

GOVERNMENT OF THE  
DISTRICT OF COLUMBIA

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PUBLIC CHARTER SCHOOL BOARD

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PUBLIC MEETING

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MONDAY,  
JULY 29, 2013

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The public meeting was held in the offices of the DC Public Charter School Board, 3333 14th Street, N.W., Washington, DC, at 7:00 p.m., John "Skip" McKoy, Chair, presiding.

PRESENT

John "Skip" McKoy, Chair

Scott Pearson, Executive Director

Emily Bloomfield

Barbara Nophlin

Don Soifer

Herbert Tillery

Darren Woodruff

ALSO PRESENT

Naomi Rubin DeVeaux

Rashida Kennedy

Erin Kupferberg

Sarah Medway

Monique Miller

Rashida Tyler

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Adjourned

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P-R-O-C-E-E-D-I-N-G-S

(7:10 p.m.)

CHAIR MCKOY: Good evening.

Welcome to DC Public Charter School Board.  
Usually we have, the last couple of months  
we've had public hearings and public meetings.

And know tonight you'll be  
disappointed to know there's no public  
hearing. Is this on? Good evening, can you  
hear me now?

FEMALE PARTICIPANT: Yes.

CHAIR MCKOY: Usually we have a,  
it feels like usually, but the last couple of  
meetings we've had public hearings and public  
meetings. Tonight we only have the public  
meeting and before we get into the meeting I'd  
like to introduce the members of the Board,  
particularly because there are two new ones.

To my extreme right, Herb Tillery,  
welcome Herb.

MEMBER TILLERY: Thank you.

CHAIR MCKOY: New member. Emily

1 Bloomfield is not a new member, but welcome  
2 anyway, Emily. Darren Woodruff, the Vice  
3 Chair, Darren.

4 MEMBER WOODRUFF: Hello. Good  
5 evening.

6 CHAIR MCKOY: And the second new  
7 member, Barbara Nophlin, our Executive  
8 Director who is not a voting member, but is a  
9 member of the Board.

10 And let me come to Scott in a  
11 second, please, Don Soifer, the other voting  
12 member, not new, and Scott Pearson who is non-  
13 voting, but is a member of the Board also. I  
14 think we only have one absent member, Sarah  
15 Mead, tonight.

16 So could I have a vote to approve  
17 the Agenda?

18 MEMBER NOPHLIN: I move to approve  
19 the Agenda.

20 MEMBER BLOOMFIELD: I move to  
21 approve the Agenda.

22 MEMBER WOODRUFF: Second that

1 movement.

2 CHAIR MCKOY: All in favor?

3 (Multiple Ayes)

4 CHAIR MCKOY: Opposed? Never had  
5 anybody oppose the Agenda. Members if you  
6 turn to the Administrative Contracts of  
7 contracts over 25,000, as usual if there is no  
8 objection we'll just admit these into the  
9 record.

10 And so our first large item, we  
11 have guests from the National Association of  
12 Charter School Authorizers, to those in this  
13 space, as they say, NACSA.

14 So if you two would come up and,  
15 yes, come up and introduce yourselves and  
16 we're going to have a presentation and we may  
17 have some questions.

18 NACSA is here because in their  
19 role of reviewing authorizers around the  
20 Country they occasionally do basically  
21 evaluations. Some of you in the audience may  
22 have been interviewed by them when they were

1 out here.

2 So what they're going to present  
3 is the result of their assessment, their  
4 analysis, or their evaluation of us which they  
5 recently completed.

6 MS. PIEHL: Thank you. My name is  
7 Katie Piehl. I'm a Director of Authorizer  
8 Development for the National Association of  
9 Charter School Authorizers and I am here  
10 joined with Carly Bolger who helped us out  
11 with this evaluation of the DC Public Charter  
12 School Board.

13 We are looking forward to talking  
14 with you tonight and having a very robust  
15 conversation about the findings and  
16 recommendations and we look forward to talking  
17 with you and engaging in a solid conversation  
18 and answering any questions you have.

19 So what we're first going to  
20 discuss is, I'll give you a little bit of  
21 background on NACSA. I'm sure many of you are  
22 familiar with our organization, but I do want

1 to be able to provide a little bit of  
2 background especially for our newest Board  
3 members.

4 And I'll also talk a little bit  
5 about the process of the evaluation, what we  
6 went through to gather the information,  
7 interview stakeholders, interview staff  
8 members, conduct observations, and come up  
9 with our findings and recommendations for you.

10 And then Carly will discuss the  
11 results of the evaluation and then we'll also  
12 talk about some next steps and that's when we  
13 want to be able to get into a good, robust  
14 conversation about the findings and next steps  
15 for you all.

16 So, Carly, do you want to  
17 introduce yourself here real quick?

18 MS. BOLGER: Hi, good evening. My  
19 name is Carly Bolger and I, is this not on?

20 MALE PARTICIPANT: Is that  
21 working?

22 MS. BOLGER: I don't think so.



1                   MALE PARTICIPANT: It's working,  
2                   you have to just hold it closer. It's one of  
3                   those --

4                   MS. PIEHL: Is it working if I --

5                   MALE PARTICIPANT: Okay.

6                   MS. PIEHL: Very good, okay.

7                   We'll do that.

8                   MS. BOLGER: All right. Holler if  
9                   you can't hear me. Good evening, thank you so  
10                  much for hosting us. We're really excited to  
11                  share our findings with you.

12                  I was here as a consultant with  
13                  NACSA helping to conduct this evaluation and  
14                  my experience in authorizing goes back about  
15                  seven years. I was the Executive Director of  
16                  the Office of New Schools for Chicago Public  
17                  Schools, and before that was the Statewide  
18                  Authorizer for the State of New Jersey.

19                  And got my start in authorizing at  
20                  the School District of Philadelphia. So it  
21                  was great to come here and look at all of the,  
22                  and really strong practices that you have here

1 and we'll get into more detail about that in  
2 a little bit.

3 MS. PIEHL: Great. So one of the,  
4 I'm not sure if there's a little tag on there,  
5 I'm not sure if you have trouble seeing it,  
6 there you go.

7 So we have some goals today that  
8 we like to share and then we'll come back and  
9 we'll revisit these goals at the end of the  
10 presentation. We would like to be able to  
11 provide you with again a detailed review of  
12 the findings and recommendations.

13 Also identify some specific  
14 actionable steps to improve authorizing  
15 practice and talk about some strategic steps  
16 that you can take to help meet your mission  
17 and vision, which is a very clear mission and  
18 vision for quality authorizing and leadership,  
19 as well as leadership in the field of  
20 authorizing.

21 And we want to also be able to  
22 address any questions that you have regarding

1 the evaluation in particular as well as any  
2 authorizing and practice questions.

3 So NACSA, just to give you a  
4 little bit of background about NACSA, we are  
5 an organization that is specifically focused  
6 on quality authorizing practices.

7 We're not for profit, nonpartisan,  
8 and we're a membership organization. So the  
9 Board is a member of our Association, and our  
10 goal or our mission is to improve student  
11 achievement through responsible Charter School  
12 oversight in the public interest.

13 So we're really very pointedly  
14 focused on quality authorizing and we see that  
15 as the lever for quality and improvement in  
16 student achievement especially in the Charter  
17 School realm.

18 The Division of Authorizer  
19 Development is a part of NACSA and the work  
20 that our team does is the work that's the most  
21 on the ground with Authorizers, so we work in  
22 partnership with Authorizers across the

1 Country in certain areas, including board and  
2 staff training.

3 We also help with direct  
4 consulting work, maybe we directly manage  
5 certain projects like application decision  
6 making for some authorizers, or we also share  
7 models and tools and templates and spread and  
8 share best practices across the field.

9 Evaluation is one of the elements  
10 that one of the pieces of our work and you are  
11 one of ten Authorizers this year that has gone  
12 through this process.

13 And then we provide as needed for  
14 a membership additional support. If you need  
15 someone to take a look at or share best  
16 practices in an area, like if you have a  
17 question in a particular issue we can provide  
18 you with some recommendations or some examples  
19 that we've seen across the field, just given  
20 our expansive interaction with authorizers  
21 across the Country.

22 NACSA is focused on its central

1 authorizing principles and we have a document  
2 that's Principles and Standards for Quality  
3 Authorizing, and our three main principles are  
4 to maintain high standards, protect students  
5 in the public's interest, and to hold  
6 autonomy.

7           The evaluation is really centered  
8 on these tenets and as well as on the  
9 standards that align with these main tenets.  
10 So you'll see in the evaluation that we focus  
11 in four main areas and those all kind of build  
12 up into authorizing principles that we have  
13 and with the idea that ultimately, as  
14 mentioned in our mission, that the work is to  
15 improve student outcomes.

16           So jumping into the evaluation  
17 itself, just to give you a little bit of some  
18 grounding in the work and what the evaluation  
19 looks at, we reviewed your authorizing  
20 practices from how it's established as well as  
21 how it's applied.

22           So in looking at how it's

1 established, that means the documented and  
2 that the items, the work that's documented or  
3 formalized in some way, but as applied is the  
4 work that the authorizer actually does.

5 So in some cases these might be,  
6 they might agree and be the same and in some  
7 cases they might be a little bit different in  
8 terms of our ratings of how authorizers are  
9 doing.

10 And sometimes if the established  
11 is higher then that means that the authorizer  
12 has well established policies, for instance,  
13 on closure and renewal, but in practice that  
14 policy might not be implemented to its fullest  
15 degree.

16 Vice versa if the applied is  
17 higher, then the authorizer has maybe some  
18 bare bones charter application process, it's  
19 not fully developed, but in practice they do  
20 a very rigorous job of reviewing and approving  
21 high quality applications.

22 The ratings that we then give,

1       there's five different levels and it's fairly  
2       self-explanatory it goes from undeveloped or  
3       absent to well developed. So there's kind of  
4       a ratings scale that we provide, and again, we  
5       provide a rating for established as well as  
6       applied.

7                       We looked at a series of sources  
8       when conducting the evaluation and those  
9       sources really range from looking at tools  
10      that generally tell you a little bit more of  
11      how things are established amongst the  
12      authorizers, so policies and protocols, tools,  
13      contracts, but then we also, as we look at as  
14      this slide darkens a little bit you look at  
15      elements that end up telling you a little bit  
16      more information about how the authorizer's  
17      work has been applied.

18                      So records of decision making,  
19      clearly that shows you what the authorizer has  
20      done in that record of their work. So with  
21      that I'm going to hand it over to Carly and  
22      she's going to talk about some specifics to

1 your Authorizer Evaluation, so thank you very  
2 much.

3 MS. BOLGER: So on this slide we  
4 have an overview of how the DC Public Charter  
5 School Board was rated in each of the four key  
6 categories. You've all received the report at  
7 this point and hopefully have had some time  
8 with it.

9 But even at a quick glance you can  
10 tell just from this slide that overall the DC  
11 Public Charter School Board is doing a very  
12 good job of authorizing charter schools based  
13 on access, principles and standards.

14 So in getting to review the  
15 documents and talk to staff it was, I would  
16 say, an enjoyable experience to see a high  
17 level of work and a commitment to the key  
18 principles of authorizing that was evident at  
19 every level of the Organization.

20 So I'm going to spend some time in  
21 the next few slides giving an overview of each  
22 category that we rated, but given that you



1 have the report, I think we'll spend the bulk  
2 of our time today talking about what some next  
3 steps might look like. So with that, I'll go  
4 on.

5 So here we have some of the things  
6 that you guys are doing really quite well and  
7 that we'd like to see you continue to devote  
8 some effort and resources to, and I'm just  
9 going to talk through the list here.

10 The policies and processes that  
11 you have in place and the systems that you use  
12 for evaluating your schools are best in class,  
13 and that goes from the new framework that you  
14 have to measure and monitor academic  
15 performance, the financial framework that you  
16 had for existing and the charm framework which  
17 sort of takes it to the next level.

18 And then the equity reports that  
19 you're starting to implement now that look at  
20 some of the other smaller factors that aren't  
21 always captured by test scores and audit  
22 reporting. So we would encourage you to

1 continue to further develop these systems.

2 As the Board, I'm sure you are all  
3 well versed in the organizational changes that  
4 have taken place here at the DC Public Charter  
5 School Board.

6 There's been a shift not just in  
7 the individual staff members, but in the way  
8 that the Organization is structured in order  
9 to do its job, and I know, or I should say  
10 that I heard both in staff interviews and  
11 stakeholder interviews, that that, as one  
12 would expect, was not without some learning,  
13 right?

14 But overall, that seems to be a  
15 really solid structure that is positioning you  
16 to do your work even better in the future and  
17 so we applaud you for sticking with it through  
18 maybe some bumps in the road, but overall it  
19 seemed to be a very strong structure that  
20 aligns to your mission.

21 I'm going to spend a moment on  
22 this third bullet because I will say that in

1 the time that I've been involved in  
2 authorizing, I would say this group of people,  
3 both at the Board and staff level, spoke  
4 proactively about maintaining charter school  
5 autonomy as part of their core mission in a  
6 way that I hadn't heard before.

7 Talking about charter school  
8 autonomy usually comes as a response when  
9 you're being told that you aren't doing it,  
10 and here we heard in the course of  
11 conversation about academic frameworks,  
12 financial frameworks, the word autonomy for  
13 charter schools and the recognition that  
14 that's something to be respected by the Board  
15 came up again and again, but without  
16 sacrificing any of the accountability.

17 And then this was another I would  
18 say unique, quite honestly, to the way this  
19 Board is structured, it's independence from  
20 interference in high stakes decision making,  
21 and it's freedom from conflict of interest at  
22 both the staff and, more importantly, at the

1 Board level is commendable.

2 And we, you know, we heard of  
3 freedom in discussion that, again, is not  
4 found elsewhere sometimes. So that was  
5 terrific.

6 So this next set of  
7 recommendations it talks about things that you  
8 are starting to do or already doing, but could  
9 be doing more. So we talked a bit about the  
10 performance measurement tools that you have.

11 I think, so what you've done  
12 already is good and it is of very high  
13 quality, so these are sort of next step  
14 things.

15 And one of those recommendations  
16 would be to start to compile all of that into  
17 a single document that gives both the schools  
18 and stakeholders an all-in-one spot glance of  
19 how a school's performances is, both academic,  
20 financial, and then the equity reports as well  
21 to really give a whole, a complete picture.

22 Another is, and this is something

1 again you're already working on, but  
2 developing a PMF for those schools that don't  
3 fit the traditional confines that are all  
4 ready addressed in your current Performance  
5 Management Framework.

6 We heard both from staff that  
7 that's a focus and we heard from schools who  
8 I know you've been engaging with extensively  
9 that it's in the works and we encourage you to  
10 continue to develop that so that you have an  
11 accurate measure for all types of schools in  
12 your portfolio.

13 And lastly, again, we heard some  
14 start of this in our conversations, but to I'd  
15 say focus your energy and resources on  
16 preparing for upcoming renewals, given that  
17 that is somewhat new work for this Board.

18 To continue to meet with schools  
19 proactively to discuss what the criteria for  
20 renewal or non-renewal are going to be and to  
21 clarify any questions that might exist around  
22 which goals will be evaluated, which metrics

1 will be applied.

2 This next set of recommendations  
3 are actionable things that reveal themselves  
4 to us through our evaluation that the Board  
5 should address quickly or as soon as you can,  
6 and you'll see from these that they are  
7 important, but they are somewhat small things.

8 In reviewing the application  
9 processes, you all have a very robust and well  
10 rounded process for reviewing applications,  
11 what it lacks is standardization. And we'll  
12 talk more about that in the next section,  
13 actually.

14 Going along with that point is  
15 conduction some additional and some revised  
16 training of the evaluators that are reviewing  
17 your application and that, again, goes to the  
18 standardization piece to sort of eliminate  
19 some intra or inter-rater reliability issues.

20 The intervention policies that you  
21 have in place for schools that fail to meet  
22 certain criteria based on compliance or

1 academic performance could be better  
2 documented and again, I'll talk more about  
3 that in a bit just to talk about why that's  
4 important.

5           The next bullet speaks to that as  
6 well, how the PMF will factor into  
7 intervention, revocation, and renewal  
8 decisions, and I know that that's work that's  
9 already under way to clarify where that  
10 meaningful framework fits into your  
11 authorizing practice, but to continue to work  
12 on that.

13           And then although much of this is  
14 largely in place, to just continue the work of  
15 going further in coming up with policies that  
16 grant increasing autonomy to high-performing  
17 charter schools.

18           So application decision making, if  
19 it's okay with the Board, the key  
20 competencies, I think we've all ready  
21 established a fairly high base line for  
22 performance, so if it's all right with you

1 we'll focus on the areas for development. Is  
2 that okay?

3 CHAIR MCKOY: Sure.

4 MS. BOLGER: Just to keep the  
5 presentation moving. So when we were looking  
6 at the application decision making and I came  
7 here for the defense day that your staff  
8 holds, what we found were evaluators who were  
9 quite well qualified to be doing the  
10 evaluations.

11 We found a very high level  
12 engagement. It was evident that the staff who  
13 were doing the evaluations had been very  
14 thorough, but in reviewing the documents what  
15 we found was that there were substantive  
16 comments, but they weren't aligned to any  
17 particular rubric, which the end result is  
18 probably going to be okay.

19 You've got very intelligent, well  
20 qualified people doing these evaluations, but  
21 why it's important for authorizing is that it  
22 clouds the transparency to the applicants a



1 bit, and particularly as a Board if you were  
2 to face challenges, it's much easier when  
3 you've got an outcome that you can clearly tie  
4 back to a rubric.

5 So while it might seem  
6 administrative sounding, there is much more  
7 substance to having reviewer comments that are  
8 aligned to standards that have been set forth  
9 and communicated to the evaluators and to the  
10 schools.

11 There had been a move to push  
12 evaluations inside and you've certainly  
13 developed a staff that's capable of doing so.  
14 We would just encourage you to ensure that all  
15 types of schools receive an expert review to  
16 bring in consultants when necessary if the  
17 school type warrants it.

18 Moving on now to the performance  
19 management systems. So I mentioned it a bit  
20 in the overview, which is you have very robust  
21 policies in place for evaluating your schools  
22 on a number of levels.

1                   What the next step would be, what  
2                   the next level is, is combining all of that  
3                   into a single place so that it's predicable.

4                   And, again, this speaks to the  
5                   transparency and the relationship that you  
6                   have with the schools whom you authorize, so  
7                   that it is predictable when if I do "X" then  
8                   "Y" is likely to happen from the Board.

9                   And you can certainly never  
10                  address all of those things. There is a bit  
11                  of an art to this and some circumstances  
12                  cannot be foreseen, but to the degree that you  
13                  can that's probably a worthwhile endeavor for  
14                  staff at this point is to consolidate those  
15                  policies and make them more predicable for  
16                  schools.

17                  Continue to proactively meet with  
18                  schools in advance of their renewal year. So  
19                  starting this work early, given the length of  
20                  terms of the charter term here, it is quite  
21                  understandable that goals that were set 15  
22                  years ago when you all were authorizing like

1 the fourth charter school, have either fallen  
2 by the wayside or have become irrelevant.

3 And that's to be expected, but  
4 it's important given that to meet with schools  
5 proactively so that there is agreement upon  
6 which goals they will be evaluated by and that  
7 there's a clear understanding of the criteria  
8 that will be used for renewal, particularly  
9 with the conversation that's ongoing about how  
10 the PMF is going to be used in high stakes  
11 decisions, to just use that as a way to  
12 continue to engage the schools as you're all  
13 ready doing, particularly heading into a  
14 renewal process which can seem a little  
15 unknown from the outside.

16 And like I said, that work, I  
17 know, is all ready underway. The performance  
18 based accountability, this ties in with the  
19 last points a bit.

20 As I mentioned a little, the PMF  
21 we heard, I'd say this generated a good amount  
22 of discussion in the stakeholder groups and

1 amongst staff.

2 I know it's been a real focus for  
3 the Board to continue to define how the PMF is  
4 going to be used in a way that is compliant  
5 with the law that you have an it's compliant  
6 with the charters and in a way that you can  
7 get schools to understand and accept.

8 It, you know, certainly is not  
9 irrelevant just because it is not currently in  
10 the charters, but it's thinking about how you  
11 as a Board can continue to use this really  
12 meaningful framework to inform you in a way  
13 that you know that it should, but that will  
14 take some work with your schools I think as  
15 you all probably know at this point.

16 The next point here gets to taking  
17 these frameworks that you have and putting  
18 them together so that anyone who asks can get  
19 a full picture of what the school looks like,  
20 the school included.

21 So that they have at a snapshot  
22 where they stand according to things that

1       you've said matter.

2                   The last point is streamline data  
3 collection processes. So the epicenter  
4 compliance tool that you all use was well  
5 received and well regarded by the schools that  
6 we interviewed.

7                   I think there's a system called  
8 Proactiv, which is less popular, and why this  
9 matters is not just because of the hiccups  
10 that come from uploading data from school  
11 administrators who don't have time to be doing  
12 it.

13                   It's that it can serve, if people  
14 don't trust it, it can serve to undermine the  
15 decisions that you're making based off of it.  
16 So it's important to streamline those  
17 processes so that the users believe in them.

18                   And then this one, as I said, the  
19 autonomy, you guys have a very clear  
20 appreciation and respect for your charge as a  
21 Board to both hold schools accountable, but  
22 also preserve their autonomy.

1                   If there were an area to focus on  
2                   in this it would be just continually seek to  
3                   grant additional autonomies to schools who  
4                   warrant it.

5                   So what we've developed here based  
6                   on the documents we reviewed, the staff we  
7                   interviewed, the stakeholder engagement that  
8                   we did, some actionable next steps that the  
9                   Board can take to address some of the gaps,  
10                  and some of these I've all ready addressed, so  
11                  if you don't mind I'll just kind of go over  
12                  them fairly quickly.

13                  Systematizing elements of the  
14                  application process, so you've got the quality  
15                  there, this is just making sure that it gets  
16                  tight so that your application decisions are  
17                  aligned to standards that have been  
18                  communicated to the schools in advance and  
19                  that they are predictable.

20                  I think we've talked a good amount  
21                  about the comprehensive performance document.  
22                  I put the streamlining data question in the

1 category of longer term because you'll have to  
2 decide as a Board if that is a system that you  
3 want to continue with or if there are fixes or  
4 training or something along those lines that  
5 can, I wanted to say pacify, but that's not  
6 the right word, that can help the users have  
7 trust that the data being collected is of high  
8 quality.

9           The next category of  
10 recommendations are more strategic, so less,  
11 sort of, one off action items. And I come  
12 back again to the PMF, which really is a solid  
13 measure of academic performance and it's one  
14 I think worthy of your efforts to ensure that  
15 it gets used in meaningful ways.

16           And I know that you, in fact, did  
17 a great amount of engagement on the front end  
18 and in fact I think at one point scrapped the  
19 first version because the feedback from the  
20 schools was not positive, and continue that  
21 level of engagement to ensure that you can  
22 fully use that tool that is really quite

1 worthwhile.

2           The longer term goals, this is  
3 something that I would say came up somewhat  
4 tangentially and is really the next level of  
5 authorizing, so we've spent the last 15 years  
6 getting authorizers to only approve high  
7 quality schools, so that gets you half the way  
8 there.

9           But now particularly for you in  
10 D.C. when you're looking at a market share  
11 that is at 50 percent or over 50 percent you  
12 take on additional responsibilities beyond  
13 quality, so not instead of.

14           The quality bar is still the first  
15 hurdle, but it's now I think looking at ways  
16 that you can expand the way you think about  
17 demand for schools in a particular area when  
18 you're making school closures, thinking about  
19 the impact, not just of the kids in that  
20 school, but of the kids in that neighborhood  
21 even if they don't go to a charter school.

22           And that is the next level of sort



1 of strategic authorizing. Now that your  
2 market share is at that level, your impact is  
3 much greater just by virtue of how many  
4 schools you oversee.

5 And we would recommend that some  
6 of that start to be reflected in the  
7 application and in the renewal process.

8 And then as part of your State  
9 admission to become a leader in authorizing  
10 nationally to continue to engage with and  
11 share some of the great work that you're doing  
12 here and being proactive about that, you know,  
13 I know that I certainly learned some stuff  
14 while I was here that I was happy to be able  
15 to dig deeper into.

16 And, you know, there are certainly  
17 ways through NACSA to do that and other ways  
18 as well to engage with other authorizers so  
19 that they can learn from the best practices  
20 that you already have in place here.

21 So that's the overview of our  
22 presentation. This is just a reminder of the

1 goals that we had for today so we can take a  
2 look back through and see if there's anything  
3 that we didn't cover and Katie and I would  
4 just open it up at this point to any questions  
5 you have either from reading the report or  
6 anything that you've heard here today and we'd  
7 be happy to have a conversation.

8 CHAIR MCKOY: Thank you both very  
9 much. I have some questions, but I'll hold.  
10 Emily, go ahead.

11 MEMBER BLOOMFIELD: I think I have  
12 one for the staff and then one for both of  
13 you. I think it's an excellent report. I  
14 really enjoyed reading it and I felt like the  
15 recommendations were really on target.

16 I'm disturbed to hear that we're,  
17 it sounds like there are a lot of boards that  
18 have conflicts of interest and other issues,  
19 so, glad that we don't but I'm disturbed about  
20 the issues of charters if that's a --

21 MS. BOLGER: It's more about the  
22 structure. This structure is unique that it's

1 a completely independent Board, sort of by  
2 definition.

3 MEMBER BLOOMFIELD: The question  
4 for you is, one of the things we grapple with  
5 is about the one that you would like us to  
6 take on too about the strategic question about  
7 the responsibility and looking more broadly in  
8 areas or concerns that we need to be  
9 addressing as charters, neighborhoods, groups  
10 of students, et cetera.

11 How would this fit in with this  
12 question of a rubric, which I think is spot  
13 on? Where do you fit that in, because if  
14 you're an applicant, you know, I think you  
15 follow what I'm saying --

16 MS. BOLGER: I do.

17 MEMBER BLOOMFIELD: -- and then I  
18 just want to ask the staff, Scott, kind of  
19 what your, a lot of the recommendations like  
20 the rubric, et cetera, which I think are  
21 right.

22 It sounds like there may be some

1 work on that and I was wondering if you could  
2 kind of let us know if you've all ready taken  
3 on some of these recommendations and where you  
4 are on that.

5 MEMBER PEARSON: We agree with all  
6 of these recommendations. We think the report  
7 is excellent. They did a tremendous amount of  
8 digging in a very short amount of time and  
9 there's almost perfect alignment between what  
10 they lay out as priorities and what we have  
11 thought of as priorities.

12 I would not say we've started the  
13 work on the rubric. We have? Oh, okay, we've  
14 have. There's been a process underway, so  
15 there's, thank you, so we're working on that.

16 We are working on strategic  
17 authorizing. You all saw a presentation last  
18 week about the work underway there. We are  
19 working on aligning all of our policies.

20 We currently, that we inherited a  
21 policies and procedures manual, we put in  
22 place a number of policies and they sort of

1 exist in lots of different places and we  
2 recognize that that's not fair to the schools  
3 or the public that they have to look in lots  
4 of different sources so we have work underway  
5 that Nicole is leading to consolidate all of  
6 our policies.

7 I think in the course of that work  
8 there is I think a need for us to be more  
9 clear as they say about, you know, what is the  
10 difference between a notice of concern and a  
11 charter warning? What, you know, how do you  
12 get a charter warning? How do you get a  
13 notice of concern?

14 In the process of the renewals, we  
15 clarified for schools how the PMF interacts  
16 with the renewal process, but I don't think  
17 we've ever created a document that sits on our  
18 website that states that as clearly as it  
19 should.

20 So we agree with all of the  
21 recommendations in, I think, every area. In  
22 every area there we are working toward them.

1 I think the one that is the most challenging  
2 is the data.

3 So we have a great data team that  
4 is more than twice the size that it was a year  
5 ago that is working on these issues. We've  
6 had a data quality initiative that has worked  
7 to reduce data errors, that has worked to  
8 identify the core causes of data errors, and  
9 the challenges that schools have uploading the  
10 data into Proactiv.

11 But I think we, in the process of  
12 doing that and getting very familiar with  
13 Proactiv, I think we've concluded that it's a  
14 flawed platform and that we can put lots of  
15 band aids on it and patch it and fix it, but  
16 ultimately it's not going to be what we hope  
17 it to be.

18 And the question we have is, you  
19 know, do we essentially invest in a whole new  
20 platform at the same time that there is a long  
21 term plan that is agreed to throughout the  
22 City to move to a single data collection

1 through OSSE that we would then rely upon  
2 instead?

3 And that process is taking way  
4 longer than it should and it continues to take  
5 a long time, but it gives us more pause than  
6 we normally would to put a lot of time and  
7 money into a whole new system.

8 Naomi, do you have anything to add  
9 to --

10 MS. RUBIN DEVEAUX: No.

11 MEMBER PEARSON: Okay.

12 MS. BOLGER: I can speak to your  
13 question about strategic authorizing. What  
14 comes to mind is that unlike the principles  
15 and standards that NACSA has clearly written  
16 out, there is not a comparable document for  
17 strategic authorizing because the individual  
18 City context is so important.

19 I can tell you, and Scott and I  
20 spoke about this a bit when I was here before,  
21 that there are some cities that are dealing  
22 with this on a pretty big scale, Chicago,

1 notably, but Philadelphia as well. Those two  
2 come to mind.

3 And there are, you need to be, I  
4 would recommend that the Board be clear on  
5 what their strategy is and then you think  
6 about how you incorporate it into things like  
7 a rubric or an application process.

8 But to give an example to  
9 illustrate, if there were a particular  
10 neighborhood where, that was being targeted  
11 for school closures by the District and say  
12 there's still kids there and they still need  
13 a high quality school.

14 There are ways to differentiate  
15 the application to prioritize applicants who  
16 wish to serve that community and then you  
17 align your rubric that it's stated clearly at  
18 the front end of the process.

19 But there's a lot of demographic  
20 analysis and research that has to go in, or  
21 that has to be conducted prior to that so that  
22 you know that you're setting your priorities



1 correctly.

2 I'd say that there's going to have  
3 to be continued collaboration with the  
4 District to have an understanding of what  
5 their strategic priorities are and the  
6 recommendation would be as a Board to devote  
7 your energy and focus to figuring out what  
8 that strategy is then looking to the  
9 principles and standards for how you  
10 incorporate it into your application renewal  
11 closure decisions.

12 I hope that isn't too general, and  
13 I'm happy to answer follow up questions if  
14 they exist. But the context of the City  
15 matters in that answer.

16 MEMBER SOIFER: Well first of all  
17 thanks. I appreciate both that the diligence  
18 of the report sort of hinges on the principles  
19 that you see here, but also that the  
20 recommendations themselves really seem steeped  
21 in sort of values of good governance like  
22 transparency and consistency and to that end

1 I think that the recommendations make a whole  
2 lot of sense.

3 A lot of the questions that we  
4 deal with are questions that, I mean just on  
5 the agenda tonight, 15-year renewals and  
6 Performance Frameworks for early childhood and  
7 adult education areas that the movement  
8 nationally has very little experience working  
9 with.

10 I also appreciate that, I guess  
11 we've spoken on the phone, we've done that  
12 before, but the work that you've done in  
13 Chicago, and certainly I've referred to  
14 Volunteers of America policies and documents  
15 before, they're excellent and that's the sort  
16 of leadership that I think we as an  
17 independent authorizer and the movement really  
18 can benefit from.

19 I think that particularly it's  
20 those areas. The focus on the Performance  
21 Management Framework and I appreciate the  
22 thoughtful approach that you took to analyzing

1 it because it certainly was some of the better  
2 years of our lives working it through and  
3 particular emphasis on longitudinal student  
4 growth is I think something I'm really proud  
5 of.

6 And as we apply that approach, you  
7 know, that approach generally to Early  
8 Childhood PMF which we have on the Agenda  
9 tonight and to adult education and  
10 alternative.

11 We definitely continue to look to  
12 NACSA to find examples that we could benefit  
13 from and bring to our charter schools and our  
14 movement here and look forward to working with  
15 you in those areas.

16 And if there are, and as we go, we  
17 look forward to reaching out and if there is  
18 specific things that we can learn from I think  
19 this a great, you know, relationship both ways  
20 and look forward to continuing to share best  
21 practices and thoughts.

22 MS. PIEHL: Thank you. One note

1 on the one particular element that you talked  
2 about that I know you're working on, is an  
3 adapted PMF for alternative education and  
4 early childhood.

5 Alternative education is an area  
6 that we're currently focusing on. It's  
7 certainly one where we don't have all the  
8 answers, it's an evolving issue,  
9 accountability for alternative education  
10 programs.

11 And we do have a working group  
12 that we have been, that has been meeting over  
13 the last six months or so, and at the NACSA  
14 conference we're hoping to have some of kind  
15 of that first big thinking around that working  
16 group.

17 So that might be an area to dive  
18 into as well. Nelson Smith is heading up that  
19 work and, Scott, you might actually be  
20 familiar with it. I'm not sure if you're on  
21 it --

22 MEMBER PEARSON: We're very

1 familiar with it. In fact Naomi is --

2 FEMALE PARTICIPANT: Excellent.

3 MEMBER PEARSON: -- co-chairing it  
4 I think.

5 MS. PIEHL: Oh, well --

6 (Simultaneous speaking.)

7 MEMBER BLOOMFIELD: Can I just ask  
8 a clarifying question? Is alternative though,  
9 is that sort of the 16-21, is there an age  
10 range, or is that --

11 MS. PIEHL: It runs the gamut  
12 actually and the conversations it is  
13 alternative education in a sense, actually and  
14 it's also very State specific.

15 So it gets to be a very, depends  
16 on context, if you have a definition of an  
17 alternative education program all ready  
18 defined in your City or in your State, then  
19 that makes a difference.

20 And so it could include credit  
21 recovery, you know, adjudicated youth, it  
22 could include those, it could also be special

1 education focus programming. So it really  
2 does actually, and that's part of the  
3 discussion and conversation is how do you set  
4 accountability systems for one type of  
5 population versus another and those in and of  
6 themselves are quite unique and different.

7 So you can get down a rabbit hole  
8 real fast which is why we're emerging in  
9 talking and thinking about this is because  
10 this is something that has been difficult for  
11 our field to grapple with, so taking it on,  
12 yes.

13 CHAIR MCKOY: Do either of you  
14 have examples, several times you've mentioned  
15 considering a policy or policies that allow us  
16 to grant more autonomy to high performers?

17 Do you have examples, the things  
18 you had in mind either for around the Country  
19 or that you were just thinking about?

20 MS. PIEHL: Well in terms of  
21 granting autonomy to high performers you could  
22 engage in certain strategies that some

1 authorizers do. One most notably is a more  
2 streamlined renewal process.

3 So you might have, depending on  
4 what your renewal process looks like for all  
5 charter schools if you have one that has  
6 scores at a certain level on your  
7 accountability framework, then they could be  
8 streamlined in that they don't have to go  
9 through, maybe they don't have to go through  
10 an interview process or they have, if that's  
11 part of your process, or they don't have,  
12 maybe they have a shortened application that  
13 they have to submit.

14 Those are some examples of some  
15 ways that you can increase autonomy. Do you  
16 have any other that you wanted to add?

17 MS. BOLGER: Yes. So there are  
18 sort of two ways of looking at it. First is  
19 being clearer to everyone what high quality  
20 means, so who's going to cross that bar to be  
21 granted the autonomy.

22 And then the other part is

1 thinking about what are some freedoms that you  
2 can offer and some that I've had experience  
3 with is a streamline process to grow.

4 I mean it's not free, where you  
5 don't just pay, you're good, you get more, I  
6 mean you still have to ask some questions, but  
7 it's streamlined. A renewal process when I  
8 was in Chicago we did not conduct site visits  
9 for schools who were rated level one, our  
10 highest rating.

11 My thinking was they're going to  
12 have to see some pretty crazy stuff in there  
13 for me to have a renewal decision that's going  
14 to be different than what it is based on what  
15 I've reviewed from their data, which makes it  
16 easier for the school to go about being a  
17 school as opposed to, you know, being renewed.

18 And so just those are examples.  
19 Your schools will give you more than I have if  
20 you ask them I'm sure. But being clear about  
21 what the high quality means first is  
22 important.



1                   CHAIR MCKOY: Well I want to thank  
2                   Katie and Carly both. I read the report and  
3                   it even comes more alive listening to you guys  
4                   and I think there's a lot of stuff we can use  
5                   to keep us moving in the right direction, so  
6                   thank you very much and thanks for coming  
7                   tonight.

8                   MS. PIEHL: Thank you. Thanks for  
9                   having us.

10                  MS. BOLGER: Thank you to everyone  
11                  and to your staff for being so helpful in  
12                  gathering all of the documents and devoting a  
13                  lot of their time to talking with us and  
14                  answering our questions and our follow up  
15                  questions.

16                  Everyone was terrific and very,  
17                  very helpful. So, thank you.

18                  CHAIR MCKOY: Thank you.

19                  MS. PIEHL: Thank you.

20                  CHAIR MCKOY: Okay. So next we  
21                  have our first real voting item, extend full  
22                  charter approval of previously approved

1 charters that had conditions.

2 We had Paul and the Cedar Tree and  
3 is there, are we going to have a staff report  
4 or a staff summary? Hello?

5 MS. RUBIN DEVEAUX: Do you have  
6 the more recent Agenda?

7 CHAIR MCKOY: I don't have the  
8 more recent Agenda. Okay, I have a more  
9 recent Agenda, thank you. So we've  
10 reorganized the Agenda and we're now going to  
11 go to policy guideline approval decisions  
12 which was way down on my Agenda and we've now  
13 moved it up this position.

14 And so are you going to do all of  
15 them?

16 MS. TYLER: No, just the first  
17 one.

18 CHAIR MCKOY: Rashida's doing the  
19 first one?

20 MS. TYLER: Yes.

21 CHAIR MCKOY: Okay. Ms. Tyler, go  
22 ahead.

1 MS. TYLER: All right. Good  
2 evening. All right, so the PCSB staff  
3 recommends that the Board vote to approve the  
4 proposal to increase the floors for some of  
5 the Performance Management Framework  
6 indicators in the elementary, middle school  
7 and high school PMFs for the 2012-2013 school  
8 year.

9 As per the technical guide, floors  
10 are annually set at the 3-year weighted  
11 average of the bottom tenth percentile of  
12 charter school results. And if this weighted  
13 average rises, the floors are recalculated.

14 During our 30-day public comment  
15 period, PCSB received written comments and a  
16 representative from Latin American Montessori  
17 Bilingual Public Charter School, who offered  
18 public testimony on June 24, at PCSBs public  
19 hearing.

20 All of this feedback is appended  
21 to the policy along with our responses. The  
22 comments fell into three categories. Number

1 one, release the school year floors and  
2 targets earlier in the school year so that  
3 schools can better benchmark their performance  
4 throughout the year.

5 Number two, keep the floors the  
6 same for five years to allow for continuity.  
7 And number three, keep the floors the same to  
8 capture the full impact of schools year over  
9 year growth.

10 Based on the comments that we  
11 received, PCSB agrees that it should release  
12 the floors as soon as possible and requests  
13 that the Board vote to amend the policy to  
14 require PCSB to release PMF floors and targets  
15 for a new school year within two weeks of the  
16 completion and release of the previous year's  
17 PMF scores starting in school year 2013 and  
18 2014.

19 We do suggest that the Board  
20 continue to evaluate the floors each year.  
21 The floor increases are small and there's no  
22 evidence that the increases result in schools

1 that are improving overall to lose points.

2 In the 2011-2012 school year  
3 despite some floor increases, 21 elementary  
4 and middle schools and five high schools  
5 increased their overall PMF scores.

6 Additionally our impact analysis  
7 of the proposed 2013 floor increases takes  
8 into consideration the impact that raising  
9 floors will have on schools.

10 And if all schools scored exactly  
11 the same, no high school would change their  
12 tier based on the floor increases and only  
13 eight elementary or middle schools would  
14 change their tier.

15 As for the initial proposal open  
16 for public comment, PCSB has always been  
17 concerned about dramatic year to year changes  
18 in PMF floors and therefore we used a 3-year  
19 weighted average to calculate these floors.

20 However, despite using this  
21 rolling average method, this year some of the  
22 weighted averages rose substantially resulting

1 in one proposed floor nearly doubling.

2 So PCSB staff therefore proposes a  
3 modification to the policy that in no case  
4 will a PMF floor rise by more than 33.3  
5 percent in any given year.

6 CHAIR MCKOY: Comments?

7 MEMBER WOODRUFF: More of question  
8 than a comment. I have heard from various  
9 sources from various schools a concern over  
10 the fact that each year the floors can  
11 potentially rise so there's a perception even  
12 if it's not statistically accurate that the  
13 bar is rising, you know, each year almost in  
14 spite of whatever it is you're doing to  
15 improve your outcome.

16 So I guess my question is given  
17 that that perception's out there in the  
18 charter community, what would be the negative  
19 rationale for not raising, say you went to a  
20 every other year raising the floors, or  
21 something like that, maybe not the five years  
22 that was recommended in commentary, but say

1 you didn't raise the floors annually, what are  
2 the potential, the negative impact of doing  
3 something like that?

4 MS. TYLER: So that wouldn't allow  
5 us to be reactive to things like the State  
6 assessment changing, for example. So there's  
7 a little uncertainty about when the PARCC may  
8 role out.

9 When things like that happen, we  
10 want to make sure that we can annually make  
11 updates to our floors as needed. Last year we  
12 made an update based on OSSEs calculation of  
13 the graduation rate.

14 So they transferred from the Lever  
15 Rate calculation to the Adjusted Cohort  
16 Graduation Rate. If we would've waited, you  
17 know, every two years we wouldn't have been  
18 able to make a quick, actually in that  
19 instance, a reduction to our floors to reflect  
20 our school's performance.

21 So we just want to make sure that  
22 we can react as, you know, things in our

1 educational landscape change.

2 MEMBER WOODRUFF: Right. I guess  
3 I'm not necessarily ready to take a position  
4 one way or the other, but I'm thinking where  
5 it says "in no case will a PMF floor rise by  
6 more than 33 percent in a given year," so that  
7 means it could potentially, that that floor  
8 could go up by a third from what it was the  
9 previous year.

10 And again, thinking in terms of  
11 perception, if the school feels that it's in  
12 good faith putting in school improvement  
13 efforts, trying to improve their outcomes,  
14 only to the see floor rise by a third, is  
15 that, that's not problematic?

16 MS. TYLER: That we only raise it  
17 a third, so --

18 MEMBER WOODRUFF: That still seems  
19 like a big raise potentially.

20 MS. TYLER: So the only instance  
21 where the raise was that dramatic was our  
22 eighth grade DC CAS math proficiency. And



1 keep in mind that is the bottom tenth  
2 percentile performance using the 3-year  
3 weighted average.

4 MEMBER WOODRUFF: Right.

5 MS. TYLER: Yes. So that was the  
6 only metric where we saw, where we put that  
7 measure in place, that was the only one that  
8 really influenced our decision to do that.

9 MEMBER WOODRUFF: Right.

10 MEMBER TILLERY: So it doesn't --

11 MEMBER WOODRUFF: Go ahead.

12 MEMBER TILLERY: It doesn't really  
13 have an impact, I mean other schools, you  
14 know, I'm kind of, was thinking the same  
15 thing.

16 If they see that they're making  
17 progress, it's almost like playing football  
18 and you're running down the field and then  
19 they move the goal post when you get there.

20 You're still making progress, but  
21 you still got further to go to get to the goal  
22 post.

1 MS. TYLER: So we're not moving  
2 the targets --

3 MEMBER TILLERY: Okay.

4 MS. TYLER: -- which I think of  
5 when you described, you know, the analogy you  
6 just gave, we're moving the floor which is the  
7 minimum score that schools need to earn to  
8 receive points.

9 MEMBER TILLERY: Got it, okay.

10 MS. TYLER: So that's where we  
11 want schools to continually push themselves,  
12 but the targets --

13 MEMBER TILLERY: Yes.

14 MS. TYLER: -- we've only actually  
15 adjusted those one time and it was actually a  
16 reduction.

17 MEMBER TILLERY: I understand.

18 MS. TYLER: Yes.

19 MEMBER TILLERY: Do you  
20 understand?

21 MEMBER WOODRUFF: Just to be  
22 clear, and then I'll stop. It says for the

1 2011-2012 school year, I'm just looking at the  
2 text here, with the proposed raising of the  
3 floors, if all schools scored as they did in  
4 2011-12, eight elementary or middle schools  
5 would change tiers, and I assume that means  
6 they would go down a tier?

7 Okay. All right.

8 MEMBER NOPHLIN: So sorry, that  
9 was pinning my question, what impact that was  
10 going to have on the tiers that the schools  
11 are currently in? What impact is raising the  
12 floor going to have on their tier status?

13 MS. TYLER: So if I'm  
14 understanding your question, how does it  
15 impact their current status, or, I don't know  
16 if I understand?

17 MEMBER NOPHLIN: The status that,  
18 their current status, yes, it won't impact  
19 their current status?

20 MS. TYLER: No, it won't impact  
21 their current status.

22 MEMBER NOPHLIN: And if raising it

1 will impact the next year's tier status?

2 MS. TYLER: Yes.

3 MEMBER NOPHLIN: And so do you,  
4 can you talk about how that looks? I mean  
5 have you looked at that to see what that might  
6 do for schools, especially those that are in  
7 two and maybe go to three, or one that go to  
8 two, so that we could kind of understand that  
9 a little bit.

10 MS. TYLER: So we did do the  
11 impact analysis. We used last year's data and  
12 we ran it again with the floors as updated and  
13 that's how we got the schools that made the  
14 change.

15 So that's the impact. We've ran  
16 an impact analysis on 11-12 data. Are you  
17 suggesting that we run it --

18 MEMBER NOPHLIN: And that's the  
19 eight schools you were talking about?

20 MS. TYLER: Yes.

21 MEMBER NOPHLIN: Okay.

22 MS. TYLER: That's how we got that

1 information, yes.

2 MS. RUBIN DEVEAUX: And so I think  
3 it's important to know the range of that  
4 change is very small. We're talking about one  
5 point, so there were schools that, for  
6 example, that would have fallen a tier, that  
7 were just barely in the other tier.

8 So it was like they had a score of  
9 a 65.3, which would now be a 63.8, which  
10 because the cutoff was 65, they fell in, so  
11 the range is actually more important to, now  
12 this is a pretty small range, we're falling  
13 about two points at most.

14 And no high schools fell which,  
15 you know, I thought was quite interesting so  
16 it was just impacting, and the more elementary  
17 and middle schools and all of them were at  
18 65.6, well now they're at 64.3.

19 CHAIR MCKOY: So I think that  
20 Darren mentioned the PARCC. I mean everything  
21 I read in here is that nationwide scores,  
22 particularly State scores, are likely to dip

1 for a year or two just because of the new  
2 assessments that the kids are going to have  
3 face.

4 So if that's the case then how  
5 would that affect your floor structure?

6 MS. RUBIN DEVEAUX: Well it  
7 wouldn't affect it all for this vote, for  
8 tonight, because there's not --

9 CHAIR MCKOY: No, tonight, no, no.

10 MS. RUBIN DEVEAUX: -- but, at  
11 that point, and I don't think this is working.  
12 So at that point in time, so we're going to be  
13 relying a lot on national, I mean the PARCC  
14 and Smarter Balanced, which is the other  
15 option.

16 They are providing scales, and  
17 we're talking now a national test that's going  
18 to be piloting this year in States, including  
19 D.C. potentially, and that they should be able  
20 to provide us with a scale and we would have  
21 to adjust our floors and our targets to match  
22 what the nation is doing.

1                   But it is an unknown territory  
2                   that we're working on. We're not even sure  
3                   that it's going to happen this next school  
4                   year, so we're all waiting.

5                   CHAIR MCKOY:   Okay.

6                   MEMBER SOIFER:  If I could just  
7                   clarify to that, what you're saying though is  
8                   that the basic structure with the, you know,  
9                   the tenth percentile, wouldn't necessarily  
10                  need to change?

11                  MS. RUBIN DEVEAUX:  That's what  
12                  we're thinking --

13                  MEMBER SOIFER:  It would just be -  
14                  -

15                  MS. RUBIN DEVEAUX:  -- the  
16                  weighted piece might --

17                  MEMBER SOIFER:  Okay.

18                  MS. RUBIN DEVEAUX:  -- although we  
19                  might be able to just insert it in to the DC  
20                  CAS when the DC CASs are ready, aligned to the  
21                  common core.

22                  We're working on it. We're

1 thinking about it, but we don't have any data  
2 at this point to actually start playing with  
3 it.

4 MEMBER SOIFER: Right and it  
5 wouldn't affect right now.

6 MS. RUBIN DEVEAUX: Right.

7 CHAIR MCKOY: Okay, are members  
8 ready to vote on this? The "this" would be,  
9 I need a motion to either approve or  
10 disapprove the recommendation.

11 MEMBER BLOOMFIELD: I move that we  
12 accept the recommendation.

13 CHAIR MCKOY: Do I hear a second?

14 MEMBER SOIFER: Second.

15 CHAIR MCKOY: Moved and seconded.  
16 Any more discussion on this one you would have  
17 to discuss?

18 MEMBER WOODRUFF: Yes, sorry.

19 CHAIR MCKOY: Are you disgusted?

20 MEMBER WOODRUFF: I'm not  
21 disgusted. I'm not disgusted, I definitely  
22 support the push for an increasing move



1 towards more and more performance quality.

2 I'm still not confident or clear  
3 on what would be lost if we changed the floors  
4 every other year as opposed to every year.

5 I'm still a little troubled that that seems  
6 like a very quick potential escalation of the  
7 performance bar.

8 So how do you respond to that?

9 MEMBER PEARSON: I think if we  
10 changed it every other year and we used the  
11 same, we change the scores every other year,  
12 but we use the same process which is that we  
13 set the floor at the lowest tenth percentile  
14 of the last three years giving extra weight to  
15 the most recent years.

16 The effect would be to potentially  
17 have more radical jumps, because rather than  
18 having a steady climb each year, or a  
19 flattening out and, you know, you'd have more  
20 of a step function every two years, so I'm not  
21 sure you would achieve the goal of moderating  
22 it.

1                   I think what this policy actually  
2                   does, this policy attempts to moderate it by  
3                   setting a ceiling on how quickly the floors  
4                   can rise and that seemed to us the best way to  
5                   keep that process relatively stable so that  
6                   schools are operating in a stable environment.

7                   MEMBER BLOOMFIELD: I guess for me  
8                   the thing that makes me feel comfortable is  
9                   it's just really, I mean as I understand it,  
10                  okay, it's really about the cutoff of where  
11                  you don't award points, right?

12                  So students, and this is really  
13                  low, so we're just not, and it's in one  
14                  indicator and it's a really important one,  
15                  it's eighth grade math, which is the basis for  
16                  being successful in high school math.

17                  So you have to score still pretty  
18                  low, you can still get points actually, you  
19                  can start accruing points at a pretty low  
20                  level, yes. So, right but I think it's a  
21                  complicated thing, yes.

22                  So that's why it would feel

1 comfortable, it is a moving average which  
2 smooths it out. And I think, like I said, I  
3 think it is better than this sort of, I think  
4 it lends more predictability, but I do think  
5 33 percent is the right amount rather than  
6 just like whatever the moving average is.

7 MEMBER WOODRUFF: Last question.  
8 Was there anymore context to that proposal  
9 that, the floors stay the same for five years,  
10 that was mentioned in some of the comments we  
11 got? Was there anything else that went along  
12 with that?

13 MS. TYLER: I don't think so.  
14 That comment originated at the task force  
15 meeting. I think the school leaders  
16 originally proposed, they first said, you  
17 know, let's not increase it every year and  
18 someone proposed every three years --

19 MEMBER WOODRUFF: Okay.

20 MS. TYLER: -- someone proposed  
21 every five.

22 MEMBER WOODRUFF: Right, right.

1 MS. TYLER: And if I'm remembering  
2 correctly I don't think it was related to  
3 anything specific.

4 MEMBER WOODRUFF: Okay.

5 CHAIR MCKOY: All right. Let's  
6 call the question. All in favor of the motion  
7 which is to accept the proposal as put forth  
8 by staff, those in favor say aye.

9 (Multiple Ayes)

10 CHAIR MCKOY: All opposed?

11 MEMBER WOODRUFF: I would like to  
12 say no.

13 CHAIR MCKOY: One opposed. Any  
14 abstentions? Okay, you're abstaining? So  
15 we've got one, two, three, four yeses, one  
16 abstention, and one negative, so I guess no  
17 matter what the floor or the man pays, I guess  
18 that carries.

19 Let's go on to the next one, and  
20 Naomi are you doing this one? This is the 13-  
21 14 application guidelines for new public  
22 charter schools.

1 MS. RUBIN DEVEAUX: Yes. I'll  
2 just do this one. I guess Monique is coming  
3 up, Monique Miller.

4 This policy was voted on to open  
5 for public comment, and we had 30 days of  
6 public comment. PCSB received comment from  
7 FOCUS and no other public comment came in.

8 We addressed the comments. A lot  
9 of it was very helpful edits and found  
10 redundancies where we were asking the same  
11 question in two different places and so we  
12 could delete one or the other.

13 You can see a full list of all of  
14 the comments and our responses attached to the  
15 policy, but the guidelines are the earliest  
16 ever to release the guidelines for a new  
17 school to apply for a charter.

18 So we are releasing it now, the  
19 applications aren't due until March 3, but we  
20 think this is actually as much time as it  
21 takes to write a really good application.

22 And so we're really excited to be

1 able to release it this early in the year and  
2 we hope that you vote to release the  
3 guidelines.

4 MS. MILLER: One of the things I'd  
5 like to point out that we've added with Avni  
6 and Amanda being on staff and having a  
7 background in special education, we really  
8 worked to try to align the questions a lot  
9 better.

10 To put academic questions in the  
11 education plan and put compliance questions in  
12 the operations plan, so we tried to  
13 differentiate that better this year.

14 CHAIR MCKOY: Any comments? Can I  
15 get a motion?

16 MEMBER WOODRUFF: I move that we  
17 approve the new guidelines.

18 MEMBER TILLERY: Second.

19 CHAIR MCKOY: Moved and seconded.  
20 Any more discussion? Okay call the question,  
21 all in favor?

22 (Multiple Ayes)

1 CHAIR MCKOY: Opposed?

2 Abstentions? Thank you. Okay, Rashida?

3 MS. KENNEDY: Yes. PCSB staff  
4 requested the Board would vote on the Board of  
5 Trustees Compliance Policy. This policy was  
6 originally opened for public comment and has  
7 been opened since the June 24 Board meeting.

8 There were not any comments that  
9 were submitted. This policy would require  
10 that Boards remain compliant and must maintain  
11 a compliant Board of Trustees as outlined by  
12 the School Reform Act, or be subject to a  
13 notice of concern.

14 Schools must have two voting  
15 parent members on the Board within the first  
16 60 days of the start of a new school year and  
17 if a parent member resigns or is removed from  
18 the Board mid-year, the LDA has 60 days to  
19 replace that parent member.

20 When the Board is out of  
21 compliance for any of the requirements of the  
22 School Reform Act, the school has 60 days to

1       become compliant.

2                   MEMBER BLOOMFIELD: Do we have the  
3 same requirement for adult education?

4                   MS. KENNEDY: So for adult  
5 education as it is right now, we have  
6 conversations with the school to see if they  
7 can at least have an alumni and if they can't  
8 have an alumni then a student member.

9                   So it's been more lenient on adult  
10 schools.

11                   MEMBER PEARSON: In fact, the  
12 Carlos Rosario renewed charter they will be  
13 voting on later tonight specifically states  
14 that the parent member slot may be filled by  
15 an alum or a student or a parent if that's  
16 appropriate.

17                   MEMBER BLOOMFIELD: I just wonder  
18 if we should look at that more systematically  
19 for what's the best practice for adult  
20 education in this regard to come up with.

21                   MEMBER SOIFER: I see in this  
22 case, this is really simply taking something



1 that's specifically delineated in the School  
2 Reform Act and not in any way adding any  
3 interpretive element or higher bar.

4 This is just us going about  
5 enforcing what we're required to enforce by  
6 law, but there's no additional bar to this.

7 MS. KENNEDY: Right.

8 MEMBER SOIFER: Great.

9 CHAIR MCKOY: Where did the 60  
10 days come from for a parent replacement?

11 MS. KENNEDY: We were just, you  
12 know, over the past couple years, you know,  
13 since I've been reviewing compliance  
14 documents, when schools have a parent to  
15 resign that seems to be a legitimate amount of  
16 time that the schools might be able to replace  
17 that parent.

18 And as of now it's been kind of a  
19 case by case working with the school, do they  
20 have an action plan? Are they working with an  
21 outside agency to assist them? And 60 days  
22 just seems to be really a realistic amount of

1 time to replace a parent.

2 MS. RUBIN DEVEAUX: Where some  
3 other Board members take a longer, the 60 days  
4 can really work for a parent replacement.

5 CHAIR MCKOY: Explain that to me.  
6 I don't see, I don't get that. I don't see  
7 why it would be different.

8 MS. KENNEDY: So are you asking a  
9 different bar for the other requirements such  
10 as like D.C. majority, odd number --

11 CHAIR MCKOY: No, other than if  
12 it's an institution that has a representative  
13 on the Board, why would the parent and other  
14 Board members be different in terms of amount  
15 of time it takes to replace them, that's all  
16 I'm just asking?

17 I hear what you're saying about 60  
18 days, that seemed to work, but I don't  
19 understand why.

20 MS. KENNEDY: I would just say  
21 that just from working with our schools the  
22 past couple years, that seems like the bar

1 that has been realistic and yet it pushes the  
2 school not to wait till the next school year -  
3 -

4 CHAIR MCKOY: Right.

5 MS. KENNEDY: -- to have their new  
6 Board member.

7 CHAIR MCKOY: Right, okay. All  
8 right, any other, yes, go ahead.

9 MEMBER WOODRUFF: I'm just reading  
10 this and sort of reacting off the cut, but it  
11 says a majority of the Board, unlike this  
12 Board, a majority of the Board must be  
13 residents of the District of Columbia.

14 MS. KENNEDY: Yes.

15 MEMBER WOODRUFF: Is there a  
16 reason why everyone shouldn't be a resident of  
17 the District?

18 MS. KENNEDY: The School Reform  
19 Act.

20 MEMBER WOODRUFF: It states in the  
21 School Reform Act?

22 MS. KENNEDY: Yes. Some schools

1 might go above and beyond and try to have all,  
2 but the School Reform Act says as long as it's  
3 a majority.

4 MEMBER WOODRUFF: Okay.

5 CHAIR MCKOY: All right. Any  
6 other questions? Can I have a motion then?

7 MEMBER SOIFER: Motion to approve  
8 that's proposed.

9 CHAIR MCKOY: Motion to approve.  
10 Is there a second?

11 MEMBER BLOOMFIELD: Second.

12 CHAIR MCKOY: Second. Anymore  
13 discussion? All in favor?

14 (Multiple Ayes)

15 CHAIR MCKOY: Opposed?

16 Abstentions? So moved.

17 MS. KENNEDY: Great. The next  
18 policy this is the Mystery Caller Policy and  
19 this was also open for public comment at the  
20 June 24 Board meeting.

21 And according to this policy we  
22 proposed that beginning in 2014 any school

1 that is found to be providing illegal or non-  
2 compliant responses to callers posing as  
3 parents through PCSBs Mystery Caller  
4 initiative would be issued Board action to a  
5 charter warning and this is something that  
6 we've done for the past two years and it's  
7 been very transparent to schools.

8 We've let them know that we're  
9 going to be calling and basically asking, you  
10 know, what does it take to enroll a child and  
11 we've given feedback.

12 There hasn't been a consequence  
13 these past couple years other than PCSB  
14 leadership sending an email or calling the  
15 school and letting them know that there were  
16 some noncompliant answers and then the school  
17 has often responded back saying thank you for  
18 alerting this to us and indicating what they  
19 might do differently to train their staff.

20 So the main thing this policy does  
21 is adds a consequence.

22 CHAIR MCKOY: Any discussion?

1                   MEMBER WOODRUFF: Question. So do  
2 we as far as picking which schools to have a  
3 mystery caller call is there any system to  
4 that or is it --

5                   MS. KENNEDY: There is not. We  
6 call all the schools and if the answer is  
7 sufficient then we don't call again, if the  
8 answer is not sufficient then we'll call them  
9 again a second time to see if it was just  
10 random.

11                   And if there are two inappropriate  
12 answers that's when they would receive the  
13 notice of concern.

14                   MEMBER WOODRUFF: So the only way  
15 to avoid getting a mystery call is to have  
16 appropriate responses when you get the first  
17 mystery call?

18                   MS. KENNEDY: Yes.

19                   MEMBER WOODRUFF: Okay.

20                   MEMBER SOIFER: And the only  
21 consequence is the notice of concern?

22                   MS. KENNEDY: Yes.

1 CHAIR MCKOY: Any other questions?

2 MEMBER PEARSON: I just maybe  
3 thought we can visit next year whether, a  
4 policy of whether a school who has a notice of  
5 concern and then fails the mystery shopper  
6 again, whether you want to go further than  
7 that.

8 CHAIR MCKOY: Okay. Can I get a  
9 motion on this one?

10 MEMBER SOIFER: Motion to approve.

11 MEMBER NOPHLIN: Second.

12 CHAIR MCKOY: Moved and seconded.

13 Anymore discussion? All in favor?

14 (Multiple Ayes)

15 CHAIR MCKOY: Opposed?

16 Abstentions? Okay. Now we skipped one,  
17 didn't we?

18 FEMALE PARTICIPANT: Charter  
19 Renewal.

20 MALE PARTICIPANT: Charter Renewal  
21 Guidelines, that's on our Agenda?

22 CHAIR MCKOY: Yes, you did

1 application guidelines for new --

2 MALE PARTICIPANT: Charter  
3 Renewal.

4 CHAIR MCKOY: -- public charter  
5 schools, and then we skipped the third bullet,  
6 renewals, on both of these Agendas.

7 MS. RUBIN DEVEAUX: Charter  
8 Renewal Guidelines. Sorry.

9 CHAIR MCKOY: No problem.

10 MS. MILLER: On Friday, June 21,  
11 PCSB made available for public comment a draft  
12 of its revised Charter Renewal Guidelines. In  
13 addition to a 30-day period the Board held a  
14 public hearing on June 24, we didn't receive  
15 any written comments.

16 The purpose of the revision is to  
17 detail the entire renewal process, including  
18 how to prepare the renewal application, assess  
19 the school's performance and the process after  
20 the PCSB votes, which includes signing a  
21 Charter Renewal Agreement for the next 15-year  
22 term.



1                   So based on our experience over  
2                   the past six months we tried to outline  
3                   everything that takes place during the renewal  
4                   process from preparing all the way through the  
5                   end to negotiating a contract.

6                   CHAIR MCKOY: Discussion?  
7                   Comments? Yes, Emily.

8                   MEMBER BLOOMFIELD: I think that  
9                   there was a discussion about a rubric, you  
10                  know, presented NACSA, so as you've done this  
11                  have you looked at a rubric that would  
12                  accompany this?

13                  MS. MILLER: Not to the Charter  
14                  Renewal process, but what we've done is in the  
15                  renewal guidelines outline how we would assess  
16                  the charter goals.

17                  One of the steps in that process  
18                  was meeting with schools who are undergoing  
19                  charter review and renewal, to make sure that  
20                  we're all in agreement on the goals that have  
21                  been established, you know, what we've learned  
22                  through this process is that schools may have

1 departed from goals originally established in  
2 their charter.

3 So we want to make sure that we're  
4 on the same page with what's being assessed  
5 and how we're assessing it. Now as far as a  
6 rubric for the charter application, we are  
7 working on revising the rubric that was used  
8 during the 2012-2013 cycle and that will be  
9 made available this month, in August.

10 CHAIR MCKOY: Comments? No more  
11 comments? Could I have a motion then?

12 MEMBER SOIFER: I'll make a  
13 motion.

14 MEMBER TILLERY: Second.

15 CHAIR MCKOY: Moved and seconded,  
16 and I assume it's in favor of the staff  
17 recommendation? Okay, didn't want to -- all  
18 in favor?

19 (Multiple Ayes)

20 CHAIR MCKOY: Opposed? Good,  
21 thank you. And now, okay, I think that  
22 completes the policy guidelines. Now we're

1 moving to the 30-day public comment period, so  
2 these are to be released for public comment.

3 All right, Erin, you want to do  
4 the first one, early childhood?

5 MS. KUPFERBERG: Thank you. For  
6 the last six months I have been working with  
7 DC's Early Childhood School Leaders to develop  
8 the Early Childhood Performance Management  
9 Framework Policy that PCSB staff is  
10 recommending the Board vote to open for public  
11 comment.

12 I want to take a moment to clarify  
13 the intentions of the Early Childhood PMF.  
14 Since DC has a wide variety of charter options  
15 for 3-year-olds through second grade students,  
16 the Early Childhood Performance Management  
17 Framework, or PMF for short, is intended to  
18 show parents how schools are performing.

19 Prior to this proposal, parents  
20 could not compare any of the early childhood  
21 charter schools with another. I also want to  
22 explain how this works.

1                    Schools may choose from over 30  
2                    assessments for ones that best fit its program  
3                    goals. All of these assessments are already  
4                    in use at the schools, so there will be no  
5                    noticeable change in instruction or assessment  
6                    for the students.

7                    For pre-kindergarten students, the  
8                    Early Childhood PMF asks schools to assess  
9                    basic literacy skills, which are the  
10                    foundation of future success in school.

11                    These assessments are given orally  
12                    and individually and privately. For example,  
13                    a teacher may sit with a student and have the  
14                    student identify different shapes or different  
15                    upper and lower case letters.

16                    Some schools may also choose to  
17                    use a social/emotional assessment. For many  
18                    of these assessments students are observed  
19                    over a week or two by a teacher to see if they  
20                    are playing well with others and talking  
21                    through their frustration instead of acting  
22                    out behaviorally.

1                    Again, these are basic skills  
2                    research has shown correlate with future  
3                    success in school. In addition, pre-  
4                    kindergarten classrooms will be observed on  
5                    emotional support, classroom organization, and  
6                    instructional support.

7                    For kindergarten through second  
8                    grade students, students are assessed in  
9                    reading, math, and the optional  
10                    social/emotional growth.

11                    The goal of the kindergarten  
12                    through second grade PMF is to measure a  
13                    school's progress towards student proficiency  
14                    in reading and math by third grade when they  
15                    will take, for the first time, the State  
16                    assessment.

17                    Again, all of these assessments  
18                    are currently being used in schools and no  
19                    additional tests are being required.

20                    CHAIR MCKOY: So I understand that  
21                    there's some concern that these are in some  
22                    way high stakes tests for little toddlers and

1 so just to make sure that people in the  
2 audience and so forth are very clear what  
3 we're talking about, would you just sum up in  
4 a way what you just said and compare it to  
5 what happens at third grade when they get the  
6 DC CAS the first time?

7 MS. KUPFERBERG: Yes. So our  
8 charter schools with early childhood grades  
9 have been using these assessments to measure,  
10 like I said, basic literacy and math.

11 Since the accountability plan  
12 started a number of years ago, these same  
13 assessments are being used still through the  
14 Early Childhood PMF just with the common unit  
15 of measurement instead of individual school  
16 created goals.

17 So the high stakes State  
18 assessment still begins in third grade and  
19 that's the assessment, the DC CAS.

20 CHAIR MCKOY: All right. Thank  
21 you. Any more, yes, Darren?

22 MEMBER WOODRUFF: Just curious,

1 what was the context of making the  
2 social/emotional learning part of the  
3 assessments or assessment options optional?

4 It seems like it would be great to  
5 have a sense of how well all of the young  
6 children are doing socially and emotionally,  
7 so why wouldn't a school want to utilize that?

8 MS. KUPFERBERG: I think there's  
9 two reasons that, from working with the task  
10 force members, one is many schools, though  
11 they track social/emotional, it is not the,  
12 and they make sure all their students are on  
13 level where they need to be social/emotional,  
14 their focus, their program focus is not  
15 particular in that area.

16 But some of our schools it is a  
17 huge focus of their pre-k to second grade and  
18 even all the way through twelfth grade  
19 program.

20 So it really did lend to what the  
21 school's focus and their intentions are with  
22 those early grades.

1                   And then the second point is while  
2 schools have measured social/emotional, they  
3 haven't always done it for all of their  
4 students on assessment that they are used to  
5 or comfortable with, so they weren't willing  
6 to possibly be held accountable to an  
7 assessment they had no information on.

8                   But for RTI purposes they had used  
9 one to target needed intervention for  
10 students, just not on an all student  
11 population.

12                   MEMBER WOODRUFF: Okay. And it's  
13 your sense that the research on early  
14 childhood supports that approach?

15                   MS. KUPFERBERG: Yes. And with  
16 everything that we've, that our task force  
17 researched and I researched, was  
18 social/emotional is a huge part of these early  
19 grades and part of what we worked through with  
20 the task force is we're not saying that  
21 schools aren't measuring social/emotional, but  
22 it's whether they wanted to count it in



1 framework or not was the option, depending on  
2 what type of program their focus is.

3 MEMBER WOODRUFF: Okay. Thank  
4 you.

5 MEMBER NOPHLIN: So I'm happy that  
6 that's happening. I'm happy that we're going  
7 to be looking at the children younger and  
8 younger.

9 Is there a score that's going to  
10 come in this first year of the Early Childhood  
11 PMF or is it nothing going to happen until  
12 third grade DC CAS?

13 MS. KUPFERBERG: And by score you  
14 mean tier?

15 MEMBER NOPHLIN: A tier.

16 MS. KUPFERBERG: Yes. So we are  
17 running the Early Childhood PMF pilot. We  
18 just finished up this last year.

19 All of the data is being submitted  
20 through this week and we are going to analyze  
21 that data, student level results, that was for  
22 assessments given last year.

1                   And then when the task force meets  
2                   again in September we're going to discuss  
3                   through looking at the data, how to tier this  
4                   PMF, and we'll back before you in October with  
5                   the results of those task force meetings to  
6                   let you know how we're proposing to tier this  
7                   PMF for the 13-14 year.

8                   CHAIR MCKOY: Herb, is that a  
9                   question? No.

10                  MEMBER SOIFER: I just had one, I  
11                  guess two quick questions. These are, and  
12                  this applies I guess to each of the four PMF  
13                  measures that we're putting out for public  
14                  comment, and it's really just one about  
15                  procedure.

16                  I can tell by the out of office  
17                  auto replies that I'm getting that a lot of  
18                  crucial people at schools to these questions  
19                  are out of town now and then an awful lot  
20                  happens between now and our next meeting.

21                  And I'm just wondering if, I mean  
22                  I think the feedback that we get from schools

1 is going to be crucial on these, and I'm  
2 really looking forward to the specific  
3 conversation and dialogue about that, and I  
4 wonder if opening up the 30-day public comment  
5 now, or maybe if we could leave open the  
6 possibility of extending that if that proves  
7 to be inadequate.

8 Because the minute people are,  
9 there's an awful lot happening 30 days from  
10 now as well that requires the pressing  
11 attention of school leaders and the people who  
12 are in schools who are maybe most qualified to  
13 provide the substantive feedback.

14 So I wonder if it proves to not be  
15 an adequate window of time, if we might  
16 consider extending that or what the  
17 implications might be.

18 MS. KUPFERBERG: I have one  
19 comment to that and I know, Naomi, I think has  
20 a follow up. One is that with the early  
21 childhood school leaders is particularly the  
22 ones who have been active in the task force.

1                   Not only active, who just wanted  
2                   to be on the lister for the task force, so it  
3                   includes almost all of the early childhood  
4                   schools.

5                   I have been I guess transparent  
6                   with them to let them know when the public  
7                   comment was opening, how long it would  
8                   lasting, so that they had a chance even if  
9                   they weren't in town for these 30 days to  
10                  definitely be able to write in a public  
11                  comment.

12                  MS. RUBIN DEVEAUX: So we're  
13                  working on two time lines. One is, is you're  
14                  absolutely right, we want to get as much input  
15                  as we can in public comment and it can't  
16                  stress enough that all of the decisions to get  
17                  to this point were done through consensus  
18                  through task force.

19                  So if you look on Page 9, for  
20                  example, is a list of all the schools that  
21                  were part of the early childhood task force,  
22                  and it is all of the schools practically that

1       serve early childhood grades.

2                   So they are well aware of this  
3 document and are, you know, and have already  
4 voted to bring this to you at this point.

5                   MEMBER SOIFER: I think that's the  
6 one of the four of them. I'm least concerned  
7 about being aware of the --

8                   MS. RUBIN DEVEAUX: Right. So  
9 I'll just talk on the adult ed --

10                   MEMBER SOIFER: Yes.

11                   MS. RUBIN DEVEAUX: -- is the same  
12 thing. If you look on their list all of the  
13 adult ed schools currently in operation and  
14 even those that aren't yet in operation, we're  
15 part of those task forces and also came to  
16 consensus.

17                   And the same with the elementary,  
18 middle, and high school, I would say we didn't  
19 have a full task force at every meeting, but  
20 again, they've been meeting since January to  
21 go over all of this and we've been sending out  
22 to them the information and we will have

1 another meeting this fall, in August, to make  
2 sure that we're still all in agreement on that  
3 one.

4 The deadline that we're running up  
5 against is if we don't make a decision prior  
6 to the beginning of the school year, it feels  
7 very disingenuous then to say, oh, by the way  
8 in December, this is how you're going to be  
9 held accountable, and this is what the task  
10 force said to us because, you know, we were  
11 running up against time lines.

12 It's better to come to a decision  
13 and have the Board approve prior to the school  
14 year so that they can start benchmarking  
15 towards that, than to wait until December or  
16 January when they may not have been thinking  
17 about all of those goals. So that's our --

18 MEMBER SOIFER: I certainly  
19 appreciate that and the parents point is a  
20 good one, I just, anyone that has something  
21 substantive that they want the Board to  
22 consider, I hope that we can hear from them

1 and look forward to --

2 MS. RUBIN DEVEAUX: And having the  
3 August Board meeting is great because we do  
4 have then a moment for a couple comments to  
5 come in. This doesn't get up for vote until  
6 September.

7 MEMBER SOIFER: Right. Right.

8 MS. RUBIN DEVEAUX: So you have --

9 MEMBER SOIFER: The September  
10 meeting.

11 MS. RUBIN DEVEAUX: -- it's not  
12 until September that you're voting, so they  
13 have, school will have started by the time  
14 you'll vote.

15 MEMBER NOPHLIN: So I just have  
16 one more comment about that. One, the first  
17 part of the comment is that this is a really  
18 bad time for schools that, you know,  
19 everything in the world is happening to them  
20 right now.

21 The principal's on vacation,  
22 everybody's on vacation, it's a really bad

1 time for them. And the other thing is that  
2 all of the people, if everybody on the task  
3 force wasn't the principal, it's very possible  
4 that they don't have a full understanding of  
5 it.

6 And so, you know, as those other  
7 people vote they may not be voting as the  
8 person in charge so consideration for  
9 something like that I think would help.

10 MS. RUBIN DEVEAUX: So every, and  
11 we totally agree, so always on the, Agenda's  
12 go out beforehand as well as the PowerPoint's  
13 and at times we've had to say bring this back  
14 to your leadership and we'll vote on it next  
15 time, because we realize sometimes a delegate  
16 is bent, that can't speak for the entire  
17 school.

18 And that, you know, this is a  
19 process.

20 CHAIR MCKOY: Also there's really  
21 no sense if we get up to that point we can't  
22 extend for one of them or another one for more



1 public comment.

2 MS. RUBIN DEVEAUX: Absolutely.

3 CHAIR MCKOY: Any more comments?

4 Can I get a motion then?

5 MEMBER SOIFER: Motion to open for  
6 public comment.

7 MEMBER WOODRUFF: Second.

8 CHAIR MCKOY: And that is for all  
9 four, right? All four pretty much for  
10 overview.

11 MEMBER SOIFER: I think she should  
12 just run through the other three. I'm happy  
13 to make a motion for all four.

14 MEMBER WOODRUFF: Yes, if we could  
15 hear the --

16 CHAIR MCKOY: Okay. So we can  
17 vote on them all at once, why don't we hear  
18 the others then.

19 MS. TYLER: All right. So I'm now  
20 going to speak about the adult education  
21 framework. So PCSB staff recommends that the  
22 Board vote to open for public comment a

1       proposal to create an Adult Education  
2       Performance Management Framework.

3                       PCSB has developed the Adult Ed  
4       PMF in collaboration with the charter schools  
5       with adult education programs, Local Charter  
6       Advocacy Organizations, American Institutes  
7       for Research, and Timbo Consulting in order to  
8       fairly assess the quality of programs serving  
9       adults in D.C., including young adults who are  
10      disconnected from the K-12 system.

11                      In particular I just wanted to  
12      highlight I work Dahlia Shaewitz from AIR,  
13      who's provided a tremendous amount of research  
14      and development into creating all elements of  
15      the framework.

16                      These performance indicators in  
17      the PMF reflect the importance of student  
18      progress and achievement and are currently  
19      being piloted with the schools during the  
20      2012-2013 school year.

21                      While the task force recommends  
22      that the Board vote to open for public comment

1 the adult ed at this Board meeting, some  
2 employment and outcome data from the pilot  
3 year is still being collected and analyzed and  
4 the results may cause changes to the floors  
5 and targets.

6           These data will be presented to  
7 you all prior to the vote to adopt the Adult  
8 Ed PMF on September 16, 2013. This framework  
9 will be used as a common accountability  
10 measure for adult education charter schools.

11           During 2013 the task force of PCSB  
12 staff, schools, and consultants met to discuss  
13 the details of the framework, particularly  
14 data collection strategies, floors and targets  
15 for each indicator, weights for each metric,  
16 survey methodology and the alignment of each  
17 indicator to unique school programs.

18           So if this is approved the Adult  
19 Ed PMF would replace the current  
20 accountability plan system which describes  
21 progress on accountability targets set by  
22 individual charter schools.

1           I just want to highlight the major  
2 indicators now of the Adult Ed PMF. So again,  
3 it's designed to measure the effectiveness of  
4 our adult education programs using five  
5 indicators.

6           Number one, student progress which  
7 was defined as learning gains as measured by  
8 tests that are valid and reliable for adults  
9 and disengaged youth.

10           Number two, student achievement  
11 which is measured by whether or not the  
12 students have attained the skills needed to  
13 get a job, a better job, or attend college  
14 without needing remedial classes.

15           Number three, we also want to look  
16 at college and career readiness. Number four,  
17 leading indicators of attendance and student  
18 retention, and number five, mission specific  
19 measures which assess the aspects of the  
20 school program otherwise not captured.

21           Since each school is vastly  
22 different in its program, not all schools will

1 be measured using the same assessments or on  
2 the same indicators.

3 There's a lot in this framework,  
4 but the last thing I would like to highlight  
5 for you is on Page 9 of the proposal, which is  
6 a task force generated system for weighting  
7 each indicator in the PMF.

8 So just to describe our process,  
9 schools propose, I would say six to seven  
10 options for weighting which we presented to  
11 the task force to vote on and get consensus on  
12 how we will weight each indicator.

13 At that meeting the schools  
14 decided to scrap all of those proposals and  
15 designed a new proposal which we have 100  
16 percent consensus on to weight each indicator  
17 in the PMF framework.

18 So the student progress,  
19 career/college readiness, and mission specific  
20 indicators would all be weighted based on the  
21 number of students that a school serves  
22 according to each indicator, worth no more

1 than 70 percent of the total score.

2 Our mission specific indicators  
3 would also be weighted based on the number of  
4 students, but that would be capped at a  
5 maximum weight of 20 percent of a school's  
6 score.

7 Finally, student achievement would  
8 be worth 10 percent of a school's score and  
9 the leading indicators of attendance and  
10 retention would each be worth 10 percent of a  
11 school's score.

12 So this is just an example of how  
13 we have gotten, you know, feedback from our  
14 school leaders about this framework. Any  
15 questions?

16 CHAIR MCKOY: Yes. I'm looking at  
17 your Page 9, I'm not sure I understand how the  
18 math works --

19 MS. TYLER: Okay.

20 CHAIR MCKOY: -- on student  
21 progress and career/college readiness, not  
22 more than 70 percent for either one, yet the

1 total is 70 percent.

2 MS. TYLER: Right. So the total  
3 when we capture all of those weights combined  
4 --

5 CHAIR MCKOY: Right.

6 MS. TYLER: -- so if a school  
7 serves 20 students, you know, using the  
8 student progress metric, so students who are  
9 going through the educational program show  
10 gains in their educational functioning levels  
11 --

12 CHAIR MCKOY: Right.

13 MS. TYLER: -- but has more  
14 students in the career and college readiness  
15 metric, that weight would be more, but it  
16 would be based on a scale of 70 percent.

17 So if we broke it out based on the  
18 numbers, and this isn't accurate math, but the  
19 student progress metric may be worth 20  
20 percent of a school's score, career and  
21 college readiness may be worth 30 percent, and  
22 mission specific indicators would be worth 20

1 percent.

2 Those three would always total 70  
3 percent, but is based on insights of the  
4 school.

5 CHAIR MCKOY: Okay. Thanks.

6 MS. RUBIN DEVEAUX: Yes, and I  
7 think it's just that some schools, like the  
8 college readiness is the GED Program, so some  
9 schools have a lot of students in GED and  
10 maybe five students in their ESL Program,  
11 which counts for the student progress.

12 CHAIR MCKOY: Right.

13 MS. RUBIN DEVEAUX: So we wanted  
14 it to weight based on how many adults are in  
15 each program.

16 CHAIR MCKOY: Okay. I have one  
17 other question. I'm not sure where it was in  
18 your, when you were describing your five  
19 measures --

20 MS. TYLER: Yes.

21 CHAIR MCKOY: -- you said  
22 something about, it led me to believe that you



1 were going to penalize in terms of score a  
2 school if students graduated and had remedial  
3 college courses. Did I misunderstand that?

4 MS. TYLER: Yes.

5 CHAIR MCKOY: I did misunderstand  
6 that?

7 MS. TYLER: Yes, you did.

8 CHAIR MCKOY: Okay.

9 MS. TYLER: Were you thinking of,  
10 so the student achievement measure looks at  
11 GED attainment.

12 CHAIR MCKOY: Right.

13 MS. TYLER: That could've been  
14 where I diced my words up a bit.

15 CHAIR MCKOY: Okay. I thought I  
16 heard remedial and I was going to say, but,  
17 you know, regular high schools send kids to  
18 college and they have to have remedial help  
19 and we don't penalize them.

20 MS. RUBIN DEVEAUX: Right. But  
21 remember some of our adult ed schools that you  
22 just chartered, their role is to provide the

1 remedial courses so that the students when  
2 they get to college aren't spending their Pell  
3 Grant money on remedial classes that don't  
4 give them credit.

5 CHAIR MCKOY: Right.

6 MS. RUBIN DEVEAUX: So a big part  
7 of what our adult ed schools are doing is  
8 actually helping students to know that they  
9 can get to college and then use the grant  
10 money to take classes towards a degree not to  
11 get the education they were supposed to have  
12 gotten in high school.

13 So we have schools currently whose  
14 mission is to provide those type of classes.  
15 So, while it's not in there directly, I do  
16 think that is part of the adult, and this is  
17 not a K-12 high school, this is an adult ed  
18 school.

19 Darren's shaking his head.

20 MS. TYLER: One other thing that  
21 might help clarify the definition, if you look  
22 on Page 3, the third line item looks at career

1 and college readiness measure --

2 CHAIR MCKOY: Right.

3 MS. TYLER: -- so this focuses on  
4 students who have entered employment. That's  
5 the first thing. So once a student exits the  
6 program, have you obtained a job? So schools  
7 follow up to see if students have obtained a  
8 job.

9 The second is, have you kept the  
10 job? So the third program after exit, you've  
11 got a job, we want to make sure that you have  
12 retained it. So again, a school will follow  
13 up to see if that measure has been met.

14 And the third is entering post-  
15 secondary, so we want to see students  
16 transitioning to either occupational courses  
17 or other post-secondary education.

18 And one thing we're also excited  
19 about is potentially being able to help  
20 schools match their students when they are  
21 either in employment or post-secondary  
22 options.

1           So we hope to be able to help them  
2 do that match and help to relieve some of the  
3 burden on surveying every student that's  
4 exited their program.

5           CHAIR MCKOY: So, and then I'll  
6 turn it over to my colleagues, but nationally  
7 recently there's been a lot written about  
8 persistence in charter high schools  
9 graduating, you know, 100 percent of my  
10 students go to college, 100 percent graduate,  
11 100 percent go to college, and then you check  
12 up, you know, two years into college and the  
13 big dip.

14           So where I'm going with this is,  
15 this is analogous to persistence after a GED  
16 or some sort of an alternative high school  
17 education.

18           So my question is though, are we  
19 being equally persistent on this issue of  
20 persistence with regular high schools or are  
21 we just, I understand the concern here, and I  
22 understand the statistics, it just occurred to

1 me we got to care across the board that  
2 students get placed, they graduate, they get  
3 accepted in whatever their post-secondary is,  
4 and they are successful there?

5 MS. TYLER: I agree. So currently  
6 it's not a measure that we're exploring, but  
7 we certainly can open it up to explore during  
8 the 2013-14 school year with our task forces  
9 very easily. I think we all agree with that.

10 MS. RUBIN DEVEAUX: I think we're  
11 waiting for the data to catch up and once we  
12 are at a place where OSSE can provide us with  
13 persistency data, we would be interested in  
14 looking at it.

15 But right now that data is, as to  
16 the best of my knowledge, not fully reliable  
17 at the aggregate levels.

18 CHAIR MCKOY: Okay. Fair enough.  
19 Just want it on the record that at some point  
20 we'll look at this. Colleagues, any other  
21 comments? Thank you, Rashida, we're going to  
22 come back and vote on these all at once.

1 MS. RUBIN DEVEAUX: She's staying.

2 MS. KENNEDY: I'm staying.

3 CHAIR MCKOY: You're staying?

4 Stay put then.

5 MS. TYLER: All right. So the  
6 next framework I'll discuss is the elementary  
7 and middle school framework, so again, we  
8 recommend that the Board vote to open for  
9 public comment a proposal to modify the  
10 elementary and middle school PMF beginning in  
11 the 2013-2014 school year.

12 So our task force comprising of  
13 school leaders, staff members, and charter  
14 advocates met several times throughout the  
15 year.

16 The task force reviewed all of the  
17 current measures and we're recommending  
18 modifications to the attendance rate, the re-  
19 enrollment rate, and gateway metrics. The  
20 school leaders also recommended changing the  
21 weights of each category.

22 So I'm going to begin with the

1 attendance rate, so the task force explored  
2 changing the attendance rate for elementary  
3 and middle schools from average daily  
4 attendance to in-seat attendance.

5 According to our technical guide  
6 the average daily attendance is calculated as  
7 the number of days present plus the number of  
8 excused absences divided by the number of days  
9 enrolled.

10 Under our recommendation, the in-  
11 seat attendance rate will be calculated as the  
12 number of days present divided by the number  
13 of days enrolled. So we would be modifying  
14 the floors and targets for attendance with  
15 this shift.

16 We would propose lowering the  
17 floor from 85 to 82 and lowering the target  
18 from 95 to 92. The second indicator is the  
19 re-enrollment rate, so task force members  
20 propose two additions to the criteria to  
21 calculate a school's re-enrollment rate.

22 Removing the calculation of

1 students that meet the following criteria. So  
2 number one if a student is expelled for a  
3 federally recognized reason for expulsion,  
4 such as bringing a firearm to school.

5 Number two, students placed into  
6 private placement from a DCPS dependent LEA,  
7 as a student is removed from the school's  
8 roster at that point and placed into DCPS.

9 The next area where the task force  
10 proposed updating was related to the gateway  
11 metric. So currently schools are measured on  
12 proficiency rates of all third grade students  
13 in reading and/or all eighth grade students in  
14 math.

15 So task force members and PCSB  
16 staff recommend that the framework be adjusted  
17 to measure a schools math and reading  
18 performance at the schools actual exit grade  
19 and of only the students who had attended the  
20 school for at least the previous three years.

21 The consensus was that this would  
22 be a more accurate measure of the school's



1 actual gateway performance. This adjustment  
2 would highlight how effectively schools are  
3 preparing students who are enrolled in their  
4 campus after their schools are able to work  
5 with a student for several years.

6 It will also allow schools to  
7 accept new students to any grade without  
8 feeling the pressure to move them to  
9 proficiency in an unreasonable amount of time.

10 Due to the huge impact that this  
11 type of change could potentially have on the  
12 PMF and quality concerns with our cohort data,  
13 and the time it will take to conduct a  
14 thorough analysis and thoughtful discussion,  
15 we're actually suggesting that the task force  
16 continue to meet on this topic.

17 We pilot this metric next year and  
18 still make the results public.

19 MEMBER WOODRUFF: Question.

20 CHAIR MCKOY: Go ahead.

21 MEMBER WOODRUFF: So would this  
22 still be best described as a gateway metric if

1 we're now looking at students as they're  
2 preparing to leave the school? It's something  
3 different isn't it?

4 MS. TYLER: Well how would you put  
5 it?

6 MEMBER WOODRUFF: I knew you were  
7 going to ask me that. I mean I always thought  
8 well great, yes, third grade is a critical  
9 time in reading because that's sort of  
10 launching the student's academic leading  
11 career, but if that same school goes to fifth  
12 or sixth Grade, so we'll therefore wait until  
13 that fifth or sixth Grade --

14 MS. TYLER: Right.

15 MEMBER WOODRUFF: -- to assess  
16 that would be --

17 MS. TYLER: So there's a lot of,  
18 I'm sorry.

19 MEMBER WOODRUFF: No, I don't have  
20 an answer. I'm saying, audience, anyone, well  
21 shouldn't we call it something else instead of  
22 gateway?

1 MS. TYLER: Well we look at eighth  
2 grade math performance as well, which, I mean,  
3 I think of gateway as, you know, the point  
4 before a student exits or when they are  
5 entering like a different part of the  
6 framework. I'm open to --

7 MEMBER WOODRUFF: I'm just  
8 throwing that out there. It seems like, I  
9 like the idea of giving the schools more time  
10 with the student to do whatever it is they're  
11 doing with their academic program, but, yes,  
12 it sounds like a different adjective might be  
13 in order.

14 MS. RUBIN DEVEAUX: Well we have  
15 some schools that start with third grade, so  
16 it felt really weird to do their gateway --

17 MEMBER WOODRUFF: Absolutely.

18 MS. RUBIN DEVEAUX: -- in the year  
19 that the kids were coming in, and so this is  
20 sort of looking at that saying a gateway is  
21 the point when the school is saying I have  
22 done what I can, you know, we should do it

1 that point.

2 MEMBER WOODRUFF: Well, it's an  
3 issue.

4 MS. RUBIN DEVEAUX: It's piloting,  
5 and so there's a lot of different, if you look  
6 there is a whole bunch of different ways we  
7 need to think about whether gateway is only at  
8 the exit year or whether there's a fifth grade  
9 gateway as well or a sixth grade --

10 MEMBER WOODRUFF: Exit metric.

11 MS. TYLER: An exit metric may be  
12 the new name.

13 MEMBER BLOOMFIELD: Yes, I thought  
14 that it was intended that it be something  
15 different when we were talking about third  
16 grade and eighth grade math that what they're  
17 moving to is some way of calculating the  
18 impact of longevity in the school, which I  
19 thought was really the MGP in a more  
20 abbreviated fashion.

21 The gateway is really, was based,  
22 I thought on a belief that Third grade reading

1 was critical and eighth grade math wasn't just  
2 about exiting middle school, but I thought the  
3 theory was that students would've completed  
4 Algebra I by eighth grade so we would see,  
5 well are they on a path to be successful, a  
6 college ready curriculum in high school.

7 I thought that was the basis on  
8 which we selected those. This says it's  
9 something else.

10 MS. RUBIN DEVEAUX: Well I think  
11 there's been more research around that third  
12 grade, so that was the third grade's, if you  
13 can't read by third grade, you're never going  
14 to read and there was all this research about  
15 five years ago, four years ago, well that's  
16 sort of not true anymore.

17 We've done more research, they do  
18 their, there are kids who guess what, learn to  
19 read and are very successful or are, you know,  
20 successful, at fifth Grade, so I think there's  
21 been a little bit of a shift in whether this  
22 critical reading by third grade.

1                   So some of it is responding to  
2                   that, but I hear you, it is an exit measure  
3                   and that's what the schools interpreted this  
4                   measure as, at least within the task force.

5                   So if we want to, you know, you  
6                   don't have to.

7                   MEMBER BLOOMFIELD: I didn't think  
8                   it was the belief though that developmentally  
9                   kids couldn't learn to read by third grade,  
10                  it's that actually most schools stop teaching,  
11                  the teachers aren't trained to teach students  
12                  how to read.

13                  Now we know that a lot of schools  
14                  are doing that because they're putting in  
15                  place in for mediation and they recognize that  
16                  that's the case.

17                  But I thought what we were saying  
18                  is, let's assume that many of these students  
19                  because of mobility, their parents could move  
20                  someplace where those teachers in fourth grade  
21                  aren't going to be teaching students how to  
22                  read, so one of the obligations of the school

1 is to teach kids how to read by third grade,  
2 and same thing with eighth grade.

3 So I think that we just, we could,  
4 I would be in favor of reconsidering the  
5 weight that we attach to that, but I don't  
6 think I'm, I'm not in favor of actually  
7 substituting it for something else.

8 If people think there needs to be  
9 something else that talks about impact of  
10 longevity then let's talk about that as a  
11 different measure. That's what I would say.

12 CHAIR MCKOY: Barbara, do you --

13 MEMBER NOPHLIN: Yes. I was, even  
14 a pilot --

15 MS. TYLER: For this model this  
16 year?

17 MEMBER NOPHLIN: Yes. And so  
18 what's going to go on the PMF for attendance  
19 for this year?

20 MS. TYLER: So for the 2013 school  
21 year, which is the one we publish in November  
22 --

1 MEMBER NOPHLIN: Yes.

2 MS. TYLER: -- we'll publish with  
3 the average daily attendance rate. If this is  
4 approved then the 2014 framework which is  
5 released next November will have the in-seat  
6 rate.

7 MS. RUBIN DEVEAUX: So, but let me  
8 very clear, the attendance rate and the new  
9 re-enrollment indicators are going into effect  
10 for the 13-14 school year for now.

11 The gateway is not, the gateway  
12 was, hey, they, you know, we aren't changing  
13 the gateway at all for this upcoming school  
14 year except to say they are interested in  
15 piloting some different measures there.

16 MEMBER NOPHLIN: Okay. So for the  
17 upcoming school year --

18 MS. RUBIN DEVEAUX: For 13-14.

19 MEMBER NOPHLIN: -- it's going to  
20 be in-seat --

21 MS. RUBIN DEVEAUX: Yes, in-seat.

22 MEMBER NOPHLIN: -- then new seat



1 time and --

2 MS. RUBIN DEVEAUX: Yes.

3 MEMBER NOPHLIN: Okay.

4 MS. RUBIN DEVEAUX: And a couple  
5 ways that students would not count in the re-  
6 enrollment rate.

7 MEMBER NOPHLIN: Okay.

8 CHAIR MCKOY: Any other questions  
9 on this? Yes.

10 MEMBER BLOOMFIELD: Just to  
11 clarify on the special education for private  
12 placement, this just affects those tools that  
13 are relying on DCPS as their LEA and that,  
14 anyway --

15 MS. RUBIN DEVEAUX: And it's  
16 completely data driven --

17 MEMBER BLOOMFIELD: Right.

18 MS. RUBIN DEVEAUX: -- because  
19 they have to remove this student from their  
20 student information system when they go to  
21 private placement and so they can't count for  
22 re-enrollment because they're no longer even

1 in their system so it's unfair.

2 MEMBER BLOOMFIELD: Right. Right,  
3 okay. Just I wanted to be clear.

4 MS. RUBIN DEVEAUX: Yes.

5 MEMBER WOODRUFF: One of the  
6 proposed changes with this new potential  
7 policy is that the only students that would be  
8 counted for this gateway exit, whatever we  
9 call it, metric, would be those students that  
10 had been at that specific school for three  
11 years.

12 Do we have any idea of what  
13 proportion of our students are at the same  
14 school for three years straight? Would that  
15 remove half the kids from this measure, a  
16 quarter, a tenth?

17 MS. RUBIN DEVEAUX: Depends on the  
18 school. I mean you can look at re-enrollment  
19 rates and get the idea of how many students  
20 are staying at the school, but it depends on  
21 the school.

22 MEMBER WOODRUFF: Okay, I'm just

1 thinking if there's any potential unattended  
2 consequences of that. And was there any  
3 consideration of just keeping since we, your  
4 point is well taken about third grade being an  
5 important time to a kid's reading skill sets.

6 Was there any discussion of  
7 leaving it at third grade, but keeping that 3-  
8 year requirement so the school is getting  
9 credit for kids they've had since first grade  
10 or since kindergarten as opposed to changing  
11 the grade?

12 MS. RUBIN DEVEAUX: That's how it  
13 started. Yes, that's how the conversation  
14 began and then it evolved to the task force to  
15 get to this place.

16 MEMBER WOODRUFF: Okay.

17 MS. RUBIN DEVEAUX: But it started  
18 there and we may go back to there as the  
19 pilot, you know, unfolds and if that's the  
20 direction the Board would like to go, then  
21 that would make sense.

22 MEMBER WOODRUFF: Yes, I'm

1 agreeing with Emily that losing those  
2 particular grade years as a measure of a  
3 gateway time could be a problem.

4 CHAIR MCKOY: Any further  
5 comments? Okay, do we have one more?

6 MS. TYLER: Yes. I'm not leaving  
7 here.

8 CHAIR MCKOY: Okay.

9 MS. TYLER: All right, so the last  
10 one I'll summarize is the High School  
11 Performance Management Framework so we again  
12 recommend that the Board vote to open for  
13 public comment a proposal to modify the High  
14 School PMF beginning in the 2013-2014 school  
15 year.

16 Again, we met with the High School  
17 PMF task force comprising of charter leaders,  
18 PCSB staff, and advocates several times  
19 throughout the school year to discuss  
20 modifications in the High School PMF.

21 The task force suggests making  
22 modifications to the attendance and re-

1 enrollment rates, the gateway metric, and  
2 weighting of the student progress indicators.

3 So to highlight the changes to the  
4 student progress indicator, there were no  
5 changes proposed for the median growth  
6 percentile, or MGP, used to measure student  
7 progress.

8 However, task force members  
9 requested a change in the weights. The  
10 current framework allows 15 points for student  
11 progress measured by growth scores in reading  
12 and math.

13 From eighth grade to tenth grade  
14 on the State assessment the task force would  
15 like to have more points awarded for student  
16 progress and recommended changing this to 20  
17 points.

18 For the student achievement  
19 indicator, task force members recommended  
20 adding dual enrollment so that advanced  
21 placement and IB, International Baccalaureate  
22 indicator, and moving it from student

1 achievement to the gateway indicator.

2 By adding dual enrollment more  
3 schools will be able to earn points in getting  
4 students college recognized course credits  
5 that are proven to lead to stronger college  
6 persistency rates.

7 The current framework also allows  
8 30 points for student achievement up to 25  
9 points for student achievement in reading in  
10 math on the tenth grade assessment and an  
11 additional five points for advanced placement  
12 and/or IB credit attainment.

13 The gateway metric, for high  
14 schools gateway is an extremely important  
15 indicator in that it shows attainment of  
16 college and career ready skills.

17 Currently our gateway measures do  
18 not include career ready indicators. The task  
19 force members recommended that PCSBs Board  
20 approve the following updates.

21 Number one, increase the points  
22 allocated to the gateway from 30 to 35

1 beginning in 2013-2014. Again, shifting the  
2 APIB metric from the student achievement  
3 section to the gateway section.

4 Number three, include a measure of  
5 students dually enrolled in college credit  
6 bearing courses with a C or better with the  
7 APIB metric, increasing the weight of the  
8 entire metric from 5 to 7.5 points, but  
9 keeping the floors and targets constant as  
10 currently only high schools with college prep  
11 missions are attaining the target for this  
12 indicator.

13 We also had only three schools who  
14 provided the PCSB with dual enrollment data,  
15 so it would be impossible to conduct a fair  
16 analysis of the impact of this measure.

17 So this is another measure where  
18 we'd like to establish, have a baseline year  
19 during our pilot year to establish our floors  
20 and targets and this metric would be  
21 incorporated in the 2014-2015 school year.

22 We'd like to create a new

1 indicator called career readiness that will  
2 include career and technical education  
3 certification and IB career related  
4 certificate, also known as IBCC metric.

5 We'd also like to pilot this  
6 metric next year and publish the results next  
7 year, but not count it towards the school's  
8 overall score.

9 We'd like to create an allowance  
10 for the ACT plan assessment as an alternative  
11 to measuring PSAT performance for eleventh  
12 graders. Again, we'd like to have a year to  
13 collect this data.

14 The task force proposed reducing  
15 the number of points from 7.5 to 5.0 beginning  
16 next year for PSAT and ACT plan data and also  
17 adding a 5-year adjusted cohort graduation  
18 rate to the current graduation rate metric  
19 beginning next year.

20 And for the last PMF I described  
21 the attendance rate and re-enrollment rate  
22 which would be the same formulas for both



1 frameworks.

2 CHAIR MCKOY: Okay.

3 MEMBER BLOOMFIELD: I think this  
4 is all a move in a really good direction and  
5 I know that you're teeing up the career ready  
6 portion of it, that it's to be developed, but  
7 I'm really looking forward to that part of the  
8 work being done and with the hope of  
9 certification being obviously high quality  
10 which I know this staff is very attentive to.

11 Because I think it's hard to  
12 encourage providers of high quality career and  
13 college readiness programs that aren't sort of  
14 your standard issue college prep.

15 If we don't have some basis for  
16 rewarding them for that, and they only kind  
17 of, because you have to make choices in your  
18 schedule, and so I think we need to do that if  
19 we're going to really see some innovation here  
20 and options for kids.

21 CHAIR MCKOY: Colleagues, any  
22 more?

1                   MEMBER WOODRUFF: I would just  
2 very quickly add just the fact that we have  
3 from early childhood all the way through to  
4 adult ed these new PMF frameworks that we'll  
5 continue to work on and tweak.

6                   I think it's a fantastic  
7 recognition of the different populations, age  
8 ranges, and the need for us to be more  
9 sensitive to all the different populations.

10                   So congratulations to staff on  
11 preparing what I think is going to be some  
12 improvements in how we hold our schools  
13 accountable. I think this is fantastic.

14                   MEMBER SOIFER: If I could add, as  
15 the action here is opening for public comment  
16 if I could just draw attention to two points  
17 that I hope that the community would be  
18 mindful of in preparing those comments.

19                   One is the mission specific goals  
20 that are part of the Adult PMF which I think  
21 we all agree have an important role in that  
22 process.

1           And second related to that is when  
2           you get into methodology of some of those  
3           mission specific measures, for instance,  
4           evaluating, you know, employment status period  
5           of time after graduation, that methodology is  
6           crucial that we want to ensure that the  
7           methodology used is as full validity, but also  
8           that we don't in any way penalize schools that  
9           may use a more rigorous methodology.

10           So I would call, I would first of  
11           all very much appreciate the inclusion of that  
12           consideration in what we're putting out for  
13           public comment and we just ask that the  
14           community pay particular attention to those  
15           areas and look forward to engaging on any  
16           thoughts that we receive about them.

17           CHAIR MCKOY: Okay. So I've made  
18           the assumption that with these four PMF  
19           frameworks we want to put out for public  
20           comment that we can vote on them as a package.

21           And so let's try that and if any  
22           member wants to pull one out just, you know,

1 let us know. So could I have a motion for all  
2 four?

3 MEMBER WOODRUFF: I will move that  
4 we approve all four of these for public  
5 comment.

6 MEMBER BLOOMFIELD: I second it.

7 CHAIR MCKOY: It's been moved and  
8 seconded. Any discussion? Anybody want to  
9 change that, pull one out? Okay. All in  
10 favor?

11 (Multiple Ayes)

12 CHAIR MCKOY: Opposed? All right.  
13 Nice job.

14 MALE PARTICIPANT: Thank you.

15 CHAIR MCKOY: Now let's move to,  
16 back up to where I tried to go about an hour  
17 ago. Extend full charter approval previously  
18 approved with conditions charter amendments.

19 So that would be Paul Public  
20 Charter School and the new title Cedar Tree  
21 Public Charter School. So can we get both up  
22 here at once or you want just one at a time?

1 MS. MILLER: No. We can come up.

2 CHAIR MCKOY: Ms. Miller, you want  
3 to --

4 MS. MILLER: Sir, yes. Okay, so  
5 we'll take Paul first.

6 PARTICIPANT: Okay.

7 MS. MILLER: On June 11, 2012,  
8 Paul submitted a charter amendment request to  
9 expand through grade 12. Currently Paul was  
10 chartered to serve up to the ninth grade and  
11 so they wanted to continue to grow.

12 The Board conditionally approved  
13 their charter amendment request in September  
14 2012 and they had a series of conditions that  
15 they had to meet.

16 They substantially met all of  
17 them. Those that are partially met deal with  
18 completing the curriculum as which they will  
19 do once their teachers come back for school  
20 and it's about integrating the international  
21 standards throughout the curriculum.

22 They've received training from the

1 Asian society and their teachers have received  
2 training and so when they come back they're  
3 going to complete that process.

4 The other is the condition that  
5 they had to develop curriculum that's for  
6 their technology program. And so what they've  
7 discovered through implementing the plan and  
8 addressing the conditions that technology is  
9 going to be used more as a tool for  
10 instruction versus a separate program.

11 So they've revised that. And in  
12 addition, finally, they've met all of the  
13 other, if you have questions about the  
14 facility and the lease and financing those  
15 renovations and things like that.

16 But I think that they are in a  
17 good position to start off the school year  
18 successfully, and they have assured us that  
19 they will have the remaining pieces of the  
20 curriculum finished by the first day of  
21 school.

22 CHAIR MCKOY: Do you want to add

1 anything at this point?

2 PARTICIPANT: No.

3 CHAIR MCKOY: Okay. Let's see, I  
4 think we want to entertain a vote on this one,  
5 on Paul.

6 MEMBER BLOOMFIELD: I'm going to  
7 move to --

8 MEMBER WOODRUFF: Can we hear a  
9 little more about their facilities?

10 CHAIR MCKOY: Absolutely.

11 MEMBER WOODRUFF: I'd be curious  
12 to hear where we are.

13 PARTICIPANT: Sure. Oh, okay.  
14 For this coming school year we're going to be  
15 using the existing building. We have  
16 demountables already in place for our ninth  
17 grade academy and there is sufficient room in  
18 those demountables for our tenth grade which  
19 we'll be starting in the fall.

20 We are currently working on our  
21 architectural plans for renovation of the  
22 existing building, it's not going to be

1 substantial renovation.

2 And we're also going to be  
3 building an addition to accommodate a high  
4 school regulation sized gym, some additional  
5 office space, an art room, a resource center.

6 MEMBER WOODRUFF: Is this like  
7 going out into open to the --

8 PARTICIPANT: Right. Fortunately  
9 we have a great deal of space on our campus.

10 MEMBER WOODRUFF: Right.

11 PARTICIPANT: So we're going to be  
12 doing that and that addition should be  
13 finished sometime in October of next year.  
14 The renovation of the existing building will  
15 be done in a summer blitz next summer.

16 So with those two changes we'll be  
17 ready for the eleventh grade in the following  
18 school year.

19 MEMBER WOODRUFF: What are the  
20 numbers that apply for the ninth and tenth  
21 grades?

22 PARTICIPANT: In terms of



1 enrollment?

2 MEMBER WOODRUFF: Yes.

3 PARTICIPANT: Let me let Jane  
4 speak to that.

5 PARTICIPANT: Yes, currently we're  
6 at 151 ninth graders and 97 tenth graders --

7 MEMBER WOODRUFF: Okay.

8 PARTICIPANT: -- and our target  
9 was 225.

10 MEMBER WOODRUFF: What was the  
11 target?

12 PARTICIPANT: 225.

13 MEMBER WOODRUFF: Oh. You hit it.

14 PARTICIPANT: Yes.

15 MEMBER WOODRUFF: Okay, that's  
16 all.

17 CHAIR MCKOY: Anybody else, any  
18 more discussion? There was a motion on the  
19 floor and a second I think.

20 MEMBER BLOOMFIELD: I was moving  
21 that we fully approve their charter amendment  
22 and thrilled to have them, you know, a high

1 quality school in the mix.

2 CHAIR MCKOY: Then call the  
3 question, all in favor?

4 (Multiple Ayes)

5 CHAIR MCKOY: Opposed? Abstained?  
6 Great. If you just sit there for a second  
7 while we do Cedar Tree. I think this will be  
8 expeditious as well.

9 MS. MILLER: Okay. So at our  
10 February 25, 2013, Board meeting the Board  
11 approved the conditions, Cedar Tree's request  
12 to amend its mission, terminate its contract  
13 with Mosaica Education, Inc. and serve only  
14 pre-k3 through Kindergarten starting in school  
15 year 2013-2014.

16 The school has, and they'll again,  
17 substantially met all of the conditions.  
18 There was one condition that we recommended be  
19 omitted as a condition and that was because  
20 right now they had only identified three  
21 returning students with identified special  
22 needs and so they're still going through the

1 enrollment process and don't have all of the,  
2 the full curriculum, I'm sorry, cumulative  
3 records from the students who are enrolling in  
4 this school.

5 In addition to that they were  
6 required to complete the qualitative, the  
7 special education qualitative assurance  
8 review. That needs to be, it wasn't completed  
9 properly, so given that the review was done  
10 for its existing grades at the time.

11 We're going to require that the  
12 school undergoes the training to complete the  
13 special ed quality review next year, but also  
14 ensure that it's more tailored to the  
15 population that they're serving which applies  
16 to early childhood instead of focusing on the  
17 full LEA spectrum.

18 They have agreed to, they  
19 participated in the Early Childhood  
20 Performance Management Framework as required  
21 and they adopted their Early Childhood PMF as  
22 their goals.

1 CHAIR MCKOY: Would you like to  
2 add anything?

3 PARTICIPANT: No.

4 MEMBER WOODRUFF: How is the  
5 enrollment coming?

6 PARTICIPANT: Today we have 316  
7 lovely young people enrolled, fully enrolled.  
8 We're very excited.

9 CHAIR MCKOY: More discussion, any  
10 questions? Can I get a motion then?

11 MEMBER TILLERY: I'll make the  
12 motion that we fully approve.

13 CHAIR MCKOY: A second?

14 MEMBER SOIFER: Second.

15 CHAIR MCKOY: Been moved and  
16 seconded. Anymore discussion? Everybody  
17 liked Cedar Tree over Howard Road. All in  
18 favor?

19 (Multiple Ayes)

20 CHAIR MCKOY: All opposed?  
21 Abstentions? So moved. Congratulations.

22 PARTICIPANT: Thank you.

1 PARTICIPANT: Thank you.

2 CHAIR MCKOY: I'd like to turn the  
3 gavel over to my -- are we going to Briya?

4 FEMALE PARTICIPANT: We're going  
5 to Briya.

6 CHAIR MCKOY: Okay. Welcome.  
7 State your name and sign in for the record.

8 MS. MCKAY: Okay. Christie McKay.

9 CHAIR MCKOY: Welcome.

10 MS. SKLAR: Cara Sklar.

11 CHAIR MCKOY: Welcome.

12 MS. MILLER: On April 5, 2013,  
13 staff received notification on Briya's intent  
14 to offer the National External Diploma Program  
15 for its adult education students in the  
16 Advanced II level classes, a program that's  
17 currently offered by the school.

18 It is not really a curriculum  
19 change, but it's actually more of an  
20 additional certification that they can offer  
21 to their students because the curriculum that  
22 they provide is equipped for the future

1 framework and the assessment that's used to  
2 determine if the students have mastered that  
3 curriculum is CASAS.

4 And CASAS, passing the CASAS  
5 determines whether or not students will  
6 receive or can receive a National External  
7 Diploma.

8 And Christie can tell you more  
9 about this, but they were asked by OSSE to  
10 offer this, and so that's why they presented  
11 this request, or this notification to us.

12 CHAIR MCKOY: Is this replacing a  
13 different assessment?

14 MS. MCKAY: No. This will be used  
15 for our Advanced II, a cohort in our Advance  
16 II course so that those students who want to  
17 go on and get their high school diploma will  
18 be able to do that.

19 FEMALE PARTICIPANT: And it's  
20 portfolio based, right?

21 MS. MCKAY: Yes, it is portfolio  
22 based.

1 MS. MILLER: So this doesn't  
2 require a vote, it's just a notification.

3 CHAIR MCKOY: Any other questions,  
4 anybody?

5 MEMBER TILLERY: I'm stuck on  
6 something. I'm stuck on this CASAS, the  
7 Comprehensive Adult Student Assessment System.  
8 You can master the curriculum but you still  
9 don't earn a credential, a recognized  
10 credential?

11 MS. MCKAY: So CASAS, private  
12 CASAS that we do for our DSL classes is to  
13 measure the amount of English. NEDP allows us  
14 to be able to look at really their ability to  
15 gain their high school diploma through OSSE.  
16 So it's more comprehensive.

17 MS. MILLER: Did that answer your  
18 question?

19 MEMBER TILLERY: Yes, somewhat.

20 CHAIR MCKOY: Okay. If we don't  
21 have any other questions or comments, thank  
22 you very much.

1 MS. MCKAY: Thank you.

2 CHAIR MCKOY: We're going to get  
3 back in the voting mode and I think SEED is  
4 the next up.

5 Okay, welcome. This is going to  
6 be a vote for a renewal of their charter,  
7 SEED's charter, I guess we can everyone sign  
8 in and introduce.

9 MS. MEDWAY: Hello.

10 CHAIR MCKOY: Hello.

11 MS. MEDWAY: My name is Sarah  
12 Medway. I am a Charter Agreement Specialist  
13 with PCSB and I have with me here  
14 representatives from SEED Public Charter  
15 School, Vasco Fernandes, the Chairman of the  
16 Board, Rajiv Vinnakota, the founder of the  
17 school, Charles Adams, Head of School, Kara  
18 Locke, Principal, and Erika Asikoye, the  
19 Director of Student Support Services.

20 And I'm here to summarize PCSBs  
21 staff's finding of the school's performance  
22 for its charter renewal as well as to give a



1 recommendation for its renewal.

2 To quickly summarize the standards  
3 for charter renewal, every school signs a  
4 contract to charter for a 15-year term and at  
5 the end of those 15 years if it was just to  
6 continue operating it must submit a petition  
7 for charter renewal.

8 SEED PCS is in its 15th year of  
9 operation and has submitted such a petition.  
10 PCSB staff reviewed that petition as well as  
11 the school's performance over the course of  
12 the 15 years.

13 The School Reform Act requires the  
14 Board to approve a school's petition for  
15 renewal unless it finds that the school has  
16 not met its goals and expectations as detailed  
17 in its charter, or has committed a material  
18 violation of applicable laws.

19 And the School Reform Act also  
20 requires us to review the school's fiscal  
21 management and economic viability and for  
22 those three standards, PCSB staff found that

1 the school had remained in substantial  
2 compliance with applicable laws, that it had  
3 managed its finances properly to ensure  
4 economic viability, and that it had  
5 substantially met its goals and expectations  
6 that it had continuously pursued, specifically  
7 that it had met 11 of 12 goals and partially  
8 met that last goal.

9 And with that, PCSB staff  
10 recommends that the Board does approve SEED  
11 PCS for charter renewal.

12 CHAIR MCKOY: Does SEED want to  
13 add any comments?

14 MR. ADAMS: We appreciate the  
15 recommendation.

16 CHAIR MCKOY: All right.  
17 Colleagues, any comments? No.

18 MEMBER SOIFER: I did actually  
19 have a question. Thank you. It's good to see  
20 all of you again and congratulations on the  
21 great success and for being here.

22 This, it isn't part of the Agenda,

1 but this is a significant milestone and an  
2 important point so I'd love to ask sort of a  
3 couple specific areas and just really get your  
4 thoughts on.

5 First of all, most notably in  
6 looking at the Performance Management  
7 Framework report card from last year, I would  
8 draw particular attention to the fact that you  
9 are above average in longitudinal student  
10 growth in reading and math, and particularly  
11 about the highest in the City in math and I  
12 would congratulate you on that.

13 And by all means for the benefit  
14 of the City, I hope that that can continue.  
15 I just sort of give you the opportunity just  
16 to speak to that, particularly the topic of  
17 growth and your experience with it and what  
18 your expectation would be moving forward?

19 MR. ADAMS: Thank you. We  
20 appreciate your honoring the moment in the  
21 significance of the renewal process.

22 In terms of mathematics, I was, I

1 remember I might of been in this room awhile  
2 back when PMF was introduced and talking about  
3 what it was going to look it I guess in the  
4 BETA version and knowing the eighth grade math  
5 scores are going to be instrumental in terms  
6 of that evaluation and I'll presume you're  
7 talking about middle school.

8 MEMBER SOIFER: Particularly.

9 MR. ADAMS: Right, particularly  
10 middle school. Thanks. And so what we  
11 recognized early on was that every child  
12 deserves to be exposed to the same  
13 mathematical content.

14 In general, all curricular  
15 contents, but specifically mathematics, and  
16 what we decided to do was offer all of that  
17 content and double the instructional time in  
18 mathematics in two separate instructional  
19 blocks for middle school.

20 We did the same thing in reading,  
21 but that's a continuous 90 minutes, and then  
22 we separated students in temporary homogenous

1 groups for the benefit of learning the skills  
2 so that they could return to their classroom  
3 with their peers and not be separated and  
4 essentially not tracked.

5 And so everyone would have the  
6 opportunity to take specific mathematics,  
7 higher mathematics classes in high school, but  
8 in the middle school we pushed everybody  
9 through, pushed and pulled folks through and  
10 provided time everyday, every instructional  
11 day throughout the year to get support.

12 So a classic example would be a  
13 young person, they're all studying  
14 Pythagorean's Theorem, a squared plus b  
15 squared equals c squared, and someone, I may  
16 not know my multiplication tables and you may,  
17 you still experience that same content with  
18 the teacher, but then we are separated at some  
19 time about developing that skill.

20 So we can continue to participate  
21 and hopefully, and it looks like it's working,  
22 that no one is left behind. I think Kara can

1 add some color to what that looks like when  
2 they get to high school, which is our hope,  
3 and I appreciate your question, because we're  
4 watching that hopefully happen right now with  
5 the current upper school classes.

6 MS. LOCKE: Good evening. So I  
7 too appreciate the comment about our growth  
8 particularly with our high schoolers and I  
9 would just add to what Charles said, you know,  
10 I think staff attention has a lot to do with  
11 the progress that we've made.

12 We've had the opportunity to have  
13 a staff, particularly in the area of math,  
14 that we've been able to develop because  
15 they're sticking with us and we're building  
16 momentum with that team.

17 The gift of time is obviously a  
18 huge asset that we have to work with and  
19 Charles mentioned some of the interventions  
20 that we've developed that kind of wraparound  
21 in terms of time of day.

22 I think moving forward we're

1 interested in continuing to learn about new  
2 ways to warehouse our data, track growth over  
3 time, extend what we're looking at from DC CAS  
4 in the middle grades to then high school PSAT  
5 and then college, you know, what math courses  
6 are a freshman in college taking? What is the  
7 success rate there?

8 And kind of delve deeper into the  
9 work we've started to do with ACCUPLACER, and  
10 using that as a tool in the junior year of  
11 high school to really figure out what we can  
12 still work on in those last few years of high  
13 school.

14 So I think those are some of the  
15 next steps that we have in terms of continuing  
16 to refine our practice with the math  
17 curriculum.

18 CHAIR MCKOY: Okay.

19 MR. VINNAKOTA: I want to throw  
20 one thing in as to one person who's been here  
21 the whole time with SEED is that the framework  
22 for charter schools in the District of

1 Columbia allows you both to experiment and  
2 learn and change.

3 And in this case this is a perfect  
4 example of where my colleagues who have been  
5 working so hard were able to look at the data  
6 and where we had what was a minimally a  
7 tracking type approach in the middle school,  
8 when they came in and looked at the data in  
9 the first six months of their leadership  
10 basically just wiped that clean and said we've  
11 got to do this differently based upon what  
12 we're learning.

13 And then implemented what they are  
14 just talking thorough about six years ago, and  
15 so one of the things that's great about this  
16 is we learned from what we were doing, we  
17 learned both the good and the bad.

18 We changed our program and now  
19 you're starting to see the fruits of those  
20 labors and some of those hard decisions over  
21 the last couple years.

22 MEMBER SOIFER: I think that's a



1 great segue to where I wanted to sort of point  
2 this question next, which is, Sarah's  
3 introductory comments drew to attention quite  
4 out there I think to the strong progress  
5 towards the goals in the charter.

6 And I guess it predated my being  
7 on the Board, but I understand the evolution  
8 in those goals as you develop them.

9 And I wonder with the vantage  
10 point that you now have and the success that  
11 you've achieved, if you've considered adding  
12 more academic content, or looking at those  
13 goals through a prism of academic content and  
14 if moving forward now for the next 15 years,  
15 if you're content sticking with those goals  
16 or, well particularly, and let me just sort  
17 of, you know, because the residential  
18 component is a major aspect of your school in  
19 daily life, programmatically funding wise, and  
20 every other way.

21 If you're content with those goals  
22 as you met them in the past or if that's

1 something that you'd give to consideration?

2 MR. ADAMS: Yes. I think that's  
3 timely. I guess it's maybe a, not a  
4 counterpoint to what Raj mentioned, but there  
5 was, I got there in the tenth year, the ninth,  
6 tenth year of the school as the head of school  
7 and there was a lot of building while flying  
8 and there was some turbulence.

9 And I think that the novelty of  
10 the model, in all honesty, caused us to focus  
11 on what made us different as opposed to what  
12 we're really hoping to do is to do what all  
13 good schools do and move the kids from where  
14 they are when we meet them academically and  
15 also create some pretty aggressive  
16 expectations, aspirations, benchmarks for our  
17 students before they leave us so they're set  
18 up for the next stage, which is college and  
19 life beyond.

20 And so we are quite excited about  
21 the opportunity to change some of these goals.  
22 I remember, I guess it was tenth year review

1       there was one or two goals that we didn't  
2       necessarily understand how we got to where  
3       they were and I think that the good thing  
4       about the District of Columbia and the charter  
5       environment is that a lot of folks are doing  
6       the same thing at the same time.

7                   And so I know that we have  
8       colleagues in this work who are upgrading  
9       their goals and expectations for their  
10      students and really focusing on academics and  
11      there are some things that I know that over  
12      the last five to six years that we feel we've  
13      gotten right, or gotten, you know, much better  
14      at, and we know where the value added is.

15                   And I think what we want to do now  
16      and what we're strategically, proactively, and  
17      purposely doing is really emerging the  
18      benefits of the boarding program with the  
19      academic rigor and the wraparound is not just  
20      about social skills development, it's also  
21      about academic skills development.

22                   So we've looked at the boarding

1 program at SEED and the value of it to  
2 families as well as to the District of  
3 Columbia in terms of cost to ensure that what  
4 we're doing is buttressing the academics via  
5 study sessions, study hall, one-on-one  
6 tutoring, small group tutoring, peer tutoring,  
7 and making sure that what we're providing in  
8 the evening is not just the social skills, and  
9 I think that's how the goals are written.

10 And then there was some lens in  
11 terms of academics, but it was really about  
12 the boarding aspect and just that we don't  
13 want to be known as the boarding school East  
14 of the river, or the only one.

15 We actually want to be known as a  
16 really good school that happens to be a  
17 boarding school that's East of the river  
18 serving a certain population.

19 MR. FERNANDES: I would add just  
20 one thing because, you know, we see ourselves  
21 as having it pretty well and see ourselves as  
22 a very good school, but we want to be viewed

1 as a great school.

2 And no matter what the standard,  
3 we don't want to be just, you know, a very  
4 good school relevant to this or that, so  
5 constantly in our deliberations and when, I'm  
6 on Board, so I don't get involved in the  
7 detail problematic aspects of what these two  
8 folks do day to day.

9 But our focus is really to keep  
10 improving year on year really learning from  
11 what we've done. So we want to viewed  
12 essentially as a great school no matter where  
13 you go in the Country, no matter who you're  
14 comparing us to that we be this great school.

15 I don't think we're quite there  
16 yet. I think we're a very good school and  
17 we've done quite a bit with what we have in  
18 terms of support we get of this community.

19 But we all think we can do  
20 probably better with time.

21 MEMBER SOIFER: I just had one  
22 other aspect of that I wanted just to ask, to

1 follow up sort of similarly, and that is your  
2 policy for accepting students at the sixth  
3 grade level, if you could speak to the history  
4 of that and, again, with the benefit of the  
5 opportunity in front of us, terms of the goals  
6 and targets and what you've learned from that.

7 Actually, maybe for my own  
8 benefit, I could use some history on that  
9 myself.

10 MR. VINNAKOTA: The history around  
11 seventh grade entry was based upon a years  
12 worth of research that was done by Eric Adler  
13 and myself, the other co-founder, when we  
14 traveled around the Country as we were  
15 starting SEED to talk to boarding schools of  
16 all stripes.

17 And one of the things that we  
18 gathered from that information is that you  
19 want to try to have children come to your  
20 school as early as possible so that they can  
21 get all the benefits of attending our school.

22 But there was also a lot of

1 research that had been done and also anecdotal  
2 evidence from looking at schools like Milton  
3 Hershey School, Girard College in  
4 Philadelphia, that started in the  
5 kindergarten, that said that from an a child  
6 development perspective that having children  
7 come earlier than fifth grade was very  
8 difficult from a sense of ownership than a  
9 sense of personal I.

10           And so we did not want to go any  
11 earlier than that. We decided to start with  
12 seventh grade because it was a transition  
13 point for a majority of the schools in the  
14 District of Columbia when we opened in 1998.

15           So most students were switching  
16 schools anyways between the sixth and the  
17 seventh Grade, and so having SEED as an option  
18 at that point in time seemed to us to be the  
19 best method to be able to attract families and  
20 children to attend the school.

21           We then moved to sixth grade  
22 partly because of our lessons from what we

1 were learning as to wanting to start earlier  
2 with students, but also because under the  
3 previous superintendent, she moved most of,  
4 the transition point's between the fifth and  
5 the sixth Grade.

6 We're learning a lot more over the  
7 last few years and I'll hand it off to you in  
8 some of our thinking now.

9 MR. ADAMS: Yes, and I have a  
10 middle school background so I was quite  
11 excited about backing into sixth grade. I was  
12 very happy knowing that, speaking of research,  
13 that sixth graders tend to still listen to  
14 adult and seventh graders start listening  
15 mostly to their peers, and any of us who are  
16 parents know that that's true.

17 And so I was quite excited about  
18 that. Many of our staff and colleagues had  
19 some concerns about sixth graders being in the  
20 same space with twelfth graders, literally at  
21 some time in the year we could have 10-1/2  
22 year-old and we could have a 19-year-old,



1 depending on their personal academic  
2 trajectory.

3 But the one thing that we learned,  
4 and it's actually a scary fact, is that the  
5 first couple years when we brought in sixth  
6 graders, that our sixth graders were joining  
7 us with the same academic deficits as our  
8 seventh graders, right?

9 So the gaps that they were  
10 bringing in really meant that somewhere else  
11 a year wasn't making a difference and if you  
12 look at our current DC CAS data and just, and  
13 you know, recently embargoed DC CAS data and  
14 last years, couple years.

15 I guess I just said that on the  
16 record. But all jokes aside, if you look at  
17 the data, sixth grade is really still the  
18 challenge.

19 And so while it's a challenge and  
20 while mathematically, quantitatively, it may  
21 not be attractive in terms of what it does to  
22 our scores.

1                   It actually gives up the  
2                   opportunity to create with those students and  
3                   those families the culture and the aspirations  
4                   and meet them where they are already in terms  
5                   of what they expect and want and believe their  
6                   children can do, and get going on closing  
7                   those gaps, that hopefully we get to your  
8                   first question, that those same students who  
9                   come into sixth grade are really doing quite  
10                  well in eighth grade and beyond into our high  
11                  school.

12                  And the challenge, we've been able  
13                  to get traction quicker for whatever reason,  
14                  I don't know if anyone else on the panel here  
15                  wants to speak about it with mathematics, but  
16                  if you look at the sixth grade challenges some  
17                  of it still shows up in terms of reading in  
18                  middle school.

19                  MEMBER SOIFER: So I guess I just,  
20                  as the authorizer, I feel obligated to at least  
21                  raise the question as to whether or not  
22                  shifting the policies so that you're taking

1 students at sixth grade, if you've considered  
2 whether that would lead to an appropriate  
3 shift in goals or targets or just to your own  
4 expectations, you know, as educators?

5 MR. ADAMS: But you mean when we  
6 did it or --

7 MEMBER SOIFER: Since you've made  
8 the change --

9 MR. ADAMS: Right.

10 MEMBER SOIFER: -- have you  
11 considered the impact that that would have on  
12 academic goals and targets and in performance  
13 just generally?

14 MEMBER PEARSON: You mean of  
15 admitting students in other grades --

16 MEMBER SOIFER: That's right.

17 MEMBER PEARSON: -- in multiple  
18 grades?

19 MEMBER SOIFER: Right.

20 MR. ADAMS: Oh sure.

21 FEMALE PARTICIPANT: Beyond the  
22 sixth grade.

1 MEMBER SOIFER: Right.

2 MR. ADAMS: In addition to the  
3 sixth grade, yes.

4 CHAIR MCKOY: The current policy  
5 is sixth grade only, is that correct?

6 MR. ADAMS: Yes. So it was  
7 seventh and then it was sixth and seventh to  
8 get that overlap and then it was sixth. So  
9 the answer is --

10 CHAIR MCKOY: I see.

11 MR. ADAMS: Right. Right. We got  
12 it.

13 MEMBER SOIFER: So it was really  
14 two questions.

15 MR. ADAMS: Right. So how do we  
16 go from seven to six and then have to also  
17 consider the other grades.

18 (Simultaneous speaking.)

19 MR. ADAMS: Yes, I mean I think  
20 one of the challenges for us is I think the  
21 phenomenon of the small pond. I mean we have  
22 a charter that's 325 students and so we end up

1 with a small high school which I think  
2 constrains us at times in terms of the  
3 offerings, the academic offerings, social  
4 offerings, for anyone who has gone to a small  
5 school as a student or has worked in one,  
6 that's one of the challenges.

7 I think that also there is a, so  
8 looking at the possibility of having students  
9 enter our school later than sixth grade, and  
10 I don't know if that's the six, seven, eight,  
11 and at the Board level we actually are talking  
12 about it, but haven't decided yet, or is it  
13 sixth grade and ninth grade?

14 It gives a couple of benefits that  
15 seemingly right now without really diving  
16 deeply in terms of a year, we don't have the  
17 year that Raj and Eric had to do the research  
18 while we're running the school.

19 But in having the opportunity to  
20 add students who are entering high school  
21 simultaneously, some from within SEED and some  
22 from without, I think that could socially

1 benefit our students in terms of interacting  
2 with other students, I mean they literally are  
3 with each other for 120 hours a week for seven  
4 years.

5           So that's that small pond idea. I  
6 think it also would allow us to modulate our  
7 high school enrollment numbers so we could  
8 have a pretty predictable class by class which  
9 I now the principal to my far left would  
10 really appreciate in terms of staffing and  
11 building capacity within teachers.

12           So there's a number of benefits.  
13 I think that we are interested in the next  
14 steps of this process after the renewal is to  
15 look at what would be the benefits of various  
16 points or just an additional point and  
17 hopefully being able to put some language in  
18 our agreement that allows us to do that.

19           Because, for instance, when we  
20 went from seventh grade back to sixth grade,  
21 we were able to just indicate that based on  
22 the way the original agreement was written as

1       opposed to having to amend it.

2                   So if we could do something like  
3       that in terms of language then that's gives us  
4       the flexibility to figure out what really  
5       works best for our school community and  
6       culture and then decide when to bring those  
7       students in.

8                   I don't know if you wanted to, or  
9       if we're good? That's helpful?

10                   MEMBER SOIFER: Yes.

11                   MR. ADAMS: Thank you. Appreciate  
12       it.

13                   MEMBER SOIFER: Sure.

14                   MEMBER TILLERY: So with such a  
15       specialized population in terms of having  
16       residential, you have kind of a captive  
17       audience.

18                   Have you been able to track your  
19       college acceptance rates and compare those to  
20       the general population? So what has been your  
21       college acceptance rates?

22                   MR. ADAMS: So I'll say yes we've

1       been able to track our college acceptance  
2       rates and I think Raj is probably the best  
3       person to answer that question in terms of we  
4       transitioned recently from college acceptance  
5       to a college persistence and college  
6       graduation --

7                       MEMBER TILLERY:   That's where I'm  
8       going.  Are you just going to take me there.

9                       MR. ADAMS:   Right.  No, I  
10      mentioned before.

11                      MEMBER TILLERY:   I understand.

12                      MR. VINNAKOTA:   So just to kind of  
13      provide the philosophical underpinning here,  
14      one of the things that from its founding we  
15      wanted to hold ourselves accountable for was  
16      the number of college graduates.

17                      That students that came with us at  
18      its final goal was to be able to get them to  
19      go to college, be they're, or a community  
20      college, did they bring 4-year colleges and to  
21      not only get accepted but to matriculate, to  
22      persist, and then to graduate.



1                   And so one of the things that  
2                   we've been able to do is we actually have a  
3                   full program called College Transition and  
4                   Success program, CTS, that not only tracks all  
5                   of our students, but also has a number of  
6                   people who provide supports for potential  
7                   hurdles that any of our students may face  
8                   during the transition while they're at  
9                   different schools.

10                   It also allows us to track on a  
11                   very specific basis both the challenges that  
12                   they're facing in general to be able to create  
13                   a feedback loop into the school.

14                   What are we learning about the  
15                   needs of our students once the transition into  
16                   community colleges, 4-year colleges,  
17                   elsewhere, so that it helps us improve our  
18                   program?

19                   To your question, we graduate  
20                   about 90 percent plus of our graduates get  
21                   accepted to 4-year colleges. Eighty-five  
22                   percent plus enroll within 18 months and about

1 two-thirds of them graduate or are on track to  
2 graduate within six years.

3           And what we're able to also do,  
4 and one of the things that's been very  
5 exciting this year is now that we have nine  
6 years of graduates before this year, so this  
7 was our tenth graduating class, is we've been  
8 able to also create a rubric that identifies  
9 those schools that we believe are the best  
10 schools to support our students.

11           And we literally created a rubric  
12 and a guide of green, yellow, and red schools  
13 where we will talk with our families and  
14 students and our college counseling program,  
15 our academic, our student life support, and  
16 student program programs.

17           All of them work and coach our  
18 students to be able to understand the  
19 distinctions, the reason why we believe that  
20 they should be going to green or yellow  
21 schools, their chances of success through such  
22 a process.

1                   And so that's one of the things  
2                   that we're using not only for our students,  
3                   but actually we're now starting to share with  
4                   colleges to tell them here's where you are  
5                   from what we're learning and here's how you  
6                   can get better.

7                   MEMBER TILLERY:   And I also  
8                   recommend sharing that of course in the  
9                   upcoming budget, but you'll have to be sharing  
10                  that among other college access providers in  
11                  the City.

12                 MR. VINNAKOTA:   Absolutely.  We  
13                 believe, exactly.

14                 MEMBER TILLERY:   So that we're  
15                 making good on the joint investment.

16                 MR. VINNAKOTA:   Right.

17                 MEMBER TILLERY:   You know, I've  
18                 figured this City invests somewhere between  
19                 \$35-\$40 million a year on college  
20                 scholarships, and we need to have some  
21                 coordinated return on that investment to make  
22                 sure that they're getting through school.

1                   And a certain number of those  
2                   young people need to be coming back and  
3                   populating D.C. to take these jobs so that we  
4                   don't have to keep going outside the City to  
5                   bring in town, we brought our own town, so  
6                   we'll talk later.

7                   MEMBER WOODRUFF: Just to go back  
8                   to Don's earlier questions and comments about  
9                   the admissions policy. It sounds like you're  
10                  considering potentially going beyond just the  
11                  sixth grade, which I would strongly support.

12                  What has been the community or  
13                  parent level of interest in having access to  
14                  see that at different grade levels?

15                  MR. ADAMS: I think the reason I  
16                  started in terms of answering this question  
17                  with ninth grade is I think that we often hear  
18                  of new families who have younger children who  
19                  are in our middle school asking about their  
20                  older siblings who are about to enter high  
21                  school, so I think that's probably where we  
22                  hear it the most, where they express some

1 interest.

2 And/or folks who happen to come to  
3 SEED for an athletic event or a partnership or  
4 come from another, you know, something else  
5 going on in the school, then they'll ask what  
6 are our entry points.

7 I mean so I think that, we serve  
8 primarily Wards 7, 8, and 5 in that order,  
9 probably around 75-80 percent of our students,  
10 some of them, many of them, even though we're  
11 a boarding school come from walking distance.

12 So I think that we also hear it, I  
13 mean not all, but me, you know, we also hear  
14 that it would be nice if we had another entry  
15 point.

16 I think there's a positive flip  
17 side to that as well, is that parents actually  
18 when they enter SEED as the parents of a sixth  
19 grade student, also recognize that they have  
20 their high school option locked in.

21 That that child stays there, we do  
22 right by them, they do right by the school,

1 all works well. I think that's, so that's the  
2 flip side that we often don't talk about and  
3 I recognize that the most points of entry is  
4 really important for a number of reasons.

5           You mentioned investment and the  
6 financial side and you also mentioned just  
7 access. I know that, just talking to the  
8 District of Columbia about having the ability  
9 to attend schools that are in your  
10 neighborhood and so forth, so we're well aware  
11 of that.

12           I think we just really want to  
13 figure out the details and make sure that what  
14 we do makes the most sense. But that's often  
15 what we hear, you know, we have a science fair  
16 and maybe some other students or some other  
17 folks are there or other teachers are involved  
18 in that other school.

19           That's the question. It's usually  
20 about high school. I mean on the ground at  
21 the school we discuss should it be six, seven,  
22 eight, right?

1           So then we can build that culture  
2           in the middle school and then they all go into  
3           high school together, or is it sixth and ninth  
4           grade, and so there's some things that we want  
5           to work out.

6           But I'm open to it. I don't see a  
7           reason not, I inherited it, and I don't think  
8           it's, without any editorial, right, it was  
9           what it was and we move back into sixth grade  
10          and later on --

11                           (Simultaneous speaking.)

12          MR. FERNANDES: I just want to say  
13          something very quickly, a lot of parents when  
14          we talk to them about those challenges that  
15          they face and sort of things that they're  
16          looking to do, they'll say, I know, I want to  
17          take him out because he has this interest in  
18          this or that aspect of the arts, or this or  
19          that sport.

20                          And so when you have a relatively  
21          small high school, because at best every class  
22          is going to be as large as the previous class,

1 kid moves out of the area or something that  
2 happened to make the class go down.

3 So that's the challenge I see the  
4 parents complaining a lot about is that they  
5 don't have, in some cases, the richness  
6 experience that they may have if the high  
7 school was even just 15-20 percent larger.

8 Small numbers can certainly make a  
9 difference because instead of having 25 a  
10 class may have 30-35, all of a sudden you have  
11 some art programs that weren't available  
12 before become available, some sports options  
13 become available.

14 And that's where you hear the  
15 parents complaining a lot is that, you know,  
16 depending on the class and who's interested in  
17 what and what teachers are providing what,  
18 sometimes there isn't a critical mass where we  
19 can say --

20 MEMBER WOODRUFF: Let me say I  
21 asked this question in the context to support  
22 the various leads to where the performance of



1 SEED and I think back to our responsibilities  
2 we probably need to find and authorize more  
3 SEED like schools that service the students in  
4 these parts of the City.

5 So it certainly isn't a critique  
6 of what you're doing, but more a desire to see  
7 more students gaining that benefit.

8 CHAIR MCKOY: So I know we have a  
9 lot of night owls here, at least it's a deep  
10 brief conversation, but we've got a pretty  
11 deep, big agenda still ahead of us so I'd like  
12 to thank you all and see if I can vote here.

13 MEMBER SOIFER: Motion to renew.

14 CHAIR MCKOY: I have a motion to  
15 renew.

16 MEMBER BLOOMFIELD: Second.

17 CHAIR MCKOY: Seconded. Any more  
18 discussion, not hearing any more discussion?  
19 All in favor?

20 (Multiple Ayes)

21 CHAIR MCKOY: Opposed?

22 Congratulations. Okay.

1 MS. MEDWAY: I would like to now  
2 present your consideration, a proposal for  
3 charter continuance for Center City PCS.

4 CHAIR MCKOY: Okay.

5 MS. MEDWAY: I have  
6 representatives from the school with me. I  
7 have Ralph Boyd, Jr., the Chair of the Board  
8 of Trustees, Russ Williams, President and CEO,  
9 Toni Barton, Director of Student Support  
10 Services, Christine Duran, Director of  
11 Facilities, and Jacqueline Lawlah, Director of  
12 Operations.

13 CHAIR MCKOY: Welcome.

14 MS. MEDWAY: To summarize the  
15 standard for charter reviews, it's quite  
16 similar to that of renewal. We're looking at  
17 the same three areas, whether the school has  
18 met its goals and expectations, its legal  
19 compliance, and its fiscal management.

20 The difference from the renewal is  
21 that the standard for continuance is not as  
22 strict. The school need not have met every

1 one of its goals and expectations for the  
2 Board to vote on charter continuance.

3 Center City PCS is in its fifth  
4 year of operation and as such PCSB is required  
5 to conduct a charter review. The staff has  
6 conducted this review and it found the  
7 following.

8 The finding for Center City's  
9 goals and expectations is that the school  
10 fully met five of its goals and expectations,  
11 that it partially met two of these goals, that  
12 it did not meet three goals related to  
13 academics, reading, math, and science, and  
14 that there insufficient evidence to assess the  
15 remaining two goals.

16 And as I said, we found that it  
17 had remained in substantial legal compliance  
18 and managed its finances properly. I should  
19 note though, that of Center City's six  
20 campuses they performed quite strongly on the  
21 PMF and two are tier one schools.

22 I should also note that even

1       though we assessed the school to not have met  
2       its goal in math and science because it's  
3       below the State average of proficiency in  
4       those areas, that the school has been steadily  
5       increasing its proficiency among its students.

6                       And so the staff's recommendation  
7       is that the school focuses on continuing to  
8       improve those areas and also really focuses on  
9       reading proficiency and finally that it  
10      ensures that its sixth campus, there's one  
11      campus that's an outlier on the PMF and that's  
12      the Congress Heights campus, that it really  
13      focus on raising its PMF performance in the  
14      coming years.

15                   CHAIR MCKOY:   Okay.   Before I go  
16      to colleagues on the Board, would any of you  
17      like to say anything?

18                   MR. WILLIAMS:   Sure.

19                   CHAIR MCKOY:   Welcome, Russ.

20                   MR. WILLIAMS:   Welcome, good  
21      evening, thank you Chairman of the Board,  
22      members of the Board.   So is anyone in front

1 of you tonight on this team sort of pleased  
2 with these outcomes? No, we're not pleased  
3 with these.

4 And earlier someone said they  
5 wanted to get from good to great, I think I've  
6 only been at the school for a few months and  
7 I was approved by the Chairman of the Board  
8 Boyd and the Board of Directors to sort of  
9 lift the school from sort of okay, to good, to  
10 great.

11 And we certainly, we know we have  
12 some work ahead of us, but we also have sort  
13 of put in place a lot of things over the past  
14 few months, including getting a lot of the  
15 right people in the right seats, getting a lot  
16 of talent infused into the organization, and  
17 we have really strong alignment between the  
18 Board of Trustees and sort of leadership and  
19 six strong principals at our six campuses as  
20 we enter the 13-14 school year.

21 And we know the research is very  
22 clear that the strong outcome that's driven at

1 our schools are primarily, you know, driven by  
2 the strong leadership in the building.

3 And we're looking to, you know,  
4 move this organization in terms of focusing  
5 this year on what we teach and how we teach  
6 and those are two of three key drivers of  
7 schools and without focusing on those things,  
8 we're really here to just talk about window  
9 dressing.

10 And so with the renewed emphasis  
11 on that and sort of improving the quality of  
12 what we do. We know that task predicts  
13 performance by challenging our kids more, we  
14 expect to drive stronger outcomes as we go  
15 forward.

16 MR. BOYD: Good evening. I'll be  
17 as brief as I can be, but I do want to echo  
18 what Mr. Williams has said and approach my  
19 comments this way.

20 When I and my colleagues on the  
21 Board of Directors answered the question, why  
22 would anyone or why should anyone have, not

1 just confidence in us, marginal confidence in  
2 us going forward, but really a strong degree  
3 of confidence that we will continue that  
4 improvement trajectory.

5 There are really three things that  
6 I think about. Leadership, what's the  
7 improvement trajectory, and do these people  
8 get it? Have they cracked the nut? Do they  
9 know where they're strong and why and how to  
10 sustain it?

11 Do they know where they need  
12 improvement and why, and do they know how to  
13 do it in a sustained way? And I think the  
14 answer with respect to each of those questions  
15 in our case is, yes.

16 It hasn't always been yes, but it  
17 is a firm yes now. In terms of leadership,  
18 and I always view leadership is the best  
19 predictor of how any organization will do  
20 whether it's a public company, whether it's a  
21 non-profit that has a \$50,000 annual budget.

22 The strength of leadership is

1 really the key question and we understood a  
2 year ago that we needed to get better in every  
3 element of our leadership from our Board of  
4 Directors, it needed to be bigger, broader,  
5 and deeper in its expertise.

6 We understood that we really had  
7 to upgrade our scene and leadership team in  
8 our Central Office and we also understood that  
9 we had to have more uniform strength in our  
10 school leadership across our six school  
11 platform.

12 And we really have spent, with the  
13 help of some very strong partners, charter  
14 board partners, in school venture fund, in  
15 teacher project, new leaders have really  
16 worked steadfastly with us over the last 18  
17 months to improve us in all of those areas.

18 We have heard them. We have  
19 applied the resources and we think the  
20 expertise to get better in each one of those  
21 areas, and I think if you look at our roster  
22 of board members today you'll see it's much



1 deeper and stronger than it was.

2 It's something well beyond Ralph  
3 Boyd, Jack Griffen, Joe Bruno, and George  
4 Brown. We've added really length depth and  
5 strength to that Board. Our executive  
6 leadership team is measurably and materially  
7 stronger as is the leadership in our schools  
8 across each of the six schools.

9 Now I think you see that  
10 improvement that has come from that across our  
11 PMF scores and I think you will continue to  
12 see it in our student achievement and  
13 performance data.

14 And then finally I would just say  
15 having jumped in as the interim CEO for six  
16 months during this school year, I got a very  
17 careful look under the hood and it's funny,  
18 I've been on the Board since the beginning and  
19 you think you know, but until you're there  
20 rolling up your sleeves, on the ground in each  
21 of the schools, which I was pretty  
22 persistently.

1                   You get a much better appreciation  
2                   for what's working and why and what isn't.  
3                   And I will tell you I bring confidence that  
4                   we've cracked the nut. We are much more data  
5                   driven. We are much more persistent in our  
6                   push through on instruction in each of the  
7                   schools.

8                   So I think the schools that would  
9                   suggest data wise that you should have some  
10                  concerns on, continue to look at them, we are,  
11                  but I feel pretty confident that you're going  
12                  to have confidence in us as you see those  
13                  schools moving forward.

14                  CHAIR MCKOY: Any questions?

15                  MEMBER WOODRUFF: Yes. As one of  
16                  our charter operators with the multiple  
17                  campuses, and we have several of those, but I  
18                  think that brings with it a particular  
19                  responsibility because of, you know, six  
20                  campuses.

21                  And I'm opening this to all of  
22                  you, not just the gentleman here, can you

1 speak to some of the action steps I guess  
2 you're taking with given your partnering and  
3 your rolling up your sleeves, that you're  
4 doing across the six campuses to raise their  
5 outcomes and their performance.

6 I'm just curious to hear a couple  
7 of examples.

8 MS. BARTON: So I've actually had  
9 several roles at Center City. I've actually  
10 been a principal at one of our campuses and  
11 now I am at the Central Office as the Director  
12 of Student Support Services.

13 And I was actually interim  
14 principal at the Congress Heights Campus,  
15 which is the campus that was mentioned, and I  
16 think one key thing that is going to be  
17 instrumental in Congress Heights's scores  
18 continuing to rise is the fact that the leader  
19 who is now in place as the principal of  
20 Congress Heights is one of our longest  
21 standing staff members at Center City.

22 And what you typically find in

1 some of your schools in Ward 8 is very high  
2 turnover for principals, and she has  
3 demonstrated that she has a firm commitment to  
4 Center City and that particular campus has  
5 grown leaps and bounds since she has been in  
6 leadership there, just in that one year of  
7 leadership.

8 So like Mr. Boyd said, having the  
9 right people in the right spots is a huge  
10 change that we have for this coming up school  
11 year and we have spent a lot time this summer  
12 completely reworking our curriculum so that it  
13 matches what the standards are now asking of  
14 our students to make sure that they are on the  
15 continued trajectory to improve and to do well  
16 across all central areas.

17 CHAIR MCKOY: Thank you.

18 MR. WILLIAMS: I think it's worth  
19 noting the curriculum work that's taking place  
20 is a huge lift, but we all looked at what we  
21 were doing and we agreed that it wasn't good  
22 enough.

1                   And so we're investing a  
2                   significant amount of resources and we have a  
3                   lot of our Center City people are doing the  
4                   work of improving Center City, it's our  
5                   teachers, it's our school leaders, and it's  
6                   our staff that are looking at and doing the  
7                   deep dive in terms of curriculum base,  
8                   resource reviews, picking out what is it  
9                   that's really going to drive stronger options  
10                  for our kids.

11                  Toni and her team have been  
12                  involved in curriculum work from the  
13                  beginning, so we have a support scale, all  
14                  supports and supports for advanced students  
15                  being thought about from the get go so that  
16                  those children and those supports aren't left  
17                  out of the work that we're doing.

18                  And we're not starting from  
19                  scratch here on curriculum, we're building,  
20                  we, you know, we're evaluating, assessing the  
21                  different programs out there and we're taking  
22                  foundational programs and then we're building

1 everything around them.

2 But we're providing our teachers  
3 with better tools, better maps, better lesson  
4 plans, and just better information as we go  
5 forward, as we understand and the research is  
6 very clear, and when we challenge these kids,  
7 and they want to be challenged, and they will  
8 rise to the occasion and they will do the work  
9 and the task predicts performance.

10 And the outcomes will strengthen  
11 along with the strengthening and the  
12 challenging nature of the work that we're  
13 asking them to do. And so that's what our  
14 team is focused on, committed to, in terms of  
15 improving things.

16 Longer term than what goes with  
17 that is improving the quality of the teaching  
18 that's taking place in our classrooms and  
19 we've, and he is not here tonight, but we  
20 recently reached an agreement with Shawn  
21 Hartnett who is pretty well known in the  
22 District circles.

1                   And he'll be leading the principal  
2                   and the assistant principal in the development  
3                   of our staff as we go forward and he'll be  
4                   working in terms of improving the quality of  
5                   teacher leaders, in terms of improving the  
6                   quality of instructions taking place in our  
7                   school.

8                   And a lot schools use, what  
9                   typically is referred to as like an  
10                  observation feedback model, but we're sort of  
11                  flipping that we're moving into more an  
12                  observation and coaching model.

13                  There certainly will be feedback,  
14                  but we're going to be actively involved in and  
15                  engaged in coaching teachers in the classrooms  
16                  and making sure that we're picking up on a  
17                  couple of the key things that will move the  
18                  lever in terms of improving the quality and  
19                  instruction and not focusing too broadly.

20                  But focusing on one of two key  
21                  things each time we're sort of coaching to  
22                  which way that we can approve, you know, that

1 will have ancillary effects of improving  
2 instruction along the way as well.

3 MR. BOYD: I just wanted to say a  
4 couple things very quickly, number one, we  
5 really as a Board of Directors threw mind,  
6 body, and soul into this selection of our new  
7 school leader.

8 And one of the reasons we retained  
9 Russ and we're happy that he said yes to our  
10 invitation to join us was our sense that among  
11 his many other skills that he knew what first  
12 grade talent looked like, could attract it,  
13 could inspire it, could support it, and could  
14 sustain it, and I think if you look at our  
15 organizational chart today both in the Central  
16 Office and as it's emerging in our schools,  
17 you see pretty hard evidence, concrete  
18 evidence of that.

19 The second thing I would add is we  
20 paid a lot of attention to Congress Heights as  
21 a Board because it became clear to us that  
22 that school a year and a half ago to two years



1 ago had issues that in our minds said this is  
2 an at-risk situation from our prospective,  
3 whatever our regulators view is that's our  
4 view.

5 And we made a concentrated effort  
6 to really engage and support and improve the  
7 leadership and the culture there. My view,  
8 our view as a Board is, I don't care what you  
9 have, if you don't have a strong culture,  
10 children cannot learn.

11 Teachers can't teach and children  
12 can't learn. Really focused on getting a  
13 strong leader in that building who understood  
14 the community, who understood the school's  
15 challenges, understood the difficult decisions  
16 that would have to be made and we felt was  
17 prepared to make them and push them through  
18 while reinforcing the community's commitment  
19 to the school and where it operates.

20 I thing rather than me talking  
21 about and what we think has happened there, I  
22 think I'd just invite you to watch that school

1 very carefully and see what the data tells you  
2 about that.

3 And to visit the school and to  
4 experience the culture yourselves because we  
5 can see a material of difference in it.

6 CHAIR MCKOY: Comments anybody?

7 MEMBER SOIFER: I guess just one  
8 other question. I appreciate all of that.  
9 The one aspect of that that you came pretty  
10 close to answering, but that I didn't want to  
11 ask about is professional development  
12 strategies, so if you could address that a  
13 little bit more directly that would be great?

14 MR. WILLIAMS: Yes. I mean we  
15 have a pretty strong investment in  
16 professional development and leaning on Mr.  
17 Hartnett who is going to be focusing on  
18 developing leadership throughout the  
19 organization.

20 We have a Director of Professional  
21 Development, we have on the 5th and 6th of  
22 August we have a new teacher induction

1 program, because the research is very clear  
2 about how many people you retain when you sort  
3 of induct them into them versus you just bring  
4 them and don't support them.

5 So we're inducting our new  
6 teachers. We're providing all of them with  
7 mentors and sort of ongoing touches throughout  
8 the course of the year. We have a 2-week PD  
9 like most schools do later this summer/fall of  
10 our returning staff.

11 That's an institute that's got a  
12 lot of partners and of our own teachers and  
13 our team weaving through doing a variety of  
14 differentiated sections and then our school  
15 provides regular ongoing PD.

16 We have a whole calendar that's  
17 already been mapped out for the school year  
18 with a lot of touch points throughout the year  
19 in terms of a handful of full days then a few  
20 afternoons each month where we're doing sort  
21 or regular professional development in  
22 response to what is the data telling us, what

1 are our teachers telling us in terms of, you  
2 know, making sure that we're providing PD that  
3 is sort of targeted, relevant, and useful for  
4 our staff.

5           So we're very much shifting from,  
6 I mean, for better or worse Center City for a  
7 long time had the sit and spin model, you  
8 know, where the teachers who are sort of, you  
9 know, their body language was they were dying  
10 because somebody was lecturing at them for  
11 three or four hours.

12           So we're moving very much towards  
13 a PLC model where the, whoever's presenting  
14 has five to 15 minutes and then teachers need  
15 to be working in teams, but it's evaluating  
16 student work, evaluating data, or just, you  
17 know, collaborating in terms of like reviewing  
18 lesson plans or fixing whatever it is that  
19 they think is not working.

20           There will be a lot more sort of  
21 whether they're in grade bands or in  
22 progressions, just working in teams at our PD

1 even in our summer institute.

2 It's just, you know, the research  
3 on PLCs is very compelling and the PLCs impact  
4 on teacher satisfaction, teacher improvement,  
5 teacher retention, is very compelling.

6 And so we're moving towards being  
7 much more of a teacher driven organization  
8 where the CEO is more supportive and the  
9 teachers are allowed to have a lot more time  
10 to collaborate and work together in teams in  
11 order to help drive stronger outcomes.

12 MR. BOYD: So that's our cultural  
13 shift at the Central Office.

14 CHAIR MCKOY: Okay. I feel like  
15 we're ready for a vote. I feel a vote coming  
16 on here. Can I get a, because my colleague  
17 across the table of me said one, two more  
18 brief points. Can I have a motion?

19 MEMBER WOODRUFF: I move to  
20 approve for it's not renewal --

21 MS. MEDWAY: It's a vote for  
22 charter continuance.

1 MEMBER WOODRUFF: Yes. I vote for  
2 approval.

3 MEMBER BLOOMFIELD: Second.

4 CHAIR MCKOY: Moved and seconded.

5 Any more discussion? All right. All in  
6 favor?

7 (Multiple Ayes)

8 CHAIR MCKOY: All opposed?

9 Congratulations.

10 MR. BOYD: Thanks very much.

11 MS. MEDWAY: I have one more

12 charter to present --

13 CHAIR MCKOY: All right.

14 MS. MEDWAY: -- for Eagle Academy

15 PCS.

16 CHAIR MCKOY: Welcome.

17 MS. MEDWAY: So I apologize, this

18 is actually the first time that I've met you

19 in person. I worked with you often.

20 MALE PARTICIPANT: On the phone.

21 MS. MEDWAY: Yes, and so would you

22 please introduce yourself to the Board.

1 MS. PINKNEY: Good evening, I'm  
2 Cassandra Pinkney, founder and executive  
3 director of Eagle Academy.

4 DR. SMITH: Joe Smith, COO-CFO.

5 MS. MCKEON: Good evening,  
6 Kathleen McKeon, director of research  
7 innovation and accountability.

8 MS. WHITE: And I'm Davene White,  
9 I'm Chairman of the Board and Trustee.

10 CHAIR MCKOY: Dr. Medway.

11 MS. MEDWAY: I'm here to present a  
12 Board proposal for charter continuance of  
13 Eagle Academy PCS. This is Eagle Academy's  
14 10th year in operation and, as required by the  
15 SRA, PCSB staff conducted a charter review of  
16 the school's performance in meeting its goal  
17 and expectations, its legal compliance and its  
18 fiscal management to ensure economic  
19 viability.

20 For those last two points, staff  
21 found that the school had remanded substantial  
22 legal compliance and managed its finances

1 effectively to ensure economic viability.

2 For our assessment of the school's  
3 goals and expectations it should be noted that  
4 in the school's charter application it actual  
5 detailed a 104 really specific goals.

6 And in later PCSB approved  
7 accountability plans, it detailed those goals  
8 more generally. In six subject areas,  
9 literacy, numeracy, among some others.

10 And PCSB staff evaluated those six  
11 subject areas and found that the school had  
12 fully met four of those goals related to  
13 social and emotional development, student  
14 attendance, parent participation and school  
15 climate. And that the school had partially  
16 met two goals related to literacy and  
17 mathematics.

18 And I should note that this was,  
19 this was a different review in that this was  
20 the first year that Eagle Academy had a third  
21 grade class. And there were 40 students in  
22 the class and of those, 18 of them were



1 special education students.

2 The assessment was partially met  
3 because the school performed lower then the DC  
4 third grade reading and proficiency, reading  
5 and math proficiency average.

6 However, staff finds and  
7 recommends that the school has met the  
8 standards for charter continuance and  
9 recommends that the Board vote to continue the  
10 schools charter. And also asks that Eagle  
11 Academy focus on that. We've discussed how  
12 you focused on that we look forward to  
13 tomorrow when the DC CAS results are issued.

14 (Simultaneous speaking.)

15 CHAIR MCKOY: I have nothing to  
16 say. Would any of you like to say anything  
17 other then referring to tomorrow?

18 MS. PINKNEY: Kathy, would you  
19 like to --

20 DR. SMITH: You want to, no we'll  
21 start.

22 MS. PINKNEY: Yes.

1 DR. SMITH: I do want to say that  
2 Eagle Academy takes very seriously the success  
3 of the students. It's never our students who  
4 fail it's always the adults who fail the  
5 students. And we absolutely believe that.

6 And there can be lots of excuses  
7 thrown around for it, but you know what, it  
8 comes back to, did you do your job? I think  
9 Cassandra and I would both agree that we  
10 focused a lot better this year --

11 MS. PINKNEY: Yes.

12 DR. SMITH: -- on this then we did  
13 last year. Maybe we can give you a gazillion  
14 excuses like a new school and new construction  
15 and for our first time and all the excitement  
16 around that. So there was distractions for  
17 us.

18 But we very purposely focused on  
19 what we were going to do with our children and  
20 how we were going to do it. And we have done  
21 that previously, we've done well with our  
22 accountability plans in the past.

1                   But we were distracted that one  
2 year. And we think that this year that we've,  
3 this past year, that we've focused very  
4 heavily on what we need to do and how we do  
5 it.

6                   I think a lot of it has to do with  
7 how Ms. McKeon has focused us on the research.  
8 That's what she does and she does it very  
9 well. And kept us very abreast of who was  
10 translating the research into operational  
11 programs for us.

12                   So for example, we started, Kathy  
13 had a study with class, three years ago or  
14 four years ago, I don't remember?

15                   MS. MCKEON: Three.

16                   DR. SMITH: Three. So we started  
17 with class three years ago which is a good way  
18 of telling us how well our teachers are  
19 performing in the classroom.

20                   We added ANet, which was a  
21 tremendous help to us. What's the other one  
22 we added, Kathy?

1 MS. MCKEON: So we've added Lexia  
2 IXL Math and we are using GOLD as an  
3 assessment tool as internal documentation so  
4 that we're monitoring children's developmental  
5 growth.

6 DR. SMITH: And you already know  
7 what the tremendous feedback we got from the  
8 math program was in terms of improving our  
9 students ready for math, without saying  
10 anything more than that and also improving our  
11 students in reading from --

12 (Simultaneous speaking.)

13 DR. SMITH: So we're very  
14 committed to continuing that and we hope that  
15 we come before you in five years that whatever  
16 we didn't get to include this year will be our  
17 low marks. We hope that those end up being,  
18 we hope to get better every year and we  
19 believe we can.

20 We had our 2nd graders participate  
21 in the DC CAS, voluntarily. And we also had  
22 them take ANet.

1                   And we're very confident about  
2                   what we're saying in terms of where we're  
3                   going to be next year. It will be even better  
4                   then we are this year.

5                   MS. PINKNEY: Well I just wanted  
6                   to say that everything that we do at Eagle  
7                   Academy is for the child. We call ourselves  
8                   a full community service school.

9                   DR. SMITH: That's right.

10                  MS. PINKNEY: And that is what we  
11                  definitely do is get out there, pound the  
12                  pavement, we go to home visits. We do  
13                  everything we can to bring those families in.

14                  That is not an easy area in Ward 8  
15                  to get people to trust you. Not only with  
16                  their children but just trust you period  
17                  because a lot of things are very secretive to  
18                  them.

19                  But we do have great parent  
20                  participation. We do a lot of silly things  
21                  like a mothers day tea and a fathers day  
22                  griller.

1                   But people need that in order to  
2                   feel that they are part of. Our doors are  
3                   open, we ask them to come in.

4                   Our ANCs actually have meetings in  
5                   our building. In fact, the ones that are  
6                   having the meeting now are not even our ANC.

7                   We invite them in because we want  
8                   them to know that we are transparent and that  
9                   everything we do at Eagle Academy is with  
10                  intention. Nothing that we do is just bluff  
11                  or for just because.

12                  Our whole intention is that those  
13                  children learn, learn well and retain all of  
14                  that information.

15                  DR. SMITH: I'm sorry, one other,  
16                  she wants me to talk about technology.

17                  MS. PINKNEY: Oh, yes.

18                  DR. SMITH: As you guys know we're  
19                  a high tech school. Every kid has an iPad  
20                  from the time their 3 years old. There's  
21                  computers in every classroom.

22                  FEMALE PARTICIPANT: Really?

1 MS. PINKNEY: Yes.

2 DR. SMITH: They're smart, oh,  
3 absolutely.

4 MS. PINKNEY: You should come.

5 DR. SMITH: There's SmartBoards in  
6 every classroom. Every classroom has cameras  
7 to record the lessons all day. Our teachers  
8 then can go back home, hook into the internet,  
9 put in their code number and watch whatever  
10 part of the lesson during, they don't watch  
11 the whole day, but whatever part of the lesson  
12 they want to watch that they feel they needed  
13 to improve upon or they were curious about,  
14 they can do that.

15 That's one of the ways we improved  
16 construction. That's all in the new school  
17 and we also put it in our other school and I  
18 think it's going to have the same effect over  
19 there.

20 The one thing that we did forget  
21 though is, you guys are going to be getting an  
22 invitation. We are having the grand opening

1 for our school October 29th at 10:00 a.m.

2 So we hope that all of you will  
3 put that on your calendars. And there will be  
4 a formal invitation in the mail to you and  
5 some other folks to come out and enjoy the  
6 celebration for our new school. We are very  
7 excited about it.

8 MS. PINKNEY: Yes, we are.

9 CHAIR MCKOY: Don't you want to  
10 say something?

11 MS. WHITE: Well Joe kind of stole  
12 my thunder about the October 29th. But I  
13 definitely want to say that from the  
14 standpoint of the Board, we are extremely  
15 proud of Eagle Academy, its teachers, its  
16 facility, its staff and the students and  
17 parents, and we are 100 percent supportive of  
18 all of the programs and policies of the  
19 academy.

20 CHAIR MCKOY: Okay, thank you.  
21 Colleagues?

22 MEMBER BLOOMFIELD: I just want to



1 say, I would move to approve this and I had  
2 the pleasure of visiting that day that Mayor  
3 Greg came and did his walk around and was very  
4 impressed with what I saw.

5 And I appreciate the fact that  
6 you've embraced a lot of the technical  
7 assistance that you've been given and it looks  
8 like you're really taken it aboard. And I  
9 also appreciate the fact that you don't really  
10 use the fact that you may students with IPs as  
11 any excuse at all for anytime that you've had  
12 a struggle in terms of moving students where  
13 you wanted to go.

14 Because I think you've been one of  
15 the most responsible primary school educators,  
16 early school educators in terms of really  
17 embracing children with IPs and doing what you  
18 can with them. And I think that somehow we'd  
19 like to see all schools take on.

20 And so I really want to commend  
21 you for that. And that's it.

22 CHAIR MCKOY: All right, can I get

1 a motion?

2 MEMBER BLOOMFIELD: That was a  
3 motion.

4 MEMBER WOODRUFF: She made the  
5 motion, I second it. I second it.

6 CHAIR MCKOY: I'm sorry, you did  
7 make a motion way in the beginning of that  
8 rant. Can I get a second?

9 MEMBER WOODRUFF: I did.

10 CHAIR MCKOY: And a second. Did  
11 everybody vote already? All in favor?

12 (Chorus of ayes)

13 CHAIR MCKOY: Opposed?

14 Congratulations.

15 MS. PINKNEY: Thank you.

16 CHAIR MCKOY: We look forward to  
17 seeing you. Okay, we have a really quick item  
18 I think, Staff, on Community Academy.  
19 Monique, are you doing that?

20 MS. MILLER: Yes.

21 (Off record comments)

22 MS. MILLER: So we are asking, are

1       you going to use this one?

2                   Thank you, sorry. So we are  
3 asking the Board to extend Community Academy  
4 Public Charter School charter for an  
5 additional 30 days so that we can finalize the  
6 negotiation of a new charter term.

7                   At the June 24th meeting we had  
8 already requested an extension for those  
9 schools charters that were set to expire June  
10 30th. So we're just asking for another  
11 extension that would go, that would last until  
12 August 20th.

13                   We expect that we would be able to  
14 have a finalized agreement by August 14th.  
15 And then the Board would vote on this  
16 agreement at its August 19th meeting.

17                   CHAIR MCKOY: Okay, is there any  
18 discussion, that's pretty straightforward I  
19 think. Can I get a motion?

20                   MEMBER WOODRUFF: Move to approve.

21                   MEMBER TILLERY: Second.

22                   CHAIR MCKOY: Moved and second.

1 All in favor?

2 (Chorus of ayes)

3 CHAIR MCKOY: All opposed? All  
4 right. Now we have charter agreements to be  
5 renewed, Elsie Whitlow Stokes and Carlos  
6 Rosario. Maybe reps --

7 MS. MILLER: You want them both?

8 CHAIR MCKOY: Yes, because I think  
9 it's going to be --

10 MS. MILLER: All right, then. So  
11 Allison, Sonia, Linda, can you come up? And  
12 if you can sign right here.

13 (Off record comments)

14 CHAIR MCKOY: Welcome. Monique?

15 MS. MILLER: Yes, sir. So we have  
16 before us Stokes Public Charter School, Carlos  
17 Rosario Public Charter School. And the Board  
18 has already voted to renew its charter, we are  
19 just voting on an negotiated agreement.

20 Our general Counsel has been  
21 working with each of the schools legal counsel  
22 to iron out details, review attachments. We

1 have come to an agreement that I think we both  
2 can live with and we're ready to find out.

3 CHAIR MCKOY: Do the parties want  
4 to say anything?

5 MS. GUTIERREZ: I do. I want to  
6 say --

7 CHAIR MCKOY: Forget it. Go  
8 ahead.

9 MS. GUTIERREZ: I want to thank  
10 Scott Pearson and Naomi and Monique. Its been  
11 tough negotiation, right Scott?

12 MEMBER PEARSON: Along the way.

13 MS. GUTIERREZ: But we have come  
14 to an agreement because we all have the same  
15 desire to make sure that we serve our students  
16 well, oh, and Nicole, your lawyer, that's also  
17 been really helpful.

18 They all have been helpful and  
19 like thankful in some many hours into this  
20 with my staff. Particularly with Alison, my  
21 chief academic officer.

22 So I want to thank you and I want

1 to tell you that I know that you have been  
2 very proud of our school for the last 15 years  
3 and we're getting ready to make you even more  
4 proud for the next 15. Come and visit our  
5 school and see what a real adult education  
6 school that is exemplary, looks like.

7 Because we're exemplary in every  
8 area. As rated by you, yourselves. And I  
9 want to say, I was so pleased to have you at  
10 our graduation. Really, very pleased.

11 MALE PARTICIPANT: Thank you.

12 MS. GUTIERREZ: I hope next year  
13 everybody comes because if you come to our  
14 graduation, their kind of emotional, aren't  
15 they?

16 MALE PARTICIPANT: Wonderful.

17 MS. GUTIERREZ: They are  
18 wonderful.

19 CHAIR MCKOY: I'm not sure, maybe  
20 you shouldn't go there next time.

21 MS. GUTIERREZ: No, we have shared  
22 our graduations with over 300 immigrants

1       graduating and it's really special.

2                   CHAIR MCKOY:  Ms. Moore?

3                   MS. MOORE:  Good evening.

4                   CHAIR MCKOY:  Good evening.

5                   MS. MOORE:  I think that each of  
6       you know that I believe our first 15 years  
7       have been absolutely delightful.  That is what  
8       I can say about the experience and we look  
9       forward to the next 15 years.  Thank you.

10                  MR. MOORE:  As a board member, I'm  
11       the Security Board of Rosario, thank you to  
12       the Board for this recognition.  Since I  
13       didn't come prepared to say anything I'll say,  
14       let's do this.

15                  CHAIR MCKOY:  All right, well  
16       thank you all for coming and can I get one  
17       motion?  I think, okay, Member Tillery.

18                  MEMBER TILLERY:  Yes, I'll make  
19       the motion.

20                  CHAIR MCKOY:  What is it, what to  
21       support both?

22                  MEMBER TILLERY:  Yes.

1 CHAIR MCKOY: All right, can I get  
2 a second?

3 MEMBER BLOOMFIELD: Second.

4 CHAIR MCKOY: Moved and seconded.  
5 Any more discussion? All right, all in favor?

6 (Chorus of ayes)

7 CHAIR MCKOY: All opposed?  
8 Applicant's congratulations.

9 MS. MILLER: Thank you.

10 (Off record comments)

11 CHAIR MCKOY: Okay --

12 MEMBER WOODRUFF: Eric speaks.

13 CHAIR MCKOY: -- we've got Charter  
14 Amendment Decision 1 and that's Perry Street  
15 Prep. Do you want to come on down? Monique,  
16 you doing this too?

17 MS. MILLER: Yes, sir.

18 CHAIR MCKOY: Okay. How is  
19 everybody?

20 MR. JENKINS: I'm fine, I'm great.

21 MS. FORD: Good evening, I'm  
22 Chante Ford, special education director.



1 MS. NOLAN: Good evening, I'm  
2 Janice Nolan, ELO director.

3 MR. JENKINS: Good evening,  
4 Shadwick Jenkins, head of school.

5 MS. MILLER: So Perry Street Prep  
6 has submitted a charter amendment to amend its  
7 goal. The school will be undergoing term  
8 renewal in the 2013, 2014 school year.

9 As such, its goals will be  
10 assessed based on the grandfather clause and  
11 the elected PMF as charter goals policy.  
12 Which states, a school undergoing a ten year  
13 review board, 15 year charter renewal within  
14 the first five years, that is respective PMF  
15 implemented, will need to demonstrate annual,  
16 be consistent, improvement in performance with  
17 no score below 40 percent in the past two  
18 years and earn at least 45 percent of possible  
19 PMF points for at least two years prior to the  
20 review.

21 In addition, the school had  
22 included goals by which it would like to be

1 held accountable. All students with  
2 disability will meet these factors and grow in  
3 the areas of reading and math on the district  
4 approved state wide effectively annually.

5 And 80 percent of non-partitioned  
6 English language learners will make  
7 improvements within their English language  
8 proficiency level as demonstrated on the  
9 annual access exam.

10 CHAIR MCKOY: Would you like to  
11 make any statements?

12 MR. JENKINS: Yes, I just want to  
13 point out that under the issue, submission of  
14 the original or initial goals we have a new  
15 leadership team intact. The reason for the  
16 submission is because now we have an issued  
17 team that is directly focused on using data to  
18 inform our instruction.

19 In doing so and looking at the PMF  
20 goals, wanted to make certain that we involve  
21 all the, engage all of our community members,  
22 all stakeholders, parents as well as students.

1                   With that in mind, we would want  
2                   to make certain in choosing PMF goals that  
3                   they become part of this process. Not only  
4                   just the board members but also the community  
5                   members as well.

6                   And that actually informed us in  
7                   helping to make the decision to adopt the PMF  
8                   goals along with our special education  
9                   targets, as well as our other targets.

10                  CHAIR MCKOY: Colleagues?

11                  MEMBER BLOOMFIELD: I move that  
12                  they, I mean I accept we give us their goals  
13                  for their charter. We accept them.

14                  MEMBER WOODRUFF: Can I add a  
15                  comment un between --

16                  CHAIR MCKOY: Let's get a second  
17                  first.

18                  MEMBER WOODRUFF: I'll second it.

19                  CHAIR MCKOY: Okay.

20                  MEMBER WOODRUFF: And I'll quickly  
21                  say, I'm looking forward to having a bunch  
22                  more opportunity to have an in depth

1 discussion of what that will mean in terms of  
2 meeting and exceeding where we are with the  
3 various PMF indicators.

4 CHAIR MCKOY: Okay, we've got a  
5 motion and a second. Any more discussion?  
6 Call a question to all in favor?

7 (Chorus of ayes)

8 CHAIR MCKOY: Opposed?  
9 Congratulations.

10 MR. JENKINS: Thank you.

11 CHAIR MCKOY: Thank you. All  
12 right, moving right along. I think we're down  
13 to BASIS. Special education recommendation  
14 for BASIS Easy Public Charter School.  
15 Welcome. Whose got this?

16 MS. RUBIN DEVEAUX: So good  
17 evening.

18 (Multiple good evenings)

19 MS. RUBIN DEVEAUX: So the final  
20 agenda item is a report that PCSB has prepared  
21 and presented to the Board on BASIS Public  
22 Charter School Board. The BASIS Public

1 Charter School.

2 So we, Avni and Amanda who are  
3 sitting here with me are, comprised our  
4 special education department here at the PCSB.  
5 And they visited BASIS and were looking at the  
6 special education program.

7 And in their visit to the school  
8 they identified a few actions that BASIS  
9 should take, along with actions that were in  
10 action at the time that BASIS did on their own  
11 without coming to us at all by hiring an  
12 outside consultant called End to End  
13 Solutions.

14 What we have recommended is that  
15 the finalized draft action plan that they  
16 submitted to us be made final by August 12th.  
17 And that they communicate to the parents of  
18 students with disabilities its plan to  
19 implement the actions during this upcoming  
20 school year.

21 In addition, the staff recommended  
22 that we conduct four check ins with BASIS over

1 the course of the year and that will be done  
2 by Avni and Amanda. And the first check in  
3 will be an on sight review and will occur on  
4 a mutually agreed upon date during the week of  
5 August 19th.

6 And then the remaining three  
7 checks ins will be, BASIS will submit to PCSB  
8 a written summary of its current status of its  
9 compliance with their own action plan. And  
10 the dates are listed are below and they may go  
11 throughout the year. That's pretty much --

12 CHAIR MCKOY: Does either one of  
13 you two or staff want to just summarize what  
14 the action plan is? For the Castle, summary.

15 MR. LEWIS: So in addition to,  
16 excuse me, sorry. Cameron Lewis, I'll be  
17 school director with BASIS DC this upcoming  
18 school year.

19 In addition to reworking the  
20 leadership team at the school, we have new  
21 additions to the leadership team including  
22 coordinator of special education services and

1 a full compliment of support staff. And we  
2 have incoming new head of school, myself  
3 additional, and Doctor Nicole Johnson,  
4 remaining with the staff.

5 We have identified areas through  
6 our audit. Identifying communication with  
7 parents, professional and development training  
8 that needs to take place in order to  
9 familiarize all staff, support or  
10 instructional, with special education, federal  
11 guidelines, everything as necessary.

12 So in addition to that we've also,  
13 I mentioned it but I mean we have a full  
14 staffing that we've really identified.  
15 Records additionally, keeping, making sure  
16 that our record keeping system is completely  
17 organized, up to date, updating online  
18 tracking systems and streamlining our goals  
19 for special education students, IB staff of  
20 course.

21 CHAIR MCKOY: Colleagues?

22 MEMBER WOODRUFF: Very pleased to

1 see some of the action steps that are outlined  
2 here in the report that we have. I just want  
3 to put it into context because you're new to,  
4 in your positions?

5 MR. LEWIS: I'm new to this  
6 position in D.C., yes.

7 MEMBER WOODRUFF: Okay. One of, I  
8 mean as excited and we continue to be excited  
9 about the performance and the potential  
10 performance of BASIS here in Washington, D.C.  
11 and what it can do for our students.

12 One of the concerns we have when  
13 we authorize BASIS as a Charter School here  
14 was that we be sure that your organization  
15 will take seriously the responsibility for the  
16 complete, continual and diversity of students.

17 And we were confident that in the  
18 areas where you have proven to be strong you  
19 would be strong. But we were concerned that  
20 the resources in the school would be  
21 adequately applied to all sorts of student  
22 with special ed and otherwise.



1                   So, all this to say I want to make  
2                   sure you appreciate the seriousness with  
3                   which, we're particularly watching what goes  
4                   on at BASIS with students with disabilities,  
5                   with students who may come in below grade  
6                   level and that whole continuum because we  
7                   would be very, we miss to have that be an  
8                   ongoing challenge with problem that doesn't  
9                   give us any potential as that given to  
10                  students who are coming in inside with  
11                  performance.

12                  So I just want to underline,  
13                  reinforce and state very strongly that that's  
14                  a huge area that we're watching. For this  
15                  school in particular.

16                  MR. LEWIS: Absolutely. May I  
17                  make a brief comment?

18                  CHAIR MCKOY: Sure.

19                  MR. LEWIS: Coming from outside of  
20                  the BASIS organization, I've taught one year  
21                  with BASIS and I've taught a number of years  
22                  in Urban Chicago with population of special

1 needs students up to 20 percent of the case  
2 load.

3 Being into the organization it  
4 appears that I'm new to these action steps as  
5 well, but it appears to be the type of, as an  
6 outside opinion, as a type of approach that is  
7 going to produce adequate accommodations,  
8 modifications for our kids.

9 I mean this is the staff that is  
10 onboard at this date, not two months ago, but  
11 now --

12 CHAIR MCKOY: Sure.

13 MR. LEWIS: -- appears to really  
14 have what it takes to properly meet the needs  
15 of these kids. And I feel, as an outside  
16 opinion and also a member of BASIS, very  
17 confident in saying that.

18 CHAIR MCKOY: Any other comments?

19 MEMBER SOIFER: Pardon me.

20 CHAIR MCKOY: Yes.

21 MEMBER SOIFER: Just to clarify  
22 the comment made earlier, so there's a full

1 time special ed coordinator?

2 MR. LEWIS: Yes.

3 MEMBER SOIFER: Whose now, whose  
4 added to the staff or whose --

5 MR. LEWIS: We had recently  
6 brought onboard Jennifer Demalik. She's an  
7 experienced in the D.C. public school system,  
8 she is a special education coordinator.

9 We have a fully complement of  
10 special education teachers, which we have  
11 hired. We also have speech pathology and  
12 social working, which we've added to the team  
13 to best support the students.

14 MEMBER SOIFER: And her role will  
15 then be special coordinator?

16 MR. LEWIS: She is coordinator,  
17 yes. That is her sole responsibility. A lot  
18 of the action steps, which we have identified  
19 and you've assisted us with, have already been  
20 taken care of.

21 The finals have already been, Ms.  
22 Demalik has completely streamlined the files

1       there in accordance as we speak. So we're  
2       working to really get a lot of these done  
3       ahead of the specified date on the schedule.  
4       Because it's just best practice. Not to give  
5       off the buzz word, but --

6                   MEMBER SOIFER: Okay.

7                   CHAIR MCKOY: Anything else, Don?

8                   MEMBER SOIFER: No.

9                   CHAIR MCKOY: Yes, I just like to  
10       say I share my colleagues concerns because  
11       that was a concern of mine when we approved  
12       you. So I'm glad to see, it looks like you're  
13       really facing this full on and taking  
14       seriously the responsibilities, so we're  
15       pleased that that's happening and look forward  
16       to great things from you guys.

17                   MR. LEWIS: Thank you.

18                   CHAIR MCKOY: This is not a  
19       voting, it says vote.

20                   MS. MILLER: Wrong agenda, old  
21       one.

22                   CHAIR MCKOY: Wrong agenda.

1                   MEMBER WOODRUFF: Even on this one  
2                   it says vote, but yes, I'll vote.

3                   CHAIR MCKOY: But we appreciate  
4                   you coming down and good luck.

5                   MR. LEWIS: Thank you for you  
6                   time.

7                   CHAIR MCKOY: Thank you. We now  
8                   have an item --

9                   MEMBER SOIFER: You're right, it's  
10                  not action.

11                  CHAIR MCKOY: No vote is to be  
12                  taken, feel free to speak or not. The hour is  
13                  late, so brevity is appreciated. Anybody want  
14                  to address the body?

15                  Are there any public officials  
16                  elected by somebody other than yourself? To  
17                  public office who'd like to address the body?  
18                  Could I get a motion to adjourn?

19                  MEMBER SOIFER: Motion to adjourn.

20                  CHAIR MCKOY: Second?

21                  MEMBER WOODRUFF: Second.

22                  CHAIR MCKOY: All in favor?

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(Chorus of ayes)

CHAIR MCKOY: Thank you everybody  
for coming down tonight. 10:39.

(Whereupon, the meeting in the  
above-mentioned matter was adjourned at 10:40  
a.m.)

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In the matter of: Public Meeting

Before: DC Public Charter School Board

Date: 07-29-13

Place: Washington, DC

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