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within PCSB during FY15 and to date in FY16. This includes any reports of federal agencies, the DC Auditor or the Office of the Inspector General. In addition, provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits and issues with outside LEA management agreements.**

There were no such investigations or audits for FY15 or to date in FY16.